

STUDENT LEARNING ASSESSMENT REPORT, 2019-2020

PROGRAM: Health Sciences (B.S.)

PREPARED BY: Dr. Michael Nordvall, Former Chair, Health and Human Performance (please address correspondence to Dr. Gwendolyn Francavillo, Chair)

DATE: 9.30.2020

Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment*
Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry	18-19		20-21
Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings	19-20	y	22-23
Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness	18-19		20-21
Apply ethical standards of conduct for health and wellness programs	18-19		21-22
Evaluate information and resources that address the health needs/concerns of individuals or groups	19-20	y	22-23

* To be determined considering the new academic structure and oversight of the health sciences program.

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

The assessment process established in this current report had been addressed as recently as the 2018-2019 with a more comprehensive program review submitted for the time period Fall 2012-Spring 2017. A new set of program learning outcomes was established in 2016 to reflect core knowledge, skills, and abilities within the program and to align it with established ACSM competencies addressed in the EP-C. Once these learning outcomes were developed, we identified the various direct and indirect measures that would be used to assess these. This process included developing a curriculum map (submitted with the most recent 5-year program review) and identifying which courses in the program addressed each learning outcome. We also identified the various indirect measures that would be used (e.g., graduating student surveys and alumni surveys). The next step was the development of rubrics for each learning outcome. The development of the rubric helped the department to operationalize each learning outcome. We then revisited the curriculum map and identified the assignments in each course that addressed the learning outcome. The department also identified target measures by identifying what percentage of our students should achieve the "meets or exceeds standard" criteria for each program learning outcome. Finally, the department developed a plan for gathering and measuring data. Using the curriculum map, the chair identified the courses that would address the program learning outcomes under review for the year (primarily junior level and above or experiential courses). Representative, de-identified, and ungraded student work was collected from each targeted course and evaluated by faculty in the Department for to determine whether or not the specified learning outcomes had met standards (or not). A rubric addressing the standards for each learning outcome (attached below) was used to determine whether student work was deemed to be below, have met, or have exceeded standards for each learning outcome as established by faculty in the Department. The chair made sure that the assessor of student work was not the same instructor that had originally prepared the assignment. Assignments underwent evaluations by different faculty to maximize inter-rater reliability. Finally, the chair collected the assessment reports from each faculty and aggregated data. The results are described further in this document. In the appendix, the revised learning outcomes (Appendix A), the curriculum map (Appendix B), and the rubrics (Appendix C) associated with each program learning outcome under review this year are included.

Assessment Process	What was Done
Step 1: Assign new learning outcomes.	The program learning outcomes for BS in Health Sciences program as previously revised in order to reflect the knowledge and material of the program and to reflect the competencies of the ACSM standards are being assessed for the first time in this report.
Step 2: Develop rubrics for each learning outcome	For each program learning outcome, a holistic rubric was developed to operationalize the outcome by faculty in the Department.
Step 3: Map the Curriculum	The curriculum was mapped and courses were identified in which the learning outcomes were addressed. Each course then identified which assignment(s) addressed which learning outcomes.
Step 4: Identify direct and indirect measures used for each learning outcome	The direct and indirect measures used to assess the learning outcomes were identified.
Step 5: Set target measures for each learning outcome	The department reached consensus about what percentage of students should meet the “meets or exceeds standard” target measure for each learning outcome.
Step 6: Gathering of Data	The department chair identified the courses that addressed the learning outcomes under review this year and representative student work from each course in order to assess how the assignments addressed each outcome. An email was sent to each instructor of the course stating that assignments for the selected students should be submitted, ungraded, to the department chair by a set date.
Step 7: Assessment of Data	Each assignment for each learning outcome under review was assessed using the developed rubric by faculty members, neither of whom were instructors of the course in which the assignment was given.
Step 8: Analyzing completed data	The department chair collected all assessment measures and results and aggregated the data.
Step 9: Sharing of data	The results of the assessment process were shared with faculty and the department reflected upon the strengths of the program and will identify opportunities to improve.

One strength of this assessment process is that it follows a rigorous and objective approach to assessment of the learning outcomes. By taking the time to map the curriculum and in which courses the program learning outcomes are addressed allowed the department to identify gaps. Another strength of this process was that the development of rubrics for each learning outcome operationalized the outcome and allowed for faculty to more accurately identify the assignments that addressed the learning outcome. By developing target measures for each outcome, the department is better able to identify weaknesses and strengths and make a more focused effort for improvements when necessary. Another strength of our process is all core faculty in the department worked together during a scheduled department meeting to determine the best way to assess the learning outcome and worked together to assess the outcomes. At the first department meeting of the new school year (Fall 2019), all department faculty were able to review the prior assessment report findings and provided input into the current report, including the program strengths, opportunities for improvement, and planned curricular changes relevant to the program learning outcome. Plans for future improvements have been a collaborative effort reflecting input from all department faculty.

There was one significant challenge associated with this process. Due to the onset of COVID-19 pandemic and sudden shift to online learning, assessment of learning outcome #1 (below) became exceedingly difficult if not impossible to assess pragmatically in certain situations. For example, HPR 415, a course targeted for assessment of learning outcome #1, originally had a culminating experience of performing hands on clinical applications in a controlled face-to-face learning environment in a practical examination. When the pandemic hit, all HPR courses including HPR 415 lost this F2F hands on and practical applications pedagogical approach. Alternative assignments were implemented in these courses, however, it is impossible to replicate certain practical applications that require specialized equipment; which students simply do not have access to at home. Thus, this report represents the best effort of the now former Chair of the HHP Department in assessing learning outcomes considering this sudden and unexpected development.

