

Assessment Cycle 2019-2020

Program -- Health and Exercise Science (377)

Division: Gallaspy College of Education and Human Development

Department: Health and Human Performance

Prepared by: John Dollar and Cindy Davis Date: June 12, 2020
Confirmed by GCEHD Assessment Coordinator, Susan Kahn

Approved by: Kimberly McAlister Date: July 7, 2020

Northwestern State University of Louisiana's Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve.

Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department of Health and Human Performance's Mission. The Department of Health and Human Performance at Northwestern State University of Louisiana provides training for health, physical education, exercise science, and sport professionals. Dedicated faculty and staff members build student knowledge through the discussion and utilization of current practices, topics, and trends to optimize classroom engagement. The department goals align with the Gallaspy Family College of Education and Human Development, as faculty and staff members actively implement transformational, high-impact experiential learning practices, research, and service for a diverse population of learners. Students may earn one of three degrees – Bachelor of Science in Health and Exercise Science, Bachelor of Science in Health and Physical Education, or Master of Science in Health and Human Performance. Additionally,

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students in the Department of Health and Human Performance participate in competitive internships in a wide variety of locations

Health and Exercise Science Program Mission Statement: Through the completion of program requirements for Health and Exercise Science, students will gain a distinct appreciation for the employment opportunities within the four segments of the Health and Exercise Science industry. Students will acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, critical thinking, research, reflective analysis, communication, and evaluation. The Bachelor of Science Degree in Health and Exercise Science challenges students to develop plausible solutions to the diagnostic and prescriptive response to exercise needs in health scenarios. Through these learning experiences, Health and Exercise Science students are prepared for life and career success in this every growing transitional field.

Purpose: The Bachelor's program will prepare students for entry positions in the health and fitness industry in which the ability to comprehend, influence, and respond to the fitness needs of the industry clients is necessary. It will also prepare interested students for the pursuit of further / additional advanced degrees in Health and Human Performance such as Health Promotion or Sport Administration, as well as professional clinical programs to include Physical or Occupational Therapy.

Methodology: The assessment process for the HAES program is as follows:

- (1) Data from assessment tools are collected and returned to the Department Head.
- (2) The Department Head will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching major undergraduate courses if required (show cause).
- (5) The Department Head, in consultation with the HHP Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. The student will demonstrate a basic knowledge of exercise science.

Course Map: Tied to course syllabus objectives.

HP 2000: Introduction to Exercise Science

HP 2270: Physical Fitness

HED 3000: Community Health

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HP 3550: Applied Kinesiology
HP 3560: Exercise Physiology

Measure 1.1. (Direct – Knowledge)

On an annual basis, students enrolled in HP 2000, HP 2270, HED 3000, HP 3550 and HP 3560, all required courses for HAES Bachelor students, will be administered course exams designed to evaluate the student knowledge and understanding of the foundational concepts, theories, strategies, and challenges of the four segments of the Health and Fitness industry. 75% of enrolled students will be able to describe a basic knowledge of the Health and Fitness industry standards by scoring 70% or higher on the exams.

Finding:

AC 2019-2020: Target Met. Table #1 below.

AC 2018-2019: Target NOT met. (69.54% of HHP students achieved 70% or higher on exams for courses listed.)

AC 2017 – 2018: Target met.

AC 2016 – 2017: Target Met.

Table #1 (N. O. = Not offered that semester)

Course	Fall 2019	Spring 2020	Percent
	Final exam	Final exam	Total
HP 2000	19 of 19	33 of 33	100.00%
HP 2270	24 of 31	29 of 31	85.48%
HP 3560	27 of 35	N. O.	77.15%
HP 3561	20 of 21	N. O.	95.23%
HP 4170	22 of 22	19 of 19	100.00%
HP 3550	4 of 4	23 of 23	100.00%
HED 3000	N. O.	31 of 31	100.00%
TOTAL	116 of 132	135 of 137	92.25%

Analysis: In AC 2018-2019, the target was not met. 69.5% of HHP students achieved 70% or higher on selected exams. Based on analysis of the 2018-2019 results, faculty changed the curriculum in courses and searched for additional subject matter experts to teach coursework. Based on analysis of the AC 2018-2019, there was a low performance result in the courses (HP 3560 and HP 3550) among the majors enrolled. The new faculty member recently hired worked to develop new and unique teaching strategies to engage students more deeply in the difficult subject matter. Testing formats were revised, and in-class assignments were strengthened. Class schedules were rearranged to include a 3-day per week time meeting. The extra day (MWF vs. TR) provided a stronger bridge between class lectures and provided extra time for students to visit the subject matter.

