Discipline Outcome
Teach a topic: The student will be able to teach a physical activity class and or concept from a student derived lesson plan to a group of exercise enthusiasts

Assessment Author(s)
Sophie Mabry

Measure 1 Type:
Direct

Juried evaluation of student products

Measure 1 Description:
Students are to develop a lesson plan for a group exercise class. Once the lesson plan is created, the student needs to deliver the lesson by teaching the class to a group of individuals then even the success and any changes the next time they teach. Plan, teach, evaluate, plan, teach, evaluate and the cycle continues.

Measure 1 Sample Size:
13
1) Describe the benchmark for this measure.
85% of the students earn a 85% or better score.

2) What is the rationale for choosing this benchmark?
Students will be asked to teach classes once employed. They have to plan a cognitive, psychomotor, and affective goal for physical activity classes, which requires some thought and time. It needs to be age/gender and ability level appropriate. The student needs to execute this plan to another person rather than a classmate. The percentage correlates to national standards and exams and job placement in the industry.

Measure 2 Type:
Direct

Juried evaluation of student products

Measure 2 Description:
Once the lesson plan is created, the student needs to deliver the lesson by teaching the class to a group of individuals then even the success and any changes the next time they teach. Plan, teach, evaluate, plan, teach, evaluate and the cycle continues.

Measure 2 Sample Size:
13

1) Describe the benchmark for this measure.
85% of students score better than or equal to 85%

2) What is the rationale for choosing this benchmark?
Students will be asked to teach classes once employed and during the interview process. They have to plan a cognitive, psychomotor, and affective goal for physical activity classes, which requires some thought and time. It needs to be age/gender and ability level appropriate. The student needs to execute this plan to another person rather than a classmate. The percentage correlates to national standards and exams and job placement in the industry.

This discipline outcome was
Surpassed benchmark

Measure 1 Results:

<table>
<thead>
<tr>
<th>Of all students n=13</th>
<th>85% of students score better &gt;85%</th>
<th>85% students score less &lt;85%</th>
<th>Did not participate (withdraw, drop, no participation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intended Learning Benchmark #1</td>
<td>12/13 students (92%)</td>
<td>1/13 students (.076%)</td>
<td>0/13 students (0%)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Of the students who participated n=13</td>
<td>85% of students score better &gt;85%</td>
<td>85% of students score less &lt;85%</td>
<td></td>
</tr>
<tr>
<td>Intended Learning Benchmark #2</td>
<td>12/13 students (92%)</td>
<td>1/13 students (.076%)</td>
<td>0/13 students (0%)</td>
</tr>
<tr>
<td>Write Lesson Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of all students n=13</td>
<td>85% of students score better &gt;85%</td>
<td>85% of students score less &lt;85%</td>
<td>Did not participate (withdraw, drop, no show, did not turn in project)</td>
</tr>
<tr>
<td>Intended Learning Benchmark #2</td>
<td>12/13 students (92%)</td>
<td>1/13 students (.076%)</td>
<td>0/13 students (0%)</td>
</tr>
<tr>
<td>Teach Lesson Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of the students who participated n=15</td>
<td>85% of students score better &gt;85%</td>
<td>85% of students score less &lt;85%</td>
<td></td>
</tr>
<tr>
<td>Intended Learning Benchmark #2</td>
<td>12/13 students (92%)</td>
<td>1/13 students (.076%)</td>
<td></td>
</tr>
<tr>
<td>Teach Lesson Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?

We exceeded our benchmark this year. Students were given much more class time and hands on homework along with in class activities that directed them towards planning and teaching their exercise class amongst peers and two opportunities off campus within the community.

2) How does the data compare to the previous year, if applicable?

In previous years we have met our benchmark with the exception of last year when we fell short. Different students each year will drastically change the assessment as this measure is truly dependent on the students’ interests.
1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

This year, additional class time was used for mock teaching scenarios. An additional concentration in the EHS program is being added to strengthen this number by allowing students who do not want to teach group exercise an alternate option. We also integrated the community in allowing students to go off campus and actually teach community members as opposed to their classmates. This really motivated and encouraged the students to do a very good job and the quality of effort and enthusiasm of their work increased sustainability. We have spent much time focusing on the emotional connection and showing passion while teaching others.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

By adding additional class time for hands on teaching. Secondly, a new class was added to the program this year: Skills and Methods of Teaching Group Fitness. This class is a 15 week class dedicated to learning how to teach group in an exercise setting so the students are getting much needed hands on time with thire pedagogy skills.