This report illustrates a continuation of the most recent approach to our assessment process (beginning 2016-2017) and reflects a culture of continuous improvement in the department to identify strengths and opportunities for improvement within the curriculum. The revised program learning outcomes and the associated rubrics have helped faculty operationalize exactly what students should be able to do upon completion of the program and to better assess if we are achieving our standards. In addition,

and despite the above limitations, the Student Learning Outcomes Assessment Handbook was utilized for this assessment process and many aspects of this handbook have been incorporated into this year’s assessment process. Finally, the results of the assessment process will be shared with faculty at an early meeting of the upcoming academic year. Keep in mind that the process for future assessment of learning outcomes, when considering the restructuring of the University into Colleges/Schools and the fact that the individual responsible for performing programmatic assessment activities remains to be determined, needs to be considered. Nevertheless, this allowed for the department to reflect upon the strengths of the program and how to maintain these, as well as to reflect upon the areas of improvement and identify ways to strengthen the program.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry.</p>	<ol style="list-style-type: none"> 1. With the creation of the new track in public health under the health sciences program, the Department is exploring adding learning outcome measures more specific to this program. While there is certainly overlap between this and the other programs, more specific organizations are used for guiding curriculum development. 2. Streamline the curriculum in the public health track relevant to Society of Public Health Education, American Association of Health Education, and American Public Health Association recommendations. 3. Create a track for students in exercise science to meet the demands for a program with additional coursework for future fitness and or clinical exercise professionals. 4. Faculty who utilize the Kinesiology Lab will be asked to utilize the Graduate Assistants to enhance the opportunities for students to develop skills relative to technology and equipment. In addition, a designated time each week will be dedicated to “open lab” where students can drop by the Kinesiology Lab to practice their skills and ask questions. This open lab time will be hosted by faculty and graduate assistants. 	<ol style="list-style-type: none"> 1. The Chair worked with the Department Internship Coordinator to revise the supervisor evaluation to include more specific assessment of learning outcomes relative to students matriculating in the public health track. 2. Several modifications to the public health curriculum were made including combining coursework from the minor in public health with the major track, having coursework approved as WI (HPR 330) and removing HPR 335 as a core course (now elective). 3. Beginning this Fall. Required and new coursework now in HPR 307 (Strength and Conditioning of Athletes) and HPR 300 (Essentials of Personal Training). 4. The HHP Department has maintained two graduate assistants each semester, both of which have been trained on the use of the majority of the equipment in the Kinesiology Lab. Students in several courses, including those listed above, have taken advantage of open lab time to practice skill development with graduate assistants. This open lab time has enhanced student learning experiences and fostered other non-academic related skill development.

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness.</p>	<ol style="list-style-type: none"> 1. With the creation of the new track in public health under the health sciences program, the Department is exploring adding learning outcome measures more specific to this program. While there is certainly overlap between this and the other programs, more specific organizations are used for guiding curriculum development. 2. A review of the program learning outcome rubric and the assignments chosen to assess the learning outcome will take place. This review will allow the department to make revisions to their assignments and to their course to include more opportunities to strengthen students' abilities to evaluate information and resources and to use that information to make a cogent argument to support a position. 	<ol style="list-style-type: none"> 1. The Chair worked with the Department Internship Coordinator to revise the supervisor evaluation to include more specific assessment of learning outcomes relative to students matriculating in the public health track (see Appendix F). 2. Assignments in courses having met this learning outcome were strategically selected and included HPR 304, 330 (utilized for the first time as part of the public health track), and 415. The Chair will follow up with faculty teaching these critical courses in areas that were deemed in need of improvement. HPR 415 was renamed to better indicate that content will focus on educating a diversity of individuals on behavior change.

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>Apply ethical standards of conduct for health and wellness programs.</p>	<ol style="list-style-type: none"> 1. The Department is considering combining HPR 390/430 for symmetry between public health minor and major as well as revising HPR 335 Topics in Public Health from a required to recommended course in the health sciences: public health emphasis as this is a relatively new program. While these changes are broader in nature than this learning outcome alone, combining students in the public health minor and major would expose more students to projects requiring cultural and ethical sensitivities. 2. The Chair will work to modify the existing language of questions on the alumni and graduating student surveys to be somewhat less vague than at present. Perhaps that is one reason for the discrepancy in students between their perceived ability to determine the most ethically appropriate response to a situation and understanding major ethical 	<ol style="list-style-type: none"> 1. The Chair has worked with faculty to ensure that applying ethical conduct for health and wellness programs remains a priority in coursework. HPR 390 and 430 have been combined and HPR 335 is now a recommended course. Cultural sensitivity was a topic in HPR 335 this past Spring. 2. The Chair did not undertake this process due to extraordinary time constraints with the onset of COVID-19 pandemic.

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	dilemmas in their field and their actual performance on coursework and field experiences in the internship. 3. Create new track in health sciences called exercise science. New coursework will address ethical standards in exercise programming.	3. Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

Comment: Really, the one comment of particular substance included that the learning outcome “Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry” was deemed too broad in nature to be effectively measured. Other comments focused on the dichotomy of results between graduating student and alumni surveys.

Response: The learning outcome on demonstrating the knowledge has been a long standing outcome in HHP and has been measured with success over time. Nevertheless, the former Chair will share this information with the Chair moving forward for discussion. It should also be noted that the school’s restructuring to a college with new leadership overseeing the assessment process may have specific implications on the outcomes moving forward. This remains to be determined in light of the significant changes that will be coming. The Department continues to monitor the relationship between graduating student and alumni surveys.

