

# **Assessment in the Major 2015-2016**

**Health and Fitness Promotion Program**

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# General Information (Assessment in the Major 2015-2016)

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## Section A: Vision and Mission (Vision and Mission Statements, Goals, and Objectives)

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### Vision and Mission Narrative

The B. Tech in Health and Fitness Promotion (HEFI) enrolled its first class in Fall 2011. Due to it being a brand new program, this will be the first assessment. The following Assessment in the Major highlights the HEFI program from its inception to 2017. The HEFI program mission, goals, objectives, and outcomes are defined. The report offers reviewers and the institution a full description of the HEFI Program, faculty, students, and curriculum.

The HEFI program was first developed as a 2 + 2 program. It originally required an Associate's degree, as well as specific prerequisites to be completed prior to admission. The prerequisites were: Anatomy & Physiology I and II, Kinesiology, Human Development, and GER 1 and 10. Due to the initial low enrollment numbers, faculty and program director decided to resubmit it to SUNY as a 4 year program to hopefully attract more students. It officially became a 4 year program during the Fall 2014 semester, and currently only has a requirement of being able to take college level math. The program prepares graduates for employment in the wide field of health and fitness, and for continued graduate education in further health science programs at the graduate or doctoral level. Graduates pursue careers as personal trainers, fitness specialists, group fitness instructors, strength and conditioning coach, wellness coordinators, or work in community health/wellness, fitness center/health club management, or exercise prescription.

This assessment also identifies strengths and weaknesses of the program; specifically areas that need development, examination, and attention. Assessment within each course will continue to be improved on, with the help of Taskstream. Enrollment in the program is currently the biggest obstacle. With the newness of the 4 year program and the program in general, it is hoped that enrollment will increase as it becomes a more recognized program at the college.

Health and fitness have really evolved over the past decade with the American population. People are more aware of and concerned about their health and wellness, and being able to take preventative steps in caring for themselves prior to illness. Practitioners who choose to work in this field need to not only be educated, but be aware of current research and utilize evidence based practice. The skills students learn are not just theoretical, but hands-on and practical, and are of utmost importance regarding the proficiency of the practitioner and the safety of the patient/client. The emphasis we place on hands-on skills is profound, and will greatly affect the preparedness of the student to work with patients/clients.

### A.1. Program Mission Statement

The Health and Fitness Promotion program at SUNY Canton provides quality education to all qualified students seeking a career in the fields of health and/or fitness. The Health and Fitness Promotion program at SUNY Canton offers professional preparation and training to students who are committed to working in the health and fitness industry. The curriculum recognizes quality of care and best practices; based on national standards formulated by nationally renowned agencies such as the National Strength and Conditioning Association and the American College of Sports Medicine. It also prepares students for rewarding careers in health and fitness. The Health and Fitness Promotion program supports students both personally and professionally in reaching their highest potential.

## A.2 Institutional Mission Statement

SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.

### Institution Goals

- Promoting Academic Excellence
- Improving Operational Effectiveness
- Optimizing Enrollment
- Driving Decisions with Relevant Information
- Focusing on Sustainability
- Creating a Robust, Active and Enriching Campus Life
- Building Greater Awareness of SUNY Canton

### Vision Statement

Educating the leaders of tomorrow for careers in the global technological economy.

### Values Statement/Distinctive Identity

We Value...

A Student-Centered Philosophy... by keeping students' best interests at the center of everything that we do.  
Excellence... by challenging everyone to perform at a consistently high level through continuous quality improvement.

Integrity... by treating others with honesty and respect during every interaction.

Success... by creating an environment that encourages maximum personal and professional growth and helps students translate that growth into meaningful action.

Diversity... by fostering a culture of inclusiveness that values individual differences, gives voice to all in the campus community, promotes the free exchange of ideas based on merit, and encourages a global perspective.

Access... by offering affordable career- oriented public higher education to motivated, mature and disciplined students through innovative delivery methods.

Sustainability... by implementing viable long-term options for resource usage, disaster management, transportation, and waste management in connection with all campus activities and weaving sustainability concepts throughout the curriculum.

Flexibility... by embracing change to better address the needs of the college community and society at large.

### Institutional Student Learning Outcomes

The Institutional Student Learning Outcomes (ISLOs) represent the knowledge, skills, and attitudes students are expected to develop as a result of their education experience at SUNY Canton. Please refer to the attachment for the latest version of the ISLOs. This PDF does say "draft," but this is the latest version on our website. ISLOs are also described here:

**1. Communication Skills (all subsets required for programs):** The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.

Oral: Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.

Written: Students develop and express ideas in writing. This written communication typically involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.

**2. Critical Thinking (one of three subsets required for programs):** The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.

Critical Analysis: Students demonstrate the ability to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Inquiry and Analysis: Students demonstrate the ability to organize complex topics to gain a better understanding of them (inquiry) while documenting and analyzing results as informed conclusions/judgments (analysis).

Problem Solving: Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.

**3. Foundational Skills (all subsets required for programs):** The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.

Information Management: Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.

Quantitative Literacy & Reasoning (QLR): (Requirement filled by GER 1) Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.

**4. Social Responsibility (two of four subsets required for programs):** The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.

Ethical Reasoning: Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.

Global Learning: Students engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives.

Intercultural Knowledge: Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.

Teamwork: Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

**5. Industry, Professional, Discipline-Specific Knowledge and Skills:** The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.

## Goals and Objectives

As the College moves toward 2020, there are seven key goals critical to educating students and assuring that the institution thrives.

1. Promote Academic Excellence



2. Improve Operational Effectiveness
3. Optimize Enrollment
4. Drive Decisions with Relevant Information
5. Focus on Sustainability
6. Create a Robust, Active and Enriching Campus Life
7. Build Greater Awareness of SUNY Canton

Each of these goals has multiple underlying objectives, supporting initiatives, and action items that must be accomplished. In some cases, a goal represents a reaffirmation of what the institution has already achieved. In other instances, the goal, or some of the underlying objectives and action items are aspirational and/or chart a new direction for the College.

## Vision and Mission Narrative

The institutional mission and Health and Fitness Promotion (HEFI) mission share a common goal of providing high-quality, career-driven, and quality applied learning for students. The field of health and fitness is broad and varied. Students can vary significantly in their career aspirations. Health and Fitness Promotion offers opportunities to students so they may explore various occupations and fields within the scope of health and fitness, through courses offerings, off campus student teaching experiences, guest speakers, professional development opportunities, campus and community engagement, and a final internship.

The HEFI program supports all students, as does the College mission, in achieving personal and professional success, despite the varying career options available to students. It is our hope that students are challenged, successful, and achieve their highest potential.

## A.3 School Mission Statement

The School of Science, Health & Criminal Justice offers associate and baccalaureate degree programs that are responsive to related community and national needs. Culturally diverse students are educated in a supportive, technology-enhanced learning environment. Programs are recognized as meeting national standards and offer rewarding careers.