Further Action:

Further Action Planned

Describe the action plan:

Next year we will continue to integrate hands on opportunitities. Secondly, the fitness center expansion/remodel will be complete allowing the EHS program to have more time in the fitness facility which equates to more time with our students as they learn and develop their own personal style of teaching. The program needs to do a better job at attracting students who are dedicated to working hard in a rigorous program. As the industry shifts to an Exercise is Medicine philosophy, students attracted to the field will also need to be more focused and intrinsically motivated as we work with unhealthy, symptomatic and stable clients. The industry is moving towards licensure and that will enhance the quality of work our students perform as the program incorporates an application and selection process come fall 2017

Person/ Group responsible for action

Sophie Mabry

Target Date for implementation of the action
Discipline Outcome

Nutrient content analysis: The student will be able to analyze the nutrient content in a diet and conduct a nutritional assessment

Assessment Author(s)
Sophie Mabry

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
The student will be able to conduct, analyze a nutritional assessment and provide nutritional guidance within the boundaries and scope of practice as a movement practitioner. Technology, math calculations and technical writing skills will be addressed as students learn to use professional software.

Measure 1 Sample Size:
8

1) Describe the benchmark for this measure.
75% of students will score better than or equal to 75% while conducting and analyzing a nutritional assessment

2) What is the rationale for choosing this benchmark?
Using the 75% percentile lines up with national standards and certification process. It allows room for growth and consideration to students who are not interested nor do not intend to focus on nutrition as part of their career.
**Measure 2 Type:**

Indirect

Rubric-graded report

**This discipline outcome was**

Surpassed benchmark

**Measure 1 Results:**

<table>
<thead>
<tr>
<th>Of all students</th>
<th>75% of students score better</th>
<th>75% of students score less</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=88</td>
<td>&gt;75%</td>
<td>&lt;75%</td>
<td>(withdraw, drop, no show, did not turn in project)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Learning Benchmark #1</th>
<th>Conduct nutritional assessment</th>
<th>7/8 students (87.5%)</th>
<th>1/8 students (.125%)</th>
<th>0/8 students (0%)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Of the students who participated</th>
<th>75% of students score better</th>
<th>75% of students score less</th>
<th>Intended Learning Benchmark #1</th>
<th>Conduct nutritional assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=8</td>
<td>&gt;75%</td>
<td>&lt;75%</td>
<td>7/8 students (87.5%)</td>
<td>1/8 students (.125%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Of all students</th>
<th>75% of students score better</th>
<th>75% of students score less</th>
<th>Intended Learning Benchmark #2</th>
<th>Analyze nutrient content</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=8</td>
<td>&gt;75%</td>
<td>&lt;75%</td>
<td>8 students (61%)</td>
<td>8 students (3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Of the students who participated</th>
<th>75% of students score better</th>
<th>75% of students score less</th>
<th>Intended Learning Benchmark #2</th>
<th>Analyze nutrient content</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=8</td>
<td>&gt;75%</td>
<td>&lt;75%</td>
<td>7/8 students (87.5%)</td>
<td>1/8 students (.125%)</td>
</tr>
</tbody>
</table>
1) How did unit/department performance compare to the benchmark?

We exceeded our benchmark.

2) How does the data compare to the previous year, if applicable?

This is better than in years past.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

We are very pleased with this outcome. Several key factors have contributed to the success of this assessment. First, each year we now invite IT into the classroom to teach the students the software and technology involving Citrix. Secondly, the EHS program has added several classes and concentrations which has allowed us to reallocate homework assignments more appropriately thus spreading out the work load for the students. this has allowed the students to have more time with their assignment and put forth the effort needed to be successful in the class with this assignment. Third, students have been empowered to contact IT directly with their technology concerns and having someone to assist them with "computer" issues has been a wonderful compliment to the class. Whis outcome may change for next year as the EHS program moves to a Cohort model and incorporates behavior change strategies.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will continue to work with IT and teach students Citrix. Pacing the curriculum will continue to be emphasized using a flipped classroom model.

Further Action:

Further Action Unnecessary
Learning Outcome
Communication: The student will be able to write an exercise program using technical writing skills. A. for a symptomatic stable individual in a non-clinical setting, B. for an asymptomatic stable individual in a non-clinical setting.

Assessment Author(s)
Sophie Mabry

Measure 1 Type:
Direct

Embedded exam items

Measure 1 Description:
The student will be able to write an exercise program using technical writing skills for a stable symptomatic and non-symptomatic client in a non-clinical environment.

Measure 1 Sample Size:
12

1) Describe the benchmark for this measure.
75% of the students should earn a score greater than 75%

2) What is the rationale for choosing this benchmark?

In order for students to demonstrate average proficiency in mastering national level skills, knowledge and abilities as stated by the American College of Sports Medicine and are eligible for their national exam.

