

Northern Michigan University
OUTCOMES ASSESSMENT REPORT – Academic Department HPER
Health Division Programs

<p>Program: HPER Health Division Programs (Management of Health & Fitness and Community Health Education Majors/Programs) share a number of combined courses, except for fitness courses, and have the same objectives.</p>	<p>Submitted by: Patricia Hogan, Mary Jane Tremethick, & Barb Coleman In sync with 2010-2011 Health Division Outcome Wix at http://www.wix.com/phoga7/pattioutcomeswix ; and supportive Health Division Outcomes Wiki https://wiki.acs.nmu.edu/hper/index.php/Main_Page</p>
<p>Report for July 1, 2010 to June 30, 2011</p>	<p>Date submitted: October 15/11</p>
<p>Missions: The HPER Department and Health Division Missions are consistent with and reflective of NMU's Mission.</p>	
<p>The Health, Physical Education and Recreation Department Mission Statement: The Department of HPER at NMU provides opportunities for its students to think independently and critically, develop lifelong learning habits, acquire HPER related career skills, embrace diversity and become citizens and leaders in the regional and global community through innovative collaboration with the faculty. (Per http://webb.nmu.edu/aqip/SiteSections/NMUMission/Academic_Departments_Mission_Statements-April2011.pdf)</p>	
<p>The Health Division Mission Statement: The Health Division provides opportunities for its students in the Majors to think independently and critically, develop lifelong learning habits, acquire Community Health Education and/or Fitness career skills , embrace diversity and become citizens and leaders in the regional and global community through innovative collaboration with the faculty.</p>	
<p>Note: We define student learning outcomes as observable and measurable manifestations of applied knowledge (i.e., what a learner is expected to know, understand and/or be able to do at the end of a period of learning) of things that matter in the long run.</p>	
<p>The following document incorporates the Outcome Committee's recommended changes per the 2010 report.</p>	
<p>Intended Objective #1: All students will acquire professional health/fitness career skills related to addressing a health/fitness need in a target population. All students will demonstrate these career skills at the mastery (outstanding) or acceptable (good) levels by proficiently:</p> <ul style="list-style-type: none"> • Assessing a health/fitness need in a target population • Identifying measurable objectives designed to meet the need • Planning an evidence-based program designed to meet the objectives and, therefore, need • Implementing the plan (in internships/field work only) • Evaluating to see if the objectives (and health/fitness need) were met <p>These skills form the basis of CHES health as well as fitness professional competencies as outcomes. This programming model represents a generic professional problem identification/solving model and forms the basis for certification testing in the health/fitness fields.</p>	<p>Means of Assessment for Objective #1:</p> <ul style="list-style-type: none"> • Evaluation of Major Project in HL 367: Program Planning and Evaluation in Health & Fitness Education. See major project guidelines and rubric on wix page. Evaluation tool identifies three levels: Mastery, Acceptable, and Unacceptable. See wix for explanation of the three. http://www.wix.com/phoga7/pattioutcomeswix • Evaluation of Major Project in HL 311: Health Communication. See major projects' guidelines and rubric on wix page. This course is required in Community Health Education and is an elective in Management of Health & Fitness. • Results from External Supervisor of Internship in Management of Health & Fitness. See guidelines and evaluation rubric on Objective 1 of wix. • Results of External Supervisor of Field work in Community Health Education. See guidelines and evaluation rubric on Objective 1 of wix.
<p>Summary of Assessment Data Collected #1</p> <ul style="list-style-type: none"> • 48 Health Division students engaged the HL 367 Major Project. (See wiki page for the Fall 2010 and Winter 2011 HL 367 classes.) The major project 	<p>Use of Results to Improve Department Program(s) #1</p> <ul style="list-style-type: none"> • For HL 367 dyad projects 100% successful completion (mastery or acceptable) suggests desired department outcomes. Per the HL 367 project, students had to

undertaking represents a semester long dyad project (ergo 24 total program planning and evaluation planning projects). The process involves multiple formative evaluation exchanges between dyad groups and the faculty member before the final grade for the project is given and final level of proficiency is proclaimed. Due to the multiple opportunities for re-writes and the work of the students, **all dyad projects reflected Acceptable (30%) and Mastery (70%) levels. Formative Evaluation** was involved throughout the semester with **Summative** coming in at the end of the semester. A sample mastery project is here: <http://www.wix.com/victorfairley07/hl367> . **Note:** use Username: **guest** and Password: **Reviewer1*** (case sensitive) to get into the wiki button to see the whole project.