## A.4 Program Goals

1. Achieve program enrollment of 100 students.
  2. 90% of all full-time students will be retained in the program.
  3. 75% completion rate for the program. 75% of new students to the program will complete a degree within 6 years of entry into the program.
  4. 15% of students who graduate from Health and Fitness Promotion will obtain a passing grade on a nationally recognized certification.
- Nationally recognized certifications include but are not limited to NSCA, ACSM, ACE, NASM, etc.
5. 15% of students in Health and Fitness Promotion will continue their education via graduate school.

## A.5 Program Learning Outcomes

### Health and Fitness Promotion Program Student Learning Outcome Set

#### Physical Fitness Assessment

Outcome	Mapping
Demonstrate the ability to effectively and accurately assess all components of physical fitness	<b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401A, 401B, 401C, 401D, 401E, 401F, 401G, 401H, <b>HEFI 402 STRENGTH &amp; CONDITIONING Outcome Set:</b> 402B, 402C, 402E, 402F, <b>Institutional Student Learning Outcomes:</b> Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards

#### Individualized and Group Exercise Programs

Outcome	Mapping
Effectively implement individualized and group exercise programs that meet the health and fitness goals of the intended audience	<b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401A, 401C, 401D, 401F, 401G, 401H, <b>HEFI 402 STRENGTH &amp; CONDITIONING Outcome Set:</b> 402A, 402B, 402C, 402D, 402E, 402F, <b>Institutional Student Learning Outcomes:</b> Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards
Effectively develop health and	<b>HEFI 401 FITNESS ASSESS &amp; EXER</b>

fitness programs based on the outcomes of fitness assessment and interpretation of exercise testing.  
ISLO #2: Critical Thinking - Problem Solving

**PRESCRIP Outcome Set:** 401D, 401E, 401F, 401H,  
**HEFI 402 STRENGTH & CONDITIONING Outcome Set:** 402A, 402B, 402C, 402D, 402F,  
**Institutional Student Learning Outcomes:**  
Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards

## Effective Communication

Outcome	Mapping
Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings.	<p><b>HEFI 201 HEALTH &amp; WELLNESS PROMOTION Outcome Set:</b> 201A, 201B, 201C, 201D, 201E, 201F, 201G, <b>HEFI 375 FITNESS &amp; SPORTS NUTRITION Outcome Set:</b> 375A, 375D, 375E, 375F, 375G, <b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401E, 401F, <b>HEFI 402 STRENGTH &amp; CONDITIONING Outcome Set:</b> 402A, <b>HEFI 404 LEGAL ASPECTS AND DOCU IN HEFI Outcome Set:</b> 404A, 404B, 404C, 404D, 404E, 404F, 404G, <b>HEFI 406 ORIENTATION TO INTERNSHIP Outcome Set:</b> 406A, 406B, 406C, 406D, 406E, <b>Institutional Student Learning Outcomes:</b> Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities</p>
Identify and communicate health and fitness needs for individuals and groups to promote advancement of disease and injury prevention.	<p><b>HEFI 201 HEALTH &amp; WELLNESS PROMOTION Outcome Set:</b> 201A, 201B, 201C, 201D, 201E, 201F, 201G, <b>HEFI 375 FITNESS &amp; SPORTS NUTRITION Outcome Set:</b> 375A, 375B, 375C, 375D, 375E, 375F, 375G, <b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401B, 401C, 401E, 401F, 401G,</p>

**HEFI 402 STRENGTH & CONDITIONING Outcome Set:** 402A, 402C, 402E,  
**HEFI 404 LEGAL ASPECTS AND DOCU IN HEFI Outcome Set:** 404A, 404D, 404F, 404G,  
**HEFI 406 ORIENTATION TO INTERNSHIP Outcome Set:** 406C, 406E,  
**Institutional Student Learning Outcomes:**  
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions,  
Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities

### Applied Health Promotion

Outcome	Mapping
Utilize strategies that effectively promote positive behavioral change related to health and fitness.	<p><b>HEFI 201 HEALTH &amp; WELLNESS PROMOTION Outcome Set:</b> 201B, 201E, 201F, 201G, <b>HEFI 375 FITNESS &amp; SPORTS NUTRITION Outcome Set:</b> 375A, 375D, 375E, 375F, 375G, <b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401A, 401B, 401C, 401D, 401E, 401F, 401G, 401H, <b>HEFI 402 STRENGTH &amp; CONDITIONING Outcome Set:</b> 402A, 402C, 402D, 402F, <b>HEFI 404 LEGAL ASPECTS AND DOCU IN HEFI Outcome Set:</b> 404A, 404F, <b>Institutional Student Learning Outcomes:</b> Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards</p>
Effectively utilize research evidence to guide best practice in the area of health promotion and fitness programming.	<p><b>HEFI 375 FITNESS &amp; SPORTS NUTRITION Outcome Set:</b> 375B, 375C, 375D, 375E, 375F, <b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401A, 401B, 401C, 401D, 401E, 401F, 401G, 401H, <b>HEFI 402 STRENGTH &amp; CONDITIONING</b></p>

	<p><b>Outcome Set:</b> 402A, 402B, 402C, 402D, 402E, 402F,  <b>HEFI 404 LEGAL ASPECTS AND DOCU IN HEFI Outcome Set:</b> 404B, 404C, 404E, 404F, 404G,  <b>Institutional Student Learning Outcomes:</b>  Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards</p>
Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.	<p><b>HEFI 201 HEALTH &amp; WELLNESS PROMOTION Outcome Set:</b> 201D, 201E, 201F,  <b>HEFI 375 FITNESS &amp; SPORTS NUTRITION Outcome Set:</b> 375A, 375B, 375C, 375D, 375E, 375F, 375G,  <b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401A, 401C, 401H,  <b>HEFI 402 STRENGTH &amp; CONDITIONING Outcome Set:</b> 402A, 402B, 402C, 402D, 402E, 402F,  <b>HEFI 404 LEGAL ASPECTS AND DOCU IN HEFI Outcome Set:</b> 404B, 404C, 404D, 404E, 404F, 404G,  <b>Institutional Student Learning Outcomes:</b>  Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards</p>
Be prepared to seek specialized fitness certifications and/or advanced degrees in areas related to health and fitness.	<p><b>HEFI 201 HEALTH &amp; WELLNESS PROMOTION Outcome Set:</b> 201A, 201E,  <b>HEFI 375 FITNESS &amp; SPORTS NUTRITION Outcome Set:</b> 375A, 375B, 375C, 375D, 375E, 375F, 375G,  <b>HEFI 401 FITNESS ASSESS &amp; EXER PRESCRIP Outcome Set:</b> 401A, 401B, 401C, 401D, 401E, 401F, 401G, 401H,  <b>HEFI 402 STRENGTH &amp; CONDITIONING Outcome Set:</b> 402A, 402B, 402C, 402D, 402E, 402F,  <b>HEFI 404 LEGAL ASPECTS AND DOCU IN HEFI Outcome Set:</b> 404B, 404C, 404D, 404E, 404F, 404G,  <b>Institutional Student Learning Outcomes:</b>  Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply</p>

professional standards

Articulate the importance of lifelong learning and skill enhancement to reach their fullest potential as a health and fitness professional.

