

College of Nursing and Health Sciences

Contents

Assurance of Student Learning Plans with Related Results	2
Health Science, BS	2
Part One: Assurance of Student Learning Plan.....	2
Part Two: Will be submitting 2016-2017 data in May of 2017	3
Sports Medicine, MSc	3
Part One: Assurance of Student Learning Plan.....	3
Part Two: Results of Assessment Activities	5
Health Promotions, MS	10
Part One: Assurance of Student Learning Plan.....	10
Part Two: Will be submitting 2016-2017 data in May of 2017	10
Sports Nutrition, MS	11
Part One: Assurance of Student Learning Plan.....	11
Part Two: Results of Assessment Activities	12
Appendix: Measures	18
Sports Medicine, MSc	29

Abbreviations:

PSLO – Program Student Learning Outcomes

M1 – Measure 1, Measure 2, Measure 3, etc.

Assurance of Student Learning Plans with Related Results

Health Science, BS

Updated: Fall 2012

Chair: Jackie Berning

Coordinators: Jackie Berning

Part One: Assurance of Student Learning Plan

Mission Statement:

Beth-El College of Nursing and Health Sciences prepares graduates for service and leadership roles in health care. Towards that goal, it is the mission of the College to:

- Use a multidisciplinary approach to reach academic and clinical excellence;
- Foster a community of scholarship and caring that extends beyond the walls of the College;
- Influence the present and future direction of health care; and
- Facilitate collaboration for the promotion of a healthy community.

The Department of Health Sciences provides instruction to its majors, and the University as a whole, creates new knowledge through research and scholarly activity and provides service to the local, state, national and international communities in the specialized areas under the Health Sciences.

Teaching Goals:

Not provided.

Program Student Learning Outcomes:

PSLO 1: Demonstrate Basic Knowledge (M1, M3)

Students will demonstrate the entry-level knowledge necessary to practice in their chosen health science option area. There is a core set of knowledge common to all health science fields that all students should gain who graduate from our program. In addition, based on the students' options within Health Sciences they should be able to demonstrate basic professional knowledge in their chosen field.

PSLO 2: Assess, Plan, and Implement Interventions (M2)

Students will demonstrate the ability to assess, plan, and implement appropriate health-related interventions in their chosen discipline. This is an important skill that is needed by most graduates from the Health Sciences Department.

PSLO 3: Incorporate Research and Theory in Profession (M1, M2, M3, M4)

Students will demonstrate the ability to incorporate research and theory in health sciences practice. Due to the evidence-based practice nature of our disciplines the ability to understand, evaluate and incorporate research into practice is essential. Health-related fields also change rapidly based on new research. Therefore, it is important for the students to understand and evaluate research so that they can appropriately incorporate new research into practice.

PSLO 4: Improve Writing and Oral Communication Skills (M1, M4)

Students will recognize improvements in written and oral communication skills.

Measures:

M1. Research Literature Critique

M2. Health Teaching AEO Project

Students design an advocacy, education, and/or outreach (AEO) project and a culminating assignment in HSCI 4520 Health Teaching (core course). This is an opportunity for students to set goals and objectives for a target group in the community, and then plan and implement a healthy living intervention based on the needs of the target population.

M3. Culture and Health Research Paper (2 Options)

Students will complete a research paper in HSCI 4630 Culture and Health (core course) which will explore either the health status (health-related problem/disease) of a racial/ethnic group, including the analysis of the nature and prevalence of the health problem within the selected group, including any epidemiological, behavioral, environmental, social, cultural or genetic factors that contribute to the problem.

M4. Writing Competency Portfolio Evaluation

Health Sciences students will demonstrate writing competency by completing the writing competency portfolio. The writing competency portfolio assessment includes two essays (each one 4 pages minimum) written in academic courses taken at UCCS after students have completed their required six credit hours of writing coursework as defined by their major degree plan.

Part Two: Will be submitting 2016-2017 data in May of 2017

Sports Medicine, MSc

Updated: Fall 2012

Chair: Jackie Berning

Coordinators: Amanda Elder

Part One: Assurance of Student Learning Plan

Mission Statement:

The Masters of Science in Sports Medicine--Athletic Training Track is a post-certification athletic training program designed to deepen the knowledge and broaden the skills the of the athletic trainer. With an emphasis on practical, hands-on experiences, this program focuses on advanced training in rehabilitation and health behaviors.

The Masters of Science in Sports Medicine--Strength & Conditioning Track is designed to enhance discipline concepts through practical skills focusing on special populations and tactical training. Additionally, improving applied skills in strength and conditioning utilizing a health behavior model to frame client outcomes, and provide a multidisciplinary approach to training.

Teaching Goals:

TG 1: Evidence Based Practitioners

The goal of the Sports Medicine program is to develop professionals in sports medicine (athletic training and strength & conditioning) that demonstrate strong applied skills grounded in research

TG 2: Student Satisfaction

The student will communicate the feeling of adequate preparation for employment or advanced education in a field of sports medicine.

Program Student Learning Outcomes:

PSLO 1: Practical Application (M4, M5, M6)

The student will demonstrate improved practical skills in the application of the major theories and concepts of sports medicine.

PSLO 2: Research competence (M1, M2, M3, M4)

The students will demonstrate the ability to apply the fundamentals of research methodology and statistical analysis to the interpretation and evaluation of scientific data and research reports.

PSLO 3: Preparation (M3, M5, M6, M7).

The student will demonstrate an increased knowledge of the major theories and concepts of sports medicine.

Measures:

M1. HSCI 7020 Research Paper

M2. HSCI 7030 Statistics Exam

Breakout of questions by PSLO is not available

M3. Capstone Experience

M4. Practical Skills Exams HSCI 6630

Breakout of questions by PSLO is not available

M5. Practical Skills Exams HSCI 6600

Breakout of questions by PSLO is not available

M6. Practicum Evaluation HSCI 6250

M7. HSCI Department Exit Survey

Part Two: Results of Assessment Activities

Please Note: Each PSLO is presented with the associated measures and findings, followed by a brief summary. An overall summary will be found at the close of part-two.

PSLO 1: Practical Application - the student will demonstrate competent practical skills in the application of the major theories and concepts of sports medicine

M4: HSCI 6630

100% of students (N=9) passed both practical exams. Practical 1 had an average of 71 out of 75, while practical 2 had an average of 69 out of 75. This demonstrates that all students met minimal competency on their manual therapy skills

M5: HSCI 6600

100% of students (N=18) improved from the first to last case study. This reassures faculty that the students are gaining from the case study experience.

M6: MSCI 6250

18 students completed 36 practicums in Fall 15 and Spring 16. In Fall 15, 90% of students scored a 4 or greater on the overall Practicum rating, while in Spring 16 92% of students achieved the desired rating. This falls short of the desired 100%. The practicum supervisor will review all written comments in order to determine how this measure can be improved

Summary of PSLO 1 and Associated Measures:

Overall, we are nearly meeting this Learning Objective for practical skills. This is an area of strength for our program, as we are a very hands-on profession, so we are pleased to see that the outcomes were this favorable. We will review the written comments from practicum supervisors for the strength and conditioning practicum course to determine where changes may need to be made to improve student outcomes.

PSLO 2: Research Competency - The students will demonstrate the ability to apply the fundamentals of research methodology and statistical analysis to the interpretation and evaluation of scientific data and research reports.

M1: HSCI 7020 Research Paper

The literature review for HSCI 7020 Research Methods is their cumulative task in this course to demonstrate application of research methods. The instructor of this course did not provide the requested information about itemized evaluation of the rubric, and has left the institution at the end of the spring 2016 semester, so we are

limited with the outcomes that were provided. This course has already been tagged for review as we have new faculty joining the department and we are revisiting our research core within the overall department graduate curricula.

The rubric had three categories proficient 19-20 points, developing 15-18 points, and deficient 14 points or less. Content accounted for 11 points, Organization 3 points, and Writing Mechanics 6 points for a total of 20 points.

The results provided show that the average score of the 29 students was 16.71 (range 15-19; median 16.5). Two of 29 students scored “Proficient,” while the 27 remaining students scored “developing.” No other information was provided.

M2: Statistics Exam

The pre/post exam for HSCI 7030 (Statistics in Health Sciences) is a cumulative 20 question exam representing concepts from the course. The exam is structured so that the concepts of knowledge, application and interpretation are represented in the questions. Students are provided the exam as the first activity on Day 1 and the last activity on the last day, after the final exam.

Our scores showed that the average pre score was 7/20 (35%) out of 27 students. The range of scores varied from 1-14 out of 20. The final score average was 17.4/20 (87%) with scores ranging from 14-20 out of 20. This shows a 100% improvement for each student and our goal exceeding expectations of having 90% of students reach at least 70% or higher (with 100% of students scoring 70% or higher).

For interest, below are some further statistics:

Percent Correct answers

Knowledge		Application		Interpretation	
Pre	Post	Pre	Post	Pre	Post
34%	86%	39%	93%	27%	82%
Range: 4-74%	74%-96%	7%-96%	85%-100%	7%-56%	56%-100%

Questions that represent Knowledge examples:

Appropriate positioning of types of questions in questionnaires (i.e., demographics go at the end, main variables of interest in the beginning, sensitive questions in the middle)

Knowing the basic definitions of statistics such as medians, modes, variances, z scores and types of statistical analyses such as ANOVA, parametric vs non parametric tests.

Questions that represent Application examples:

Being able to identify a stronger vs a weaker question on a questionnaire

Being able to calculate basic statistics such as averages

Being able to correctly code different types of variables into SPSS

Being able to identify appropriate statistical test for a situation

Questions that represent Interpretation examples:

The student is given a situation with a statistical finding and they need to interpret it correctly. For example, in a table of results, which variables were statistically significant. Or, if you find a $t = 3.557$ for xy what does this mean to you?

M3: Capstone—project, thesis or comp exam

Thesis: N=3

100% of students met the target. The average overall score was 37.3 out of 38.

Project: N=10

100% of students met the target. The average overall score was 37.5 out of 40.

Comprehensive Exam: N=2

100% of students passed this exam.

