

## Assessment Cycle 2020-2021

### Program -- Health and Exercise Science (377)

**Division: Gallaspy College of Education and Human Development Department:**

**Health and Human Performance**

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**Northwestern State University of Louisiana's Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**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, 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

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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 ever-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

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

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foundational concepts, theories, strategies, and challenges of the four segments of the Health and Fitness industry. 75% of enrolled students will describe a basic knowledge of the Health and Fitness industry standards by scoring 70% or higher on the exams.

**Finding:** Target was MET.

**Table #1**

Course	Fall 2020	Spring 2021	Percent
	Final exam	Final exam	Total
HP 2000	20 out of 20	19 out of 20	98
HP 2270	28 out of 28	16 out of 26	81
HP 3560	31 out of 33	n. o.	94
HP 3561	29 out of 33	n. o.	88
HP 4170	19 out of 22	15 out of 15	92
HP 3550	n. o.	34 out of 36	94
HED 3000	n. o.	33 out of 35	94
<b>TOTAL</b>	<b>127 out of 136</b>	<b>117 out of 132</b>	<b>91</b>

(N. O. = Not offered that semester)

**Analysis:** Based on information gathered from analysis of the AC 2019-2020 data, HHP implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty provided professional development to instructors to develop new and unique teaching strategies to engage students more deeply in this difficult subject matter. Testing formats were revised, and in-class assignments were strengthened. Class schedules were 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 evaluated the mid-term and final evaluations in the respective courses for a deeper understanding of student learning outcome successes. The department hired a faculty member with a terminal degree in Exercise Physiology for AC 2020-2021 with the aim of continuity in instructional design and well-regulated, consistent measures of aptitude. As expected, students were 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).

As a result of these changes, in AC 2020-2021, the target was MET.

These changes had a direct impact on the student's ability to describe a basic knowledge of the Health and Fitness industry standards.

In AC 2020 – 2021, the target was met, as 91% (244 out of 268) of students enrolled in designated classes listed (Table #1 above) successfully described 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 2020-2021, HAES student assessment was based on final examination data for each course, and students exceeded the SLO goal with 91% of enrolled students describing a basic knowledge of the Health and Fitness industry standards by scoring

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70% or higher on the exams. The lowest performance occurred in HP 2270 (Physical Fitness for Majors) in which 81% (44 out of 54) of enrolled students described/performed a basic knowledge of the Physical Fitness Standards by scoring 70% or higher on the exams. This class is the entry level course for the HHP majors, and therefore sets standard for the advanced classes to follow. Although it is lowest percentage of success, this group score is good, as changes to the HP 2270 curriculum were made in better support for HP 3550 and HP 3560 to follow.

### Action - Decision or Recommendation:

In AC 2020-2021, the target was MET.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will move instruction back to the face-to-face format, and continue meeting 3 times per week. With the fulltime Exercise Physiologist in the department, courses will be better coordinated for continuity in knowledge concepts and theories.

These changes will improve the student's ability to demonstrate a basic knowledge of exercise science, thereby continuing to push the cycle of improvement forward.

### 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:** Target was MET.

**Table #2**

Course	Fall 2020	Spring 2021	Percent
	Final	Final	Total
HP 3561-1	66 out of 71	n. o.	93
HP 4170	19 out of 22	12 out of 13	92
HED 3000	n. o.	33 out of 35	94
<b>TOTAL</b>	<b>85 out of 93</b>	<b>45 out of 48</b>	<b>92</b>

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

**Analysis:** In AC 2019-2020 the target was met. Based on the analysis of AC 2019-2020 data, faculty attempted to implement the following changes in AC 2020-2021 to drive the cycle of improvement. Because of COVID-19 and the requirements for social distancing, HHP faculty were not able to bring in former students as guest speakers to illustrate the use and performance of the course content and practicability of

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coursework in the real world to strengthen and enhance the learning opportunity for current students (HP 2000, HP 3550 and HP 4170). The curriculum was unable to enlist guest lecturers (clinical professionals) to visit the classes in the fall and spring of 2020-2021. Therefore, faculty incorporated innovative case studies into other courses in the program, which further assisted student success in preparation for upper-level coursework and the internship. Some students sought 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 encouraged this academic pursuit.