**HEFI 201 HEALTH & WELLNESS PROMOTION Outcome Set:** 201A, 201E,  
**HEFI 401 FITNESS ASSESS & EXER PRESCRIP Outcome Set:** 401C, 401E, 401F, 401G, 401H,  
**HEFI 402 STRENGTH & CONDITIONING Outcome Set:** 402C, 402D, 402E, 402F,  
**HEFI 406 ORIENTATION TO INTERNSHIP Outcome Set:** 406B, 406C, 406D, 406E,  
**Institutional Student Learning Outcomes:**  
Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions,  
Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, Professional Competence - Demonstrate knowledge and ability to apply professional standards

## Section B: Program Description

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### Program Description Narrative

#### **Health & Fitness Promotion - Program Description**

The fitness industry continues to grow as the benefits of good health and exercise become more evident in our society. Fitness is no longer reserved for the elite athlete, but is important for all of society as a means of disease prevention and longevity. Students who complete the bachelor program in Health and Fitness Promotion may pursue employment in settings that promote health and wellness including fitness centers, corporate fitness facilities, as personal trainers, as strength and conditioning coaches with athletic teams, community health, and health organizations.

The Health and Fitness degree program will prepare students for certification exams with the National Strength and Conditioning Association (NSCA), American College of Sports Medicine (ACSM), American Council on Exercise (ACE), or the National Academy of Sports Medicine (NASM), to name but a few. The program is also designed to allow physical therapist assistants (PTA's) to 'bridge the gap' between the associates PTA degree and the doctor of physical therapy (DPT) degree. Students who complete this degree would be eligible to apply for admission to Doctor of Physical Therapy programs, Master's of Occupational Therapy programs, Master's of Athletic Training programs, or other Master's degree programs in Exercise Science, Kinesiology, or Human Performance. Another possibility is pursuing the Master's of Physician Assistant Studies, but this will take additional science and math course work that is not included in the program.

Once enrolled in the program, students have three tracks to choose from to best meet their career goals: science, business, or physical therapy assistant.

#### **Science Track**

The science track is recommended for students who plan on pursuing graduate level studies in physical therapy, occupational therapy, or physician's assistant. If a student is interested in physician's assistant, they may also be required to take additional science and math course work that may not be included in this program, such as organic chemistry, microbiology, and calculus. This is best discussed with the student's advisor.

#### **Business Track**

The business track is recommended for students who are interested in handling the day-to-day business operations of a fitness facility in addition to their personal trainer or strength and conditioning duties. These students are more interested in helping run a facility or perhaps owning their own business or facility. The business track will provide students with fundamental courses in business and management which should serve to prepare them for business ownership or positions of management in the field.

#### **Physical Therapist Assistant (PTA) Track**

The physical therapy assistant track is recommended for students who have already obtained a two-year PTA degree and wish to complement their physical therapist assistant training with further knowledge in exercise and fitness, or who wish to pursue a Doctor of Physical Therapy Degree after obtaining their bachelor's in Health and

## Fitness Promotion.

All tracks provide students with a core foundation in health promotion and fitness. Students will be able to choose from specialized electives with an emphasis on exercise and sports. Students also have the opportunity to pursue an internship in an area of their interest. Opportunities exist for public/community health, personal training, health/fitness instructing, and strength and conditioning.

### B.1. Degree Requirements Specified

#### **PROGRAM REQUIREMENTS**

Once enrolled in the program, students have three tracks to choose from to best meet their career goals: science, business, or physical therapy assistant.

##### Science Track

The science track is recommended for students who plan on pursuing graduate level studies in physical therapy, occupational therapy, or physician's assistant. If a student is interested in physician's assistant, they may also be required to take additional science and math course work that may not be included in this program, such as organic chemistry, microbiology, and calculus. This is best discussed with the student's advisor.

##### Business Track

The business track is recommended for students who are interested in handling the day-to-day business operations of a fitness facility in addition to their personal trainer or strength and conditioning duties. These students are more interested in helping run a facility or perhaps owning their own business or facility. The business track will provide students with fundamental courses in business and management which should serve to prepare them for business ownership or positions of management in the field.

##### Physical Therapist Assistant (PTA) Track

The physical therapy assistant track is recommended for students who have already obtained a two-year PTA degree and wish to complement their physical therapist assistant training with further knowledge in exercise and fitness, or who wish to pursue a Doctor of Physical Therapy Degree after obtaining their bachelor's in Health and Fitness Promotion.

All tracks provide students with a core foundation in health promotion and fitness. Students will be able to choose from specialized electives with an emphasis on exercise and sports. Students also have the opportunity to pursue an internship in an area of their interest. Opportunities exist for public/community health, personal training, health/fitness instructing, and strength and conditioning.



## **PROGRAM REQUIREMENTS (Curriculum 2254)**

### **Semester I Credits**

HEFI/HLTH/  PHTA/BSAD	Program Elective	3
BIOL 217	Anatomy & Physiology (GER 2)	4
ENGL 101	Composition and the Spoken Word (GER 10)	3
PSYC 101	Intro to Psychology	3
	General Elective (GER 4, 5, 6, 7, 9)	3
	<b>TOTAL CREDITS</b>	<b>16</b>

### **Semester II Credits**

HEFI/HLTH/  PHTA/BSAD	Program Elective	3
BIOL 218	Anatomy & Physiology II	4
	GER Math	4
	General Elective (GER 4, 5, 6, 7, 9)	3
	General Elective (GER 4, 5, 6, 7, 9)	3
	<b>TOTAL CREDITS</b>	<b>17</b>

### **Semester III Credits**

HEFI/HLTH/  PHTA/BSAD	Program Elective	3
PSYC 225	Human Development	3
ACCT 101 PHYS 121	Foundations of Financial Accounting <b>OR</b>  College Physics I & Lab	4
	General Elective (GER 1-9)	3
	General Elective (GER 1-9)	3
	<b>TOTAL CREDITS</b>	<b>16</b>

### **Semester IV Credits**

HEFI/HLTH/  PHTA/BSAD	Current Issues in Health and Fitness*	3
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HEFI 203	Motor Development <b>OR</b>	3
PHTA 103	Neuromuscular Pathologies	4
PHTA 102	Kinesiology	3
BSAD 201	Business Law I <b>OR</b>	3
PHYS 122	College Physics II & Lab	4
	General Elective (GER 1-9) (must be U/L if needed)	3
	<b>TOTAL CREDITS</b>	<b>15-17</b>

## Semester V Credits

HEFI 404	Legal Aspects and Documentation in Health & Fitness Professions	3
BSAD 301	Principles of Management <b>OR</b>	3
CHEM 150	College Chemistry I	4
MATH 141	Statistics	3
	General Elective	3
	General Elective (must be U/L if needed)	3
	<b>TOTAL CREDITS</b>	<b>15-16</b>