Outcomes Assessment 2019-2020

Learning Outcome 1: Demonstrate competence in using equipment, industry tools/inventories, and/or other practical “hands-on” applications typically used in health and wellness settings and/or clinical settings.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Evaluation of student work</p> <p>Direct Measure</p> <p>Three courses identified an assignment that included an assessment of this learning outcome.</p>	<p>An individualized rubric specific to this learning outcome was used that specified the score as: below standard, meets standard, and exceeds standard. This rubric is attached in Appendix C. The department reached consensus that the target score = 75% Meets Standard</p>	<p>Rubrics (see Appendix C) were generated and used to determine proficiency on assignments in targeted classes as identified from the curriculum map and a randomly selected sample of students.</p>	<p>Three courses were identified to have addressed this learning outcome. Assessment of this learning outcome utilized a holistic rubric developed for the learning outcome. The target measure was for 75% of students to “Meets Standard”.</p> <p>HPR 302: Fitness and Health Assessment N= 20 students Below Standard = 0 Meets Standard = 7 Exceeds Standard = 13 In sum, 100% of students either met or exceeded the standard. Met</p> <p>HPR 406: Stress Management N= 48 students Below Standard = 9 Meets Standard = 27 Exceeds Standard = 12 In sum, 39 students (83%) either met or exceeded the standard. Met</p> <p>HPR 415: Applications in Human Performance N= 46 Below Standard = 3 Meets Standard = 23 Exceeds Standard = 20 In sum, 43 students (93%) either met or exceeded the standard Met</p> <p>Combined Assessment N= 114 students Below Standard = 12 Meets Standard = 57 Exceeds Standard = 45 In sum, 89% of students either met or exceeded standards in selected courses for this learning outcome. Met</p>
<p>Graduating Student Survey</p> <p>Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and qualitative feedback. The performance measure of</p>	<p>Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement.</p>	<p>Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated good or excellent on the survey. N=19</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
	<p>75% rating of good or excellent on survey items was target measure.</p>	<p>The 2019-20 Graduating Student Survey had 19 responses.</p>	<p>Apply knowledge and skills to new situations = 94.7% Met</p> <p>Use quantitative/qualitative techniques in your profession or field = 68.4% Not Met (but nearly)</p> <p>Solve problems in your field using your knowledge and skills = 77.4% Met</p> <p>Solve problems in your field using your knowledge and skills = 100% Met</p> <p>Interestingly, many of the subjective comments on the GSS indicated that lab space and equipment were sub-par, which is something we have been mentioning in these reports year after year. Overall assessment = Met</p>
<p>Alumni Survey Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the alumni survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items, including the supplemental survey, was target measure.</p>	<p>Alumni surveys (Appendix E) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement.</p> <p>The 2018 Alumni survey had 21 total responses; 5 of which were respondents from 2008-2009, 7 from 2013-2014, and 9 from 2017-2018. The 1, 5, and 10 year supplemental survey had 19 respondents but no data was given on number of respondents for each time period.</p>	<p>Items on the alumni survey were similarly stated as the GSS above. These items are reported below in terms of the percent who stated good or excellent on the survey. N=21</p> <p>Apply knowledge and skills to new situations = 81% Met</p> <p>Use quantitative/qualitative techniques in your profession or field = 71% Not Met (but nearly)</p> <p>Solve problems in your field using your knowledge and skills = 70% Not Met (but almost)</p> <p>Explanation: response rates to these questions improved compared to last year's assessment report. As indicated, it is difficult to determine information from this survey since all respondents are pooled (e.g., 2008 with 2013 and so on). Thus, it is difficult to determine if more recent alumni indicated a higher response on the above items. The supplemental</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
			<p>alumni survey (see Appendix E) also indicates a 84% adequate or higher response rate specific to this learning outcome. Overall Analysis: Met</p>
<p>Internship Evaluation Direct Measure</p>	<p>The measure was the internship supervisor review form, which is completed by the internship supervisor (Appendix F). A rating scale of five responses included (1) poor, (2) fair, (3) good, (4) excellent, and (N/O or not observed). The department considered a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a score of (4) to exceed standard. The department reached consensus that the target score = 75% Meets Standard.</p>	<p>An internship supervisor performance review was obtained for all students who were enrolled in an internship during the academic year.</p> <p>There were 20 students in the program who were enrolled in an internship during the 2019-20 academic year.</p>	<p>The analysis process included a review of the internship supervisor performance sheet. The following is a summary of the items on the supervisor performance sheet that related to this “skill” learning outcome (labeled as a section on the evaluation as “service delivery” with 7 components) and the number of students who met or exceeded the standard, as identified by the supervisor: HPR 400 Internship N=20 students</p> <p>When observed, which was the majority of the time, supervisors rated MU health sciences interns at a level of 4 to 5 for this section of the internship evaluation. Only two interns were deemed below standard for “initiative and self-direction in carrying out tasks”, although this outcome is more related to LO 2 below. All other ratings for all other students (when observed) were a 3 and above with the majority being rated at 4 to 5 for each component of “service delivery”. Met</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Learning outcome 1 was assessed via four direct measures (3 proficiency reports and internship evaluation). Three courses that ran in 2019-2020 addressed this learning outcome. The target measure for an assessment of meets or exceed standards was set as 75%. In **HPR 302 Fitness and Health Assessment**, students were asked to select a special population and modify assessment procedures to determine the health and wellness of that population using assessment tools such as body composition, BMI, muscle strength and fitness among others. A sample of students (N=20) were evaluated for this outcome. Of these students, all 20 (100%) had achieved an assessment of meets or exceeds standard. In **HPR 406 Stress Management**, students were assigned to select a stress management technique (skill) and in a research paper were asked to compare and contrast this with other techniques addressing

the same concern using literature (normally this technique would have been performed in small groups as well but due to the COVID-19 pandemic this was not possible). A sample of students (N=48) were evaluated for this outcome. In total, 39 students (83%) had achieved an assessment of meets or exceeds standard. Finally, in **HPR 415 Applications in Human Performance**, students were originally tasked with performing a full clinical graded exercise test on a mock patient, requiring knowledge of special population needs and skill expanded upon in several 200 and 300 level courses (such as HPR 302 itself). However, as above, due to COVID-19 pandemic, this assignment was modified and had students evaluate a pre-recorded clinical exercise test using the same rubric/standards as if they had performed the test themselves. Nevertheless, the experience in the class was significantly impacted (HPR 415 is a hands-on skill development course). Students enrolled in this course (N=46) were evaluated for this outcome as this course is the final course in the program and may be considered a “capstone” course. Nearly all students (93%) were assessed to either meet or exceed the standard for this outcome. In sum, a total of 114 students were assessed in three separate classes on three different assignments and 57 and 45 students (89%) were assessed to have either met or exceeded the standard based on the rubric, respectively. This is above the targeted measure of 75% of students who met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

The fourth direct measure of assessment was the internship supervisor review form, which is completed by the internship supervisor at the end of the semester. Several items on this form, particularly those indicating a “skill”, addressed this learning outcome and are found under the main heading of “service delivery” and included the following items:

- Effectiveness of planning and organization of work
- Initiative and self-direction in carrying out tasks
- Courtesy and consideration in working with clients
- Skill in conducting client screening and health appraisals
- Skill in conducting fitness assessments
- Skill in leading exercise and health activities
- Skill in other areas required in internship (as specified)

A total of 20 students were enrolled in the internship during the 2019-2020 academic year. All but two students were rated as having “met” or “exceeds standard” for the items on the review form; the exception described above (more related to initiative which is an individual characteristic as opposed to competence per-se). This is above the targeted measure of 75% of students who either met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

