

# Assessment Plan

## Health Sciences (B.S.) Program

### Mission Statement

#### **School of Sciences Vision and Mission**

The vision of the School of Sciences is to provide an education centered on innovative and immersive learning experiences to prepare students for the ever-changing landscape in STEM.

The mission of the School of Sciences is to provide students with the academic, research, and experiential background that will enable majors to pursue meaningful careers or additional education in STEM-related fields, or to meet general education or program requirements in other majors. Students graduating from the School of Sciences will be lifelong learners and able to make positive contributions in a world facing challenges in quantitative and scientific literacy, public health, sustainability, and technological advancements.

#### **Students in the B.S. Health Sciences degree will attain five learning outcomes:**

1. Demonstrate the requisite content to excel as health sciences professionals
2. Develop communication skills
3. Explain the research that guides health sciences practices
4. Apply their knowledge in professional settings
5. Execute the attitudes, morality, and ethics required of a health sciences professional

### Student Learning Outcomes

#### **Goal 1: Students identify and describe the foundational content to excel as health sciences professionals**

Indicator 1: Students identify and describe how exercise impacts health

Indicator 2: Students identify and describe how nutrition impacts health

Indicator 3: Students identify and describe various aspects of promoting health

#### **Goal 2: Students develop effective communication skills**

Indicator 1: Students deliver effective oral and visual presentations to diverse audiences

Indicator 2: Students create coherent written documents for diverse audiences

#### **Goal 3: Students correctly apply principles of scientific inquiry in research that guides health sciences practices**

Indicator 1: Students access required health-related information from databases and/or peer-reviewed resources

Indicator 2: Students analyze and interpret quantitative and qualitative research in health sciences

Indicator 3: Students apply theories, models, frameworks, and research methodologies in health sciences

**Goal 4: Students apply their knowledge in professional settings**

Indicator 1: Students design, implement, and/or evaluate health/exercise/sport programs

Indicator 2: Students participate in health-related advocacy, community service, and/or civic engagement

Indicator 3: Students develop a professional plan and participate in activities to improve professional competence

**Goal 5: Students execute the attitudes, morality, and ethics required of health sciences professionals**

Indicator 1: Students demonstrate critical thinking and problem-solving skills

Indicator 2: Students analyze controversial social, cultural, and/or political factors that impact health

Indicator 3: Students make moral and ethical judgments

# Curriculum Map

A matrix showing where in the curriculum (courses) each outcome is achieved. (A matrix with outcomes down the side and courses across the top is preferred, because the matrix will show whether every course is associated with at least one outcome and whether every outcome is associated with at least one course.)

## Two Levels of Mastery in the Core and Capstones

**(I) Introduced:** Students have the foundational knowledge, skills, attributes to pursue this outcome further.

**(A) Attained:** Students have attained outcome.

| GOAL   | INDICATORS (OUTCOMES)  | HPER<br>-P 120 | HPER<br>-P 212 | HPER<br>-P 204 | HPER<br>-N<br>220 | HPER-<br>F 255 | AHLT-<br>H 322 | AHLT-<br>H 321 | AHLT-H<br>333 | AHLT-<br>W 314/<br>HPER-<br>P 402 | AHL<br>T-<br>A 491 | Capstones for<br>Each<br>Concentration |
|--------|--|----------------|----------------|----------------|-------------------|----------------|----------------|----------------|---------------|-----------------------------------|--------------------|--|
| Goal 1 | G1: Identify and describe how exercise impacts health  | I              |                | A              |                   |                |                |                |               |                                   |                    |  |
| Goal 1 | G1: Identify and describe how nutrition impacts health   | I              |                |                | A                 |                |                |                |               |                                   |                    |  |
| Goal 1 | G1: Identify and describe various aspects of promoting health                                    | I              |                |                |                   | A              |                |                |               |                                   |                    |  |
| Goal 2 | G2: Deliver effective oral and visual presentations to diverse audiences                         |                | I              |                |                   |                |                | A              |               |                                   |                    |  |
| Goal 2 | G2: Create coherent written documents for diverse audiences                                      |                |                |                |                   |                | I              |                |               |                                   |                    | A                                      |
| Goal 3 | G3: Access required health-related information from databases and/or peer-reviewed resources     |                |                | I              |                   |                |                | A              |               |                                   |                    |  |
| Goal 3 | G3: Analyze and interpret quantitative and qualitative research                                  |                |                |                |                   |                | QNI            | QNA/QLI        | QLA           |                                   |                    |  |
| Goal 3 | G3: Apply theories, models, frameworks, and research methodologies in health sciences            |                |                | I              |                   |                |                | A              |               |                                   |                    |  |
| Goal 4 | G4: Design, implement, and/or evaluate health/exercise/sport programs                            |                | I              |                |                   |                |                |                |               |                                   | A                  |  |
| Goal 4 | G4: Participate in health-related advocacy, community service, and/or civic engagement           |                |                |                |                   |                |                |                | I             |                                   | I/A                |  |
| Goal 4 | G4: Develop a professional plan and participate in activities to improve professional competence |                |                |                |                   |                |                |                |               |                                   | I                  | A                                      |
| Goal 5 | G5: Demonstrate critical thinking  |                |                |                |                   |                |                | I              | A             |                                   |                    |  |
| Goal 5 | G5: Analyze controversial social, cultural, and/or political factors that impact health          |                |                |                |                   |                |                |                | I             | A                                 |                    |  |
| Goal 5 | G5: Make moral and ethical judgments   |                |                |                |                   | I              |                |                |               | A                                 |                    |  |