Summary of PSLO 2 and Associated Measures:

Overall, we feel that we are meeting our targets for research competency except in the area of research methods. This course has been an area of concern based on faculty rotation of teaching the course. With addition of new faculty in our department for Fall 2016, we are hopeful that we will finally be able to have the conversation about how to renovate this course to better serve our students and improve student learning before getting to the capstone experience where they are being mentored on research methods through the capstone experience.

PSLO 3. Preparation - The student will demonstrate master's level knowledge of the major theories and concepts of sports medicine.

M3: Capstone—project, thesis or comp exam

Thesis: N=3

100% of students scored 4 out of 4 on item IX (knowledge of sports medicine).

Project: N=10

100% of students met the target. The median score for items were as follows: IV-4, V-3, VI-4, VII-4, IX-3

Comprehensive Exam: N=2

100% of students passed each item on their comprehensive exam.

M4: HSCI 6630, N=9

5 of 9 students missed half credit on one skill, which is still considered passing with improvement needed.

3 of 9 students missed half or full (1 student) credit on 2 skills. Full credit loss was not considered passing.

The most common errors were not asking for patient feedback during Graston treatment, not positioning the patient correctly, muscle energy for the fibular head and the innominate.

We are very close to meeting this goal. This class did exceedingly well on their practical skills, with only minor errors causing them to falter. No changes will be made regarding this measure

M5: HSCI 6600

100% of students (N=18) scored in the highest category on each section of the case study. Modifications that have been made to the case study process have created the learning process that was desired, and students demonstrating master's level knowledge of the rehabilitation process and inter-professional care.

M6: MSCI 6250

18 students completed 36 practicums in Fall 15 and Spring 16. In Fall 15, 93% of students scored a 4 or greater on the overall Practicum rating, while in Spring 16 92% of students achieved the desired rating. We are short of our target on this item regarding knowledge of program planning, intervention and evaluation. The Strength and Conditioning faculty will review the curricular content of this area to determine where improvements can be made.

M7: Exit Survey: N=9

We had low numbers reporting and have not been able to figure out how to get better response rate.

One student responded in the negative for all but two items. Most items were scored at least agree by 8 of 9 students. Two items (8 & 9) were only scored at least agree by 6 of 9 students. These two items were core courses were high quality and elective courses were high quality, respectively. We were not

surprised to see the response for elective courses, as we do not have the faculty to provide a variety of electives. As our department changes, we are going to be able to change the elective options for graduate students, and are already preparing to offer a new elective Fall 2017. Overall, we are aware we are not yet meeting our goal but are feeling okay with our current results.

Item 18 only had 7 of 9 students at least agree. The remaining items had 8 of 9 or 9 of 9 students at least agree. Item 18 relates to communicating ideas in writing. This same item has been tagged in previous assessments. We will continue to review the writing process within the program and will conduct a mid-program quick review with students on where they feel they need assistance with writing. We also believe that the renovation of Research Methods may also play a role in improving this area.

6 of 8 students agreed that they were satisfied with their program. Both students who disagreed with this item were in the Strength and Conditioning option. There is additional understanding outside of the assessment process providing feedback as to why these students were not happy with their program. No action will be taken at this time

Summary of PSLO 3 and Associated Measures:

It appears that overall we are doing well on students grasping overall concepts of Sports Medicine. We know there are some areas where we can improve, such as manual therapy and strength & conditioning practicum. The manual therapy is schedule for update for the Spring 17 year, which will change the practice requirements and assignments for the course which should enhance student learning overall.

Overall, while we are not meeting our target on the exit survey, we are pretty close. We will take a 3 year aggregate on these scores as we move forward and use the aggregate to inform our change so that we have a great pool. We will review the writing satisfaction of the students, and complete a mid-program review at the beginning of Fall 16 to determine where our current students may feel that they are falling short in written communication and how we may be able to adjust to help change this shortfall. We will also include written communication as a discussion point while looking at revising the Research Methods course.

Overall Summary

In summary, it appears that we are doing a satisfactory job in students leaving our program with solid skills and knowledge in our fields.

Health Promotions, MS

Updated: Fall 2012

Chair: Jackie Berning

Coordinators: Jackie Berning

Part One: Assurance of Student Learning Plan**Mission Statement:**

The mission of the 34 credit hour Health Promotion graduate program is to provide students with the theory, knowledge and needed skills to integrate the principles of Health Promotion into a variety of community, research, clinical, business or school settings.

Teaching Goals:

TG 1: Integrate health promotion principles across a variety of settings

The goal of the 34 credit hour Health Promotion graduate program is to provide students with the theory, knowledge and needed skills to integrate the principles of Health Promotion into a variety of community, research, clinical business or school settings.

Program Student Learning Outcomes:

PSLO 1: Health behavior theory (M1)

Students will demonstrate knowledge and application of behavior change theory through the recommendation of appropriate theoretical constructs for priority population(s).

PSLO 2: Program planning, implementation, & evaluation (M1)

Students will compare and contrast program planning and evaluation models and theories to determine appropriate methods and strategies for priority population(s).

PSLO 3: Research competence (M2, M3)

Students will plan, conduct, analyze, and interpret research in health sciences.

Measures:

M1. 618/622 course project(s)

M2. HSCI 7020 research paper

M3. Thesis/Project

M4. Exit Questionnaire

Part Two: Will be submitting 2016-2017 data in May of 2017

Sports Nutrition, MS

Updated: Fall 2012

Chair: Jackie Berning

Coordinators: Margaret Harris

Part One: Assurance of Student Learning Plan

Mission Statement:

The goal of the Master of Sciences in Sport Nutrition is to provide students the learning experiences that encompass the scientific and practical principles of nutrition for exercise and sport. Students acquire the knowledge and skill necessary for evidence-based applications and competencies of sports dietitians, working with athletes and active individuals in a variety of settings.

Teaching Goals:

TG 1: Specialist in Sports Nutrition

To become an evidence-based specialist and practitioner in Sports Dietetics

TG 2: Student Satisfaction

To create an environment that will produce high student satisfaction with the program.

Program Student Learning Outcomes:

PSLO 1: Knowledge and skill acquisition (M1)

Students will acquire the necessary knowledge and skill of sports dietitians.

PSLO 2: Practical applications (M2, M3, M4)

Students will acquire practical applications in research methodology that will enable them to translate current research in sport nutrition to practical applications.

Measures:

M1. Online CSSD Exam HSCI 6100

Breakout of questions by PSLO is not available

M2. HSCI 7030 Statistics Exam

Breakout of questions by PSLO is not available

M3. HSCI 7020 Research methods Literature review

M4. Thesis/Project/Comprehensive and Competencies as Capstone Experience

M5. CSSD exam

Breakout of questions by PSLO is not available

M6. Exit survey

Please see copy of same survey under Sports Medicine, MSc

M7. Professional satisfaction survey

Part Two: Results of Assessment Activities

PSLO 1: Sport Nutrition knowledge and skills to provide nutrition assessment and guidance for training, competition and recovery to athletic and active people (Including special populations with unique clinical issues)

M1: HSCI 6100 (Advanced Clinical and Research in Sport Nutrition)

Prior metric: 80% would pass at 70% or higher

New metric: 80% will pass at 60% or higher (see description)

Type of measure: Final exam

Direct measure/ Quantitative/Summative

Our original metric had a passing score of 60% but we changed it for the last assessment to 70% thinking we could scale the grade. Therefore, on record our metric reported was for 80% of students to pass at 70% or higher and this exam would be given pre and post.

However, our instructor of the course decided to make it reflective of the actual CSSD certifying exam (Certified Sport Dietitian) as we have always done in the history of this program. This final cumulative exam is the mock exam similar to the national certifying exam. The instructor on record is one of the writers of the certifying national exam so this course exam is of the same caliber as the national exam and is predictive of how many students will pass. The passing grade of the national exam is 60%. Dr. Meyer reports it is not feasible to give this exam as pre and post and wants to keep the scoring similar to the national metrics, of passing grade of 60%.

Results from our program: The average was 69.3% for an n=9. Grades ranged from 57-78. Only one student scored below 60.

M2: Exit Survey (80% of students will rate our program predominantly 4/5 or higher).

Out of 8 students, we received only 2 responses. One person's response was random and confusing (on some questions they indicated feeling prepared for their profession and other answers they indicated they didn't feel prepared), the other response was consistently about 4/5 on all measures. We believe basing results on 2 people is insufficient to provide us with any substantial information, especially since only one wrote a few comments.

Of the comments they wrote, they indicated that sustainability was a strength in our program, that we needed more sport nutrition opportunities (we are working

on this), and that more equal opportunities for graduate assistants is needed (we actually lose students to not being able to provide graduate assistantships and scholarships).

M3: Capstone – project, thesis or comp exam (90% of students will score 80% or higher on project). Comp exam is pass or fail, as is thesis.

A majority of our students utilize the Project as their capstone experience, which is a poster presentation graded by two outside faculty of the discipline based on a rubric (which was improved substantially over the last two years). There were no students taking the comp exam, nor the thesis option this past year. (this is usually how it is—we have only had 2 students take a comp exam in the history of the program and a handful who attempted the thesis) Even when our students present a thesis, they are still expected to present their poster through this venue and get scored so their scores would be averaged in this measure.

Direct measure/both quantitative and qualitative/Summative

Out of n=7. Average score of poster presentations was 39/40 (with a range of 36-40).

Summary of findings for PSLO 1 and associated measures:

In the history of this program, we have only had 2 students to “fail” the mock CSSD exam, one three years ago and one this past year. The prior student did, in fact pass the actual certifying exam successfully. The current student has not taken the CSSD exam to determine success rate. Our exam shows that we have met our metrics of at least 80% of students passing; however, the instructor reported that in this class, 2 of the 9 would likely not pass the actual certifying exam. They were also our overall weaker students in the program. Both of these students were admitted with deficiencies in their background—one with significant deficiencies who needed to take numerous extra classes to be adequately prepared. This student was admitted four years ago and we have made changes in our program since these admissions to admit students with a stricter criterion (i.e., all students now need to have successfully completed a didactic program in dietetics prior to graduate school). In perspective, the range of scores of this mock exam is similar to past years and as of this date, we have had a 100% success rate of our students passing the actual certifying national exam. Most students do not realize how difficult this exam is, so the purpose of this mock exam at the end of this course is not only to give us a chance to see their status of preparation, but to also emotionally prepare them for the difficulty ahead.