Two indirect measures were used to assess this learning outcome (Alumni and Graduating Student Surveys). The results of the alumni survey included 21 respondents, 5 of which were respondents from 2008-2009, 7 from 2013-2014, and 9 from 2017-2018. The 1, 5, and 10 year supplemental survey had 19 respondents but no data was given on number of respondents for each time period which limits the ability to decipher whether or not improvements have been made in recent years relative to this outcome. Items on the alumni survey specifically addressed this learning outcome (*Apply knowledge and skills to new situations; Use quantitative/qualitative techniques in your profession or field; Solve problems in your field using your knowledge and skills*). When taken together, nearly 75% (74% to be exact) of respondents indicated a rating of good or excellent on these items. This is slightly below the target measure of 75% of respondents who either report a rating of good or excellent. However, in contrast, the Graduating Student Survey also examined this learning outcome using four indirect measures (*with the addition of solving problems in your field*), similar to the alumni survey as noted above. Of those responding to the GSS (which should be noted was much lower than last year’s response due to COVID-19) and when taken together, 85% indicated that they felt able to demonstrate competence in using equipment, industry tools/inventories, and/or other practical “hands-on” applications typically used in health and wellness settings and/or clinical settings. Overwhelmingly, 100% of respondents believed they have the necessary knowledge and skills to solve problems in their field. The Chair will continue to monitor alumni responses for this learning outcome and work to update both the alumni and graduating student surveys to ask more specifically about this learning outcome.

Based on several direct and indirect measures, learning outcome 1 has been satisfactorily achieved by Health Sciences students. Nearly all measures used to assess this outcome approached the targeted outcome of 75% proficiency and notably, nearly 100% of students enrolled in the internship course met or exceeded each standard when observed by supervisors. This despite a very difficult year for faculty and students going from face to face instruction with considerable skill development to fully online overnight due to the COVID-19 pandemic.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The BS Health Sciences curriculum has several core courses that directly address this learning outcome. Students are initially introduced to the field of exercise science and public health in HPR 201, which serves as an entry-level prerequisite course in the health sciences curriculum. The knowledge obtained in this class is refined and repeated at greater subject mastery in several other courses including HPR 202, HPR 260, [HPR 302](#), HPR 304, [HPR 406](#), and [HPR 415](#). Several of these courses involve assignments with overlapping skill development, yet as students matriculate in the Health Sciences program, there is the requirement of increasing levels of skill mastery. This is evidenced quite well in this assessment report as a higher percentage of students were assessed as meets or exceeds standards in HPR 415 than in lower level courses. It should be noted that the addition of the public health emphasis beginning Fall 2018 will at times separate (several different core courses) these students from the pre-PT and pre-professional emphases curriculum (which is more exercise science based; see below for more discussion on this matter) with distinct courses having been implemented to develop skills and knowledge as students matriculate in this new track. As such, the Chair collaborated with the Department Internship Coordinator to revise the supervisor evaluation to include more specific assessment of learning outcomes relative to public health. This should provide more relevant data once the public health track students have matriculated to the point of undertaking the internship (first cohort anticipated 2020-21 AY). Nevertheless, the dedicated Kinesiology Lab in Caruthers Hall has made a significant difference to the learning experiences relative to this outcome for all health sciences students in the program yet still presents a challenge due to space limitations (this has been a problem for many years as the health sciences program has expanded).

Several opportunities for improvement exist for health sciences including the creative and innovative use of the Kinesiology Lab. The Lab currently is relatively small compared to the size of the program and does not have the capacity to hold more than 8-12 students at a time. This has limited the use of the lab in courses that have more than 8 students (which is almost all). An opportunity exists to utilize our graduate assistants to assist with access to the lab and for conducting skill-based learning during class time. With assistance from graduate assistants, faculty will have more opportunities to incorporate hands-on skill development of equipment in the lab. This in fact was accomplished recently (as indicated above), however, with the onset of COVID-19 pandemic, lab use and personnel resources are strictly limited to faculty and students. This presents an even greater challenge for the near future as space that is already limited, will be even more so until a sense of normalcy is restored. Indeed the Dean has indicated that he is exploring space for potentially relocating the kinesiology lab which would strengthen competency related to this learning outcome (e.g., more students working together in small groups, interacting with diversity of peers, etc.). Finally, an opportunity exists to enhance our understanding of graduating students and alumni competency relevant to this learning outcome. Adding a few questions that additionally speak directly to this learning outcome are warranted, particularly as students begin to matriculate in the new public health track. The former Chair will work with the current Chair and/or future School Director on developing this aspect on surveys.

Lastly, since the addition of the public health emphasis, which prior had been called health promotion and was populated by students seeking employment or further education in two distinct fields (public health and exercise science), an opportunity existed to create an alternate emphasis area for those interested in exercise science which is at the heart of the health sciences program as can be seen in this assessment report. Since the deletion of the health promotion emphasis, and addition of the public health emphasis, the department has lost exercise science as a distinctive and characteristic emphasis for a health sciences student. Thus, the Chair embarked on a major curriculum proposal during the fall 2019 semester to implement a new emphasis called exercise science housed alongside the currently existing public health, pre-physical therapy, and pre-professional emphases. Those students seeking employment in the field of exercise science will find this an attractive alternative to public health and courses will in many cases overlap with those in the pre-PT and pre-professional emphases. It is the intent that the new exercise science emphasis will return the health sciences program to its original roots, further distinguish the health sciences program by offering distinctive and competitive emphases, and attract new students to a curriculum with a viable and thriving professional/occupational outlook based on the standards set forth by *the* professional organization used by health sciences since its inception at Marymount; the American College of Sports Medicine (ACSM). The department enrolled its first cohort into the new track this Fall 2020 semester and it will be interesting to hear from these students on the strengths and weaknesses of the program as they matriculate over the next several years.