# Assessment Plan

| Academic Year 2020-2021<br>(Goals for Data Collection)   |  |
|--|--|
| <b>Student Learning Outcomes</b>   | Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)  |
| <b>Goal 1: Students identify and describe the foundational content to excel as health sciences professionals</b><br><b>Goal 2: Students develop communication skills</b>   |  |
| <b>Measure Description</b>   | What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students? |
| <p><b><u>Goal 1: Students identify and describe the foundational content to excel as health sciences professionals</u></b><br/> <b><i>Identify and describe how exercise impacts health</i></b></p> <p><b>I1. &amp; I3. Introduced: HPER-P120</b> Introduction to Health and Fitness- Health Self-Assessment and Fitness Program (learn about how exercise impacts health and then apply it to fitness/wellness program designed and completed in course); The course is the first class that introduces exercise and health, and the tool is most aligned with the indicator. This will take place in HPER-P120 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>I1. Attained: HPER-P204</b> Motor Development Fitness Development Assignment (Students will discuss the 5 components of fitness and how they can be developed across the lifespan.); The course is the second class that explores how exercise impacts health. This will take place in HPER-P204 Motor Development. These students are being assessed because they are in the course which is a class in the core program. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b><i>I2. Identify and describe how nutrition impacts health</i></b></p> <p><b>Introduced: HPER-P120</b> Introduction to Health and Fitness- Class assignment on how nutrition impacts health and strategies for healthy eating habits; The course is the first class that introduces nutrition and health, and the tool is most aligned with the indicator. This will take place in HPER-P120 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained: AHLT-N220</b> Nutrition for Health (Lectures include the utilization of peer reviewed sources and research databases which include class activities for application that can be gathered for a cumulative grade). This is the second course that explores how nutrition impacts health. This will take place in the AHLT-N220 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b><i>I3. Identify and describe various aspects of promoting health</i></b></p> <p><b>Attained: HPER-F255</b> Human Sexuality (Exams-learn about human sexuality including anatomy and physiology of the reproductive system; characteristics of healthy sexuality; gender roles and identity; sexual orientation, relationships and communication; contraception; pregnancy and birth; and sexually transmitted infections/diseases.) This is the second course that explores various aspects of how to promote health. The assessment will take place in the HPER-F255 courses. These students are being assessed because they are in the course which is a class in the core program.</p> |  |

**Goal 2: Students develop effective communication skills**

***II. Deliver effective oral and visual presentations***

**Introduced: HPER-P212** Introduction to Exercise Science; IGNITE 5-minute presentation (Students will use the IGNITE presentation format for a topic of their choice related to exercise science.) OR Take a Stand Assignment (Previous P212). The course is the first class in which they create a comprehensive presentation on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in HPER-P212 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-H321** PowerPoint presentation (Present the results of their systematic review paper); The course is the second class in which they create a comprehensive presentation using research; and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

***I2. Create coherent written documents***

**Introduced: AHLT-H322** Epidemiology and Biostatistics AMC's – Mini Project #5 Written summary and abstract of research LA's-create a written document after analyzing an epidemiological case study; The course is the first in which they take evidence-based knowledge and create a document that is understandable to a general audience. This will take place in AHLT-H322 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: Capstones for Each Concentration**