In fall 2020, an instructor with a terminal degree in Exercise Physiology served as an adjunct to the HHP department faculty, and he incorporated online “You tube” presentations on subject matter in support of the classroom curriculum with, positive student responses and student success with the evaluation processes for the course(s).

As a result of these changes, in AC 2020-21, the target was MET.

These changes had a direct impact on the student’s ability to analyze and develop a response to a health and exercise related situation.

In AC 2020 - 2021, Health and Exercise Science students exceeded the target, as 92% (130 out of 141) of students scored higher than 75% on final exams. As a result of changes made to curriculum in 2019-2020, and with the addition of a new Exercise Physiologist faculty member, in AC 2020-2021, 91% 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.

**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

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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:** Target was MET.

**Table # 3**

Course	Fall 2020	Spring 2021	Percent
HP 4170	19 out of 22	12 out of 13	89%
TOTAL			

### **Analysis:**

The target was met in 2019-2020. Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. With the intervention of COVID-19, Faculty were not able to offer this important course in the face-to-face format. Faculty determined that to maximize student learning and to continue to improve the program in the online format, the faculty introduced innovative and unique case studies into other courses in the program which further assisted 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 was the final examination grades for the course, as the final examination provided the student with an instructor-derived scenario(s), that required a comprehensive effort from the student.

As a result of these changes, in AC 2020-21, the target was MET.

These changes had a direct impact on the student's ability to prepare a prescription plan for a specified health need/condition.

In AC 2020-2021, the target was met. Students exceeded the goal set, with 89% of students (12 out of 13) 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 89% of the students scored higher than 80% on these case study exercises. 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. Because of COVID-19, this course was offered online, whereby 89% (31 out of 35) students successfully demonstrated critical thinking and

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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.

### **Action - Decision or Recommendation:**

In AC 2020-2021, the target was MET.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will return to the standard face-to-face setting for classroom instruction. This method may encourage greater participation from the students enrolled to prepare and to contribute to the overall discussions of the respective case studies presented. With the return to the face-to-face instructional format, the addition of guest speakers and site supervisor lecture visits, the students will glean a stronger attachment to the subject matter. Additionally, students in HP 4170 may be able to use students in HP 2270 for case studies and be able to write practice prescriptive activities in support of the HP 2270 students.

These changes will improve the student's 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, thereby continuing to push the cycle of improvement forward.

### **Measure: 2.2. (Direct -- Knowledge)**

Students will 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:** Target was MET.

**Table # 4**

Course	Fall 2020	Spring 2021	Percent
HP 4170	19 out of 22	12 out of 13	89%
TOTAL			

### **Analysis:**

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Unfortunately, because of COVID-19, the course remained in an online format. The faculty instructor had to adjust /design the course to fit an on-line format. Faculty focused on strengthening skills that included the ability to think rationally and critically, write effectively and summarily, as well as make mathematical calculations. Instead of having the students

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generate necessary prescriptive activities, students selected from a list of prescriptive exercises provided and applied the correct prescriptive activities in response to given scenarios of need. The assessment for this measure was the final examination grades for the course, as the final examination provided the student with a unique, instructor-derived scenario, that required a comprehensive effort from the student to apply the knowledge and skills reviewed and learned from the semester.

The adjusted format of having students select from a list of prescriptive activity options garnered a better academic performance from the students, than having them derive their own activities / responses. The problem with this option, is that in the real world, there may not be a “drop down option / menu” for them to choose from, when writing prescriptive exercise for a variety of needs.

As a result of these changes, in AC 2020-21, the target was MET.

These changes had a direct impact on the student’s ability to understand and identify the correct prescriptive activity and the duration of exercise needed to satisfy the outcome required by the respective scenario(s).