Learning Outcome 2: Evaluate information and resources that address the health needs/concerns of individuals or groups.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Evaluation of student work</p> <p>Direct Measure</p> <p>Three courses identified an assignment that included an assessment of this learning outcome.</p>	<p>An individualized rubric specific to this learning outcome was used that specified the score as: below standard, meets standard, and exceeds standard. This rubric is attached in Appendix C. The department reached consensus that the target score = 75% Meets Standard</p>	<p>Rubrics (see Appendix C) were generated and used to determine proficiency on assignments in targeted classes as identified from the curriculum map and a randomly selected sample of students.</p>	<p>Three courses were identified to have addressed this learning outcome. Assessment of this learning outcome utilized a holistic rubric developed for the learning outcome. The target measure was for 75% of students to “Meets Standard”.</p> <p>HPR 302: Fitness and Health Assessment N= 20 students Below Standard = 0 Meets Standard = 4 Exceeds Standard = 16 In sum, 100% of students either met or exceeded the standard. Met</p> <p>HPR 406: Stress Management N= 48 students Below Standard = 7 Meets Standard = 27 Exceeds Standard = 12 In sum, 39 students (85%) either met or exceeded the standard. Met</p> <p>HPR 415: Applications in Human Performance N= 46 Below Standard = 3 Meets Standard = 24 Exceeds Standard = 19 In sum, 43 students (93%) either met or exceeded the standard Met</p> <p>Combined Assessment N= 114 students Below Standard = 10 Meets Standard = 55 Exceeds Standard = 47 In sum, 89% of students either met or exceeded standards in selected courses for this learning outcome. Met</p>
<p>Graduating Student Survey</p> <p>Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items was target measure.</p>	<p>Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement.</p> <p>The 2019-20 Graduating Student Survey had 19 responses.</p>	<p>Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated good or excellent on the survey.</p> <p>N=19</p> <p>Find appropriate sources of information = 94.7% Met</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
			<p>Evaluate the quality of information = 100% Met</p> <p>Conduct research to support position = 68.4% Not Met</p> <p>Additionally, 100% of respondents felt very able to work with individuals and groups in the community. Overall assessment = Met</p>
<p>Alumni Survey Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the alumni survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items, including the supplemental survey, was target measure.</p>	<p>Alumni surveys (Appendix E) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for potential improvement.</p> <p>The 2019 Alumni survey had 21 total responses;</p>	<p>Items on the alumni survey were similarly stated as the GSS above. These items are reported below in terms of the percent who stated good or excellent on the survey. N=21</p> <p>Find appropriate sources of information = 86% Met</p> <p>Evaluate the quality of information = 76% Met</p> <p>Conduct research to support position = 42% Not Met</p> <p>Apply education to serve others in the community = 80% Met</p> <p>Explanation: response rates to these questions improved compared to last year's assessment. As above, it is difficult to determine results from the alumni survey since all respondents from all prior years are pooled together this making it difficult to track improvements over time (e.g., response rate for conducting research was less than for other categories and may indicate more removed alumni from time of graduation). Nevertheless, all other categories relevant to this outcome were satisfactorily achieved. This is further evidenced on the supplemental survey which</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
			<p>indicated a mean of “4” out of 5 specific to this outcome (42% adequate, 26% good, and 26% excellent). Overall, it is the interpretation of the Chair that this outcome has been met as evaluated by former students.</p>
<p>Internship Evaluation Direct Measure</p>	<p>The measure was the internship supervisor review form, which is completed by the internship supervisor (Appendix F). A rating scale of five responses included (1) poor, (2) fair, (3) good, (4) excellent, and (N/O or not observed). The department considered a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a score of (4) to exceed standard. The department reached consensus that the target score = 75% Meets Standard.</p>	<p>An internship supervisor performance review was obtained for all students who were enrolled in an internship during the academic year.</p> <p>There were 20 students in the program who were enrolled in an internship during the 2019-20 academic year.</p>	<p>The analysis process included a review of the internship supervisor performance sheet. The following is a summary of the items on the supervisor performance sheet that related to this learning outcome and the number of students who met or exceeded the standard, as identified by the supervisor.</p> <p>HPR 400 Internship N=20 students</p> <p>As with learning outcome #1 above, an entire section is devoted to “service” in working with clients which requires directly applying information and resources that address the health needs of clients as outlined by the American College of Sports Medicine (ACSM). As such, there are 7 related categories under “service delivery” that focus on this learning outcome. In addition, one question on the supervisor eval asks about “knowledge of exercise and health enhancement programs” and is thus relevant to this outcome. Only two interns were deemed below standard for “initiative and self-direction in carrying out tasks”, although this outcome is more dependent on the individual student personality and other traits. All other ratings for all other students (when observed) were a 3 and above with the majority being rated at 4 to 5 for each component of “service delivery”.</p> <p>Met</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Learning outcome 2 was assessed via four direct measures (3 proficiency reports and internship evaluation). Three HPR courses (among many others) that ran in 2019-2020 addressed this learning outcome. The target measure for an assessment of meets or exceed standards was set as 75%. In **HPR 302 Fitness and Health Assessment**, students were asked to select a special population and modify assessment procedures to determine the health and wellness of that population using assessment tools such as body composition, BMI, muscle strength and fitness among others. Inherent to this assignment is an ability to evaluate information and resources to address the needs of a special population. A sample of students (N=20) were evaluated for this outcome. Of these students, all 20 (100%) had achieved an assessment of meets or exceeds standard. In **HPR 406 Stress Management**, students were assigned to select a stress management technique (skill) and in a research paper were asked to compare and contrast this with other techniques addressing the same concern using literature (normally this technique would have been performed in small groups as well but due to the COVID-19 pandemic this was not possible). The assignment further indicated that a comparison of other techniques should be based on evidence-based literature/information. A sample of students (N=48) were evaluated for this outcome. In total, 39 students (83%) had achieved an assessment of meets or exceeds standard. Finally, in **HPR 415 Applications in Human Performance**, students were originally tasked with performing a full clinical graded exercise test on a mock patient, requiring knowledge of special population needs and skill expanded upon in several 200 and 300 level courses (such as HPR 302 itself). Students are instructed to stress the importance of ACSM as a primary source of information and thus their performance in this class is dictated by their ability to consult resources published by this organization. However, as above, due to COVID-19 pandemic, this assignment was modified and had students evaluate a pre-recorded clinical exercise test using the same rubric/standards as if they had performed the test themselves; including utilization of ACSM standards. Nevertheless, the experience in the class was significantly impacted (HPR 415 is a hands-on skill development course). Students enrolled in this course (N=46) were evaluated for this outcome as this course is the final course in the program and may be considered a “capstone” course. Nearly all students (93%) were assessed to either meet or exceed the standard for this outcome. In sum, a total of 55 students were assessed in three separate classes on three different assignments and 54 of the 55 students (98%) were assessed to have either met or exceeded the standard based on the rubric. This is above the targeted measure of 75% of students who met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

The fourth direct measure of assessment was the internship supervisor review form, which is completed by the internship supervisor at the end of the semester. Several items on this form addressed this learning outcome through application of resources stressed in the health sciences program (ACSM standards for meeting the health needs of individuals and groups) and are found under the main heading of “service” and included the following items. The following items indicate a student’s ability to utilize information covered in several classes in the health sciences program and thus are related to this learning outcome:

- Courtesy and consideration in working with clients
- Skill in conducting client screening and health appraisals
- Skill in conducting fitness assessments
- Skill in leading exercise and health activities
- Skill in other areas required in internship (as specified)

A total of 20 students were enrolled in the internship during the 2018-2019 academic year. All 20 students were rated as “exceeds standard” for the 5 items on the review form as mentioned above. This is above the targeted measure of 75% of students who either met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

Two indirect measures were used to assess this learning outcome (Alumni and Graduating Student Surveys). The results of the alumni survey included 21 respondents, 5 of which were respondents from 2008-2009, 7 from 2013-2014, and 9 from 2017-2018. The 1, 5, and 10 year supplemental survey had 19 respondents but no data was given on number of respondents for each time period which limits the ability to decipher whether or not improvements have been made in recent years relative to this outcome. Items on the alumni survey specifically addressed this learning outcome (*Find appropriate sources of information; Evaluate the quality of information; Conduct research to support position; Apply education to serve others in the community*). When taken together, 71% of respondents indicated a rating of good or excellent on these items. This is slightly below the target measure of

75% of respondents who either report a rating of good or excellent. Notably, and somewhat contradictory to other measures for this learning outcome on the alumni survey, respondents indicated low ability to conduct research to support a position. It is the hope that with changes to HPR 415 and the addition of HPR 430 as a required class for public health students, that this measure will continue to improve as can be seen with the most recent GSS (discussed below). However, in contrast, the Graduating Student Survey also examined this learning outcome using three indirect measures, similar to the alumni survey as noted above. Of those responding to the GSS (which should be noted was much lower than last year's response due to COVID-19) and when taken together, 88% indicated that they felt able to evaluate information and resources that address the health needs/concerns of individuals or groups. As above, 68% of respondents felt able to conduct research to support a position which is below the target of 75% yet an improvement over the alumni survey. It appears that efforts to improve upon this learning outcome are having an effect (certainly conducting research is critical in most HPR classes and working with the library liaison seems to be paying dividends). Overwhelmingly, 100% of respondents believed they have the necessary abilities to work with individuals and groups in the community. The Chair will continue to monitor alumni and graduating student responses for this learning outcome.

Based on several direct and indirect measures, learning outcome 2 has been satisfactorily achieved by Health Sciences students. Nearly all measures used to assess this outcome approached the targeted outcome of 75% proficiency (with one exception) and notably, nearly 100% of students enrolled in the internship course met or exceeded each standard relative to this learning outcome when observed by supervisors. This despite a very difficult year for faculty and students going from face to face instruction with considerable skill development to fully online overnight due to the COVID-19 pandemic.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The BS Health Sciences curriculum has several core courses that directly address this learning outcome. Students are initially introduced to the field of exercise science and public health in HPR 201, which serves as an entry-level prerequisite course in the health sciences curriculum. The knowledge obtained in this class is refined and repeated at greater subject mastery in several other courses including HPR 202, HPR 260, [HPR 302](#), HPR 304, [HPR 406](#), and [HPR 415](#). Several of these courses involve assignments with overlapping skill development, yet as students matriculate in the Health Sciences program, there is the requirement of increasing levels of seeking out and evaluating relevant and evidence-based information to meet the health needs of individuals or specific population groups. This is evidenced quite well in this assessment report as a higher percentage of students were assessed as meets or exceeds standards in HPR 415 than in lower level courses (ACSM standards are particularly stressed in this course). It should be noted that the addition of the public health emphasis beginning Fall 2018 will at times separate (several different core courses) these students from the pre-PT and pre-professional emphases (and now exercise science) curriculum (which is more exercise science based; see below for more discussion on this matter) with distinct courses, such as HPR 330, having been implemented to develop skills and knowledge as students matriculating in this new track (e.g., moving from HPR 215 Introduction to Public Health and/or HPR 240 Epidemiology into HPR 330 Designing Public Health Programs). As such, the Chair collaborated with the Department Internship Coordinator to revise the supervisor evaluation to include more specific assessment of learning outcomes relative to public health as students near completion of this new curriculum. In addition, the HHP Department enrolls a diverse population of students who are exposed to one another in ways that transcend other disciplines through lab experiences, small group work, and study abroad experiences. Students interact closely with one another in health sciences and as such, there is an innate building of cultural and population specific sensitivity; a key component of this learning outcome. Coursework in the program is designed to prepare students to be in the field and inherently focuses on the whole person and their individual health. At the larger community level, courses such as HPR 230 and [HPR 406](#) which are required of all health sciences students, build a foundation of cultural sensitivity for population-specific public health concerns. Future assessment for this learning outcome in particular would evaluate other courses such as HPR 230.

There are opportunities for growth and improvement relative to this learning outcome and include greater collaboration with the library liaison to develop skill in seeking out the best evidence-based information to meet the health needs of individuals and special populations. While this certainly is stressed in virtually all courses taught in the health sciences programs, regardless of track, it is evident that students need consistent preparation and exposure to techniques on seeking out the most pertinent health related information. This past year, the Chair collaborated with the library to increase student exposure to library resources specific to this learning outcome. Courses targeted for this initiative include HPR 201 (a course taken by all incoming health sciences students) during the Fall 2020 semester and it will be interesting to determine the impact that this strategy has on student competency and performance. It will be interesting to determine how this initiative will improve upon the perceived lack of preparation by alumni in the area of conducting research to support a position. As above, it is a bit difficult to determine if this response is more heavily weighted by farther removed alumni as the importance of seeking and utilizing evidence based information is heavily stressed in all

health sciences courses. Other high impact courses are being targeted for the Spring 2021 semester at the writing of this report. The Chair will also consult with the internship coordinator to improve language on the supervisor evaluation form relevant to this learning outcome; at present, the language is a little vague, although still meaningful for this outcome in particular.

