

Program Name	Date Completed
Health and Fitness Certification Department of Corrections	6/1/2026
Report Completed By	Report Contributors
Tina Twilleger	Margie Day, Bethany Kies
Brief Statement of Program Mission and Goals	
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.	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
Exercise Science, Physical Education, and Recreation students will: 1. Possess content knowledge and skills necessary for their perspective fields of study. 2. Exhibit the ability to read and interpret scientific research with application of scientific methods, statistics, study design, and reporting; 3. Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
This is the first year we are assessing the Health and Fitness Certificate for Department of Corrections
C. What were the recommendations for change in the previous cycle?
N/A



D. How were the recommendations for change acted upon?
N/A
E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?
N/A

Enter Comments on Table I Closing the Loop Below
N/A



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Exercise Science, Physical Education, and Recreation students will: 1. Possess content knowledge and skills necessary for their perspective fields of study. 2. Exhibit the ability to read and interpret scientific research with application of scientific methods, statistics, study design, and reporting; 3. Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;
B. Semester and year this SLO was previously reported on before this cycle.
This is the first year
C. Describe the assessment method for this SLO(s).
• Behavior Change Project Students will be required to select a personal behavior for change and then design and implement a behavioral change plan to be updated as the semester proceeds. The completed project will consist of a behavior change plan, a demonstration of conceptual knowledge, goals and objectives, measure of progress, and evaluation presented in a written format. An outline for the project and rubric will be provided.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
There were 9 students that were assessed 24-25. These students are incarcerated at Youth Offender Systems from Department of Corrections.
E. Explain the expected proficiency level and proportion of students who should reach this level.



The students should receive a 70% or above on their behavior change project which is 50 points.

F. Provide Assessment results and number of students who met defined proficiency level.

All 9 students received above 70% on their behavior change project.

- 3 students received 95% or above
- 2 students received 90%
- 2 students received 85%

G. Describe what the results or trends indicate about student performance.

The results trend that the project is efficient in their knowledge of behavior change and indicate where they need to re-evaluate and look closer at their trends. The entire class consists of a behavior change, and they make small changes towards their outcome goal. These scores clearly show they understand the material and how to utilize the information.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

Changes planned for next AY (2026-2027) would be to include a sperate self-evaluation of their behavior change overall. I would like to make it worth another 50 points and include it in assessment along with the Final Behavior Change Project. This would help us see how much of the information they learned had an effect on their overall goal.

Enter Comments on Table II AY 2026 Assessment Below



EXHP 222 – Behavior Facilitation

Final Project Journal Assignment

Objective

To maintain a written record of the process undertaken in achieving behavioral change goals as part of the behavioral change project.

Rubric

46-50 points Project is very well done with virtually no mistakes, neatly presented and meets all requirements as stated below.

41-45 points Project is well done with limited mistakes, meets almost all of the requirements stated below.

36-40 points Project is acceptable but has some mistakes and meets most of the requirements stated below.

31-35 points Project has numerous mistakes and is missing many of the requirements stated below.

30 or fewer Project is unsatisfactory, has multiple mistakes and is missing most of the requirements stated below.

Requirements

1. Must be typed.
2. Must be presented by section in an envelope (provided). Use the outline provided below.
3. Must document specific process undertaken as follows:

Cover Page, Table of Contents, Format and Creativity (10 pts)

- project title and identifying Information (Name, Class, Date),
- picture, logo or symbol representing positive imagery associated with your project
- listing of sections and page numbers
- typed, grammar and spelling, table of contents, sections
- logo and creative use of tools presented

Section One – Adjustment and Self Selection (3 pts)

- Describe a behavior in your life that you consider “out of balance” that is not desirable to you. Choose one behavior you would like to change – either begin a healthy behavior or stop an unhealthy behavior.
- Consider your reference groups (family and friends) and how you fit in, or don’t fit in, with them on this behavior. Be specific and choose something straightforward that you can stick with for your project. What is the target desired behavior and what is the target unwanted behavior?
- Describe the skills you will need to change the behavior selected in #1. Focus on those behaviors you have a desire to change. What specifically do you think you need to do to assure the behavior change? What thoughts, feelings, beliefs and behavioral skills would help with the change?
- Do you have these skills or will they need to be acquired?

Section Two – Self Observation (5 pts)

- display the observation tool you used with a minimum of 1 week of data including:
 - structured diary – antecedents, behaviors, consequences for wanted and unwanted behaviors
 - frequency count and/or
 - rating scale
- identify preliminary antecedents and consequences and any trends in the data.

Section Three – New Behavior Development (3 pts)

- What techniques would be most effective for you, to reduce stress and handle anxiety?
- How can you use imagined rehearsal in implementing your behavior change?
- How can you use modeling in implementing your behavior change.
- Discuss your use of shaping in your real world application of change.

Section Four – Selection of a Behavioral Goal (5 pts)

- Select the personal goal which is most applicable for this project and discuss the basis for selecting it. The goal should be an outcome or broad statement – i.e. By August 1, I will be a non-smoker. By December 1, I will weigh 160 lbs.
- Write a sub-goal / objective in a way which is measurable and specific to a given situation.
- What is your stage of change at this point? See blackboard for a tool that can help you measure your stage of change.
- Discuss the replacement of a negative behavior with a positive one in your situation.
- Discuss your self-efficacy concerning the behavior and your means of increasing it. Describe your perceived level of control over the combined behaviors (positive and negative).
- Discuss tempting situations and methods you will use to deal with them.

Section Five – Principles of Behavior (3 pts)

- categorize your target behavior as either operant, respondent or modeling (choose one predominant category).



- discuss the steps in behavior change as they will likely apply to your own process of making it the behavior operant (automatic). What will need to happen to maintain the positive behavior? How will you reinforce your wanted behavior?

Section six – Antecedents (3 pts)

- identify the antecedents for your **original unwanted** behavior.
- discuss the implementation of new antecedents for your new goal or replacement behavior.

Section Seven – Consequences (3 pts)

- identify consequences of your **original unwanted** behavior and categorize them as reinforcing or weakening.
- Discuss the creation of weakening consequences for your negative **target** behavior.
- Discuss the creation of reinforcing consequences for your positive replacement behavior.

Section Eight – Putting it all together (9 pts)

- complete a specific contract/agreement stating your intention to pursue the aforementioned goals. Involve another influential (to you) individual or individuals in the creation and carrying out of the contract. Use the contract format provided.
- the action plan/contract should include specific strategies targeting both positive and negative behavior antecedents, behavioral practice and consequences. The emphasis in consequences should be primarily on reinforcement of the positive behavior with punishment for the negative behavior very carefully considered. Use the agreement provided based on the 4 step plan of action in chapter 8.

Section Nine – Implementation, Problem Solving and Prevention of Relapse (3 pts)

- submit data regarding your project so far – how is it going? Have you been successful?
- discuss both problems you've encountered throughout the semester and how you'll solve them.
- discuss the methods you use to prevent relapse from occurring as your target positive behavior becomes more operant and your target negative behavior disappears.

Section Ten – Termination (3 pts)

- discuss methods you will use to maintain your new behavior. Apply this in theory as regards the future occurrence of your behavior.
- discuss methods used to transfer the new behavior to broader settings. Apply this in theory as regards the future occurrence of your behavior.