- 36 Health Division students in HL 311 worked on a project (funded by an external grant) to increase diabetic screening among seniors in Marquette County. Students held focus groups with seniors to gather primary data and completed a secondary review of the literature to understand the needs and barriers to diabetic screening for seniors. Then they created a peer education program and educated senior citizens to go out into their communities to educate their peers on the importance of diabetic testing. Each group also created a public service announcement addressing the need for diabetic screening. This program was in collaboration with the UP Diabetes Outreach Network, the Retired Senior Volunteer Program and the Marquette Community Foundation. Here is the web page for the completed project: <http://www-instruct.nmu.edu/~mtremeth/Diabetes.html>. For the Narrated PowerPoint (see wix for Rubric) Project, 12 Health Division students did Masterful projects and 24 did Acceptable projects.
- Fourteen (14) Management of Health & Fitness majors engaged internships this year. Of these, all 14 were at the satisfactory level (mastery or acceptable) according to external reviewers. Internships are based on Satisfactory or Unsatisfactory grades.

Places at which students interned included: Bell Hospital Corporate Wellness, YMCA, USOEC Strength & Conditioning, Ringside Fitness, LOA Fitness for Women (Canton MI), Michigan State University Rehab Clinic, Lake Forest & Lindenhurst Health/Fitness Center (Lake Forest, IL), Portage Health (Hancock, MI)

identify general need for a dependent variable change (health/fitness change) in a target population, assess specific need using a valid and reliable measuring tool, identify measurable objectives based on need, plan an evidence-based program and concomitant behavior change model plan, say how they would implement the health/fitness program, say how they would evaluate the program, develop marketing materials and find a funding agency for their program, use each other as a resource, and present the project to their peers. These parallel the CHES competencies or career skills for health/fitness educators, and our students were proficient in their execution of these skills. **However**, we will try to improve the programs by sharing the work of our students with internal and external reviewers and get their feedback as to how projects could be improved. We also are thinking about publishing the projects on line so as to share the work... perhaps as a co-created course text. Finally, it would be great if some of the students could actually enact the programs and do research on the program they have planned.

As per our plans for improvement from last year, one can see that there were higher levels of integration of creativity with new media and media ways to present the project in 2010-11 (see <http://www.wix.com/victorfairley07/hl367>) vs. cutting edge project from 2009 (see <http://myweb.nmu.edu/~cburke/home.htm>)

- For HL 311 it can be determined that all students are working at the Masterful or Acceptable level in their major projects which address key learning outcomes.
- For the Management of Health & Fitness Internship we can conclude that, according to outside reviewers in the field (internship supervisors), our curriculum is adequately preparing health/fitness students in career skills. 100% Satisfactory rate is the measure we're looking for. However, we could improve by adding Objective 2 (see below) criteria to our internship evaluation forms.
- We can conclude that, according to outside reviewers in the field (field work supervisors for Community Health), that our curriculum is adequately preparing health students in career skills. One student, however, did not appear to be responsible in showing up/doing the work during a summer internship. We could improve by intervening earlier to trouble-shoot in such cases. Otherwise we appear to be doing a good job per the supervisor evaluations.

In addition, overall:

We will add HL 250 (Grant Writing) Major Project to this for next year as well as HL 240 (Community Health Education Major Project). Also, we will add Objective 2 Criteria to Internship and Field Work Rubrics.