**AHLT-H 499 Senior Capstone (HEP)-** Portfolio (create a portfolio that show evidence of competencies/skills and reflect and integrate student education and experiences at Indiana University Kokomo) Professional development opportunities (participate in various professional development opportunities to advocate for various health-related causes)

**AHLT-N 498 Senior Capstone (NUT)-** Patient counseling assignments provide opportunities for students to apply the impact of nutrition on health

Case study assignments with oral presentation provide the opportunity for students to provide both verbal communication and handout creation

**HPER-P 445 Special Topics in Kinesiology (ESS)-**letter/dossier of work for employers

These students engage again in activities in which they create documents for a general/diverse audience.

Students are being assessed in each capstone because these would cover all graduates in the Health Sciences degree as each concentration within the core has its own capstone.

**Benchmark/Target**

What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

95% of students score 70% or higher\*

\*This is the benchmark for all goals/indicators because 70% was considered the lowest adequate score, and 95% of students would be nearly all students in the course but also take into account any outliers who might stop turning in assignments, and get lower scores than 70% because of that. This also highlights the need to make sure if the percentage is a little below 95% of students that professors double-check the participation of student(s) who did not reach 70%.

| <b>Academic Year 2021-2022</b>  |  |
|---|--|
| <b>Student Learning Outcomes</b>  | Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)  |
| <p><b>Goal 3: Students apply principles of scientific inquiry in research that guides health sciences practices</b></p> <p><b>Goal 4: Students apply their knowledge in professional settings</b></p>   |  |
| <b>Measure Description</b>  | What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students? |
| <p><b><u>Goal 3: Students correctly apply principles of scientific inquiry in research that guides health sciences practices</u></b></p> <p><b><i>II. Access required health-related information from databases and/or peer-reviewed resources</i></b></p> <p><b>Introduced: HPER-P204</b> Motor Development Constraints Assignments (Students will describe Newell’s constraints model and identify the constraints influencing performance in several case studies.) The course is the first class in which they create a comprehensive review of a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in HPER-P204 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained: AHLT-H321</b> Research Methods in Health Sciences (Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature) + (participate in online discussions with research readings about analyzing and interpreting health research)) The course is the second class in which they create a comprehensive review of a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b><i>I2. Analyze and interpret quantitative and qualitative research</i></b></p> <p><b>Introduced Quantitative (QN): AHLT-H322</b> Epidemiology and Biostatistics Mini Project #4 (Analyze and write-up their <u>quantitative</u> survey results) / Or Outbreak Investigation Exercise) The course is the first class in which they explore qualitative research, and the tool is most aligned with the indicator. This will take place in AHLT-H322 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Introduced Qualitative (QL): AHLT-H321</b> Research Methods in Health Sciences -Identify, describe, and practice qualitative methods activity LA’s course - Students complete a qualitative observation exercise where they collect observation data, write it up thematically. The course is the first in which they explore qualitative methods and collect and analyze interview data on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained QN: AHLT-H321</b> Research Methods in Health Sciences (Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature)+ (participate in online discussions with research readings about analyzing and interpreting health research)) The course is the second in which they explore quantitative research on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained QL: AHLT-H333</b> Cultural Competence in Health Education and Promotion (Term Project Results and Presentation (They analyze <u>qualitative</u> interview data and interpret the findings) The course is the second</p> |  |

in which they explore qualitative methods and collect and analyze interview data on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

### ***13. Apply theories, models, frameworks, and research methodologies in health sciences***

**Introduced: HPER-P204** Motor Development Constraints Assignments (Students will describe Newell's constraints model and identify the constraints influencing performance in several case studies.) The course is the first in which they explore and apply a framework on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in HPER-P204 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-H321** Research Methods in Health Sciences (Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature)+ (participate in online discussions with research readings about analyzing and interpreting health research)) The course is the second in which explore research and models/frameworks on a sport, exercise or health topic in research methods, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

## **Goal 4: Students apply their knowledge in professional settings**

### ***11. Design, implement, and/or evaluate health/exercise/sport programs***

**Introduced: HPER-P212** Campus Health Plan Assignment (Students will create a campus health plan for IUK to promote opportunities for physical activity and healthy eating for faculty, staff and students.) The course is the first in which students explore the development of programs, and the tool is most aligned with the indicator. This will take place in HPER-P212 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-A491** Internships in Health Sciences (Final Grade (Complete the following while engaging in an internship that applies program and course concepts and goals in a field/experiential setting with community partner: Weekly logs, Internships site supervisor evaluation, Final portfolio, Exit interview)) The course is the second in which students are involved in the development/implementation of programs, and the tool is most aligned with the indicator. This will take place in AHLT-A491 courses. These students are being assessed because they are in the course which is a class in the core program.