Appendices (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

Appendix A: BS in Health Sciences – Current Learning Outcomes: Historical Perspective

2015-16 Program Learning Outcomes	Current and Revised Program Learning Outcomes
1. Demonstrate the knowledge and skills required to function as competent entry-level professionals in the health/fitness industry as determined by the ACSM and to attend graduate school (e.g., Physical Therapy) if they <i>desire</i>	1. Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry.
2. Acquire and demonstrate competence in using technology and non-technology-based equipment, industry tools/inventories, and/or other practical "hands-on" applications in health and wellness as determined by the ACSM.	2. Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings.
3. Demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification.	3. Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness.
4. Successfully respond in a rational, sensitive, and critical thinking manner about values and ethics in the health and wellness field.	4. Apply ethical legal standards to conduct of health and wellness programs.
5. Demonstrate an ability to use technology in the classroom, in designing and evaluating health promotion programs and/or in the clinical setting.	DELETE
6. Gather, evaluate, and utilize appropriate information to address the health needs/concerns of individuals or groups (INQUIRY outcome)	5. Evaluate information and resources that address the health needs/concerns of individuals or groups (INQUIRY outcome)

Appendix B: BS Health Sciences Program Learning Outcomes and Curriculum Map

Learning Outcomes	HPR 201	HPR 202	HPR 215	HPR 225	HPR 230	HPR 240	HPR 260	HPR 301	HPR 302	HPR 304	HPR 308	HPR 330	HPR 340	HPR 406	HPR 410	HPR 415	HPR 400
1. Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings.					x	x	x	x	x	x	x	x	X	x		x	x
3. Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness.			x	x		x			x	x	x	x	X	x	x	x	x
4. Apply ethical standards of conduct for health and wellness programs.			x	x	x	x		x	x	x	x	x				x	x
5. Evaluate information and resources that address the health needs/concerns of individuals or groups (INQUIRY outcome)	x		x	x	x	x		x	x	x	x	x	X	x		x	

Appendix C: Holistic Rubrics Developed For Program Learning Outcomes 2 and 5 (listed as 1 and 2 in this report, respectively)

LEARNING OUTCOME #1: Demonstrate competence in using equipment, industry tools/inventories, and/or other practical “hands-on” applications typically used in health and wellness settings and/or clinical settings.

Course Addressed: HPR 302, 406, 415

Below Standard	Meets Standard	Exceeds Standard
<p>Incorrectly identifies the appropriate equipment, tool/inventory, or application for the intended purpose.</p> <p>Does not provide a clear rationale for the selection of the equipment, tool/inventory, or application.</p> <p>Does not explain clearly how to use the equipment, tool/inventory, or application.</p> <p>Incorrectly demonstrates the use of the equipment, tool/inventory, or application.</p> <p>Does not or incorrectly identifies any contraindications with the use of the equipment, tool/inventory, or application.</p>	<p>Identifies the appropriate equipment, tool/inventory, or application for the intended purpose.</p> <p>Provides a rationale for the selection of the equipment, tool/inventory, or application.</p> <p>Clearly explains how to use the equipment, tool/inventory, or application.</p> <p>Correctly demonstrates the use of the equipment, tool/inventory, or application.</p> <p>Identifies most contraindications with the use of the equipment, tool/inventory, or application.</p>	<p>Identifies the most appropriate equipment, tool/inventory, or application for the intended purpose.</p> <p>Provides a strong rationale for the selection of the equipment, tool/inventory, or application.</p> <p>Clearly explains how to use the equipment, tool/inventory, or application with high proficiency.</p> <p>Correctly demonstrates the use of the equipment, tool/inventory, or application with high proficiency.</p> <p>Identifies all of the contraindications with the use of the equipment, tool/inventory, or application.</p>

LEARNING OUTCOME #2: Evaluate information and resources that address the health needs/concerns of individuals or groups

Courses Addressed: HPR 302, 406, 415

Below Standard	Meets Standard	Exceeds Standard
<p>Selects inappropriate and/or irrelevant information and resources</p> <p>Incorrectly interprets the information and resources regarding health needs/concerns of individuals</p> <p>Does not use the information and resources in the way they were intended</p> <p>Does not clearly synthesize the information and resources to make the appropriate recommendations that address the need/concern based on the information and resources</p>	<p>Selects appropriate and relevant information and resources</p> <p>Correctly interprets the information and resources regarding health needs/concerns of individuals</p> <p>Uses the information and resources in the way they were intended</p> <p>Synthesizes the information and resources to make the appropriate recommendations that address the need/concern based on the information and resources</p>	<p>Selects the most appropriate and relevant information and resources</p> <p>Correctly interprets the information and resources with strong evidence of comprehension</p> <p>Uses and applies the information and resources in the way they were intended</p> <p>Clearly synthesizes and applies the information and resources to make the most appropriate recommendations that address the need/concern based on the information and resources</p>

Appendix D: Graduating Student Survey Results

2019-20 Graduating Student Survey -- Evaluation of Preparation

NU : UG : Health Science (B.S.)

	Responses	% Good or Excellent	Mean	Std Dev
Find a job in your field.	19	57.9	3.74	0.73
Succeed in a job in your field.	19	73.7	4.00	0.75
Attain a promotion within your existing employment situation.	19	63.2	3.74	0.93
Pursue more education in your field.	19	78.9	3.84	1.17
Conduct research to support a position.	19	68.4	3.63	1.21
Develop a coherent written argument.	19	68.4	3.95	0.91
Deliver a coherent oral presentation.	19	78.9	4.05	0.71
Use quantitative/qualitative techniques within your professional field.	19	68.4	3.74	0.87
Determine the most ethically appropriate response to a situation.	19	68.4	3.79	0.79
Understand the major ethical dilemmas in your field.	19	57.9	3.58	1.12
Work as part of an effective team.	19	94.7	4.37	0.60
Lead a team.	19	78.9	4.05	0.71
Manage time effectively.	19	78.9	4.05	0.71
Use technology effectively in a workplace environment.	19	78.9	4.05	0.85
Apply knowledge and skills to new situations.	19	94.7	4.32	0.58
Solve problems in your field using your knowledge and skills.	19	100.0	4.32	0.48
Find appropriate sources of information.	19	94.7	4.37	0.60
Evaluate the quality of information (e.g. scholarly articles, newspapers).	19	100.0	4.47	0.51

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

Appendix E: HHP: Health Sciences Alumni Data

2019 Marymount Alumni Data -- By Program

2008-09 Respondents:	5	
2013-14 Respondents:	7	Undergraduate
2017-18 Respondents:	9	Malek School of Health Professions
Total Respondents:	21	Health Sciences (B.S.)