## Semester VI Credits

CHEM 155	College Chemistry II <b>OR</b>	3-4
SPMT 306	Sports Operations & Facilities Management	
HEFI 303	Exercise Physiology	3
HEFI 375	Fitness and Sports Nutrition	3
HEFI 405	Current Issues in Health & Fitness*	3
	General Elective (must be U/L if needed)	3
	<b>TOTAL CREDITS</b>	<b>15</b>

## Semester VII Credits

HEFI 401	Fitness Assessment and Exercise Prescription	4
HEFI 406	Orientation to Culminating Experience	1
HSMB 330	Grant Writing Strategies	2

	U/L Program Elective	3
	U/L Program Elective	3
	<b>TOTAL CREDITS</b>	<b>13</b>

#### Semester VIII Credits

HEFI 407	Health Fitness Internship <b>AND/OR</b>	12-15
	U/L Program Electives	
	<b>TOTAL CREDITS</b>	<b>12-15</b>

\* Fulfills writing intensive requirement

**U/L** = Upper Level Courses (300/400)

**GER** = General Education Requirement

**Program Electives:** HEFI 310 Advanced Care and Prevention of Athletic Injuries, HEFI 320 Psychology of Health and Fitness, HEFI 370/SSCI 370 Research Methods in the Social Sciences, HEFI 402 Strength and Conditioning, HEFI 403 Community Wellness, HLTH 303 Occupational Health & Safety, HEFI 408 Exercise Prescription for Special Populations.

**NOTE:** Health & Fitness Promotion students must take seven out of ten General Education Requirements including one and ten, 30 total General Education credits, 45 upper level credits, and successfully complete the SUNY Canton Computer Competency requirement.

#### Health & Fitness Promotion - Admissions Requirements

- Refer to the table of [high school course prerequisites](#) for admission.
- Students must be prepared to take ENGL 101 (Composition and the Spoken Word).
- Transfer students must have a 2.0 G.P.A., must have taken or be able to take college level Math and college level English, and must meet all re-registration requirements to be considered for admission.

#### **B.2 Congruence Between Course Goals**

Health and Fitness Promotion has attempted to align it's mission, goals, objectives, and learning outcomes with university, school, department, and program outcomes, and within individual courses. We refer to our course "goals" as course student learning outcomes (CSLOs). These CSLOs are aligned with outcomes at the program and institutional level, as described below.

Institutional Student Learning Outcomes (ISLO's) have been aligned with our Program Student Learning Outcomes (PSLO's). The institutional student learning outcomes can be found at the following link: <http://www.canton.edu/provost/assessment/documents/ISLOs-Spring2017.pdf>

The alignment between our PSLO's and our ISLO's can be found in the attached pdf.

Overall, our ISLOs and PSLOs are embedded within the course objectives of each course. The institutional goals are aligned with professional standards of nationally recognized professional credentialing agencies, such as the American College of Sports Medicine and the National Strength and Conditioning Association.

#### File Attachments:

1. **Health and fitness Assessment Map.pdf** (See appendix)

### B.3. Congruence Curricular Goals

Instruction in HEFI courses implements an applied learning methodology, where students are not only expected to understand the theory and science behind their skills, but they must also apply their knowledge. Most classes are lab-based, and some have more active components than classroom components. Courses offer a blend of lecture and direct application in this set-up, which students tend to enjoy and have more meaningful learning experiences from. Students are also introduced to problem-based learning (PBL) in later courses, bringing critical thinking and problem solving skills to the highest level.

Courses are aligned to scaffold learning goals and outcomes. Depending on which track the student chooses to participate in (science, business, or PTA), their earlier courses may be slightly varied from one to another, but ultimately they learn much of the same material. An example of this is HEFI 203 Motor Development is required for science and business, but not PTA--they learn this same information in Neuromuscular Pathologies. The first course that is mandatory for all tracks to take is HEFI 303 Exercise Physiology. This lays the foundation for the rest of the program, giving students the basal knowledge of science and theory in how the body responds to exercise and the reasoning behind why we train the way we do to get results.

Each course builds upon the content and knowledge acquired in the previous course. All courses within the HEFI program follow a sequence to best meet the acquired skill base and learning outcomes for students. Prerequisites are selected to ensure students are ready and successful in subsequent courses.

### B.4. Balance Between Breadth/Depth

With the newness of this program, this is the program's first assessment of the major. There has also only been one formal advisory board meeting (spring 2014), due to the fact that the program's only faculty member was taken off of work due to pregnancy complications when the spring 2015 meeting would have occurred. In the spring 2014 advisory board meeting, the entirety of the program's courses at that time were assessed to ensure program content and course content met industry needs, student preparation, and health and fitness trends.

After the spring 2014 meeting was when the program director and curriculum coordinator decided to progress forward with changing the program from a 2 + 2 to a 4 year stand-alone program. With this, courses were edited and new courses were added to the curriculum. Upon review of the curriculum and course content, the HEFI faculty feels there is a need for more upper level program electives for students who opt out of completing an internship. Possibilities discussed include an Applied Exercise Prescription course, an Ergonomics course, an Exercise Technique course, and/or a course that focuses on stress and relaxation. More upper level course electives would provide students who do not complete an internship to still gain the practical and applied hands-on skills that are so important in this field.

### B.5. Methods Used Multiple Sections

Currently, there are not multiple sections offered. Through Fall 2015, there has only been one faculty member, and each course only had one section.

### B.6. Scheduling efforts

Due to there only being one faculty member who taught all of the courses through Fall 2015, the variety of courses offered each semester has been restricted to exactly the criteria on the program checksheet. For example, HEFI 303 Exercise Physiology is listed as a spring course for semester 6, so it is only offered in the spring. Therefore, all courses listed as "spring" on the checksheet are offered in the spring, and the same goes for fall. Courses are scheduled at the discretion of the registrar based on available classroom times and making sure that courses do not conflict with other required courses that should also be taken that same semester. Due to small numbers of students in the program, there has not been a need to offer summer or winter courses.

Starting this Spring 2016, there are two new adjuncts for HEFI to assist in the spring course load. Hopefully as the program grows, courses may be offered in fall/spring and there may also be multiple sections offered as well.

There are a few HEFI program courses offered in an online format: HEFI 201, HEFI 320, and HEFI 405. Few courses are offered online, as most courses require a hands-on practical aspect for learning.

### B.7. Internship opportunities

The HEFI program gives students the option of completing an internship in their final semester before graduation. Students have the choice of completing 3, 6, 9, 12, or 15 credits of internship. For each credit earned for their internship, they must complete 40-45 hours of work. Faculty urge students to complete internships at multiple sites so that they are better able to see a variety of fields. An example of this is that students may complete 3 credits with a certified strength and conditioning coach at a college, but then do 3 credits of personal training and/or 3 credits in a community health setting. Due to the variety of settings in the field of health and fitness that students may intern in, there are no set program requirements regarding projects or assignments that the students must complete, and this is at the discretion of the site supervisor.