Our final research project indicates our students (n=7) surpass our expectations with 100% of students scoring 90% or higher (compared to our metric of 90% passing at 80% or higher on their final capstone project). This project is reflective of typical research in health sciences: students create a hypothesis and carry out measurement and analysis of data; others use advanced statistical skills to analyze retrospectively collected data to

make clinical applications; others advance the field with creativity by introducing new ideas to the field and hypothetically testing them. Comments by faculty grading were very positive such as, “Good takeaways”; “Terrific poster—need to publish this”, “Very knowledgeable and engaged”, “many potentials to sell these findings on this much needed topic” Of these posters, 2 have been accepted for national conference presentations, 4 will be submitted next fall for summer presentations and 1 was not able to submit data for presentation due to confidentiality (military) reasons. One of the posters has been displayed at the US Olympic Training Center as it had excellent implications for sport nutrition practice. The results were presented to the dietitians there to enable them to make decisions about clinical practice.

We need more evaluations for the Program Exit Survey. Unfortunately, this is given at the end of the year and there are no consequences for students who don't complete it. We will continue stressing that we need those evaluations completed. If we don't get more turnouts, we will likely need to drop this assessment piece.

PSLO 2: Identifying sport nutrition research methodology, interpreting statistical analysis and evaluate findings

M3: Capstone – project, thesis or comp exam

See above with PSLO 1. 100% students graded at 90% or higher (n=7, Average grade of 39/40 on rubric with range of 36-40). There were no theses or comp exams this past year.

M4: HSCI 7030 (100% improvement, 90% @ \geq 75% or higher)

Pre/post exam

Direct/quantitative/formative and summative

Pre score: 35% (range: 5-70%) / Post score: 87% (Range: 70-100%); 100% improvement shown and 100% scored 70%+

M5: HSCI 7020 100% at good or better

Rubric.

Direct/ Qualitative and quantitative/ Formative

The rubric had three categories proficient 19-20 points, developing 15-18 points, and deficient 14 points or less. Content accounted for 11 points, Organization 3 points, and Writing Mechanics 6 points for a total of 20 points.

The results provided show that the average score of the 29 students was 16.71 (range 15-19; median 16.5). Two of 29 students scored “Proficient,” while the 27 remaining students scored “developing.” No other information was provided

Summary of findings for PSLO 2 and associated measures

Between the two capstone courses of Research Methods and Statistics, and their ability to utilize these skills in their research projects, we are proud to note that our students are often published in peer reviewed journals and have a strong presence at national conferences, particularly at the ACSM conference (American College of Sports Medicine). (For further confirmation, please see “Other Indicators of Learning” for

awards our students have received). For research methods, it was suggestive that we improve the rubric. The literature review for HSCI 7020 Research Methods is their cumulative task in this course to demonstrate application of research methods. The instructor of this course did not provide the requested information about itemized evaluation of the rubric, and has left the institution at the end of the spring 2016 semester, so we are limited with the outcomes that were provided. This course has already been tagged for review as we have new faculty joining the department and we are revisiting our research core within the overall department graduate curricula. The statistics course adequately prepares our students, as seen in our scores. Here are more specifics about the constructs within the pre post exam:

Correct answers on pre post exam

Knowledge		Application		Interpretation	
Pre	Post	Pre	Post	Pre	Post
34%	86%	39%	93%	27%	82%
Range: 4-74%	74%-96%	7%-96%	85%-100%	7%-56%	56%-100%

Questions that represent Knowledge examples:

Appropriate positioning of types of questions in questionnaires (i.e., demographics go at the end, main variables of interest in the beginning, sensitive questions in the middle)
Knowing the basic definitions of statistics such as medians, modes, variances, z scores and types of statistical analyses such as ANOVA, parametric vs non parametric tests.

Questions that represent Application examples:

Being able to identify a stronger vs a weaker question on a questionnaire
Being able to calculate basic statistics such as averages to answer a question
Being able to correctly code different types of variables into SPSS
Being able to identify appropriate statistical test for a situation

Questions that represent Interpretation examples:

The student is given a situation with a statistical finding and they need to interpret it correctly. For example, in a table of results, which variables were statistically significant. Or, if you find a

$t = 3.557$ for xyz situation, what

In addition, the instructor provides a self-evaluation addressing students' perspectives of feelings of preparation before and after class. Questions are rated on a scale of 1-5 with 5 feeling very knowledgeable and 1 "knowing nothing". There are 9 questions addressing major topic areas within the course and several open ended questions to provide specific feedback. The content areas of the 9 questions include knowledge/confidence of questionnaire creation, SPSS, central tendency measures, z scores, interpretation of confidence intervals and significance statistics, measures of inference, being able to identify dependent and independent variable and ability to manipulate data (such as creating categorical variables from continuous variables, computing scores, etc.). Most students feel prepared coming into the class on central tendency measures and on average answer 4-5 before and 5 after.

However, with all the other measures, students consistently answer not knowing anything (1) or 2 pre course and after the class consistently feel very well prepared answering 4-5's across every question.

In addition, some comments that students have written include positive comments, leading us to believe this course provides substantial and adequate preparation for their capstone projects:

- You have a tough subject but stayed positive throughout. I commend you for the effort you put in to make this class not an insanely dry struggle
- The class was enjoyable
- Statistics is now comprehensible to me
- Excellent communication and availability—I really appreciated that in a professor
- Course is well taught, organized and enjoyable. Learned a lot and really enjoyed the group project. (Several comments of this type)
- The additional materials, such as extra problems sets, were extremely helpful (many students made this comment)
- I actually understand statistics now

PSLO 3. Integrating principles of sustainability (supporting a healthy, whole food approach through use of local food sources) to sport nutrition practice

M3. Capstone (See above):

Capstone – project, thesis or comp exam (90% of students will score 80% or higher on project). Comp exam is pass or fail, as is thesis.

See above in Table 1. 100% students graded at 90% or higher (n=7, Average grade of 39/40 on rubric with range of 36-40). There were no theses or comp exams this past year.

M6: HSCI 6140

100% improvement, 90% @ 70%+

The instructor of this course was on sabbatical for this past term; the adjunct faculty did not conduct the exam to test for food literacy. This will be done starting August 2016.

Summary of findings for PSLO 3 and associated measures:

We have made several changes in the last few years to our program, and are still in the process of revising. Namely: A few years ago, our program changed admission criteria to admit only students who have successfully complete a Didactic Program in Dietetics prior to Graduate School. This has improved our pool of students in terms of academic success.

We are hiring a new faculty who will be teaching the Research Methods course so this course will be changing. In the past this course had a “revolving door” of faculty. Our program will also be changing because we will be combining the

Research methods with Statistics courses into one course in the near future. This will occur in two years.

Our program has also strengthened its commitment to sustainability education combined within Sport Nutrition. This has decreased our enrollment as we go through this transition. We have revamped our website to reflect this so that we attract students inclined towards this avenue of study. This is reflected in our metrics and will begin measurement Fall 2016 (with our Food literacy exam)

Other Indicators of Student Learning

Awards

One student received the award of Best Student Poster at the 2016 Sports, Cardiovascular and Wellness Nutrition Conference this past Spring.

Two other students in our program were awarded the National Association of College and University Food Services “Most Innovative and Wellness Nutrition Program” Nutrition Award for their work with the Food Next Door

Appendix: Measures

Health Science, BS

M1. Research Literature Critique - included

M2. Health Teaching AEO Project - included

M3. Culture and Health Research Paper (2 Options), included

M4. Writing Competency Portfolio Evaluation, included

M1. Research Literature Critique

Table 1. HSCI 4010 Literature Review Rubric

	<u>Excellent</u> All aspects are polished; few if any edits or corrections are required	<u>Good</u> Most aspects are polished; some edits or corrections are required	<u>Average</u> Some aspects are polished; edits or corrections are required	<u>Fair</u> Few, if any, aspects are polished; multiple edits or corrections	<u>Poor</u> No aspects are polished; numerous edits or corrections	<u>Lacking or Unacceptable</u> Does not meet minimal criteria for assignment; not included
Audience/Purpose: Writer considers audiences' knowledge and attitudes. The audience for this paper is the instructor and classmates. Language is accessible to target audience and appropriate for the scientific community. Jargon and informal language is avoided.	[5]	[4]	[3]	[2]	[1]	[0]
Content: Reasoning is sound. Central idea is focused and clear. Review of literature adequately addresses writer's problem statement. Information presented is accurate. Scope promised matches scope delivered. Needless repetition avoided. Problem statement clearly stated. Hypotheses (2) included are supported by literature review and written in specified hypothesis format.	[20]	[16]	[12]	[8]	[4]	[0]
Organization: External Shape: Report follows appropriate organizational guidelines for the specific genre/report type (e.g., lit review paper) Document has professional appearance and follows document guidelines provided with assignment.	[5]	[4]	[3]	[2]	[1]	[0]
Organization: Internal development: Sections, paragraphs, and sentences of report are organized logically & facilitate the reader's use with sufficient organizational cues. Sections flow smoothly. Good transitions. Headings clearly describe the content of each section. Beginning presents a clear statement of problem and engages reader interest. End presents a clear summary of the overall	[10]	[8]	[6]	[4]	[2]	[0]

Documentation of Sources & Ethics: Writer uses a sufficient number and variety of appropriate sources. Correctly uses AMA style for works cited and in- text citations. Integrates sources smoothly into the text of the report. Uses paraphrases and summaries effectively. Quotations constitute no more than 5% of the total paper.	[15]	[12]	[9]	[6]	[3]	[0]
Grammar & Writing Mechanics: Sentences are clear, readable, and concise. Jargon and informal language is avoided. Grammar, usage, punctuation, and spelling are correct.	[5] [0-1 errors]	[4-3] [2-4 errors]	[2-1] [5 errors]	[-5to-10] [6-7 errors]	[-15to-25] [8-10 errors]	[grading ends] [>10 errors]

M2. Health Teaching AEO Project

Students design an advocacy, education, and/or outreach (AEO) project and a culminating assignment in HSCI 4520 Health Teaching (core course). This is an opportunity for students to set goals and objectives for a target group in the community, and then plan and implement a healthy living intervention based on the needs of the target population.