### ***12. Participate in health-related advocacy, community service, and/or civic engagement***

**Introduced (Developing): AHLT-H333** Cultural Comp in Health Edu and Promo (Health-Related Advocacy, Service, or Engagement project. The students will engage in a health-related advocacy or service/engagement experience and reflect upon it. The tool is most aligned with the indicator. This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

**Introduced/Attained: AHLT-A491** Internships in Health Sciences (Final Grade (Complete the following while engaging in an internship that applies program and course concepts and goals in a field/experiential setting with community partner: Weekly logs, Internships site supervisor evaluation, Final portfolio, Exit interview)) The students will participate in sport, exercise, nutrition or health-related programs/initiatives with a community partner/site supervisor or organization, and the tool is most aligned with the indicator. This will take place in AHLT-A491 courses. These students are being assessed because they are in the course which is a class in the core program.

### ***13. Develop a professional plan and participate in activities to improve professional competence***

**Introduced: AHLT-A491** Internships in Health Sciences (Final Grade (Complete the following while engaging in an internship that applies program and course concepts and goals in a field/experiential setting with community partner: Weekly logs, Internships site supervisor evaluation, Final portfolio, Exit interview))

The students will engage in professional development with a community partner/site supervisor or organization, and the tool is most aligned with the indicator. This will take place in AHLT-A491 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: Capstones for Each Concentration**

**AHLT-H 499 Senior Capstone (HEP)-** Portfolio (create a portfolio that show evidence of competencies/skills and reflect and integrate student education and experiences at Indiana University Kokomo) Professional development opportunities (participate in various professional development opportunities to advocate for various health-related causes)

**AHLT-N 498 Senior Capstone (NUT)-** Patient counseling assignments provide opportunities for students to apply the impact of nutrition on health

Case study assignments with oral presentation provide the opportunity for students to provide both verbal communication and handout creation

**HPER-P 445 Special Topics in Kinesiology (ESS)-**letter/dossier of work for employers

These students engage again in activities that are related to building specific professional competence.

Students are being assessed in each capstone because these would cover all graduates in the Health Sciences degree as each concentration within the core has its own capstone.

**Benchmark/Target**

What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

95% of students score 70% or higher

**Academic Year 2022-2023**

**Student Learning Outcomes**

Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)

**Goal 5: Students execute the attitudes, morality, and ethics required of health sciences professionals**

**Goal 1: Students identify and describe the foundational content to excel as health sciences professionals**

**Measure Description**

What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?

**Goal 5: Students execute the attitudes, morality, and ethics required of health sciences professionals**

***II. Demonstrate critical thinking***

**Introduced: AHLT-H321** Research Methods in Health Sciences Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature) + (participate in online discussions with research readings about analyzing and interpreting health research)) The students will analyze research and models/frameworks to make a case on a sport, exercise or health topic in research methods, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-H333** Cultural Competence in Health Education and Promotion Final Grade (They explore and apply culturally-competent health promotion models and engage in exams and class assignments in which

they identify and describe as well as apply course concepts.) This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

### ***12. Analyze controversial social, cultural, and/or political factors that impact health***

**Introduced: AHLT-H333** Cultural Competence in Health Education and Promotion Final Grade (They explore and apply culturally-competent health promotion models and engage in exams and class assignments in which they identify and describe as well as apply course concepts.) This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-W314/HPER-P402** Ethics for Health Professionals/Ethics in Sport (Final Grade) This is the second course in which they will analyze social, cultural, and/or political factors related to health. The assessment will take place in either AHLT-W314 or HPER-P402 courses. These students are being assessed in both of these because they take either one of these courses as a part of the core program.