Students must keep a daily journal highlighting their thoughts, observations, and experiences in the field. This journal is also used to track their hours completed at each site. Students must also participate in weekly Blackboard discussion posts with each other. Upon completion of their internship they must write a 2-3 page reflective paper on their internship, and this must be completed for each site the student attends. Site supervisors must complete an assessment of the student upon completion, and students must also complete an assessment of the site.

Each field experience offers students both a challenging and realistic view of the field. Students are expected to apply course content to their internship sites. Students must conduct themselves in a professional manner at all times; abiding by the rules and regulations of the placement site, the supervision and direction of the site supervisor, and in accordance with the HIPAA. Site supervisors have the right to contact the college supervisor

throughout the semester to discuss a student's progress or placement.

## HEFI 407 HEALTH/FITNESS INTERNSHIP

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*Fall/Spring, 1 credit hour*

This internship course provides the student with practical experience in a health/fitness setting. This experience enables students to integrate concepts and skills gained in the classroom/lab setting. The internship is individualized based on the career interests of the student and the specific needs of the organization. Internship proposals must be presented and approved prior to registration for the course.

**Prerequisite:** HEFI 406 and Senior level status in HEFI program

### B.8. Research Opportunities

HEFI students currently do not have the opportunity to participate in formal scholarly research endeavors. However, students are required to integrate research in several HEFI courses. For example, HEFI 405 Current Issues in Health and Fitness, a writing intensive course, requires an in-depth research paper following specific criteria. HEFI 303 Exercise Physiology requires analysis of one research article. Additional research requirements are embedded into several additional HEFI courses (HEFI 401 and 402).

### B.9. Departmental procedures

Dialogue between the program director and course curriculum coordinator, as well as advisory board members have been paramount in developing, reviewing, and evaluating courses. Discussions and meetings have ensured courses are meeting the intended program goals and student learning outcomes. As previously discussed, HEFI courses follow a scaffolded design and sequence. Course content, assignments, subject matter ensure courses scaffold and build upon students' knowledge base to prepare them for work in the field and/or continuing studies at the graduate level.

New courses are developed by faculty, approved by the director, Dean, and then submitted to Curriculum Committee for feedback and approval. The Curriculum Committee consists of faculty from various disciplines; school Deans, and the Provost. Courses are then forwarded to the Faculty Assembly for vote and formal approval.

At the end of each semester, students complete formal course evaluations for every HEFI course via UCanWeb. However, at the end of each semester, the faculty member teaching the course asks students their opinion in regards to how the course went, and what they felt would have been beneficial in course preparation (i.e. should it have had a prerequisite), or a continuation course to help spread out the course content and build on information. Opinions are also asked in regards to additional course development as to what students feel would be beneficial for them to learn in general, or in more depth as an entirely separate course.

### B.10. Advisement Procedures

HEFI student advisement has always been done by the sole faculty member, except for the very first class of students, who were advised by the program director. With expansion of the program from a 2 + 2 program to a 4 year stand-alone program, there are currently 50 advisees, whereas prior years the number has been significantly less. Students meet both informally and formally throughout the academic year, and a mandatory meeting is scheduled during advising week. Open office hours are posted and faculty accessibility is a priority.

## Section C: Program Outcomes

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### C.1. Program Effective., Discipline

As has been mentioned, the Health and Fitness Promotion program is new (e.g., this is the first AIM completed). In the past, course-level assessment was not a priority for the institution, and more emphasis was placed on program goals, objectives, and outcomes. When *Task Stream* was introduced in 2014, it changed the mindset of faculty and administration on campus and has proven to be instrumental in capturing and truly evaluating course outcomes.

As changes to assessment were introduced, faculty made a concerted effort to streamline and plan for an effective means of assessment for the program. All faculty use Blackboard and its gradebook. This allows for historical documentation of grades on almost all assignments in all courses. Mid-term and final grades are also recorded in UCan Web. The UCan Web system also provides historical documentation of all class records. Assessment is completed for each course via Taskstream using methods that align and best demonstrate student performance and attainment of knowledge.

In order to ensure that discipline-specific outcomes are addressed across our curriculum, the faculty undertake program and individual course reviews, mapping appropriate course objectives to program learning outcomes. Evaluations within courses include quizzes, exams, research papers, research projects, oral presentations, reflective writing assignments, individual and small group projects, and oral and kinesthetic demonstration of learned skills in a mock setting/scenario.

All students must have an overall GPA of 2.0 and 121-122 earned credit hours to meet graduation requirements.

### C.2. Program Effective., Gen. Ed.

In order to meet graduation requirements, students enrolled in a SUNY Canton baccalaureate degree program must complete 30 credit hours of general education which must include Mathematics (GER 1) and Basic Communication (GER 10) as well as at least three credits each in at least five of the following academic areas – natural science, social science, American history, Western Civilization, Other World Civilizations, humanities, the arts, and/or foreign languages. Overall, students must complete 7 of the 10 GER categories.

Faculty and students may be required to participate in General Education tests, exercises and surveys aimed at assessing student progress and opinions regarding SUNY Canton's General Education program. Participation in academic assessment is part of a faculty member's professional obligation. The website for GER Assessment can be found here: <http://www.canton.edu/provost/assessment/ger.html>.

### C.3. Program effect., Intellectual

It is the responsibility of any higher education institution to foster, develop, and expand an individual's intellect. The Health and Fitness Promotion faculty attempt to mentor, advise, and teach holistically; we try to instill intellectual curiosity, to encourage mastery, and to foster critical thinking in the students. Much time is spent engaging with students with observing, demonstrating, and practicing hands-on techniques in and out



of class time.

In every course our main goal is to increase student understanding and foster independent critical thinking. Observation, reflection, evaluation, and analytical skills are embedded in class lecture, hands-on labs, assignments, and psychometric testing. Assessment of growth and hands-on skills is demonstrated by student performance; scores on quizzes and tests do not fully illustrate the intellectual growth of a student or their applied knowledge. The Health and Fitness Promotion curriculum integrates student performance and evaluation based on projects, presentations, writing reflections, class discussion, research papers, and hands-on skill check-offs. Rubrics created by the Association of the American Colleges and Universities (which are required when assessing institutional learning outcomes), have provided concrete tools for assessing intellectual growth and learning.

Content in courses provide the foundation for advanced courses in the degree program, with an opportunity to complete a cumulative internship in the final semester. Courses align in such a way as to strengthen and expand students' understanding, knowledge of psychological principles and methods, and all of the subcomponents of this discipline, and to help them apply these skills and knowledge into practical experiences in and out of the classroom setting.

The College has identified five institutional student learning outcomes (ISLOs) that address intellectual growth--communication skills, critical thinking, foundational skills, social responsibility, industry/professional/discipline-specific knowledge and skills. As an institution we are working towards an assessment cycle that will allow us to appropriately address each of the ISLOs.