Table 2. Advocacy/Education/Outreach (AEO) Project

	Needs assessment	Intervention	Data	Presentation	Write-up
Emerging	Didn't do needs - assessment; just chose a convenient sample and set goals & objectives for the intervention		Little evidence of effort -- brief, sloppy.	Brief report; little visual evidence, if any, to support project	Shows basic comprehension of the assignment, but clearly, write-up quickly put-together; some aspects missing or "thin"
Competent	Set goals & objectives for target population after consulting with a group leader/group representative	Independently initiated and offer thoughtful response to questions asked of group.	Thoughtful content, aptly presented.	Showed enthusiasm for opportunity to report and interact with classmates about the project; Classmates learned something	Includes all aspects of the assignment but lacks depth; some areas "thin"

Exemplary	Performed needs assessment before setting goals & objectives, planning & implementing intervention	Sought more information/ understanding of relevant interventions for the target population selected; evidence of research into interventions that had been successful related to the health topic and/or the target population	Evidence of a great deal of time and effort put into data collection and analysis	Presentation included thoughtful organization of new learning; evidence (including visual display) of project provided; classmates could replicate intervention based on information shared.	Demonstrates comprehension of assignment and clear reporting of all aspects; demonstrates depth of thinking/ evidence of new learning
Additional feedback:					

M3. Culture and Health Research Paper (2 Options)

Students will complete a research paper in HSCI 4630 Culture and Health (core course) which will explore either the health status (health-related problem/disease) of a racial/ethnic group, including the analysis of the nature and prevalence of the health problem within the selected group, including any epidemiological, behavioral, environmental, social, cultural or genetic factors that contribute to the problem.

Table 3. Research Paper Option 1

	Excellent	Very Good	Good	Needs Improvement	Poor/Missing
Identification of a health problem and its prevalence	5 points Health problem and its prevalence are clearly and completely identified.	4 points Identification of health problem <u>or</u> its prevalence is lacking clarity <u>or</u> completeness.	3 points Health problem <u>or</u> its prevalence are not identified <u>and</u> identification present is lacking clarity <u>or</u> completeness	2 points Health problem or its prevalence are not identified <u>and</u> identification present is lacking clarity <u>and</u> completeness	1 point Health problem and prevalence are not identified <u>or</u> lack of clarity and completeness of identification completely muddles identification.
Nature of problem and issues that contribute to it	6 points Nature of the problem and issues that contribute to it are clearly and completely described.	5 points Description of nature of problem <u>or</u> contributing issues is lacking clarity <u>or</u> completeness.	4 points Nature of problem <u>or</u> contributing issues are not identified <u>and</u> identification present is lacking clarity <u>or</u> completeness.	3-2 points Nature of problem <u>or</u> contributing issues are not identified <u>and</u> identification present is lacking clarity <u>and</u> completeness.	1 point Nature of problem <u>and</u> contributing issues are not identified <u>or</u> lack of clarity and completeness of identification completely muddles identification.
How traditional norms and beliefs influence treatment/prevention	6 points Traditional norms and beliefs are identified; how they influence treatment/prevention of the problem is clearly	5 points Traditional norms and beliefs are identified <u>but</u> how they influence treatment/prevention of the problem is lacking	4-3 points Traditional norms and beliefs are identified <u>but</u> how they influence treatment/prevention of the problem is lacking	2-1 points Traditional norms and beliefs are identified <u>but</u> how they influence treatment/prevention of the problem is missing.	0 points Traditional norms and beliefs are identified <u>and</u> how they influence treatment/prevention of the problem is missing.

	and completely described.	clarity <u>or</u> completeness.	clarity <u>and</u> completeness.		
Culturally sensitive strategies to prevent the problem and/or treat it	6 points Author identifies and describes more than one culturally sensitive strategy to prevent and/or treat the problem.	5 points Author identifies and describes <u>one</u> culturally sensitive strategy to prevent and/or treat the problem.	4-3 points Author identifies and describes more than one strategy to prevent and/or treat the problem <u>but</u> cultural sensitivity of programs is unclear.	2-1 points Author identifies and describes one strategy to prevent and/or treat the problem <u>but</u> cultural sensitivity of programs is unclear.	0 points Author does not identify any strategies to prevent and/or treat the problem.
Sharing one or more health promotion programs	5 points Author identifies and describes at least two health promotion programs that address this problem. Author describes how the programs are or are not specific to this culture and/or culturally sensitive.	4 points Author identifies and describes one health promotion program that addresses this problem. Author describes how the program is or is not specific to this culture and/or culturally sensitive.	3 points Author identifies and describes at least two health promotion programs that address this problem <u>but</u> description of how the programs are or are not specific to this culture and/or culturally sensitive is not complete or clear.	2-1 points Author identifies and describes one health promotion program that addresses this problem <u>but</u> description of how the program is or is not specific to this culture and/or culturally sensitive is not complete or clear.	0 points Identification of health promotion program is missing.

Research Paper Option 1, continued

	Excellent	Very Good	Good	Needs Improvement	Poor/Missing
Interview with a health professional in the field; incorporation of their knowledge and experience into the paper	5 points Author conducts an interview with a health professional in the field and weaves the health professional's knowledge and experience throughout the paper.	4 points Author conducts an interview with a health professional in the field <u>but</u> incorporation of the health professional's knowledge and experience into the paper is limited to one section of the paper.	3 points Author conducts an interview with a health professional in the field <u>but</u> incorporation of the health professional's knowledge and experience into the paper is limited or too brief.	2-1 points Author conducts an interview with a health professional in the field <u>but</u> fails to incorporate the health professional's knowledge and experience into the paper.	0 points Author fails to conduct an interview with a health professional in the field.
Organization of the paper (AMA or APA formatting of in-text citations and references), grammar, spelling, mechanics and flow, adequate number of references	7 points Organization follows guidelines presented in assignment directions; no more than 2 grammatical or spelling errors; mechanics and flow of paper represent senior-level college work; paper contains an adequate number of references	6 points Organization follows most, but not all, guidelines presented in assignment directions; no more than 3-4 grammatical or spelling errors; mechanics and flow of paper represent junior-level college work; paper contains an adequate number of references	5-4 points Organization follows some of the guidelines presented in assignment directions; no more than 5-6 grammatical or spelling errors; mechanics and flow of paper represent lower-level college work; paper contains an adequate number of references	3-2 points Organization follows few of the guidelines presented in assignment directions; no more than 7-8 grammatical or spelling errors; mechanics and flow of paper represent high-school level work; paper does not contain an adequate number of references	1 point Organization follows none of the guidelines presented in assignment directions; 9 or more grammatical or spelling errors; mechanics and flow of paper represent less than high-school level work; paper does not contain an adequate number of references or is lacking references

Table 4. Research Paper Option II

	Excellent	Very Good	Good	Needs Improvement	Poor/Missing
Description of population and your own social location	5 points Population is described clearly and completely;	4 points Population is described clearly and completely;	3 points Population is described <u>but</u> clarity or	2-1 points Population <u>or</u> your social location is not described; you	0 points Population <u>and</u> your social location are not

	description of your social location is clear and complete; you include how your social location compares/contrasts to the population in the ethnography.	description of your social location is clear and complete; you include how your social location compares/contrasts to the population in the ethnography but comparison is limited.	completeness is lacking; your social location is described <u>but</u> clarity or completeness is lacking; you do not include how your social location compares/contrasts to the population in the ethnography.	do not include how your social location compares/contrasts to the population in the ethnography.	described; you do not include how your social location compares/contrasts to the population in the ethnography.
How history and political economy affects the group you read about	4 points Historical and political economic effects on this population are described clearly and completely; you researched information other than that provided in the ethnography to determine effects.	3 points Historical and political economic effects on this population are described clearly and completely <u>but</u> you only used information provided in the ethnography to determine effects.	2 points Historical and political economic effects on this population are described <u>but</u> you only used information provided in the ethnography to determine effects <u>and</u> description lacks clarity <u>or</u> completeness.	1 point Historical <u>or</u> political economic effects on this population are described; you only used information provided in the ethnography to determine effects <u>and</u> description lacks clarity <u>or</u> completeness.	0 points No description of historical or political economic effects on this population.
Comparing/contrasting cultural traditions	6 points Comparing or contrasting cultural traditions with larger community and your own is insightful, complete and clear.	5 points Comparing or contrasting cultural traditions with larger community <u>and</u> your own is complete and clear <u>but</u> lacks insight.	4-3 points Comparing or contrasting cultural traditions with larger community <u>or</u> your own is complete and clear <u>but</u> lacks insight.	2-1 points Comparing or contrasting cultural traditions with larger community <u>or</u> your own lacks clarity, completeness and insight.	0 points No compare/contrast of cultural traditions is presented
Health behaviors and outcomes	6 points Health behaviors and outcomes of this population are identified and described in a complete, clear and insightful manner.	5 points Health behaviors <u>and</u> outcomes of this population are identified and described clearly and completely <u>but</u> description lacks insight.	4-3 points Health behaviors <u>or</u> outcomes of this population are identified and described clearly and completely but description lacks insight.	2-1 points Health behaviors <u>or</u> outcomes of this population are identified <u>but</u> description lacks clarity <u>or</u> completeness <u>and</u> lacks insight.	0 points No health behaviors or outcomes are presented.
Interactions with larger community, including stressors and adaptive resources	6 points Interactions with the larger community, including stressors and adaptive resources are described clearly and completely; description demonstrates	5 points Interactions with the larger community, including stressors and adaptive resources are described clearly and completely <u>but</u> insight into stressors and	4-3 points Interactions with the larger community, including stressors and adaptive resources are described clearly and completely <u>but</u> insight into stressors and	2-1 points Interactions with the larger community, including stressors <u>or</u> adaptive resources are described but description lacks clarity <u>and/or</u> completeness <u>and</u>	0 points No description of interactions with larger community is provided.