In AC 2020-2021 the target was met with 89% of the students (31 out of 35) correctly and thoroughly identifying the necessary prescriptive activity and the duration of exercise needed, to satisfy the outcome required by the respective scenario(s). 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 and were weak in the creation and design of their own prescriptive exercise programs.

### **Action - Decision or Recommendation:**

In AC 2020-2021, the target was MET.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will return to the standard face-to-face instruction platform, with 100% of students meeting in the classrooms. This factor should assist the instructor with lecture and defining methods of prescription activity, as well as physical observation and oral presentations of prescriptive designs. Also, guest lectures may be invited by the instructor from site supervisors, for the class.

These changes will improve the student’s 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, thereby continuing to push the cycle of improvement forward.

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**SLO 3. The student will 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:** Target was MET.

**Table #5**

Course	Fall 2020	Spring 2021	Percent
	Final	Final	Total
HP 3561-1	31 out of 35	n. o.	89
HP 4170-1	19 out of 22	12 out of 13	89
HED 3000	n. o.	33 out of 35	94
<b>TOTAL</b>	<b>50 out of 57</b>	<b>45 out of 48</b>	<b>90</b>

(n. o. indicates course not offered in that semester)

### Analysis:

In AC 2019-2020, the target was not met. Low performance was addressed in curriculum structure for AC 2019 – 2020, with the recommendation of a new faculty member. 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 2019-2020 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 90% (95 /105) 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.

Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement. Faculty recommended expanding the subject matter expertise in the program by hiring a terminally degreed

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faculty member with Exercise Physiology-credentialed teaching experience, who could continue and grow the instructional format and introduce students to concepts of prescriptive exercises through additional HAES courses and continue with biology prerequisites. Because of COVID-19, all courses for AC 2020-2021 were offered in an on-line format. The HP 3561 labs addressed prescriptive exercise activity for HHP students, and prescriptive activity was addressed in HP 3560 and HP 4170 textbooks, respectively. The final evaluation satisfied the assessment need ( $\geq 80.00\%$ ) for both courses (HP 3561 and HP 4170), and thus served as the tool for assessment. The final exam in HP 4170 specifically addressed the prescription of physical activity as a treatment for a variety of physical debilitations and clinical rehabilitations, and it served as the assessment tool. Students reviewed 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 prepared the students for an internship at 1) a fitness / wellness club (Recreational and Commercial segments of the Fitness Industry), where the student was 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 was able to prescribe physical activity as a treatment for a variety of physical debilitations and clinical rehabilitations. Through this internship opportunity, under the watchful eye of the respectively trained site supervisor, students were provided the opportunity to apply the knowledge and skills reviewed and learned from HP 4170, into a real-life setting.

As a result of these changes, in AC 2020-21, the target was MET.

These changes had a direct impact on the student's ability to demonstrate competence in various physical fitness components through laboratory experience. In all cases, 90% (95 out of 105) of the students successfully demonstrated proper administration of testing protocols for various physical fitness components through laboratory experiences.

### **Action - Decision or Recommendation:**

In AC 2020-2021, the target was MET.

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, classes will return to face-to-face meetings. This will provide hands-on experience with laboratory techniques specific to clinical and recreational settings (i.e., taking blood pressure, reading EKG). Faculty will monitor and supervise student behaviors related to test-taking and actual practical demonstrations of personal skill competencies. Students will work with actual groups of "patients" through other classes and student groups who will be cycled through the labs for practical assessments. Additionally, guest speakers and lecturers will be brought into the classroom setting, in efforts to enhance the instruction level of the teacher.

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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 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:** Target was MET.

**Table #6**

Course	Fall 2020	Spring 2021	Percent
	Final	Final	Total
HP 2000	15 out of 15	19 out of 20	98
HP 3560-1	31 out of 32	n. o.	97
HP 3561-1	31 out of 35	n. o.	89
HP 4170	19 out of 22	12 out of 13	92
HP 3550 -1	n. o.	34 out of 36	94
HED 3000	n. o.	33 out of 35	94
<b>TOTAL</b>	<b>96 out of 104</b>	<b>98 out of 104</b>	<b>93</b>

**Analysis:** Based on the analysis of AC 2019-2020 data, faculty implemented the following changes in AC 2020-2021 to drive the cycle of improvement.