#### C.4. Student Activities

In addition to the cumulative internship, students engage in the following activities:

1. Brown Bag "Lunch" Exercise Demonstrations: Students have provided programming to faculty/staff during the lunch hour to educate/instruct in various type of workouts and equipment
2. Health Fair: Students annually participate in the on-campus health fair with educational displays and handouts for the campus community and public
3. Biggest Rooser: Students have provided exercise instruction and programming to students to educate/instruct them in appropriate workouts for their abilities and healthy weight loss
4. Tutoring: Senior students generally tutor for introductory level courses when identified by faculty.
5. Graduate school visits: Students meet with Clarkson faculty each fall to learn about the graduate health science programs offered (Physical Therapy, Occupational Therapy, Physician's Assistant)
6. Scholarly Activities Day: At the end of the semester, students can present their scholarship at the Scholarly Activities Day.
7. Honors Program: There have been several students throughout the duration of the program that have completed additional educational projects and requirements in order to complete the Honor's Program
8. Free Faculty/Staff Screenings: Students are required to complete a multitude of skills check-offs to demonstrate their knowledge and abilities throughout the program. These are emailed to the faculty/staff list serv so that faculty/staff are able to receive a free health/fitness screening from the students while the students are evaluated on their skills.

For additional student activities, please see the Student Activities page: [http://www.canton.edu/student\\_activities/](http://www.canton.edu/student_activities/)

#### C.5. Community Needs

Initially, most of our students were local residents looking to stay in the area. As SUNY Canton has recruited outside of the county, the student demographic has changed significantly. However, about one third of students continue to work locally after graduation.

Our Advisory Board helps ensure that the needs of the community are being met. Our Board's composition is strategic to match the needs of our community. We look to our Board to help us place students in internship opportunities that align with students' needs and interests.

Students provide many free/open services to the faculty/staff on campus, as well as the community (see

items listed in C5).

## Section D: Description of Faculty

### D.1. Faculty Summary

Through Fall 2015, there has only been one faculty member for HEFI. Janet Parcell Mitchell is a full-time female faculty member, age 32 years old. She is biracial--half white, half Malaysian, but identifies as being white American, as this is how/where she was raised. She holds a Bachelor of Science degree in Athletic Training as well as a clinical doctorate degree as a Doctor of Physical Therapy. She has additional certifications as a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association. She is licensed as a physical therapist in NYS, as well as certified and licensed as an athletic trainer. She has been teaching full time at SUNY Canton for 4 years, but also had previous experience as an adjunct instructor at Clarkson University for 3 years, for a total of 7 years of experience in higher education. She is an active member of the National Athletic Trainers Association, American Physical Therapy Association, and the National Strength and Conditioning Association, attending conferences and workshops on an annual basis.

Starting in Spring 2016 there will be two additional adjuncts for HEFI. Margaret Rider, a white female age 34, will be teaching 2 online courses. Margaret has her Bachelor of Science degree in Athletic Training as well as a Master of Science in Exercise Science and Health Promotion. This will be her first time teaching.

Nicole Latreille, a white female age 38, will be teaching 1 face-to-face course. Nicole has her Bachelor of Arts degree in Athletic Training. She is certified as an athletic trainer, and has additional certifications as a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association and is also a Certified Ergonomic Assessment Specialist. This will be her first time teaching.

### D.2. Hiring Procedures

Currently, this is something the HEFI program has not yet encountered. There has only been one faculty member required until recently, and at this point the void was filled with 2 adjuncts. When enrollment or a need exists, the Course Curriculum Coordinator meets with the Program Director to discuss the hiring of additional adjuncts. Until the number of students within the program grows, there is not a need for additional full time faculty at this time.

### D.3. Training of Faculty

#### **FACULTY EDUCATION AND CERTIFICATIONS:**

<b><u>Faculty</u></b>	<b><u>Bachelor's</u></b>	<b><u>Master's</u></b>	<b><u>Doctorate</u></b>	<b><u>Certifications</u></b>
Dr. Janet L. Parcell Mitchell	SUNY Cortland	--	Clarkson University	Physical Therapist (PT), Licensed in

Assistant Professor & Course Curriculum Coordinator	B.S. Athletic Training		Doctorate of Physical Therapy (D.P.T.)	NYS  Certified Athletic Trainer (ATC), Licensed in NYS  Certified Strength and Conditioning Specialist (CSCS)  Functional Movement Screen Levels I and II (FMS I & II)
Margaret Rider  Adjunct Instructor	SUNY Cortland  B.S. Athletic Training	California University of Pennsylvania  M.S. Exercise Science and Health Promotion	--	--
Nicole Latreille  Adjunct Instructor	Messiah College  B.A. Athletic Training	--	--	Certified Athletic Trainer (ATC), Licensed in NYS  Certified Strength and Conditioning Specialist (CSCS)  Certified Ergonomic Assessment Specialist (CEAS)

### Faculty Experience and Interests

HEFI full and adjunct faculty has a wealth of experience in the field of health and fitness. These real-world professional experiences are integrated into course content and lectures, offering HEFI students a more practical applied learning environment. The following offers a summary of the collective experiences of HEFI program faculty. All full and adjunct faculty are proficient and knowledgeable professionals in the field of health and fitness. Of utmost importance is that all faculty have backgrounds as practitioners within the field of health and fitness, not just a theoretical education without experience. This provides students with experienced faculty who have worked with patients/clients on a daily basis in a real setting, not just laboratory/research settings. All faculty engage in professional development opportunities by attending webinars, workshops, and conferences. HEFI faculty are active members in field-specific associations and organizations. These include: The American Physical Therapy Association (APTA), The National Athletic Trainers Association (NATA), The National Strength and Conditioning Association (NSCA), and the American College of Sports Medicine (ACSM). All faculty have a background, experience, and interest in the areas of rehabilitation, human performance, strength and conditioning, health promotion, and community wellness.

#### D.4. Teaching Loads

From the beginning of the program in Fall 2011 through Fall 2015 there has only been one faculty member who has taught every course. Spring 2016 saw the addition of 2 adjunct faculty additions. The first 3 HEFI graduating classes (2013, 2014, 2015) were small (about 8 students per class). The upcoming 2016 graduating class has nearly tripled in size to 22 students. The increase in class size, in addition to turning the program from a 2 + 2 to a 4 year stand-alone program with additional classes, has necessitated the addition of 2 adjunct faculty for the Spring 2016 semester.

Courses taught in **Spring 2016** include:

1. HEFI 202: Health and Wellness Across the Lifespan (3 credits, face-to-face)
2. HEFI 203: Motor Development (3 credits, face-to-face)
3. HEFI 303: Exercise Physiology (3 credits, face-to-face)
4. HEFI 310: Advanced Care and Prevention of Athletic Injuries (3 credits, face-to-face)
5. HEFI 320: Psychology of Health and Fitness (3 credits, online)
6. HEFI 405: Current Issues in Health and Fitness (3 credits, online)
7. HEFI 407: Internship (3, 6, 9, 12, or 15 credits per student, at site locations)
8. HEFI 408: Exercise Prescription for Special Populations (4 credits, face-to-face)

In total, for Spring 2016 there are 21 credits of courses plus supervision of internships. The new adjunct faculty were given the choices of what classes they felt they would best be able to teach regarding schedule times, format of online or face-to-face, and content.

