



Program Name	Date Completed
BAS in Health Science Administration	April 2026
Report Completed By	Report Contributors
Bethany KiesBolkema	Tina Twilleger, Carol Foust, Margie Day, and Erin Nash
Brief Statement of Program Mission and Goals	
<p>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 resulting in 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.</p> <p>Bachelor of Applied Science in Health Science and Administration Mission: The mission of the Bachelor of Applied Science in Health Science and Administration is to offer a degree completion pathway for working Allied Health professionals who hold an AAS, AGS or AS degree in an allied health field with a certificate or license. The degree completion will be offered in an online format to allow adult working professional the ability to complete a bachelor level degree.</p> <p>There are no program goals listed for the BAS in HSA at this time. The BAS in Health Science Student Learning Outcomes are as follows.</p> <ol style="list-style-type: none"> 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; 	

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.
<p>The following five SLOs were reported on in 2025:</p> <ol style="list-style-type: none"> 1. Possess content knowledge and skills necessary for their perspective fields of study 2. Exhibits 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 EXHPR program to solve common problems in the fields of interest. 4. Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting. 5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
<p>These SLOs were reported on in the 2023, 2024, and 2025 assessment reports.</p>
C. What were the recommendations for change in the previous cycle?
<p>Peer feedback from the 2025 report included comments about having assessment instruments beyond just that of one paper in HS 494, having more comparative instruments, such as a paper/assignment earlier in the program to compare skills gained, and clarifying the rubrics and scoring used for the assessment instruments.</p>
D. How were the recommendations for change acted upon?
<p>The assessment plan now includes more ways to assess the student learning outcomes:</p> <ul style="list-style-type: none"> • program case study assessments (measures outcomes 1, 2, 3, 4) • field experience projects and papers (measures outcomes 1, 2, 3, 4, 5) • field experience and site supervisor evaluations (measures outcome 1, 3, 5) • student exit surveys and self-evaluation (measures outcome 1, 4, 5)



E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?

The new assessments have not yet been fully utilized for program assessment due to their timing in the 3 year cycle. Because this is a program review year, the department will consider further changes or updates to the BAS annual program assessment plan as a part of the process.

Enter Comments on Table I Closing the Loop Below

To complete the above sections, program assessment reports from 2023, 2024, and 2025 cycles, in addition to the peer feedback from the 2025 cycle (last year) were reviewed. The list of instruments for the BAS HSA assessment plan mirror that of the BS in HS even though the SLOs are slightly different, which may not be the best fit for this program and further consideration will be given to the assessment plan, during the program review in 2026.



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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.
SLO 1: Possess content knowledge and skills necessary for their perspective fields of study
B. Semester and year this SLO was previously reported on before this cycle.
The SLO has been reported on, in 2023-25 but not using the instruments/measures listed in Cycle 2: the exit survey and the final exam
C. Describe the assessment method for this SLO(s).
<p>According to the 2024-2027 Assessment Plan for the BAS in HSA during Cycle 2 (2025-2026) the exit examination scores and the student end of program surveys are to be used in assessment. However, the plan further lists the outcomes tracked to each measurement instrument as follows and the list only includes clear linkage for the Student Exit Surveys:</p> <p>The student outcomes are measured and assessed through several techniques:</p> <ul style="list-style-type: none"> • program case study assessments (measures outcomes 1, 2, 3, 4) • field experience projects and papers (measures outcomes 1, 2, 3, 4, 5) • field experience and site supervisor evaluations (measures outcome 1, 3, 5) • student exit surveys and self-evaluation (measures outcome 1, 4, 5) <p>NOTE: The student end of program exam is described below</p> <p>The end-of-program exam (i.e. student exit survey) is a 13-question online survey intended to be administered to students at the end of their program in HS 494 (student field work). The survey includes 6 Likert-scale type questions:</p> <ul style="list-style-type: none"> • I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice. • I believe that my preparation in Health Sciences compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado.



- I speak positively to others about the CSU Pueblo as a good place to receive an education in Health Sciences.
- The academic advisement provided by the current Health Sciences faculty was helpful and effective.
- As a whole, the Health Sciences faculty at CSU Pueblo showed interest in me as a person.
- As a whole, the Health Sciences faculty compares to the remainder of the CSU Pueblo faculty as being:

The survey includes one question that asks students to rate each course they took on both quality and application.

