

Academic Program Outcomes and Assessment Plan

BS in Health Science

School of Health Sciences and Human Movement

Colorado State University Pueblo

Fall 24 to Spring 27

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School of Health Sciences and Human Movement Mission, Vision and Goals

HSHM Vision:

To be the peoples' choice for Health Science and Human Movement degree programs through the delivery of innovative instruction to establish diverse professionals.

HSHM Mission:

The School of Health Science and Human Movement's mission provides broad theory-based foundations which incorporate laboratory and field-based learning opportunities that offer real-world experience, training, inter-professional education, and mentoring. Our diverse students develop skills that promote healthy lifestyles and fitness. Students graduate ready to seek employment or pursue advanced education in fields of health science, human movement, or related professions. Graduates are ethical and productive contributors to the health and well-being of their communities.

Program Goals: (goals that align with and help us achieve the mission possible SLO's):

- a. Provide coursework that prepares students to effectively work in careers with diverse populations and cultures, and that adequately prepares students for advanced education in a dynamically changing health science and human movement community.
- b. Use relevant and best practice pedagogy, activities and assessments which connect students to the workforce/community.
- c. Engage in the use of current technologies in preparing students for the health and human movement-related needs of the future.
- d. Expose students to contemporary ethics and cultural issues they will encounter in the health science and human movement work force.

Student Learning Outcomes for Health Science

The BS in Health Science Student Learning Outcomes are as follows.

Student Learning Outcome
1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting;

6. Successfully enter into a health science related career or into a graduate program;
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Assessment of BS in HS Student/Program Outcomes

Student level assessment will take place in individual courses through a variety of methods. The Health Science curriculum map details the specific courses and types of assessment used for each outcome at the individual student and course level.

If more than 20% of the students in each emphasis do not successfully achieve (standard score of 70% or better) a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented.

The student outcomes are measured and assessed through several techniques:

- program case study assessments and end of program examination (measures outcomes 1, 2, 3, 4)
- seminar portfolios and papers (measures outcomes 1, 2, 3, 4, 5)
- internship site supervisor evaluations and student self-assessment (measures outcome 1, 3, 5)
- student exit surveys (measures outcome 1,3, 6)
- Employer/Internship site surveys and/or Advisory Committee outcomes (measures 1, 3, 4, 5)

End of program exams will be, or will be representative of, the professional certification exams in each emphasis area. Case study questions will be developed by the faculty and Advisory Committee (made up of professional in the HS field). The end of program exam will be completed during an appropriate field based course at the end of the course of study but before graduation. The HS curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program's Student Outcomes.

Assessment Cycles, Analysis, Reporting and Improvement

- Graduating students are asked to complete an anonymous exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation (measures program effectiveness from student's perspective) and a self-assessment of their skills.
- Employer/Internship supervisor surveys are collected every three years (measures program effectiveness for employer's perspective).
- The Advisory Committee will meet every three years to review the three year cycle report and make suggestions for program improvement (measures program effectiveness from expert perspective).
- Assessment reports will be provided to the departmental Advisory Committee and the faculty. The faculty will meet yearly in the fall semester regarding the assessment information and will plan for future assessment and make suggestions for any possible changes for program improvement.
- Assessment materials will be collected yearly, (except the employer/internship/field experience supervisor surveys and advisory feedback), and analyzed and reported on a three year cycle as follows:
 - Cycle 1 (2024-2025):

- I. Internship/Seminar project paper and portfolio
- II. Internship Supervisor evaluations and student self-assessments
- Cycle 2 (2025-2026):
 - III. Exit examination scores
 - IV. Student end of program surveys
- Cycle 3 (2026-2027):
 - IV. Case study assessments
 - V. Pre/Post Assessment from HS 101 and HS 493

Additional Information Regarding Program Assessment Activities

- In addition to course assessment, which is inherent in the core/option requirements, prior to receiving clearance for graduation, each HS major must complete a case study assessment, take an exit examination, and prepare a portfolio which includes:
 - Cover letter with resume
 - Copy of transcripts
 - Supervisor recommendation letters from internship or professional positions
 - Career vision, mission, goals, philosophy (minimum of 2 pages documented)
 - A self-evaluation of your proficiency; what are your strengths and weaknesses
 - Samples of classroom and/or practical work product – (at least 4 examples including written and oral communication)
 - Summary sheet of experience by setting, populations, clock hours, program content, and job tasks
 - Site supervisor evaluation
 - Credentials (any certifications, licenses, degrees, etc.)
 - Assessment from HS 101 and HS 493 to assess the growth of each student
- Expected Graduation Requirements; All departmental majors are required to:
 - Complete an option of study with a cumulative GPA of 2.5 or higher;
 - Earn a minimum grade of “C-” in all prerequisite and major courses;
 - Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C” or higher is achieved;
 - Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
 - The above four criteria are checked through DARS during the graduation planning process and must be met before the graduation planning sheet is submitted.