Margaret Rider will be teaching HEFI 320 and HEFI 405, both of which are established, online courses. Margaret completed her Master's degree online, and felt that this would be a good fit for her at this time.

Nicole Latreille will be teaching HEFI 202, an established face-to-face course that meets once per week for 3 hours. Nicole felt comfortable with the information and felt the schedule was a good fit.

This leaves Janet Parcell Mitchell with 13 credits plus internship supervision and Course Curriculum Coordinator duties.

The plan for **Fall 2016** includes:

1. HEFI 201: Health and Wellness Promotion (3 credits, online)
2. HEFI 310: Advanced Care and Prevention of Athletic Injuries (3 credits, face-to-face)
3. HEFI 375: Fitness and Sports Nutrition (3 credits, face-to-face)
4. HEFI 401: Fitness Assessment and Exercise Prescription (4 credits, face-to-face)
5. HEFI 402: Strength and Conditioning (3 credits, face-to-face)
6. HEFI 404: Legal Aspects and Documentation in Health and Fitness Professions (3 credits, face-to-face)
7. HEFI 406: Orientation to Internship (1 credit, face-to-face)

In total, for Fall 2016 there are 20 credits of courses. The current plan is to have Nicole Latreille teach HEFI 310, and Margaret Rider will teach HEFI 201, thus leaving Janet Parcell Mitchell with 14 credits.

#### D.5. Faculty Innovation in Teaching

HEFI faculty remain current in the field, and in doing so, never teach the same course in the same way. There is always a need to integrate current trends in the field of health and fitness into course subject matter, as it is an ever-evolving field with new research and new trends constantly emerging.

All faculty utilize technology. This is exhibited through the use of Power Point, DVD, documentaries, use of webinars, and websites.

In fall 2012 the shared classroom space for PTA/HEFI was renovated and a ceiling mounted digital camera and Smart Board were installed. This technology is versatile. One can display a DVD, or display small text in a larger format, as well as supplement lectures with this equipment. There is also a portable TV/DVD/computer cart located in the shared PTA/HEFI lab area. Faculty often requires students to watch DVD's outside of the classroom time to grasp a better understanding of concepts discussed while in the class. In online and face-to-face courses, digital multi-media technologies are integrated into assignments.

Additional innovations include the integration of standard rubrics in all HEFI courses regarding discussion board posts, papers, and all projects. It is also common for HEFI faculty to invite guest speakers to classes to share expertise on a variety of subjects. Examples include the campus Health and Wellness Coordinator, representatives from Career Services, representatives from International Studies, and the owners of Nature's Storehouse and the Potsdam Food Co-Op. Also, once students reach HEFI 406: Orientation to Internship, the students participate in multiple field trips to observe and speak with a variety of professionals in the field. Field trips include local locations, such as Clarkson University Strength and Conditioning, Beast Fitness in Potsdam, Heart to Heart in Hogsburg, Page Fitness in Watertown, the Cornell Cooperative Extension Learning Farm, Fort Drum, and the Olympic Training Center in Lake Placid. Since 2014, the HEFI Program has been involved with the Special Olympics Healthy Athletes Campaign hosted at SUNY Canton on a volunteer basis.

#### **D.6. Evaluating Teaching Effective.**

Every fall, faculty are required to complete a Faculty Information Form. This form highlights the previous academic year accomplishments, achievements, outcomes, and future short-and-long term goals of the faculty member. Areas are divided into the following sections:

- Teaching Effectiveness
- Mastery of Subject Matter
- University Service
- Continuing Professional Growth
- Future Goals and Plans

All faculty submit this completed form to the Chair, Dean, and Provost. Typically, the faculty member meets with the Dean as a means of annual evaluation. This form is utilized to assess annual contributions of faculty members and reflects the faculty members' adherence to professional and academic responsibilities and the ability to meet goals for professional development and growth.

#### **D.7. Scholarly Ability**

HEFI faculty attend and actively engage in seminars, workshops, and conferences. In order to maintain licensure and certifications, faculty must consistently be actively engaged in continuing education efforts on a regular basis.

- To maintain license in NYS as a Physical Therapist, 36 hours of continuing education must be completed every 3 years.
- To maintain certification as an Athletic Trainer, 50 hours of continuing education, 10 of which must be evidence based practice, must be completed every 2 years.
- To maintain certification as a Certified Strength and Conditioning Specialist, 60 hours of continuing education must be completed every 3 years.

All continuing education courses must be completed in a variety of aspects (i.e. face-to-face attendance, quizzes, webinars, etc.). Documentation of completion must be kept and saved for at least one additional reporting period in case of audit.

In Fall 2014 Janet Parcell Mitchell applied for the IDAP Award to attend a 3 day Functional Movement Screen conference and certification course. This led to Janet additionally being certified as a Functional Movement Screen specialist in Levels I and II (FMS I & II).

In Fall 2015 Janet Parcell Mitchell applied for the Campus Enhancement Award to purchase TRX Suspension Training equipment. The award was funded, and this led to the purchase of 6 suspension trainers that will be used in conjunction with current evidence-based research to support practical application of use in classes such as HEFI 310, HEFI 401, and HEFI 402.

In Spring 2014 Janet began an endeavor to collect data on athletes on campus in order to conduct research. Data collected included body composition, muscular power, muscular strength, muscular endurance, agility, speed, cardiorespiratory endurance, and flexibility. This continued for 3 semesters, but was incredibly time intensive and due to other projects and course work taking priority, as well as a difficult pregnancy, the data collection/research has temporarily been put on hiatus.

Janet regularly consults with athletics on campus. Body composition analysis for teams is still conducted, in conjunction with nutritional lectures and guidance to improve performance. Per individual request, athletes can still be assessed in the above listed areas (flexibility, cardiorespiratory endurance, etc.) on an appointment basis. HEFI students assist in conducting the evaluations.

In Fall 2015 Janet attended a Train the Trainer event for the Special Olympics Healthy Athletes campaign in Orlando, FL. It was a 3 day event that provided Janet with the necessary knowledge, resources, and training to be a Clinical Director for the Healthy Athletes FunFitness events hosted at Special Olympic games. In order to be trained as a Clinical Director to lead FunFitness, it is mandatory to be a Physical Therapist. These events provide Special Olympic athletes with a screening for their strength, flexibility, cardiovascular fitness, balance, as well as education and recommendations.

#### D.8. Faculty Service

HEFI faculty are very involved and actively participate in university service. Service includes:

- Employee Assistance Program Committee
- Library Committee
- Online Course Reviewer
- FunFitness Clinical Director with Special Olympics Healthy Athletes Spring Event
- Consultant for body composition, nutrition, and strength and conditioning for varsity athletes
- Guest Presenter for Roo Watchers, hosted by EAP
- Brown Bag Lunch Presenter, hosted by EAP



- Participation in Faculty & Staff Search Committees
- Participation in Peer Portfolio Review Committees

#### D.9. Relation of Prog. to Community

The HEFI is still a relatively new program on campus, with the start of the program occurring in Fall 2011. Since its creation and with the evolution of the program, classes, and course work each semester, the students and program have continuously become more involved with the university and community each passing year.