Finally, the survey includes four open-response questions:

- How confident do you feel about your abilities in your chosen field at this time?
- Please list any improvements you believe should be made to the Health Science curriculum (e.g. classes offered and required) and/or to the program as a whole:
- Describe your experience with Health Science faculty or staff while at CSU Pueblo, including things that helped you advance and those that were a barrier in some way:
- What were the most valuable things you received from your education at CSU Pueblo?

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

End of program surveys were collected only in Spring of 2023 and Summer of 2023. A total of five students completed the survey.

E. Explain the expected proficiency level and proportion of students who should reach this level.

End-of-Program Survey: There is no expected proficiency for this survey.

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

N/A

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

End-of-Program Survey: This survey is designed to assist with program improvements related to course quality and application, staff/faculty performance, and overall program satisfaction. It does not indicate student performance.

The survey does not include a question that directly or indirectly connects back to the students ability (or perceived ability) to "Possess content knowledge and skills necessary for their perspective fields of study " except for the one listed below.

- I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice.



Of the five students who completed the survey, 3 indicated “strongly agree” and 2 indicated “agree” to the above statement.

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

Team members will discuss alignment of SLO 1 and corresponding assessment methods. It is likely that the end of program survey will be removed from the list of measurement tools for SLO 1 OR questions on the survey will be revised to better align with the outcomes of possessing content knowledge and skills necessary for the fields of study.

Language will be updated in the HS BAS Assessment Plan to clearly link the new/re-designed assessment methods to each SLO.



A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 4. Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.
B. Semester and year this SLO was previously reported on before this cycle.
The SLO has been reported on, in 2023-25 but not using the instruments/measures listed in Cycle 2: the exit survey and the final exam
C. Describe the assessment method for this SLO(s).
<p>According to the 2024-2027 Assessment Plan for the BAS in HSA during Cycle 2 (2025-2026) the exit examination scores and the student end of program surveys are to be used in assessment. However, the plan further lists the outcomes tracked to each measurement instrument as follows and the list only includes clear linkage for the Student Exit Surveys:</p> <p>The student outcomes are measured and assessed through several techniques:</p> <ul style="list-style-type: none"> • program case study assessments (measures outcomes 1, 2, 3, 4) • field experience projects and papers (measures outcomes 1, 2, 3, 4, 5) • field experience and site supervisor evaluations (measures outcome 1, 3, 5) • student exit surveys and self-evaluation (measures outcome 1, 4, 5) <p>NOTE: The student end of program exam is described below</p> <p>The end-of-program exam (i.e. student exit survey) is a 13-question online survey intended to be administered to students at the end of their program in HS 494 (student field work). The survey includes 6 Likert-scale type questions:</p> <ul style="list-style-type: none"> • I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice. • I believe that my preparation in Health Sciences compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado. • I speak positively to others about the CSU Pueblo as a good place to receive an education in Health Sciences. • The academic advisement provided by the current Health Sciences faculty was helpful and effective. • As a whole, the Health Sciences faculty at CSU Pueblo showed interest in me as a person. • As a whole, the Health Sciences faculty compares to the remainder of the CSU Pueblo faculty as being: <p>The survey includes one question that asks students to rate each course they took on both quality and application.</p> <p>Finally, the survey includes four open-response questions:</p>



- How confident do you feel about your abilities in your chosen field at this time?
 - Please list any improvements you believe should be made to the Health Science curriculum (e.g. classes offered and required) and/or to the program as a whole:
 - Describe your experience with Health Science faculty or staff while at CSU Pueblo, including things that helped you advance and those that were a barrier in some way:
- What were the most valuable things you received from your education at CSU Pueblo?

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

End of program surveys were collected only in Spring of 2023 and Summer of 2023. A total of five students completed the survey.

E. Explain the expected proficiency level and proportion of students who should reach this level.

End-of-Program Survey: There is no expected proficiency for this survey.

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

N/A

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

End-of-Program Survey: This survey is designed to assist with program improvements related to course quality and application, staff/faculty performance, and overall program satisfaction. It does not indicate student performance.

The survey does not include a question that directly or indirectly connects back to the students ability (or perceived ability) to “exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting”.

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

Team members will discuss alignment of SLO 4 and corresponding assessment methods. It is likely that the end of program survey will be removed from the list of measurement tools for this SLO.