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As a result of these changes, in AC 2019-2020 the target was met, as 92.25% (251 of 269) of students enrolled in designated classes listed (Table #1 above) were able to successfully describe basic knowledge of Health and Fitness industry standards by scoring 70% or higher on exams in courses listed. For the past three years, faculty members have indicated that the mid-term and final exams were adequate to evaluate the SLO. In AC 2019 - 2020, HAES student assessment was based on final examination data for each course, and students exceeded the SLO goal with 92.25% of enrolled students being able to describe a basic knowledge of the Health and Fitness industry standards by scoring 70% or higher on the exams. The lowest performance occurred in HP 3560 (Exercise Physiology) in which 77% (27 of 35) of enrolled students were able to describe / perform a basic knowledge of the Applied Exercise Physiology standards by scoring 70% or higher on the exams. Although it is lowest percentage of success, this increase in performance for HP 3560 is attributed to curriculum changes in HP 2270 based on actions from analysis of AC 2018-2019 results. HP 2270 is a prerequisite to HP 3550 and 3560. The curriculum changes were the result of low scores in AC 2018 - 2019, regarding preparation / prerequisite to HP 3560 and HP 3550 and HP 4170, which are the “heart” of the Health and Exercise Science degree.

Action - Decision or Recommendation: In 2019-2020, the target was met. Based on information gathered from analysis of the AC 2019-2020 data, HHP will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will provide professional development faculty members to develop new and unique teaching strategies to engage students more deeply in this difficult subject matter. Testing formats will be revised, and in-class assignments will be strengthened. Class schedules have been arranged to include the maximum weekly meeting time rotation to provide a shorter bridge between class lectures, while providing extra time for students to visit / review the subject matter. HHP will evaluate the mid-term and final evaluations in the respective courses for a deeper understanding of student learning outcome successes. The department will conduct a search to appoint a terminally degreed faculty member in Exercise Physiology for fall 2020 with the aim of continuity in instructional design and well-regulated, consistent measures of aptitude. It is expected that students will become more successful in the upper level classes in the curriculum beginning fall 2020 with the change in HHP faculty to these courses (HP 2270, HP 3550 and HP 3560, with labs).

Measure 1.2. (Direct – Skill / Ability)

Students will demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and exercise related situation. In these responses, they must demonstrate proper response and actionable recommendations based on the information presented. 75% of the students will score 70% or higher on these exercises.

Finding: **AC 2019 – 2020 Target Met (Table #2)**
 AC 2018 -- 2019 Target Met.
 AC 2017 – 2018 Target met

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AC 2016 – 2017 Target Met

Table #2 (N. O. indicates the course was not offered that semester)

Course	Fall 2019	Spring 2020	Percent
	Final	Final	Total
HP 3561-1	10 of 11	N. O.	91.00%
HP 3561-2	20 of 21	N. O.	95.23%
HP 4170	4 of 4	19 of 19	100.00%
HED 3000	N. O.	30 of 30	100.00%
TOTAL	34 of 36	49 of 49	97.64%

Analysis: In AC 2018-2019, the target was met. Students achieved 70% or higher on selected exercises. Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. After examining the evidence from the past two-year analysis, faculty decided that the evidence gathered from the mid-term and the final evaluations were sufficient indicators of student success with these measures. Students were successful in specifically addressing case studies and the application of knowledge and understanding of the foundational concepts, theories, strategies, and challenges as applied to the four segments of the Health and Fitness industry. Students continue to do well with this “hands-on” aspect of our curriculum in HHP.

As a result of these changes, in AC 2019-2020 the target was met. In AC 2019 -- 2020, Health and Exercise Science students exceeded the target, as 97.64% (83 of 85) of students scored higher than 75% on final exams. As a result of changes made to curriculum, and with the addition of another new faculty member, in AC 2019-2020, 97.64% of students exceeded the target of 75% of the students scoring 70% or higher on these exercises. In all classes listed, students continue to successfully demonstrate critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises (labs), in which they were required to analyze and develop a response to a health and exercise related situation. In these responses, students demonstrated proper response and actionable recommendations based on the information presented.