Measure 2 Type:

Direct

This learning outcome was

Missed benchmark

Measure 1 Results:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Intended Learning</th>
<th>Of all students</th>
<th>Of the students who participated</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark #1 Administer paperwork</td>
<td>10/12 students (83%)</td>
<td>65% of students score better &gt;80%</td>
<td>65% of students score less &lt;80%</td>
<td>0/12 students (0%)</td>
</tr>
<tr>
<td>Benchmark #1 Administer paperwork</td>
<td>10/12 students (83%)</td>
<td>65% of students score better &gt;65%</td>
<td>65% of students score less &lt;65%</td>
<td></td>
</tr>
<tr>
<td>Benchmark #2 Interpret paperwork</td>
<td>9/12 students (75%)</td>
<td>65% of students score better &gt;65%</td>
<td>65% of students score less &lt;65%</td>
<td>0/12 students (0%)</td>
</tr>
<tr>
<td>Benchmark #2 Interpret paperwork</td>
<td>9/12 students (75%)</td>
<td>65% of students score better &gt;65%</td>
<td>65% of students score less &lt;65%</td>
<td>3/12 students (25%)</td>
</tr>
</tbody>
</table>
1) How did unit/department performance compare to the benchmark?

The program missed our benchmark.

2) How does the data compare to the previous year, if applicable?

The scores are lower in part to students no valuing nor seeing the need and importance of this work. As the industry shifts to an Exercise is Medicine philosophy, students attracted to the field will also need to be more focused and intrinsically motivated as we work with unhealthy, symptomatic and stable clients. The industry is moving towards licensure and that will enhance the quality of work our students perform as the program moves to a Cohort model with a concentration in personal training.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The program will continue to assess these outcomes and continue to teach ACSM material with an emphasis on value and importance to the movement practitioner through the use of field trips, guest speakers and national exam preparation.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The EHS program will be moving to a Cohort model come fall 2017. At this time the importance of the national exam and re-evaluation of this competency will be re-evaluated. A flipped classroom remains the valid option and teaching model for this program.

Further Action:

Further Action Planned
Describe the action plan:

Explore the flipped classroom concept along with requiring all interns to turn in their paperwork on clients in the field.

Person/ Group responsible for action

Sophie Mabry

Target Date for implementation of the action

04/12/2017

Priority

High

Learning Outcome

Communication: The student will be able to write an exercise program using technical writing skills. A. for a symptomatic stable individual in a non-clinical setting, B. for an asymptomatic stable individual in a non-clinical setting.

Assessment Author(s)

Sophie Mabry

Measure 1 Results:
Learning Outcome

Information management: The student will be able to demonstrate the ability to determine risk stratification and complete necessary paperwork when working in the field of Kinesiology utilizing their reading and comprehensive skills. A. Ability to administer paperwork, B ability to evaluate paperwork

Assessment Author(s)

Sophie Mabry

Measure 1 Type:

Direct

Embedded exam items
Measure 1 Description:

The student will be able to demonstrate the ability to determine risk stratification & complete necessary paperwork when working in the field of Kinesiology by administrating and evaluating legal & medical paperwork.

Measure 1 Sample Size:

12

1) Describe the benchmark for this measure.

65% of the students completing the class will achieve a score higher than 80%

2) What is the rationale for choosing this benchmark?

Based on ACSM job task analysis, obtaining an 80% or higher is considered job entry level proficiency for the novice professional.

This learning outcome was

Missed benchmark

Measure 1 Results:

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Of all students n=15</th>
<th>Intended Learning Benchmark #1 Write Exercise Prescription</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75% of students score better ≥70%</td>
<td>10/15 students (66%)</td>
</tr>
<tr>
<td></td>
<td>75% of students score less ≤70%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Of the students who participated n=15</th>
<th>Intended Learning Benchmark #1 Write Exercise Prescription</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75% of students score better ≥70%</td>
<td>10/15 students (66%)</td>
</tr>
<tr>
<td></td>
<td>75% of students score less ≤70%</td>
<td></td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?

Missed our benchmark
2) How does the data compare to the previous year, if applicable?

Compared to last year, this competency remains weak. The program is moving to a Cohort model to help with completer rates. We are also waiting for industry updates that are being released April 2017 prior to making any major changes to ensure we are in line & current with industry guidelines. Students are learning that their jobs and being a fitness professional does come with risks and that what we do can hurt and sometimes cause death. As we begin to incorporate Exercise is Medicine model of health and philosophy, the ability to work alongside the physicians and other health professionals is becoming evident to our students.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

We are planning to move the program into a Cohort model. Simultaneously, we are waiting for the industry to release our 5 year updates what will be integrated into the fall 2017 curriculum.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

This will continue to be monitored especially next year as the program move towards an Exercise is Medicine philosophy and as our industry continues to strengthen a working relationship with physicians and the medical community/profession. With the addition of our Heal and Wellness Coaching track, the ability to protect our client and ourselves from litigation will continue to be addressed. The addition of HWE 254 has also allowed us to broaden our liability unit where we can spend more time discussing lawsuits, insurance and scope of practice.

Further Action:

Further Action Planned

Priority

Low