<ul style="list-style-type: none"> Eight (8) Community Health Education Majors engaged nine (9) Field Work experiences during the 2010-11 academic year (one student did two experiences). Of these students, all were rated as Good to Outstanding with the evaluative criteria (see Objective 1 on Wix) with the exception of one student who received an Unsatisfactory due to lack of completion of projects and absenteeism. Grades for Field Experiences are Satisfactory/Unsatisfactory. <p>Places at which students did field work included: Diabetes Outreach Network, Peer Educator Training Program at NMU, Wellness Program for Youth at Gwinn Community Center, Woman's Shelter, Marquette County Health Department, Red Cross.</p>	
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Intended Objective #2	Means of Assessment for Objective #2
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<p>Per the NMU, HPER Department, and Health Division missions, students should engage self-directed (lifelong) learning, and independent & critical thinking when planning to address health/fitness issues in or assess health/fitness needs for a target population. These are signs of students developing their individual and organizational professional intellect and personal and professional health literacy.</p> <p>All students will learn, apply and demonstrate the Missimer Critical Thinking Model (see wix Objective 2) and Richard Paul Critical Thinking Evaluation Model (see wix Objective 2) as well as engage self-directed learning. Models will be applied in self/team-directed formats in HL 311, HL 440 and HL 472. All students will apply these models in masterful or adequate ways to demonstrate that they can wield these models to address issues or solve problems in the health/fitness fields (Objective 1). Students will use the Objective 2 criteria to professionally engage Objective 1 criteria; that is, to identify and address a health/fitness need/problem in a target population.</p>	<ul style="list-style-type: none"> HL 367 Major Project Rubric – see Objective 1 – with the lens for analysis shifting to Objective 2 criteria. (See bottom of the Rubric). Both health majors take HL 367. HL 311 Major Project Rubric – See Objective 1 – with the lens for analysis shifting to Objective 2 outcome criteria. HL 311 is required for Community Health and an elective for Management of Health & Fitness majors. HL 440 (Critical Issues in Health & Fitness) Major Project Rubric (please see the wix Objective 2). Both health majors take. Both Health Majors take HL 367. HL 472 Exercise Specialization Debate Rubric (please see the wix Objective 2).
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Summary of Assessment Data Collected #2	Use of Results to Improve Department Program(s) #2
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<ul style="list-style-type: none"> HL 367 Major Project ... see Objective 1 information on the wix. HL 311 Major Project ... see Objective 1 information on the wix. HL 440 Major Project... HL 440 is offered in the Winter only. For Winter 2011 an adjunct professor taught the course and did address the major project. As such, for the purpose of this project, we shall use the Winter 2010 rubrics and examples. An adjunct will not be teaching it for Winter 2012. The course wiki for W'10 can be found here. As per last year, 37 students took the class. HL 472 Exercise Specialization Debates... This course is 	<ul style="list-style-type: none"> HL 367 Project... 100% completion at the Mastery or Adequate levels. The Project required critical thinking and self-directed learning to complete. HL 311 Project... 100% completion at the Mastery or Acceptable levels for both projects. The Projects required critical thinking and self-directed learning to complete. HL 440 Project ... Project to be done again W'12. The project is self-directed and involves taking a health issue, researching it, presenting it in the strongest arguments for pro and con, following Missimer's model for critical thinking and Richard Paul's evaluation criteria for critical thinking HL 472 Debate... This year judges will use a tool that
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<p>offered only in the Winter Semester. For Winter 2011, nineteen (19) students were in the class and engaged the debates identified on the wix. There were three judges per debate who judged the debates on Winner vs Loser on a number of criteria per Missimer and Richard Paul Models. As we were advised to change the criteria (50% win; 50% lose) we have developed a new rubric that will be put into effect next year at the debates. This way, we shall have scores (low scorer is better) for each team so that we do not report 50% of the teams won and 50% lost. Please see the wix for the new rubric for HI 472. It is consistent with the model of critical thinking used in the department. This model is introduced in HL 111.</p> <ul style="list-style-type: none"> • All 19 Management of Health & Fitness students engaged the debate this year. Three teams won and three teams lost per the three judges subjective opinions based on the objective criteria of the rubric. Next year we shall use the rubric and give scores of 1 (mastery), 2 (adequate) and 3 (inadequate) for various parts of the debate/argument. Issues for the debate were: Should insurance companies pay for fitness services? Should the PEIF pass be included in tuition/fees? Is core training a myth or reality? 	<p>doesn't result in a 50% loss rate. The evaluation instrument or rubric will be based on Missimer's model of critical thinking and Richard Paul's evaluation criteria... see wix.</p>
<p>Intended Objective #3</p> <p>Per the missions above, Health Division students (who elect to) will embrace diversity and become citizens and leaders in the regional and global community through innovative collaboration with the faculty. All (100%) students who elect to take the courses will engage at the mastery (outstanding) or adequate (good) levels per the rubrics for the appropriate courses.</p>	<p>Means of Assessment for Objective #3</p> <ul style="list-style-type: none"> • Evaluation of Major Projects in HL 322: International Health Issues. Rubrics for the major projects in this course include Cultural Contrast Paper Rubric and Group Presentation Rubric. Please also see the wix for these rubrics. • Evaluation of Major Projects in HL 386/NU 386: Study Abroad – Interdisciplinary Study in Global Health Care - Honduras. See major project guidelines and rubric on wix page for Objective 3. Evaluation tool identifies three levels: Mastery, Acceptable, and Unacceptable. Please see the wix.
<p>Summary of Assessment Data Collected #3</p> <ul style="list-style-type: none"> • HL 322, International Health Issues, is a Upper-division liberal studies (social science) world culture class and more than just Health Division students take it. Over the year, however, nineteen (19) Health Division students took the course: nine (9) functioned at the Masterful level and ten (10) at the Acceptable level. Here is a sample of the work done in the class for the Cultural Contrast Paper and for the Group Presentation. Please see the wix for sample rubrics and presentations of student work. • For HL 386 eight (8) Community Health Education students took the class and traveled to Honduras. For these students six or 75% accomplished Masterful work and 2 or 25% accomplished Acceptable work in their Cultural Contrast Paper; all 8 or 100% accomplished Masterful work in their Reflection Discussion; and 5 or 62.5% accomplished Masterful work and 3 or 37.5% accomplished Acceptable work in their Collaborative Writing Project. Please see the wix for a copy of these projects. Here is a video depicting the Honduras trip. Also, a faculty collaboration paper was a part of this process. 	<p>Use of Results to Improve Department Program(s) #3</p> <ul style="list-style-type: none"> • Project results (and course evaluations) indicate the courses (especially the study abroad course HL 386) are effective in promoting students to experience diversity and to think in glocal (local plus global) ways. Most students achieved Mastery level work in the course assignments in HI 386. And the Health Division students taking HL 322 over the year did Mastery or Acceptable work. • We can improve by offering more courses involving study abroad around health/fitness issues. • We can improve by becoming more high tech in the demands we make for student work, and provide more opportunities for active learning and innovation. • We can focus more on innovative collaboration with faculty.