	insight into stressors and adaptive resources that impact this population.	adaptive resources that impact this population is deficient.	adaptive resources that impact this population is not present.	insight into stressors and adaptive resources that impact this population is not present.	
Recommendations for advocacy and activism on group's behalf	6 points Recommendations for advocacy and activism on this group's behalf demonstrate excellent insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	5 points Recommendations for advocacy <u>and</u> activism on this group's behalf demonstrate <u>good</u> insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	4-3 points Recommendations for advocacy <u>and</u> activism on this group's behalf demonstrate <u>some</u> insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	2-1 points Recommendations for advocacy <u>or</u> activism on this group's behalf demonstrate <u>little or no</u> insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	0 points No recommendation for advocacy and activism on groups behalf is presented.
Organization of the paper (AMA or APA formatting of in-text citations and references), grammar, spelling, mechanics and flow, adequate number of references	7 points Organization follows guidelines presented in assignment directions; no more than 2 grammatical or spelling errors; mechanics and flow of paper represent senior-level college work; paper contains an adequate number of references	6 points Organization follows most, but not all, guidelines presented in assignment directions; no more than 3-4 grammatical or spelling errors; mechanics and flow of paper represent junior-level college work; paper contains an adequate number of references	5-4 points Organization follows some of the guidelines presented in assignment directions; no more than 5-6 grammatical or spelling errors; mechanics and flow of paper represent lower-level college work; paper contains an adequate number of references	3-2 points Organization follows few of the guidelines presented in assignment directions; no more than 7-8 grammatical or spelling errors; mechanics and flow of paper represent high-school level work; paper does not contain an adequate number of references	1 point Organization follows none of the guidelines presented in assignment directions; 9 or more grammatical or spelling errors; mechanics and flow of paper represent less than high-school level work; paper does not contain an adequate number of references or is lacking references

Research Presentation Option I

	Excellent	Very Good	Good	Needs Improvement	Poor/Missing
Presentation is visually appealing, easy to read and understand, professionally	5 points All slides are visually appealing, easy to read and understand,	4 points At least 75% of the slides are visually appealing, easy to read and	3 points At least 50% of the slides are visually appealing, easy to read and	2 points Less than 50% of the slides are visually appealing, easy to read and	1 point Almost none of the slides are visually appealing, easy to read and understand, professionally

presented	professionally presented	understand, professionally presented	understand, professionally presented	understand, professionally presented	presented
<u>Summary Points for Remaining Categories</u>	<u>5 points</u>	<u>4 points</u>	<u>3 points</u>	<u>2-1 points</u>	<u>0 points</u>
Abstract	Very well written, accurate, clear, complete.	Well written, accurate, clear, complete.	Accurate, clear, complete.	Lacks accuracy, clarity or completeness.	Abstract is missing.
Identification of a health problem and its prevalence	Health problem and its prevalence are clearly and succinctly identified.	Identification of health problem <u>or</u> its prevalence is lacking clarity <u>or</u> is not succinct.	Health problem <u>or</u> its prevalence are not identified <u>and</u> identification present is lacking clarity <u>or</u> is not succinct.	Health problem or its prevalence are not identified <u>and</u> identification present is lacking clarity <u>and</u> is not succinct.	Health problem and prevalence are not identified.
The nature of the problem and issues that contribute to it	Nature of the problem and issues that contribute to it are clearly and succinctly described.	Description of nature of problem <u>or</u> contributing issues is lacking clarity <u>or</u> is not succinct.	Nature of problem <u>or</u> contributing issues are not identified <u>and</u> identification present is lacking clarity <u>or</u> is not succinct.	Nature of problem <u>or</u> contributing issues are not identified <u>and</u> identification present is lacking clarity <u>and</u> is not succinct.	Nature of problem <u>and</u> contributing issues are not identified.
How traditional norms and beliefs influence treatment/prevention	Traditional norms and beliefs are identified; how they influence treatment/prevention of the problem is clearly and succinctly described.	Traditional norms and beliefs are identified <u>but</u> how they influence treatment/prevention of the problem is lacking clarity <u>or</u> is not succinct.	Traditional norms and beliefs are identified <u>but</u> how they influence treatment/prevention of the problem is lacking clarity <u>and</u> is not succinct.	Traditional norms and beliefs are identified <u>but</u> how they influence treatment/prevention of the problem is missing.	Traditional norms and beliefs are identified <u>and</u> how they influence treatment/prevention of the problem is missing.
Culturally sensitive strategies to prevent the problem and/or treat it	Author succinctly identifies and describes more than one culturally sensitive strategy to prevent and/or treat the problem.	Author succinctly identifies and describes <u>one</u> culturally sensitive strategy to prevent and/or treat the problem.	Author succinctly identifies and describes more than one strategy to prevent and/or treat the problem <u>but</u> cultural sensitivity of programs is unclear.	Author succinctly identifies and describes one strategy to prevent and/or treat the problem <u>but</u> cultural sensitivity of programs is unclear.	Author does not identify any strategies to prevent and/or treat the problem.
Information from interview with a health professional	Author succinctly identifies and describes at least two health promotion programs that	Author succinctly identifies and describes one health promotion program that addresses this	Author identifies and describes at least two health promotion programs that address this	Author identifies and describes one health promotion program that addresses this	Identification of health promotion program is missing.

	address this problem. Author succinctly describes how the programs are or are not specific to this culture and/or culturally sensitive.	problem. Author succinctly describes how the program is or is not specific to this culture and/or culturally sensitive.	problem <u>but</u> description of how the programs are or are not specific to this culture and/or culturally sensitive is not succinct or clear.	problem <u>but</u> description of how the program is or is not specific to this culture and/or culturally sensitive is not succinct or clear.	
Sharing one or more health promotion programs	Author conducts an interview with a health professional in the field and succinctly weaves the health professional's knowledge and experience throughout the presentation.	Author conducts an interview with a health professional in the field <u>but</u> incorporation of the health professional's knowledge and experience into the paper is limited to one section of the presentation.	Author conducts an interview with a health professional in the field <u>but</u> incorporation of the health professional's knowledge and experience into the presentation is limited or too brief.	Author conducts an interview with a health professional in the field <u>but</u> fails to incorporate the health professional's knowledge and experience into the presentation.	Author fails to conduct an interview with a health professional in the field.

Research Presentation Option II Grading Rubric

	Excellent	Very Good	Good	Needs Improvement	Poor/Missing
Presentation is visually appealing, easy to read and understand, professionally presented	5 points All slides are visually appealing, easy to read and understand, professionally presented	4 points At least 75% of the slides are visually appealing, easy to read and understand, professionally presented	3 points At least 50% of the slides are visually appealing, easy to read and understand, professionally presented	2 points Less than 50% of the slides are visually appealing, easy to read and understand, professionally presented	1 point Almost none of the slides are visually appealing, easy to read and understand, professionally presented
<u>Summary Points for Remaining Categories</u>	<u>5 points</u>	<u>4 points</u>	<u>3 points</u>	<u>2-1 points</u>	<u>0 points</u>
Abstract (synopsis of book)	Very well written, accurate, clear, complete.	Well written, accurate, clear, complete.	Accurate, clear, complete.	Lacks accuracy, clarity or completeness.	Abstract is missing.
Description of population and your own social location	Population description and description of your social location is complete and succinct.	Population description and description of your social location is complete <u>but</u> could be more succinct.	Population description and description of your social location is complete <u>but</u> <u>should be</u> more succinct/to the point.	Population description <u>or</u> description of your social location <u>lacks</u> completeness and <u>should be</u> more succinct/to the point.	Population <u>and</u> your social location are not described
How history and political economy affects the group you	Historical and political economic effects	Historical <u>and</u> political economic effects	Historical <u>and</u> political economic effects	Historical <u>or</u> political economic effects	No description of historical or political economic

read about	on this population are succinctly and clearly described.	on this population are clearly described <u>but</u> description could be more succinct.	on this population are described <u>but</u> description could be more clear or succinct.	on this population are described <u>but</u> description should be more clear or succinct.	effects on this population.
Comparing/contrasting cultural traditions	Comparing or contrasting cultural traditions with larger community and your own is presented clearly and succinctly.	Comparing or contrasting cultural traditions with larger community <u>and</u> your own is presented clearly <u>but</u> could be more succinct.	Comparing or contrasting cultural traditions with larger community <u>or</u> your own is presented clearly <u>but</u> could be more succinct.	Comparing or contrasting cultural traditions with larger community <u>or</u> your own lacks clarity <u>and/or</u> is not succinct.	No compare/contrast of cultural traditions is presented
Health behaviors and outcomes	Health behaviors and outcomes of this population are identified and presented clearly and succinctly.	Health behaviors <u>and</u> outcomes of this population are identified and presented clearly <u>but</u> could be more succinct.	Health behaviors <u>or</u> outcomes of this population are identified and presented clearly <u>but</u> could be more succinct.	Health behaviors <u>or</u> outcomes of this population are identified <u>but</u> lacks clarity <u>and/or</u> is not succinct.	No health behaviors or outcomes are presented.

Research Presentation Option II Grading Rubric, *continued*

Interactions with larger community, including stressors and adaptive resources	Interactions with the larger community, including stressors and adaptive resources are described clearly and succinctly; description demonstrates insight into stressors and adaptive resources that impact this population.	Interactions with the larger community, including stressors and adaptive resources are described clearly <u>but</u> could be more succinct <u>and</u> insight into stressors and adaptive resources that impact this population is deficient.	Interactions with the larger community, including stressors and adaptive resources are described c clearly <u>but</u> could be more succinct <u>and</u> insight into stressors and adaptive resources that impact this population is not present.	Interactions with the larger community, including stressors <u>or</u> adaptive resources are described but description lacks clarity <u>and/or</u> is not succinct <u>and</u> insight into stressors and adaptive resources that impact this population is not present.	No description of interactions with larger community is provided.
Recommendations for advocacy and activism on groups behalf	Recommendations for advocacy and activism on this group's behalf are presented succinctly and demonstrate excellent insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	Recommendations for advocacy <u>and</u> activism on this group's behalf are presented succinctly and demonstrate <u>good</u> insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	Recommendations for advocacy <u>and</u> activism on this group's behalf are presented succinctly and demonstrate <u>some</u> insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	Recommendations for advocacy <u>or</u> activism on this group's behalf are not presented succinctly <u>and/or</u> demonstrate <u>little</u> <u>or no</u> insight and understanding of their cultural traditions, health behaviors and outcomes, and interactions with the larger community (including stressors and adaptive resources).	No recommendation for advocacy and activism on groups behalf is presented.