### ***13. Make moral and ethical judgments***

**Introduced: HPER-F255** Human Sexuality Discussion (participate in online discussions that can be gathered for a cumulative grade related to controversial social, cultural, and political issues and factors that impact sexual health) This is one of the first courses in which they will evaluate moral/ethical arguments related to health. The assessment will take place in the HPER-F255 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-W314/HPER-P402** Ethics for Health Professionals/Ethics in Sport (Final Grade) This is the second course in which they will evaluate moral/ethical arguments related to health. The assessment will take place in either AHLT-W314 or HPER-P402 courses. These students are being assessed in both of these because they take either one of these courses as a part of the core program.

## **Goal 1: Students identify and describe the foundational content to excel as health sciences professionals**

### ***Identify and describe how exercise impacts health***

**11. & 13. Introduced: HPER-P120** Introduction to Health and Fitness- Health Self-Assessment and Fitness Program (learn about how exercise impacts health and then apply it to fitness/wellness program designed and completed in course); The course is the first class that introduces exercise and health, and the tool is most aligned with the indicator. This will take place in HPER-P120 courses. These students are being assessed because they are in the course which is a class in the core program.

**11. Attained: HPER-P204** Motor Development Fitness Development Assignment (Students will discuss the 5 components of fitness and how they can be developed across the lifespan.); The course is the second class that explores how exercise impacts health. This will take place in HPER-P204 Motor Development. These students are being assessed because they are in the course which is a class in the core program. These students are being assessed because they are in the course which is a class in the core program.

### ***12. Identify and describe how nutrition impacts health***

**Introduced: HPER-P120** Introduction to Health and Fitness- Class assignment on how nutrition impacts health and strategies for healthy eating habits; The course is the first class that introduces nutrition and health, and the tool is most aligned with the indicator. This will take place in HPER-P120 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-N220** Nutrition for Health (Lectures include the utilization of peer reviewed sources and research databases which include class activities for application that can be gathered for a cumulative grade). This is the second course that explores how nutrition impacts health. This will take place in the AHLT-N220 courses. These students are being assessed because they are in the course which is a class in the core program.

### ***13. Identify and describe various aspects of promoting health***

**Attained: HPER-F255** Human Sexuality (Exams-learn about human sexuality including anatomy and physiology of the reproductive system; characteristics of healthy sexuality; gender roles and identity; sexual orientation, relationships and communication; contraception; pregnancy and birth; and sexually transmitted infections/diseases.) This is the second course that explores various aspects of how to promote health. The assessment will take place in the HPER-F255 courses. These students are being assessed because they are in the course which is a class in the core program.

**Benchmark/Target**

What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

95% of students score 70% or higher

| <b>Academic Year 2023-2024</b>  |  |
|---|--|
| <b>Student Learning Outcomes</b>  | Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)  |
| <b>Goal 2: Students develop communication skills</b><br><b>Goal 3: Students apply principles of scientific inquiry in research that guides health sciences practices</b>  |  |
| <b>Measure Description</b>  | What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students? |
| <p><b><u>Goal 2: Students develop effective communication skills</u></b></p> <p><b><i>II. Deliver effective oral and visual presentations</i></b></p> <p><b>Introduced: HPER-P212</b> Introduction to Exercise Science; IGNITE 5-minute presentation (Students will use the IGNITE presentation format for a topic of their choice related to exercise science.) OR Take a Stand Assignment (Previous P212). The course is the first class in which they create a comprehensive presentation on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in HPER-P212 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained: AHLT-H321</b> PowerPoint presentation (Present the results of their systematic review paper); The course is the second class in which they create a comprehensive presentation using research; and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b><i>12. Create coherent written documents</i></b></p> <p><b>Introduced: AHLT-H322</b> Epidemiology and Biostatistics AMC's – Mini Project #5 Written summary and abstract of research LA's-create a written document after analyzing an epidemiological case study; The course is the first in which they take evidence-based knowledge and create a document that is understandable to a general audience. This will take place in AHLT-H322 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained: Capstones for Each Concentration</b></p> <p><b>AHLT-H 499 Senior Capstone (HEP)-</b> Portfolio (create a portfolio that show evidence of competencies/skills and reflect and integrate student education and experiences at Indiana University Kokomo) Professional development opportunities (participate in various professional development opportunities to advocate for various health-related causes)</p> <p><b>AHLT-N 498 Senior Capstone (NUT)-</b> Patient counseling assignments provide opportunities for students to apply the impact of nutrition on health<br/>Case study assignments with oral presentation provide the opportunity for students to provide both verbal communication and handout creation</p> <p><b>HPER-P 445 Special Topics in Kinesiology (ESS)-</b>letter/dossier of work for employers<br/>These students engage again in activities in which they create documents for a general/diverse audience. Students are being assessed in each capstone because these would cover all graduates in the Health Sciences degree as each concentration within the core has its own capstone.</p> <p><b><u>Goal 3: Students correctly apply principles of scientific inquiry in research that guides health sciences practices</u></b></p> |  |