<p>Intended Objective #4</p> <p>All students sitting for exams for certifications in the health/fitness field will pass them/it on the first attempt. Certifications for which classes are designed to prepare students include: *Certifications (and courses preparing them):</p> <ul style="list-style-type: none"> • NSCA or ASCM Certified Personal Training Certification (PE 275; HL 230; HL 471) • USAW Sport Performance Certification (PE 495), • NSCA-CSCS Strength & Conditioning Coach Certification (ES 475) and/or • CHES Certification, as well as... • First Aid/CPR/AED certifications (HL 242) 	<p>Means of Assessment for Objective #4</p> <ul style="list-style-type: none"> • Reports back from the certification agencies indicating the percentage of our students who passed the exams. However, most certifying agencies do not send such reports. • Reports back from instructors indicating who sat for the exam and who passed. However, this is usually not too reliable as students move on from class. Also, classes taught transcend the division boundaries and ways to gather information need to be addressed at the departmental level.
<p>Summary of Assessment Data Collected #4</p> <ul style="list-style-type: none"> • Ten (10) students took the USAW Sport Performance Coach (Olympic Lift) Exam last year and all passed to get their certifications • Last year fifteen (15) students took the NSCA Certified Personal Training exam. We are not sure how many people passed as we do not get the results and students move on. • The Instructor for the CSCS course estimated that seven students (7) took the exam and six (6) passed -- one missed by one question. We do not know for sure, however, as we do not get the results from the agency. • We are not sure of how many people took and passed the CHES exam. • We are not sure of how many people took and passed the First Aid/CPR exam. We know that around 150 students per year take the HL 242 course that is designed for students to get their First Aid/CPR certifications. 	<p>Use of Results to Improve Department Program(s) #4</p> <ul style="list-style-type: none"> • 100% passing rate for USAW Sport Performance Certification is an excellent rate. We are fortunate to have the instructor we do, the Olympic Lift Coach, as he can teach and certify students using the National Exam. As a result our students do not have to travel somewhere else to take the exam. The course (PE 495 Olympic Lifts) prepares students to take the exam. • Privacy issues prevent us from getting data on who passed the exams in the NSCA and ACSM. We also need to institutionalize at the departmental level a way to systematically figure out who is taking the exams and who is passing them. This may involve self-reports from students if we cannot get the information from the agencies. • We are changing from Red Cross to the American Heart Association Certifications for First Aid and CPR and will need to institutionalize a reporting system. These certifications are linked to HL 242 class. We should be able to find a way through the reporting of all lab instructors as to who passed the course and, therefore, got their certifications. • We want to add more certifications to the programs... for example motivational interviewing certifications and lifestyle or wellness coach certifications. We will also need to think about adding a reporting system to get the number of students who pass. We need to do this at a departmental level vs. a division level as the certifications and the classes that prepare students for them flow across division lines in the department.