M4. Writing Competency Portfolio Evaluation

Health Sciences students will demonstrate writing competency by completing the writing competency portfolio. The writing competency portfolio assessment includes two essays (each one 4 pages minimum) written in academic courses taken at UCCS after students have completed their required six credit hours of writing coursework as defined by their major degree plan. Students may not use essays from their ENGL 1310, 1410, 2080, 2090 or INOV 2010 courses. The papers may be analytical, argumentative or research essays written in their major courses. Documented essays that use information from outside sources must cite source material correctly within the essay by following citation conventions of the discipline—usually APA or AMA for Health Science courses—even if the assignment's instructor did not require this. Students must revise their papers to reflect proper documentation style and formatting. These essays also must include a Reference or Works Cited page at the end.

Writing Portfolio Assessment Guide (Administered through the campus Writing Portfolio Office)

Student's Name: _____ Reader's Name: _____ Date Scored: _____

Overall Score: *Highly Competent*

Competent

Low Pass

Needs Work

Rhetorical Strategy & Purpose Introduction/purpose for writing

- 4 The text presents a clear thesis statement, makes a primary claim, or clearly states the purpose of the essay/report. Content - This statement, or collection of statements, remains the focus of the writing throughout, and ideas/themes are fully identified and developed.
- 3 The purpose of the writing is implied, but it is not made explicit. It is generally able to be determined. Content - Text identifies and develops main ideas/themes, but some may lack clarity or depth.
- 2 The purpose of the writing is unclear, and is often difficult to determine. Some of these main ideas/themes are not identified or developed.
- 1 The purpose of the writing is unclear and, as a result, meaning is lost/obscured. The text does not identify or develop most ideas/themes.

Critical Thinking

- 4 The text provides logical and specific details, appropriate for the discipline, to support claims. When appropriate, the writer thoughtfully considers multiple viewpoints.
- 3 Generally, the text provides logical and valid details and support. For the most part, draws clear and appropriate conclusions.
- 2 The text provides support but may not be logical or valid; some details may be missing. Draws mostly unclear or inappropriate conclusions.
- 1 The text provides few details and little support or support that is illogical or invalid. Draws inappropriate or unclear conclusions or omits conclusions entirely.

Organization

- 4 Writing demonstrates an effective pattern of organization consistent with its rhetorical purpose. Paragraphs reflect appropriate level of thought and development. Paragraphs are effectively structured and ordered. Writer employs clear and appropriate transition.
- 3 The text's structure is, for the most part, solid and effective. It may, however, follow tangents and/or include elements that do not adhere to the defined structure.
- 2 A generally consistent and loosely followed structure and format may be discernable, but it may not necessarily be appropriate or strategically effective. Or, parts of the text may be well structured enough to evidence an intended pattern of organization, but as a whole the text wobbles, never quite locking into a coherent structure.
- 1 For the most part, text does not present a structure or ordered paragraphs. It does not link or organize ideas, and the text conveys little or no focus or sense of purpose.

Source Use

- 4 The text integrates the claims and ideas of others with its own accurately and responsibly. Accurately uses appropriate documentation style. The text uses sources effectively and integrates them smoothly, paraphrasing and occasionally directly quoting authorities to help substantiate or support its own point(s).
- 3 A few sources may not be accurately documented, but in general the in-text citation and the Works Cited page are constructed properly or informal documentation is adequate. The text may demonstrate a tendency to over-quote and take the reader away from its own voice and argument. Some quotations are not adequately introduced and/or attributed.
- 2 There are numerous errors in the Works Cited page and in the in-text parenthetical citations, or the informal documentation may be sketchy and inadequate. While there may be an attempt to integrate the sources, many quotations may seem to be plopped into the writing with no transitions to tie them into the argument at hand.
- 1 The text does not provide any documentation of sources, either parenthetically or on a works cited list. The text indicates no understanding of the process of using and documenting source material or a discernable documentation format

Language

- 4 The text shows confident grasp of grammar, mechanics, and usage, even in handling fine points (semicolons, punctuation around quotation marks, handling of titles). The text demonstrates a confident sense of style, matching elements of

vocabulary and level of formality to the situation, content, and audience. The sentence flow is smooth; its structure is rhetorically varied. Word choice is precise, descriptive, and non-repetitive.

- 3 The text shows a consistent grasp of grammar, mechanics, and usage, with few errors. Text contains some minor sentence-level errors, but these are not consistent, nor do they distract from meaning.
- 2 Grammar, mechanics, and usage are adequate, but sometimes the errors obscure meaning/understanding of the text.
- 1 Sentence-level errors pepper the prose (dangling or misplaced modifiers, fragments, run-ons, comma splices, etc.) These errors often significantly obscure the meaning of the text.

Sports Medicine, MSc

Measures:

- M1. HSCI 7020 Research Paper, included
- M2. HSCI 7030 Statistics Exam, Breakout of questions by PSLO is not available
- M3. Capstone Experience, no copy available
- M4. Practical Skills Exams HSCI 6630, Breakout of questions by PSLO is not available
- M5. Practical Skills Exams HSCI 6600, Breakout of questions by PSLO is not available
- M6. Practicum Evaluation HSCI 6250, included
- M7. HSCI Department Exit Survey, included

M1. HSCI 7020 Research Paper

Criteria for Excellent Rating

General Presentation (12 points possible)	Conceptual Understanding (12 points possible)	Critical Thinking (12 points possible)	Use of literature and pertinent resources (4 points possible)
<p>States a specific, testable research question</p> <p>Provides clear explanation of proposed research methods</p> <p>Presents rationale and significance of proposed research in the form of a well-structured, logical argument.</p> <p>Voice, style and language are professional in nature and appropriate for the type of paper (review) and the audience (classmates and instructor).</p> <p>Jargon and colloquial language is not used.</p> <p>An inviting introduction draws the reader in to the proposal.</p> <p>Transitions are thoughtful and clearly show how ideas connect.</p> <p>Sentences are clear, readable and concise.</p>	<p>Demonstrates a clear understanding of the proposed research.</p> <p>Uses a broad range of information to build and support arguments.</p> <p>Demonstrates a good understanding of the implications of the data and/or information.</p> <p>Purpose statement or objective is limited and clear.</p> <p>Proposal is complete based on references used and addresses all important aspects of the topic.</p> <p>The author demonstrates a good grasp of what is known, what is generally accepted and what is yet to be discovered.</p> <p>Appropriate significance is assigned to the information presented and irrelevant information is rarely</p>	<p>Provides relevant evidence to support conclusions.</p> <p>The paper displays insight and originality of thought.</p> <p>There is sound and logical analysis that reveals clear understanding or the relevant issues.</p> <p>There is an appropriate balance of factual reporting, interpretations, and analysis, and personal opinion.</p> <p>Telling and accurate details are used to reinforce the author's arguments.</p> <p>The proposal is convincing and satisfying</p>	<p>Follows proper format in providing citations.</p> <p>If data is used, uses data and/or information relevant to the proposed research</p> <p>Uses an appropriate variety and number of sources which are well integrated and support the author's points.</p> <p>Quotations, paraphrases, and summaries are used and cited appropriately.</p> <p>Quotations make up no more than 5% of the proposal.</p> <p>Uses the proper AMA format for both in-text and end of the paper citations.</p>

General Presentation (12 points possible)	Conceptual Understanding (12 points possible)	Critical Thinking (12 points possible)	Use of literature and pertinent resources (4 points possible)
<p>Grammar is correct with no more than 1 error per page and contributes to the clarity of the paper.</p> <p>Punctuation is accurate and guides the reader effectively through the text.</p> <p>Spelling is correct with no more than 1 error per page.</p> <p>The report follows the organizational and document guidelines provided with the assignment with all sections present.</p> <p>Sequencing of the information is logical and effective.</p> <p>Headings are sufficient to facilitate reader understanding and clearly describe the content of each section.</p>	<p>included.</p> <p>Connections between the topic of the proposal and related topics are made that enhance understanding.</p> <p>Specialized terminology, if used, is used correctly and precisely.</p> <p>The background and significance section adequately puts the proposed research in context and explains its relevance to the field.</p> <p>Needless repetition avoided.</p>		

Criteria for Average Rating

General Presentation (12 points possible)	Conceptual Understanding (12 points possible)	Critical Thinking (12 points possible)	Use of literature and pertinent resources (4 points possible)
<p>States a clear, but untestable research question.</p> <p>Provides an adequate but sometimes less clear explanation of proposed research methods.</p> <p>Shows some effort to present the rationale and significance of proposed research in the form of a well-structured argument.</p> <p>Uses adequate style and grammar (1-2 errors)</p> <p>Voice, style and language in portions of the paper lack a professional tone.</p>	<p>Demonstrates a partial understanding of the proposed research.</p> <p>Uses information only from 2 or 3 sources to build and support arguments.</p> <p>Demonstrates a partial understanding of the implications of the data and/or information.</p> <p>The purpose statement or objective is either overly broad or ambiguous or unfocused.</p> <p>Proposal is substantially complete based on references used, but more</p>	<p>Provides weak evidence to support conclusions.</p> <p>There are some original ideas, but many seem obvious or elementary.</p> <p>Analysis is generally sound, but there are lapses in logic or understanding.</p> <p>The balance between factual reporting, interpretation and analysis, and personal opinion seems skewed.</p> <p>Proposal shows understanding of relevant issues but lacks depth.</p> <p>Generally accurate details</p>	<p>Follows proper format in providing citations, but not consistently throughout the proposal.</p> <p>If data is used, uses limited number of sources of data and/or information relevant to the proposed research</p> <p>Sources generally support the author's points, but greater variety needs to be cited.</p> <p>Quotations, paraphrases, and summaries generally work but occasionally interfere with the flow of the writing, seem irrelevant,</p>