Action - Decision or Recommendation: In 2019-2020, the target was met. Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty suggests bringing in former students as guest speakers to illustrate the use and performance of the course content and practicability of coursework in the real world to strengthen and enhance the learning opportunity for current students (HP 2000, HP 3550 and HP 4170) and elevate the successful performance of students even higher. The curriculum will enlist guest lecturers (clinical professionals) to visit the classes in the fall of 2020, to point out the importance of exercise physiology to overall health and injury recovery. These changes will improve the student’s ability to demonstrate their critical thinking and problem-

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solving skills as well as gather a more complete understanding of the coursework design related to the real world, and improve classroom performance thereby continuing to push the cycle of improvement forward. Additionally, faculty have determined that to maximize student learning and to continue to improve the program, faculty will incorporate innovative case studies into other courses in the program, which should further assist student success in preparation for upper level coursework and the internship. Some students are seeking out the Medical Terminology course (as Advisor Approved Elective) to enhance their HHP curriculum, and to prepare for graduate school in Physical Therapy and Occupational Therapy programs. HHP advisors encourage this academic pursuit.

SLO 2. The student will demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations.

Course Map: Tied to course syllabus below.

HP 4170: Testing, Evaluation, and Prescription of Exercise in Health and Human Performance

Measure: 2.1. (Direct – Skill / Ability)

Students will prepare a prescription plan for a specified health need/condition. In these responses, the student will demonstrate proper progression toward the expected outcome and actionable recommendations based on the scenario(s). 75% of the students will score 80% or higher on these exercises.

Finding: AC 2019 – 2020 Target Met (Table #3)
AC 2018 – 2019 Target met
AC 2017 – 2018 Target was met
AC 2016 – 2017 Target was not met

Table # 3

Course	Fall 2019	Spring 2020	Percent
	Final	Final	
HP 4170	17 of 22	14 of 19	75.61%
TOTAL		31 of 41	75.61%

Analysis: In AC 2018-2019, the target was met. At least 75% of HHP students achieved 80% or higher on the prescription plan for a specified health need/condition. AC 2018 – 2019 analysis indicated that attention was needed in HP 2270 Physical Fitness. Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Faculty aligned curriculum to meet the national (PETE) and state standards for physical education teacher education

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programs. Also, the new lesson plan form and reporting instrument was utilized. This helped to ensure that candidates are continuously gaining current knowledge in problem-solving and critical thinking relevant to physical literacy. Additional instruction was provided to support HP 3560 and HP 3550 subject matter, providing study sessions and labs as needed during the year, to enrich candidates' understanding of HAES curriculum material. Program improvements were established through the availability of increased study sessions as well as during labs, supporting current information in courses, and the alignment with state and national standards on physical education.

As a result of these changes, in AC 2019-2020 the target was met. Students exceeded the goal set, with 76.00% of students (31 out of 41) scoring 80% or higher on the curriculum exercises presented in HP 4170. As the results in Table #3 reflect, this teaching method has improved the classroom performance (as well as the work-force related performance in clinics and therapy programs) as 76% of the students scored higher than 80% on these exercises, in a face-to-face laboratory setting. HP 4170 (Testing, Evaluation and Prescription of Exercise in HHP), is a course in which students reviewed and studied several cases dealing with health threatening conditions, and therapeutic recovery techniques. Upon defining the respective physical restrictions, students then addressed these conditions through proper prescription of exercise and duration, to determine strength and conditioning, flexibility, endurance, and aerobic capacity as needed for rehabilitation in each case. These changes impacted the student's ability to prepare a prescription plan for a specified health need/condition. 76% students (31 out of 41) successfully demonstrated critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises, in which they were required to analyze and develop a response to a health and exercise related situation. In the analyses of these responses, students successfully demonstrated proper response and actionable recommendations based on the information presented, and 76% of the students will score 80% or higher on these exercises.

Action - Decision or Recommendation: In 2019-2020, the target was met. Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will offer this important course in the face-to-face format. Faculty have determined that to maximize student learning and to continue to improve the program, the faculty will introduce innovative and unique case studies into other courses in the program which will further assist student success in preparation for upper level coursework and the internship. HP 4170 is one of the best and most popular courses in the HAES program for preparing the student to engage with real-life situations and to provide a prescription of physical activity as a remedy prior to the internship. The assessment for this measure will be the final examination grades for the course, as the final examination will provide the student with an instructor-derived scenario(s), that will require a comprehensive effort from the student.