## ***II. Access required health-related information from databases and/or peer-reviewed resources***

**Introduced: HPER-P204** Motor Development Constraints Assignments (Students will describe Newell's constraints model and identify the constraints influencing performance in several case studies.) The course is the first class in which they create a comprehensive review of a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in HPER-P204 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-H321** Research Methods in Health Sciences (Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature) + (participate in online discussions with research readings about analyzing and interpreting health research)) The course is the second class in which they create a comprehensive review of a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

## ***I2. Analyze and interpret quantitative and qualitative research***

**Introduced Quantitative (QN): AHLT-H322** Epidemiology and Biostatistics Mini Project #4 (Analyze and write-up their quantitative survey results) / Or Outbreak Investigation Exercise) The course is the first class in which they explore qualitative research, and the tool is most aligned with the indicator. This will take place in AHLT-H322 courses. These students are being assessed because they are in the course which is a class in the core program.

**Introduced Qualitative (QL): AHLT-H321** Research Methods in Health Sciences -Identify, describe, and practice qualitative methods activity LA's course - Students complete a qualitative observation exercise where they collect observation data, write it up thematically. The course is the first in which they explore qualitative methods and collect and analyze interview data on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained QN: AHLT-H321** Research Methods in Health Sciences (Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature)+ (participate in online discussions with research readings about analyzing and interpreting health research)) The course is the second in which they explore quantitative research on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained QL: AHLT-H333** Cultural Competence in Health Education and Promotion (Term Project Results and Presentation (They analyze qualitative interview data and interpret the findings) The course is the second in which they explore qualitative methods and collect and analyze interview data on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

## ***I3. Apply theories, models, frameworks, and research methodologies in health sciences***

**Introduced: HPER-P204** Motor Development Constraints Assignments (Students will describe Newell's constraints model and identify the constraints influencing performance in several case studies.) The course is the first in which they explore and apply a framework on a sport, exercise or health topic, and the tool is most aligned with the indicator. This will take place in HPER-P204 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-H321** Research Methods in Health Sciences (Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature)+ (participate in online discussions with research readings about analyzing and interpreting health research)) The course is the second in which explore research and models/frameworks on a sport, exercise or health topic in research methods, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed

because they are in the course which is a class in the core program.

**Benchmark/Target**

What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

95% of students score 70% or higher

| <b>Academic Year 2024-2025</b>   |  |
|--|--|
| <b>Student Learning Outcomes</b>   | Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)  |
| <b>Goal 4: Students apply their knowledge in professional settings</b><br><b>Goal 5: Students execute the attitudes, morality, and ethics required of health sciences professionals</b>  |  |
| <b>Measure Description</b>   | What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students? |
| <p><b><u>Goal 4: Students apply their knowledge in professional settings</u></b></p> <p><b><i>11. Design, implement, and/or evaluate health/exercise/sport programs</i></b></p> <p><b>Introduced:</b> HPER-P212 Campus Health Plan Assignment (Students will create a campus health plan for IUK to promote opportunities for physical activity and healthy eating for faculty, staff and students.) The course is the first in which students explore the development of programs, and the tool is most aligned with the indicator. This will take place in HPER-P212 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained:</b> AHLT-A491 Internships in Health Sciences (Final Grade (Complete the following while engaging in an internship that applies program and course concepts and goals in a field/experiential setting with community partner: Weekly logs, Internships site supervisor evaluation, Final portfolio, Exit interview)) The course is the second in which students are involved in the development/implementation of programs, and the tool is most aligned with the indicator. This will take place in AHLT-A491 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b><i>12. Participate in health-related advocacy, community service, and/or civic engagement</i></b></p> <p><b>Introduced (Developing):</b> AHLT-H333 Cultural Comp in Health Edu and Promo (Health-Related Advocacy, Service, or Engagement project. The students will engage in a health-related advocacy or service/engagement experience and reflect upon it. The tool is most aligned with the indicator. This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Introduced/Attained:</b> AHLT-A491 Internships in Health Sciences (Final Grade (Complete the following while engaging in an internship that applies program and course concepts and goals in a field/experiential setting with community partner: Weekly logs, Internships site supervisor evaluation, Final portfolio, Exit interview)) The students will participate in sport, exercise, nutrition or health-related programs/initiatives with a community partner/site supervisor or organization, and the tool is most aligned with the indicator. This will take place in AHLT-A491 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b><i>13. Develop a professional plan and participate in activities to improve professional competence</i></b></p> <p><b>Introduced:</b> AHLT-A491 Internships in Health Sciences (Final Grade (Complete the following while engaging in an internship that applies program and course concepts and goals in a field/experiential setting with community partner: Weekly logs, Internships site supervisor evaluation, Final portfolio, Exit interview)) The students will engage in professional development with a community partner/site supervisor or organization, and the tool is most aligned with the indicator. This will take place in AHLT-A491 courses. These students are being assessed because they are in the course which is a class in the core program.</p> <p><b>Attained:</b> Capstones for Each Concentration</p> |  |