Language will be updated in the HS BAS Assessment Plan to clearly link the new/re-designed assessment methods to each SLO.



A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.
B. Semester and year this SLO was previously reported on before this cycle.
The SLO has been reported on, in 2023-25 but not using the instruments/measures listed in Cycle 2: the exit survey and the final exam
C. Describe the assessment method for this SLO(s).
<p>According to the 2024-2027 Assessment Plan for the BAS in HSA during Cycle 2 (2025-2026) the exit examination scores and the student end of program surveys are to be used in assessment. However, the plan further lists the outcomes tracked to each measurement instrument as follows and the list only includes clear linkage for the Student Exit Surveys:</p> <p>The student outcomes are measured and assessed through several techniques:</p> <ul style="list-style-type: none"> • program case study assessments (measures outcomes 1, 2, 3, 4) • field experience projects and papers (measures outcomes 1, 2, 3, 4, 5) • field experience and site supervisor evaluations (measures outcome 1, 3, 5) • student exit surveys and self-evaluation (measures outcome 1, 4, 5) <p>NOTE: The student end of program exam is described below</p> <p>The end-of-program exam (i.e. student exit survey) is a 13-question online survey intended to be administered to students at the end of their program in HS 494 (student field work). The survey includes 6 Likert-scale type questions:</p> <ul style="list-style-type: none"> • I believe my education at CSU Pueblo has successfully prepared me to enter the related professional field of my choice. • I believe that my preparation in Health Sciences compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado. • I speak positively to others about the CSU Pueblo as a good place to receive an education in Health Sciences. • The academic advisement provided by the current Health Sciences faculty was helpful and effective. • As a whole, the Health Sciences faculty at CSU Pueblo showed interest in me as a person. • As a whole, the Health Sciences faculty compares to the remainder of the CSU Pueblo faculty as being: <p>The survey includes one question that asks students to rate each course they took on both quality and application.</p>



Finally, the survey includes four open-response questions:

- How confident do you feel about your abilities in your chosen field at this time?
- Please list any improvements you believe should be made to the Health Science curriculum (e.g. classes offered and required) and/or to the program as a whole:
- Describe your experience with Health Science faculty or staff while at CSU Pueblo, including things that helped you advance and those that were a barrier in some way:

What were the most valuable things you received from your education at CSU Pueblo?

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

End of program surveys were collected only in Spring of 2023 and Summer of 2023. A total of five students completed the survey.

E. Explain the expected proficiency level and proportion of students who should reach this level.

End-of-Program Survey: There is no expected proficiency for this survey.

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

N/A

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

End-of-Program Survey: This survey is designed to assist with program improvements related to course quality and application, staff/faculty performance, and overall program satisfaction. It does not indicate student performance.

The survey does not include a question that directly or indirectly connects back to the students ability (or perceived ability) to “apply and demonstrate knowledge, skills, and critical problem solving in a field-based setting”.

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

Team members will discuss alignment of SLO 5 and corresponding assessment methods. “Apply and demonstrate knowledge, skills, and critical problem solving in a field-based setting.”

Language will be updated in the HS BAS Assessment Plan to clearly link the new/re-designed assessment methods to each SLO.



Enter Comments on Table II AY 2026 Assessment Below

Within the Spring 2023 through Fall 2025 cycle 2 reporting period, 33 students took the Exit Examination. The method is described below.

Exit Examination: The 50-point exam is administered to students electronically during the HS 494 (field work) or HS 498 (internship) courses taken at the end of their program. The exam questions are 1 point each and cover a variety of topics based on the course classes required in Health Science, such as Anatomy and Physiology, epidemiology, human development, general chemistry, introduction to public health, and medical terminology. Students are allowed to take the exam multiple times and retain the highest score.

In HS 494, the section given through Extended Studies for the BAS HSA program students, the **33 students averaged 92.6% on the exam**. The scores of this exam may show having acquired knowledge broadly applied to summarizing and assessing information related to improving population health and healthcare issues (SLO 1). The exam is not proctored. Students can take the exam more than once to achieve a higher score, and a pre-test is not given for comparison at this time.

However, as noted in above in the report, the 2024-2027 assessment plan does not list which specific SLOs are being tracked by the exit examination, so it was not included in the information above.