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Measure: 2.2. (Direct -- Knowledge)

Students will be able to understand and identify the correct prescriptive activity and the duration of exercise needed to satisfy the outcome required by the respective scenario(s). This will be determined with 75% of the students earning a score at least 80% on semester course exams.

Finding: AC 2019 – 2020 Target Met (Table #4)
AC 2018 – 2019 Target Met
AC 2017 – 2018 Target met
AC 2016 – 2017 Target Not Met

Table # 4

Course	Fall 2019	Spring 2020	Percent
	Final exam	Final exam	
HP 4170	17 of 22	14 of 19	75.61%
TOTAL		31 of 41	75.61%

Analysis: In AC 2018-2019, the target was met. Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Program improvements provided more evidence of candidates' understanding through enrichment of study sessions and labs. Also, the new lesson plan form and reporting instrument were utilized. Faculty maintained the most current and relevant information in the courses and alignment with state and national standards on physical education teacher education. Faculty added study sessions and labs and adjusted course materials (study and review guidelines).

As a result of these changes, in AC 2019-2020 the target was met. 76% of the students (31 out of 41) successfully completed the final exam and were able to correctly and thoroughly identify the necessary prescriptive activity and the duration of exercise needed, to satisfy the outcome required by the respective scenario(s), specifically, that 76% of the students earning a score at least 80% on semester course exams. These changes had a direct impact on the student's ability to identify and recognize the elements of rehabilitative physical exercises in case study programs; however, when required to come up with prescriptive exercises and rehabilitative program exercises, students struggled with but were weak in the creation and design of their own prescriptive exercise programs.

Action - Decision or Recommendation: In 2019-2020, the target was met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will offer the course in face-to-face format. Faculty will focus on strengthening skills that include the ability to think rationally and critically, write effectively and summarily, as well as make

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mathematical calculations. Instead of having the students generate necessary prescriptive activities, students will select from a list of prescriptive exercises provided and apply the correct prescriptive activities in response to given scenarios of need. The assessment for this measure will be the final examination grades for the course, as the final examination provides the student with a unique, instructor-derived scenario, that requires a comprehensive effort from the student to apply the knowledge and skills reviewed and learned from the semester.

SLO 3. The student will be able to demonstrate the ability to administer test protocols for evaluating the components of physical fitness.

Course Map: Tied to course syllabus below.

HP 3561: Exercise Physiology Laboratory

HP 4170: Testing, Evaluation, and Prescription of Exercise in Health and Human Performance

HED 3000 – Personal and Community Health

Measure 3.1. (Direct – Skill / Ability)

The student will earn a performance evaluation score of 80% or higher in the administration of testing protocols for various physical fitness components through laboratory experiences. This will be determined with 75% of the students earning a score at least 80% on semester course exams.

Finding: AC 2019 – 2020: Target Met (Table #5)
AC 2018 – 2019: Target Met
AC 2017 – 2018: Target met
AC 2016 – 2017: Target Met

Table #5 (N.O. indicated course not offered in that semester)

Course	Fall 2019	Spring 2020	Percent
	Final	Final	Total
HP 3561-1	29 of 32	N. O.	91.00%
HP 4170-1	17 of 22	14 of 19	76.00%
HED 3000	N. O.	28 of 31	90.00%
TOTAL	46 of 54	42 of 50	85.00%

Analysis: In AC 2018-2019, the target was met. 87% of students (6 of 7 students) earned a performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components. Based on the analysis of the results for AC 2018 – 2019. Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. In AC 2019-2020, program improvements included the application of test protocols and the analysis of results to better establish program design. Study sessions were offered to enhance

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learning in specific courses: HP 3561 (lab) and HP 4170. HP 4170 was taught in lab-like conditions, as students evaluated case studies and wrote protocols for activity-based prescription treatments.