**AHLT-H 499 Senior Capstone (HEP)-** Portfolio (create a portfolio that show evidence of competencies/skills and reflect and integrate student education and experiences at Indiana University Kokomo) Professional development opportunities (participate in various professional development opportunities to advocate for various health-related causes)

**AHLT-N 498 Senior Capstone (NUT)-** Patient counseling assignments provide opportunities for students to apply the impact of nutrition on health

Case study assignments with oral presentation provide the opportunity for students to provide both verbal communication and handout creation

**HPER-P 445 Special Topics in Kinesiology (ESS)-**letter/dossier of work for employers

These students engage again in activities that are related to building specific professional competence.

Students are being assessed in each capstone because these would cover all graduates in the Health Sciences degree as each concentration within the core has its own capstone.

### **Goal 5: Students execute the attitudes, morality, and ethics required of health sciences professionals**

#### ***II. Demonstrate critical thinking***

**Introduced: AHLT-H321** Research Methods in Health Sciences Systematic review paper (prepare, write, and submit a systematic review of health-related issues in the literature) )+ (participate in online discussions with research readings about analyzing and interpreting health research)) The students will analyze research and models/frameworks to make a case on a sport, exercise or health topic in research methods, and the tool is most aligned with the indicator. This will take place in AHLT-H321 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-H333** Cultural Competence in Health Education and Promotion Final Grade (They explore and apply culturally-competent health promotion models and engage in exams and class assignments in which they identify and describe as well as apply course concepts.) This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

#### ***I2. Analyze controversial social, cultural, and/or political factors that impact health***

**Introduced: AHLT-H333** Cultural Competence in Health Education and Promotion Final Grade (They explore and apply culturally-competent health promotion models and engage in exams and class assignments in which they identify and describe as well as apply course concepts.) This will take place in AHLT-H333 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-W314/HPER-P402** Ethics for Health Professionals/Ethics in Sport (Final Grade) This is the second course in which they will analyze social, cultural, and/or political factors related to health. The assessment will take place in either AHLT-W314 or HPER-P402 courses. These students are being assessed in both of these because they take either one of these courses as a part of the core program.

#### ***I3. Make moral and ethical judgments***

**Introduced: HPER-F255** Human Sexuality Discussion (participate in online discussions that can be gathered for a cumulative grade related to controversial social, cultural, and political issues and factors that impact sexual health) This is one of the first courses in which they will evaluate moral/ethical arguments related to health. The assessment will take place in the HPER-F255 courses. These students are being assessed because they are in the course which is a class in the core program.

**Attained: AHLT-W314/HPER-P402** Ethics for Health Professionals/Ethics in Sport (Final Grade) This is the second course in which they will evaluate moral/ethical arguments related to health. The assessment will take place in either AHLT-W314 or HPER-P402 courses. These students are being assessed in both of these because they take either one of these courses as a part of the core program.

| <b>Benchmark/Target</b>             | What level of performance will be considered acceptable? What performance criteria is used to determine mastery? |
|-------------------------------------|--|
| 95% of students score 70% or higher |  |