Faculty provided instructor-generated test protocol information in the respective courses presented in Table #6. Faculty challenged the students to think critically and to be able to rationalize proper responses to rigorous and relevant artificial scenarios. These faculty-driven efforts enhanced student-learning and strengthened student skill performance for selection of the appropriate test protocols. Additionally, these challenge actions from faculty prepared the student for the real-life experiences of the internship experience that occurs during the last semester of the program. These changes 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).

As a result of these changes, in AC 2020-21, the target was MET. In AC 2020-2021, 94.00% (194 of 208) 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 a better representation of HHP student overall performance in this assessment cycle, when compared to the previous AC cycles. These courses represent the heart of the HHP Health and Exercise

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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 (HP 3560-61) and the biomechanics courses (HP 3550) 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:**

Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

- 1) HHP Faculty have decided that we will initiate actions to bring in from outside the classroom, guest speakers from our internship sites to provide everyday information to enhance the teaching requirements for the classes. This will also provide a better-defined level of expectation for a successful internship experience.
- 2) Having taught all classes from an online perspective the past 3 semesters (due to COVID-19), faculty will continue to gather and implement a variety of online services and resources to support the learning environments in the respective classrooms. The faculty consensus is that some of these resources were very good at enhancing the overall learning experience of the students.
- 3) Engage the students further with presentations and speaking assignments presented in front of a live audience. This element is the reality of the learning experience, as life takes place in front of other people in, a face-to-face setting.
- 4) In the laboratory setting (HP 4170), students will begin to work with fellow major students (HP 2270) to evaluate / assess / prescribe physical prescriptive activity, as they would in a clinical setting, to make the prescriptive learning experience in HP 4170 more authentic. This new activity may take more than one semester to attain maximum learning potential, but the outcome expectation is exceptional.

**Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results.** Program faculty made several decisions after examining results of data analysis from AC 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

- Faculty engaged 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.

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- This effort on the part of faculty, to engage in program improvement strengthened student skill performance and further prepared the student for the internship experience that occurs during the last semester of the program.
- Faculty modified course curriculum and assignment, as well as added additional on-line resources to the program that focused on the professional preparation of students to be successful in the internship and the work setting.
- The department hired a full-time, tenure track faculty member 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 faculty member is expected to provide students with academic rigor and expected higher standards of performance, through a face-to-face format of instruction.

In AC 2020-2021, HAES students completed internships at the end of their curriculum studies and prior to graduation. These internships resulted in jobs and graduate school opportunities for program graduates (PT school, OT school, Chiropractic School).

During the Exit Interview from the internships, students reported that the program curriculum had properly prepared them for the internship experience, and upon completing a successful internship, the HAES curriculum had prepared them for the work force. Fall 2020 (13 out of 13) and Spring 2021 (22 out of 24) exit interviews from 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 has provided increased awareness and preparation for challenges that occurred from the clinical settings where interns served. In the fall 2020 internship class, 7 out of 14 interns sought acceptance into graduate school clinical training programs. In the Spring 2021 internship class, 17 out of 24 interns sought acceptance into graduate school clinical training programs. The HHP department has committed to tracking these graduate students, as well as those from the previous 4 years, as they move through and complete a second graduation into professional services in the clinical setting (PT, OT, Cardiac Rehab, Athletic Training, Respiratory Therapy and Chiropractic).

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2020-2021 and will take steps to continue to improve student learning in AC 2021-2022:

- Meet classes in a face-to-face instructional format. It may take some readjustments to return to the classroom setting for instruction.

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- Bring into the classroom outside lecturers and guest speakers.
- The HP 4170 labs can use students in HP 2270 and provide prescriptive activities for meeting class objectives in physical fitness.