As a result of these changes, in AC 2019-2020 the target was met. In AC 2019 – 2020, The target was met. These courses are the laboratory settings for the HHP Health and Exercise Science curriculum. In all cases, 85.00% (88 of 104) of the students successfully demonstrated proper administration of testing protocols for various physical fitness components through laboratory experiences. Low performance was addressed in curriculum structure for AC 2018 – 2019, with the addition of a new faculty member and expectation that scores would change in a positive direction. Lab classes were expanded into two sections, and two separate days of the week. HP 4170 case studies were moved from published journal case studies, to unique, instructor-generated cases, that were sensitive to specific student needs, based on feedback from HHP Advisory Council (site supervisors of internships). Current evidence supports the positive direction that changes to the AC 2018-2019 curriculum suggested. Evidence from the AC 2019 – 2020 assessment cycle has further indicated positive changes in the HP 4170 scores from AC 2018- 2019 (89.2%), to the present overall student success of 85.00% (88 /104) earning a score at least 80% on semester course exams. These changes had a direct impact on the student's ability to administer test protocols for evaluating the components of physical fitness.

Action - Decision or Recommendation: In 2019-2020, the target was met.

Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty recommends expanding the subject matter expertise in the program by hiring a terminally degreed faculty member with Exercise Physiology-credentialed teaching experience, who can continue and grow the instructional format and introduce students to concepts of prescriptive exercises through additional HAES courses and continue with biology prerequisites. The HP 3561 labs will address prescriptive exercise activity for HHP students, and prescriptive activity will be addressed in HP 3560 and HP 4170 textbooks, respectively. The final evaluation will satisfy the assessment need ($\geq 80.00\%$) for both courses (HP 3561 and HP 4170), and thus will serve as the tool for assessment. The final exam in HP 4170 will specifically address the prescription of physical activity as a treatment for a variety of physical debilitations and clinical rehabilitations, and it will serve as the assessment tool. Students will review a variety of case studies throughout the course(s) duration, and then test over an assigned scenario(s) from the instructor for the final exam. This treatment condition will prepare the students for an internship at 1) a fitness / wellness club (Recreational and Commercial segments of the Fitness Industry), where the student will be able to assess physical performance levels, and provide subsequent prescriptive activity to address training needs; and 2) a clinical setting (Physical Therapy or Occupational Therapy or Cardiac Rehabilitation), where the student will be able to prescribe physical activity as a treatment for a variety of physical

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debilitations and clinical rehabilitations. Through this internship opportunity, under the watchful eye of the respectively trained site supervisor, students will be provided the opportunity to apply the knowledge and skills reviewed and learned from HP 4170, into a real-life setting. These changes will improve the student's ability to administer testing protocols for various physical fitness components through laboratory experiences thereby continuing to push the cycle of improvement forward

Measure 3.2. (Direct – Knowledge)

Students will correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (corporate, recreational, clinical, and/or commercial). This will be determined with 75% of the students earning a score at least 80% on semester course exams.

Finding: **AC 2019 – 2020: Target Met (Table #6 Below)**
 AC 2018 – 2019: Target NOT Met 68.01% of students
 earned a score of at least 80% on semester course exams.
 AC 2017 – 2018: Target Met
 AC 2016 – 2017: Target Met

Table #6

Course	Fall 2019	Spring 2020	Percent
	Final	Final	Total
HP 2000	17 of 18	30 of 33	92.16%
HP 3560-1	23 of 35	N. O.	65.71%
HP 3561-1	29 of 32	N. O.	91.00%
HP 4170	17 of 22	14 of 19	75.61%
HP 3550 -1	2 of 4	21 of 23	85.18%
HED 3000	N. O.	29 of 31	94.00%
TOTAL	79.27%	88.70%	85.64%

Analysis: In AC 2018-2019, the target was not met. student improvement increases through the practical physical application of means and methods of physical education techniques. In AC 2018 – 2019, 68.01% (160 out of 235) earned a score of at least 80% on semester course exams, while the target number was 75%. Low averages in HP 3560s and HP 3550 pulled the target SLO percentage down.

Based on analysis of the 2018-2019 results, faculty made the following changes in 2019-2020 to drive the cycle of improvement. Several adjustments were made in these courses. Faculty enhanced training and practice in using the APA report writing style and allocated specific time spent on citation reporting using the APA writing style. Program improvements aligned with state and national physical education teacher education standards. Additionally, several students repeated HP 3550 and HP 3560 courses, which helped to correct the low percentages reported in AC 2018 – 2019.