<i>From your experience at MU, how would you rate each of following?</i>	<u>Percent Good or Excellent*</u>	<u>Valid N</u>
Overall experience	76.2%	21
Academic quality	76.2%	21
Major department or academic program	76.2%	21
Library and Learning services	66.7%	21
Academic advising	42.9%	21
Marymount's academic reputation	61.9%	21

For each of the following skills, please indicate how well you believe your education prepared you to:

Find a job in your field	42.9%	21
Pursue more education in your field	52.4%	21
Find appropriate sources of information	85.7%	21
Evaluate the quality of information	76.2%	21
Conduct research to support a position	42.1%	19
Develop a coherent written argument	76.2%	21
Deliver a coherent oral presentation	81.0%	21
Use quantitative/qualitative techniques within your professional field	71.4%	21
Determine the most ethically appropriate response to a situation	66.7%	21
Understand the major ethical dilemmas in your field	66.7%	21
Use technology effectively in a workplace environment	66.7%	21
Apply knowledge and skills to new situations	81.0%	21
Solve problems in your field using your knowledge and skills	70.0%	20
Work collaboratively with people from diverse backgrounds	85.7%	21
Apply education to serve others in your community	80.0%	20

**Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

Supplemental Report – Health Sciences (B.S.)

2019 Alumni Survey – Years 1, 5, and 10

July 29, 2020

Preparation

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Function independently as a professional in the health/fitness industry.	1	5	3	1	1	19
2	Use equipment, tools, inventories or other applications in health and wellness and/or clinical settings.	1	5	3	1	1	19
3	Effectively educate and/or counsel individuals on behavior modification for promoting health and wellness.	1	5	4	1	1	19
4	Apply ethical standards of conduct for health and wellness programs	1	5	4	1	1	19
5	Evaluate information and resources that address the health needs/concerns of individuals or groups.	1	5	4	1	1	19

#	Question	Poor	Needs to be Improved	Adequate	Good	Excellent	Total
1	Function independently as a professional in the health/fitness industry.	5%	16%	26%	37%	16%	19
2	Use equipment, tools, inventories or other applications in health and wellness and/or clinical settings.	5%	11%	42%	21%	21%	19
3	Effectively educate and/or counsel individuals on behavior modification for promoting health and wellness.	5%	5%	37%	37%	16%	19
4	Apply ethical standards of conduct for health and wellness programs	5%	0%	32%	53%	11%	19
5	Evaluate information and resources that address the health needs/concerns of individuals or groups.	5%	0%	42%	26%	26%	19

Appendix F: Internship Supervisor Evaluation Forms

FINAL AGENCY EVALUATION OF STUDENT INTERN PERFORMANCE (Health Sciences)

Marymount University
 Dept. of Health & Human Performance
 2807 North Glebe Road
 Arlington, Virginia 22207
 (703) 526-6876

This form is to be completed by the Agency Supervisor and returned to the Marymount Internship Coordinator during the **final week** of the internship: **COB Wednesday, MAY 6th, 2020.**

Student Intern:
 Agency Supervisor: _____

On the following scale, please rate the intern by placing an 'X' for each item:

1=poor 2=fair 3=average 4=good 5=excellent N/O= no opportunity to observe

Professional Conduct	1	2	3	4	5	N/O
a. Willingness to carry out duties and accept responsibility						
b. Completion of assignments in a professional and timely manner						
c. Observation of rules, practices, schedules						
d. Practice of ethical standards						

Comments:

Communication Skills	1	2	3	4	5	N/O
a. Effectiveness of communication with peers						
b. Effectiveness of communication with supervisor						
c. Effectiveness of communication with clients						
d. Quality of materials produced by student						
e. Quality of verbal presentations						

Comments:

Service Delivery	1	2	3	4	5	N/O
a. Effectiveness of planning and organization of work						
b. Initiative and self-direction in carrying out tasks						

c. Courtesy and consideration in working with clients						
d. Skill in conducting client screening and health appraisals						
e. Skill in conducting fitness assessments						
f. Skill in leading exercise and health activities						
g. Skill in other areas required in internship Specify: _____						

Comments:

Health/Fitness Knowledge	1	2	3	4	5	N/O
a. Knowledge of basic anatomy and exercise science						
b. Knowledge of risk factors that might require medical referral						
c. Knowledge of principles of injury prevention						
d. Knowledge of basic principles of exercise training						
e. Knowledge of basic nutrition and weight control						
f. Knowledge of fitness assessment procedures						
g. Knowledge of exercise and health enhancement programs						
h. Understanding of program administration						

Comments:

Please discuss this evaluation with the student intern.

Signature of Agency Supervisor: _____ Date _____

Please return to Dr. Alexei Wong at address above, by fax: (703) 284-3819, or email: awong@marymount.edu

FINAL AGENCY EVALUATION OF STUDENT INTERN PERFORMANCE

Marymount University
 Dept. of Health & Human Performance
 Health Sciences Program: **Public Health Emphasis**
 2807 North Glebe Road
 Arlington, Virginia 22207
 (703) 526-6876

This form is to be completed by the Agency Supervisor and returned to the Marymount Internship Coordinator during the **final week** of the internship: **COB FRIDAY, DECEMBER 4th, 2020.**

Student Intern: _____
 Agency Supervisor: _____

On the following scale, please rate the intern by placing an 'X' for each item:

1=poor 2=fair 3=average 4=good 5=excellent N/O= no opportunity to observe

Professional Conduct	1	2	3	4	5	N/O
a. Willingness to carry out duties and accept responsibility						
b. Completion of assignments in a professional and timely manner						
c. Observation of rules, practices, schedules						
d. Practice of ethical standards						

Comments:

Communication Skills	1	2	3	4	5	N/O
a. Effectiveness of communication with peers						
b. Effectiveness of communication with supervisor						
c. Effectiveness of communication with clients						
d. Quality of materials produced by student						
e. Quality of verbal presentations						

Comments:

Service Delivery	1	2	3	4	5	N/O
a. Effectiveness of planning and organization of work						
b. Initiative and self-direction in carrying out tasks						
c. Courtesy and consideration in working with clients and/or peers						

d. Skill in leading health activities						
e. Uses technology effectively						
f. Skill in other areas required in internship Specify: _____						

Comments:

Public Health Knowledge	1	2	3	4	5	N/O
a. Assess needs, resources and capacity for health education/promotion						
b. Plan health education/promotion						
c. Implement health education/promotion						
d. Conduct evaluation and research related to health education/promotion						
e. Administer and manage health education/promotion						
f. Serve as a health education/promotion resource person						
g. Communicate, promote and advocate for health and the profession of health education/promotion						

Comments:

Please discuss this evaluation with the student intern.

Signature of Agency Supervisor: _____ Date _____

Please return to Dr. Alexei Wong at address above, by fax: (703) 284-3819, or email: awong@marymount.edu