<p>Jargon and colloquial language is used very infrequently throughout the paper.</p> <p>The paper has a recognizable introduction, but introduction may not create a strong sense of anticipation.</p> <p>Transitions often work well, but some leave connections between ideas fuzzy.</p> <p>Sentences are generally, clear, readable and concise with occasional run-on or incomplete sentences.</p> <p>Grammar is generally correct but there are 2-3 errors on 1 or more pages.</p> <p>End punctuation is correct, but internal punctuation is sometimes wrong or missing.</p> <p>There are 1 or more pages with 2-3 spelling errors</p> <p>The report generally follows organizational and document guidelines provided with assignment but there are occasional errors or sections that are incomplete.</p> <p>Sequencing shows some logic, but it is not under complete control; the reader may be distracted.</p> <p>Headings are generally sufficient to facilitate reader understanding but do not clearly describe the content of each section.</p>	<p>than one important aspect of the topic is not addressed.</p> <p>The author has a good grasp of the relevant information but fails to distinguish between what is known, what is generally accepted, and what is yet to be discovered.</p> <p>The paper often used information in a way inappropriate to its significance or includes much irrelevant information.</p> <p>Few connections are made to related topics.</p> <p>Specialized terminology is sometimes incorrectly or imprecisely used.</p> <p>The background and significance section supports only part of the writer's conclusions.</p> <p>Paper contains some needless repetition.</p>	<p>are included but the reader is left with questions—more information is needed to fill in the blanks.</p> <p>The proposal leaves the reader vaguely skeptical and unsatisfied.</p>	<p>or are incorrectly cited.</p> <p>Quotations make up more than 5% but less than 8% of the proposal.</p> <p>Generally uses the AMA citation format correctly but there are occasional errors.</p>
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Criteria for Needs Improvement Rating

General Presentation (12 points possible)	Conceptual Understanding (12 points possible)	Critical Thinking (12 points possible)	Use of literature and pertinent resources (4 points possible)
<p>States a vague, untestable research question.</p> <p>Provides an unorganized explanation of proposed research methods</p> <p>Presents rationale and significance of proposed research in the form of a weak, unstructured argument.</p> <p>Fails to use acceptable style and grammar (more than 2 errors)</p> <p>Voice, style and language in a majority of the paper lack a professional tone.</p> <p>Jargon and colloquial language is used occasionally throughout the paper.</p> <p>There is no real lead-in to set up what follows.</p> <p>Connections between ideas are often confusing or missing.</p> <p>There are multiple run-on or incomplete sentences that interfere with the reader's ability to understand the paper.</p> <p>There are problems with grammar or usage which distort the meaning of the sentence or paragraph; there are 3-4 errors on 1 or more pages.</p> <p>Punctuation is often missing or incorrect, including terminal punctuation.</p> <p>There are 1 or more pages with 4-5 spelling errors.</p> <p>There are frequent errors in organizational and/or document format based on the guidelines provided with the assignment or sections that are missing.</p> <p>Sequencing seems illogical or disjointed.</p> <p>Headings distract from, rather than facilitate, reader understanding.</p>	<p>Does not demonstrate an understanding of the proposed research.</p> <p>Uses less than two sources to build and support arguments.</p> <p>Does not appear to understand the implications of the data and/or information.</p> <p>Purpose statement or objective is stated, but is not clear.</p> <p>The proposal is clearly incomplete with many important aspects of the topic left out.</p> <p>The author has a poor grasp of the relevant information.</p> <p>No connections are made to related topics to help clarify the information presented.</p> <p>Specialized terminology is frequently misused.</p> <p>The work seems to be a simple restatement of the information in the references or a simple, overly broad answer to a question with little evidence of expertise on the part of the author.</p> <p>The discussion section supports few of the author's conclusions.</p> <p>Proposal contains much needless repetition.</p>	<p>Provides no evidence to support conclusions.</p> <p>There are few original ideas, most seem obvious or elementary.</p> <p>Analysis is superficial or illogical, the author seems to struggle to understand the relevant issues.</p> <p>There is a clear imbalance between factual reporting, interpretation and analysis, and personal opinion.</p> <p>Author appears to misunderstand or omit key issues.</p> <p>There are few details or most details seem irrelevant.</p> <p>The proposal leaves the reader unconvinced.</p>	<p>Does not follow proper format in providing citations.</p> <p>If data is used, does not use data and/or information relevant to the proposed research</p> <p>Citations are infrequent or often seem to fail to support the author's points or author is lacking 4-5 appropriate sources as required by the assignment.</p> <p>Quotations, paraphrases, and summaries tend to break the flow of the paper, become monotonous or don't seem to fit.</p> <p>Quotations make up more than 9% but less than 15% of the paper.</p> <p>There are multiple errors in using the AMA citation format.</p>

Criteria for "Lacking or Unacceptable" Rating

General Presentation (12 points possible)	Conceptual Understanding (12 points possible)	Critical Thinking (12 points possible)	Use of literature and pertinent resources (4 points possible)

<p>Voice, style and language in the paper are clearly inappropriate for this audience.</p> <p>Jargon and colloquial language are frequently used throughout the paper.</p> <p>There is no identifiable introduction.</p> <p>There is no identifiable conclusion.</p> <p>The number of run-on and/or incomplete sentences makes reading the paper quite difficult.</p> <p>Errors in grammar or usage are frequent enough to become distracting and interfere with meaning. There are 5 or more errors on 1 or more pages.</p> <p>There are 1 or more pages with 6 or more spelling errors.</p> <p>Incorrect organizational and/or document format is used.</p> <p>Headings are missing or clearly do not relate to the content of the section.</p>	<p>Purpose statement or objective is missing.</p> <p>The paper is clearly incomplete with most or all of the important aspects of the topic left out.</p> <p>Specialized terminology is always misused.</p> <p>Discussion section supports none of the author's conclusions.</p>	<p>There are no original ideas. Analysis is absent.</p> <p>Paper consists primarily of personal opinion.</p>	<p>Citations are missing from the text of the paper.</p> <p>Quotations are not cited.</p> <p>Quotations make up more than 15% of the paper.</p> <p>A citation format other than AMA is used.</p>
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M2. HSCI 7030 Statistics Exam

Breakout of questions by PSLO is not available

M3. Capstone Experience

No copy available

M4. Practical Skills Exams HSCI 6630

Breakout of questions by PSLO is not available

M5. Practical Skills Exams HSCI 6600

Breakout of questions by PSLO is not available

M6. Practicum Evaluation HSCI 6250

HSCI 6250 Strength and Conditioning Practicum Final Appraisal

Student's Name: _____

Practicum Site: _____

Practicum Supervisor: _____

Percentage of Time Under my Supervision: _____

NOTE: Supervisor will rate the Practicum Student in each of the three areas that follow, discuss those ratings with the Internship Student, and then forward this appraisal to the University Supervisor at the end of the Practicum experience.

(Place appropriate number in box)

(NA) = Inadequate information or does not apply to job

- 4 = Excellent: Meets top expectations of criteria 3 = Good: Consistently better than satisfactory in criteria
 2 = Average: Adequate but no more than satisfactory 1 = Below Average: Not consistently satisfactory in criteria
 0 = Unsatisfactory: A completely unsatisfactory performance in criteria

PERSONAL CHARACTERISTICS OF INTERNSHIP STUDENT, PART I:

1. Attendance and Punctuality: Lateness or absence without good reason or adequate notice. Comments:
2. Personal Appearance: Neat, clean, and appropriately dressed for Practicum setting. Comments:
3. Resourcefulness: Uses resources well; seeks information from variety of sources. Comments:
4. Judgment and Problem Anticipation: Could handle emergency situations; makes common sense decisions, anticipates possible problem areas. Comments:
5. Motivational Skills: Is enthusiastic; motivates others, can get the ball rolling. Comments:
6. Acceptance of Responsibility: Willingness to readily assume responsibility when appropriate. Comments:
7. Initiative, Creativity: Looks for additional work, avoids idleness, originates ideas makes creative efforts. Comments:

PROFESSIONAL RELATIONS PART II:

8. Public Relations Skill: Tactful, diplomatic, courteous behavior. Comments:
9. Work Attitudes: Industrious, willing to assist others, does share of work. Comments:
10. Rapport with Staff: Works harmoniously with others; cooperative, considerate. Comments:
11. Relates to Program Participants: Able to get people involved; show interest, respect, and concern for program participants. Comments:
12. Adaptability: Can adjust plans and actions according to developing situations and changing moods of group. Comments:
13. Takes Criticism Constructively: Willing to discuss and recognize weaknesses; works on areas needing improvement. Comments:

PROFESSIONAL PROFICIENCIES PART III:

1. Knowledge and Skills Performed: Knowledge of program planning implementation and evaluation skills. Comments:
2. Plans activities well in advance of the program. Comments:
3. Keeps facilities and equipment in good condition? Comments:
4. Is a team player; works well with his/her participants? Comments:
5. Written Communication: Reports: Conveys ideas clearly; does neat, grammatically correct typographical error-free, organized work; meets deadlines. Comments:
6. Oral Communication: Expresses self well; makes points clear to public and others. Comments:
7. Task Accomplishment: Tasks completes in quality and timely manner, pursues and follows tasks through to completion. Comments:

Considering the following criteria in addition to any evaluative information particularly relative to your agency, what is your overall rating of this Practicum Student's performance.

RATING SCALE

5. Excellent "Outstanding" - indicates the very best performance you might reasonably hope for in worker in the position concerned. Should be awarded to a "top flight" person, one whom you would hire unreservedly and with enthusiasm.
 4. Above Average "Above Average" - indicates a very high quality all-around performance on the Practicum Student's part. This is a person whom you would hire without reservations.
 3. Average "Average" - indicates a satisfactory performance that would be expected from any employee and special strength or weakness. Performance is adequate and no more. This is a person whom you would hire with some reservations.
 2. Below Average "Below Average" - indicates a below average all-around performance to date. Improvement expected with additional training/experience. This would be a person whom you would not consider for employment.
 1. Unsatisfactory "Unsatisfactory" - indicates all-around unsatisfactory performance. Shows that the Practicum Student is not suited to the job or appears not to be capable of doing better. This would be a person whom you would definitely reject.
- Based on the Practicum Student's total performance, it is suggested that his/her grade be:

(Please check one)

1 2 3 4 5 Incomplete (Please state reason(s) why):7

Additional comments:

Agency Supervisor

Date

University Supervisor

Date

Internship Student

Date

M7. HSCI Department Exit Survey

The Health Sciences Department New Graduate Exit Survey Questionnaire

The purpose of this survey is to provide information on the educational experience in the Health Sciences Department.

Information we are requesting in this survey is for curriculum development/revision and University graduate program evaluation.

Please rate the following items by circling the number corresponding to this four point scale: 1 strongly disagree; 2 disagree; 3 agree; 4 strongly agree.