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As a result of these changes, in AC 2019-2020 the target was met. In AC 2019 – 2020, 84.00% (182 of 217) of students enrolled in classes which provided evidence for analysis, correctly selected the appropriate test protocol used in various physical fitness and exercise setting scenarios in the four segments of the fitness industry (corporate, recreational, clinical and/or commercial). These results are back on track with the AC 2017 – 2018 results (83.40%) and are a better representation of HHP student overall performance in this assessment cycle, when compared to the AC 2018 – 2019 cycle (68.01%). HHP searched for a fulltime terminally degreed Exercise Physiologist to head this core of HAES courses. These courses represent the very heart of the HHP Health and Exercise Science curriculum, and they provide training to the students who have chosen to enter and perform in the health fitness settings (recreational, clinical, corporate, and commercial). The academic requirement is rigorous and demanding for students, with prerequisites in upper level biology courses for a science foundation. Students without a background in science, tend to struggle in the biology and the physiology curriculums, several having to repeat the prerequisite courses as many as 3 times, before earning a passing grade. This struggle continues in the HHP curriculum, as the exercise physiology and the biomechanics courses are very challenging. These changes impacted/made/had a direct impact on the student's ability to correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (corporate, recreational, clinical, and/or commercial).

Action - Decision or Recommendation: In 2019-2020, the target was met. Based on the analysis of AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty will provide instructor-generated test protocol information in the respective courses presented in Table #6. Faculty will challenge the students to think critically and to be able to rationalize proper responses to rigorous and relevant artificial scenarios. These faculty-driven efforts will enhance student-learning and will strengthen student skill performance for selection of the appropriate test protocols. Additionally, these challenge actions from faculty will prepare the student for the real-life experiences of the internship experience that occurs during the last semester of the program. These changes will improve the student's ability to correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (corporate, recreational, clinical, and/or commercial) thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results. Based on the analysis of AC 2018-2019 results the following changes were made in AC 2019-2020 to seek improvement.

- The curriculum courses in the HAES degree supported the work force requirements to be successful in the four segments of the Fitness Industry (Corporate, Recreational, Commercial and Clinical), as reported at the point of Exit Interview with the student.

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- The HAES curriculum was properly structured with Core and prerequisite courses, and when presented in sequential order, completely prepared the student for the capstone experience in HHP.
- Students were repeatedly exposed to both completers and professional staff from outside the University setting (HP 2000, and HP 3550, HP 4170 and HP 4180), who spoke in support of the program, the curriculum, and the importance of meeting the academic requirements for real-world success. Internship site supervisors also met this model.
- Faculty added emphasis on current assessments to curricular programs, resultant of classroom visits and conversations with career professionals, in clinical and commercial segments of the fitness industry.
- Faculty further enhanced the assessment of our current internship program (HP 4200 through participation in the University QEP).

Plan of Action Moving Forward:

Overall, student performance in the Health and Exercise Science degree program (HHP 377) has exceeded all Assessment targets for CY 2019 – 2020.

Faculty have examined the evidence and results of data analysis from AC 2019 – 2020 and will take steps to continue to improve student learning in HHP for AC 2020 – 2021.

- Faculty will engage HAES students with unique instructor-generated case scenarios, the application of skills, abilities, and theories to course curriculums. This curriculum is a face-to-face program, with strong emphasis on hands-on learning.
- This effort on the part of faculty, to engage in program improvement will strengthen student skill performance and further prepare the student for the internship experience that occurs during the last semester of the program.
- Faculty will modify course curriculum and assignment, as well as add additional resources to the program that focus on the professional preparation of students to be successful in the internship and the work setting.
- The department will search for a full-time, long-term PhD instructor in the exercise science courses (HP 2270, HP 3560, HP 3550, HP 3560, and HP 4170) to challenge students with consistent academic requirements for successful professional development. The full-time instructor will provide students with academic rigor and expected higher standards of performance.

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In AC 2020-2021, HAES students will complete internships at the end of their curriculum studies and prior to graduation. These internships result in jobs and graduate school opportunities for program graduates (PT school, OT school, Chiropractic School). During the Exit Interview from the internships, students report that the program curriculum has properly prepared them for the internship experience, and upon completing a successful internship, the HAES curriculum has prepared them for the work force. Spring 2020 exit interviews from 18 of 19 students returning from internship, reported that the Exercise Physiology (HP 3560-61), Kinesiology /Biomechanics (HP 3550), and the Testing, Measurement and Prescription of Exercise (HP 4170) courses were the best classes for the preparation of the respective internships. The presence of a new, PhD degreed faculty member will provide increased awareness and preparation for challenges that occur from the clinical settings where interns served. 8 of 19 spring 2020 interns are currently seeking / been accepted into graduate school clinical training programs.