Please indicate your program of study _____

Programmatic

- My program has strengthened my understanding of professional and ethical standards 1 2 3 4
- My coursework was sufficient preparation for my capstone experience 1 2 3 4
- (project, thesis, final comprehensive exam).
- I was given sufficient opportunity to gain applied experience through my graduate 1 2 3 4
- program (i.e., through research, applied class projects, etc.).
- My program provided a foundation for my further academic and/or career oriented 1 2 3 4
- pursuits.
- The program's level of difficulty was sufficient. 1 2 3 4
- I received honest, useful feedback from faculty on my class performance. 1 2 3 4
- Faculty in my program were supportive of my academic interests. 1 2 3 4
- The core courses in my program were high quality. 1 2 3 4
- The elective courses in my program were high quality. 1 2 3 4
- Academic standards in my program demonstrate an expectation of quality performance. 1 2 3 4
- Personal Skills
- I feel well prepared in my area of specialization. 1 2 3 4
- I feel well prepared to carry out my professional responsibilities. 1 2 3 4
- I feel well prepared to assume a leadership position. 1 2 3 4
- I have enhanced my critical thinking skills. 1 2 3 4
- I have enhanced my interpersonal skills. 1 2 3 4
- I have improved my ability to be a reflective practitioner. 1 2 3 4
- I have increased my ability to collaborate with other professionals. 1 2 3 4
- I feel well prepared to communicate my ideas in writing. 1 2 3 4
- I feel well prepared to communicate my ideas orally. 1 2 3 4
- I am confident in my ability to apply the knowledge that I have learned to my work. 1 2 3 4
- I feel well prepared to critically evaluate the literature in my field. 1 2 3 4
- I am better prepared to make informed decisions about problems that I face as a professional. 1 2 3 4
- Practicum/Internship (this does not include Graduate or Teaching Assistantships)
- Practicum/Internship experiences provided opportunities to practice and gain professional 1 2 3 4
- skills
- I participated in a variety of activities during my practicum/internship experiences. 1 2 3 4
- I was given assignments that matched my skills, abilities, and interests during my 1 2 3 4
- practicum/internship experience.
- The amount and quality of supervision at my practicum/internship site that I received were 1 2 3 4
- appropriate.
- My participation in the practicum/internship improved my hands-on skills. 1 2 3 4
- Future

- The specific knowledge, skills, and expertise I acquired at UCCS in my graduate program will be useful in my occupation. 1 2 3 4
- My Graduate Studies at UCCS enhanced my ability to get a job. 1 2 3 4
- My UCCS graduate degree prepared me well for my chosen career. 1 2 3 4
- Knowing what I know now, I would pursue a graduate program in Health Sciences at UCCS again. 1 2 3 4
- Overall, I am satisfied with the graduate education I received at UCCS. 1 2 3 4
- If given the opportunity, what would you change about your major program? Why?
- What are the strengths of the current program?
- What are the weaknesses of the current program?
- Comment on the quality of teaching in the department.
- What issues, skills, and competencies do we need to spend more time on?

If you awarded a Graduate Assistant Position, please provide any comments that could enhance that experience. Thank you for your input. Please submit completed questionnaires to Hope Hoch, UH309, hhoch@uccs.edu.

Health Promotions, MS

Measures:

- M1. 618/622 course project(s), included
- M2. HSCI 7020 research paper, included
- M3. Thesis/Project, included
- M4. Exit Questionnaire, same as others in Health Care Sciences, MSc programs

M1. 618/622 course project(s)

Department of Health Sciences Graduate Research Project Evaluation

Student Name: _____

Project Advisor: _____

Evaluator: _____

Please evaluate by filling in the circled numbers on a scale of:

- ① Needs improvement
- ② Meets minimal expectation
- ③ Exceeds expectations
- ④ Outstanding

I. The poster is well organized and easy to follow. ① ② ③ ④

II. The poster is neat and appealing. ① ② ③ ④

III. The abstract presents: the purpose of the study; research methods/methodology

used to arrive at the results and/or conclusions; results observed; and conclusions drawn from the project. ① ② ③ ④

IV. The purpose of the project clearly presented. ① ② ③ ④

V. The project demonstrates being grounded in the literature. ① ② ③ ④

VI. There is enough detail about the methods to evaluate the process and results. ① ② ③ ④

VII. The research questions are appropriate for the problem and technically sound. ① ② ③ ④

VIII. The conclusions are supported by the findings of the project. ① ② ③ ④

IX. Presenter's response to questions demonstrated knowledge of the subject matter and project. ① ② ③ ④

X. Overall, this is a quality poster presentation. ① ② ③ ④

Total Score: (out of 40)

Comments:

M2. HSCI 7020 research paper

HSCI 7020: Research Methods Assignment 1: Lit Review Rubric

Student Name: _____

	Excellent (zero omissions)	Good (1-2 omissions)	Average (3-5 omissions)	Poor (6 or more omissions)
Succinctly introduces the research area (going from narrow to specific) for one section of literature review outline	15	10	5	0
Clearly identifies a gap in the current literature that needs further research	10	7	5	0
Clearly states a purpose statement and the research problem	10	7	5	0
Writing style is scientific and well referenced (e.g., use of appropriate headings, exhaustive references for that section, appropriate references, not written in the first person)	10	7	5	0

Includes an exhaustive bibliography (articles you referenced and articles you will need to review for your other sections)	10	7	5	0
There are no grammar, spelling or other formatting errors	10	7	5	0

Total points: _____/6 Notes:

M3. Thesis/Project

Student Identifier: _____

Thesis Committee Member: _____

Please evaluate by filling in the circled numbers on a scale of:

- ① Needs improvement
- ② Meets minimal expectation
- ③ Exceeds expectations
- ④ Outstanding

- I. Is the thesis well organized? ① ② ③ ④
- II. Is the title appropriate? ① ② ③ ④
- III. Does the abstract include appropriate points of the thesis? ① ② ③ ④
- IV. Do they follow AMA or APA standards? ① ② ③ ④
- V. Is the thesis well written? ① ② ③ ④
- VI. Are there adequate references? ① ② ③ ④
- VII. What is the degree of originality of this thesis? ① ② ③ ④
- VIII. Did the student exhibit independent thinking? ① ② ③ ④
- IX. Is the student able to apply theory to their results? ① ② ③ ④
- X. Is the thesis material publishable? ① NO ② YES

Total Score: (out of 38)

Comments:

M4. Exit Questionnaire – no copy currently available

Sports Nutrition, MS

Measures:

- M1. Online CSSD Exam HSCI 6100 breakout of questions by PSLO is not available
- M2. HSCI 7030 Statistics Exam Breakout of questions by PSLO is not available
- M3. HSCI 7020 Research methods Literature review

Assignment 1: Chapter 1

For assignment 1, your team of two will prepare a draft proposal of Chapter 1 on a topic related to your field of study. Every team **MUST** choose a different topic and obtain Dr. Kelly's approval for the topic. I highly recommend that you speak with the faculty mentor in your area to help guide your choice of topic.

Chapter 1:

- A. Word processed, 1.5 inch line spaced, one-inch margins and 12pt font
- B. Contain the following headings:
 1. Brief introduction to the research topic/problem (2-3 pages)
 2. Statement of the problem (<0.5 page)
 3. Research question(s) (<0.5 page)
 4. Hypothesis(es) & null hypothesis(es) (<0.5 page)
 5. Significance of the study (0.5 page)
 7. Delimitations & limitations (<1 page)
 9. Operational definitions (1-2 pages)
 10. References
- C. No more than 8 pages, excluding references
- D. Grammatically correct with no errors in spelling, punctuation, usage, or abbreviations (explain all abbreviations before using them and make sure all measurements have units associated with them)
- E. Written with a simple orderly flow of ideas
- F. Formatted and referenced according to AMA style.
- G. I highly encourage you to use the writing center to improve your paper, <http://web.uccs.edu/wrtgcntr>.

Included all the sections

- Points – all (5), some (3), missed the boat (0)
- Accurately completed all sections
- Completed all well (5), some well, some need work (3), all incorrect (0)
- Grammar, sentence structure, use of sources
- Well written (5), needs some work (3), poorly written (0)

M4. Thesis/Project/Comprehensive and Competencies as Capstone Experience

Department of Health Sciences
Project Evaluation

Student Name: _____

Project Advisor: _____

Evaluator: _____

Please evaluate by filling in the circled numbers on a scale of:

- ① Needs improvement
- ② Meets minimal expectation
- ③ Exceeds expectations
- ④ Outstanding

I. The abstract presents: the purpose of the study; research methods/methodology used to arrive at the results and/or conclusions; results observed; and conclusions drawn from the project? ① ② ③ ④

II. The purpose of the project clearly presented. ① ② ③ ④

III. The project demonstrates being grounded in the literature. ① ② ③ ④

IV. The proposed methodology fits the research plan. ① ② ③ ④

V. The proposed objectives fit the research plan. ① ② ③ ④

VI. The conclusions are supported by the findings of the study. ① ② ③ ④

VII. The information is presented so that readers clearly understand all components of the project?
0 No 1 Yes

Total Score: (out of 25)

Comments:

Thesis Evaluation

Student Identifier: _____

Thesis Committee Member: _____

Please evaluate by filling in the circled numbers on a scale of:

- ① Needs improvement
- ② Meets minimal expectation
- ③ Exceeds expectations
- ④ Outstanding

- | | | |
|-------|---|------------|
| I. | Is the thesis well organized? | ① ② ③ ④ |
| II. | Is the title appropriate? | ① ② ③ ④ |
| III. | Does the abstract include appropriate points of the thesis? | ① ② ③ ④ |
| IV. | Do they follow AMA or APA standards? | ① ② ③ ④ |
| V. | Is the thesis well written? | ① ② ③ ④ |
| VI. | Are there adequate references? | ① ② ③ ④ |
| VII. | What is the degree of originality of this thesis? | ① ② ③ ④ |
| VIII. | Did the student exhibit independent thinking? | ① ② ③ ④ |
| IX. | Is the student able to apply theory to their results? | ① ② ③ ④ |
| X. | Is the thesis material publishable? | ① NO ② YES |

Total Score: (out of 38)

Comments:

M5. CSSD exam *Breakout of questions by PSLO is not available*

M6. Exit survey
Please see copy of same survey above

M7. Professional satisfaction survey