Currently the faculty and students are available to varsity athletics on a consultation basis to provide athletes with measures regarding body composition, nutrition, muscle strength/power/endurance, speed, agility, balance, and cardiorespiratory endurance. The faculty provide guest lectures, brown bag lunch presentations, and active presentations to campus groups (such as EAP) in regards to topics such as nutrition and exercise. For the first time, this spring the students will conduct a series of active brown bag lunches for Roo Watchers. Students will spend 30 minutes educating and assessing participants in an exercise format, and then the following 30 minutes will be spent eating lunch with a Q&A. Students also utilize faculty and staff volunteers as participants to be patients/clients for skills check-offs and practical exams. These exams require students to either screen and assess, test and assess, or educate and critique exercise form on real individuals, giving both students and participants benefit. Hopefully as the program progresses and as the faculty has time, more relationships like this can be built.

Regarding the community, multiple local agencies host students as interns in their final semester. Since the internship is optional, not all students participate in an internship, so many potential sites still have not been utilized, but a relationship has been established. Many connections are made between students and future employers due to this relationship. As of Spring 2015, an on-site observation in HEFI 202: Health and Wellness Across the Lifespan was implemented. Students learn about each lifespan period in this course, and then went to the Canton Daycare Center and spent 1 hour observing and interacting with each of the different age groups (infant, tweeny, toddler, preschool, and school age). They also went to United Helpers Nursing Home and spent 1 hour speaking with/interviewing a nursing home resident. Hopefully as the program progresses and the faculty has time, more relationships like this can be implemented.

As far as transfer to colleges to pursue an advanced degree, we have an articulation agreement with Nazareth College and Clarkson University to hold one seat for a student who has completed both PTA and HEFI programs. The curriculum also provides prerequisites for students to pursue advanced degrees in areas of exercise science, human performance, kinesiology, to name but a few. Past graduates have attended, or are presently attending, Clarkson University, Nazareth College, and SUNY Cortland for advanced degrees.

General elective courses transfer seamlessly; specific HEFI courses vary.

#### D.10. Faculty Current in Field

Faculty remain current in the broad and varied field of health and fitness by taking part in conferences, completing continuing education, reading current research and journals provided through association memberships, and diligently researching trending concepts in the industry. Through membership in discipline specific associations (APTA, ACSM, NATA, NSCA) HEFI faculty receive professional journals and publications;



as well as informative newsletters.

Faculty are encouraged to attend conferences, and to seek funding opportunities at the College to support such continuing professional growth and development. Sources for funding include: IDAP, College Foundation, and off-term incentive funding.

In order to maintain licensure and certifications, faculty must consistently be actively engaged in continuing education efforts on a regular basis.

- To maintain license in NYS as a Physical Therapist, 36 hours of continuing education must be completed every 3 years.
- To maintain certification as an Athletic Trainer, 50 hours of continuing education, 10 of which must be evidence based practice, must be completed every 2 years.
- To maintain certification as a Certified Strength and Conditioning Specialist, 60 hours of continuing education must be completed every 3 years.

All continuing education courses must be completed in a variety of aspects (i.e. face-to-face attendance, quizzes, webinars, etc.). Documentation of completion must be kept and saved for at least one additional reporting period in case of audit.

#### **D.11. Activities Improve Teaching**

HEFI program faculty participate in several professional development opportunities as possible. These include webinars, workshops, seminars and conferences and include:

- Conferences hosted by professional organizations
- Continuing education required to maintain professional licensures and certifications
- Teaching Circles
- Faculty/Teaching Workshops hosted by the Associated Colleges
- Assessment Workshops
- Interactive Smart Board Training
- SUNY Compliance Training (required)
- Membership in Professional Organizations
- Subscriptions to Professional Journals

#### **D.12. Evaluation and Promotion**

Each fall semester, all faculty, tenure and non-tenured must complete a Faculty Information Form highlighting the accomplishments and details specific to each of the criteria for evaluation as listed below:

- Mastery of Subject Matter
- Effectiveness in Teaching
- Scholarly Ability
- Effectiveness of University Service

- Continuing Growth

All faculty must include this information, with supporting documentation into a Professional Portfolio. The portfolio is submitted to a Peer Review Committee, Dean, provost, and President at the time of reappointment or request for promotion.

## Section E: Description of Students

### E.1. Number of Students

PROGRAM REPORT CARD							
Health and Fitness Promotion							
Retention Rate: -							
Graduation Rate: -							
Total Enrollment: 46							
October 2015	University				Program		
Enrollment Trends	Fall 2015	Fall 2015	Fall 2014	Fall 2013	Fall 2012	Fall 2011	
Full-Time	2639	46	32	15	14	8	
First-Time, Full-Time	645	5	0	0	0	0	
External Transfer	251	2	7	1	4	1	
Transferring	95	10	8	3	1	1	
Continuing	1648	29	17	11	9	6	
Part-Time	401	0	2	0	1	0	
Total	3040	46	34	15	15	8	
Undeclared with Concentration	281	2	0	0	0	0	
Course Enrollment by Campus							
	University		Fall 2015		Fall 2014		Fall 2013
	N	%	N	%	N	%	N
Entirely Face to Face	1260	41%	5	11%	0	0%	0
Entirely Online	665	22%	0	0%	3	9%	0
Mix of Face to Face and Online	1077	35%	41	89%	31	91%	15
Roses DL and Face to Face	35	1%	0	0%	0	0%	0
Other Campus (Study Abroad, Akwesasne)	3	0%	0	0%	0	0%	0
Total	3040		46		34		15

### E.2. Credit Hours Taught

Semester	Credits
I Fall	16
II Spring	17
III Fall	16
IV Spring	15-17
V Fall	15-16
VI Spring	15
VII Fall	13
VIII Spring	12-15
Total Credit Hours:	122-125

Students may also enroll in winter or summer term sessions, pending course availability. Students enroll in winter and summer term to usually complete general electives, and many of the business courses are also offered at these times.

### E.3. Diversity of Students

## PROGRAM REPORT CARD

## Health and Fitness Promotion

Retention Rate:	-
Graduation Rate:	-
Total Enrollment	46

October 2015	University		Program					
Demographic Information	Fall 2015 - University		Fall 2015 - Program		Fall 2014 - Program		Fall 2013 - Program	
	N	%	N	%	N	%	N	%
% Female	1712	56%	26	57%	20	59%	10	67%
Race/Ethnicity								
African American/Black	438	14%	5	11%	2	6%	0	0%
American Indian/Alaska Native	45	1%	1	2%	0	0%	0	0%
Asian	34	1%	0	0%	0	0%	0	0%
Hispanic	306	10%	3	7%	0	0%	0	0%
Multiracial	59	2%	0	0%	0	0%	0	0%
Native Hawaiian/Pacific Islander	3	0%	0	0%	0	0%	0	0%
White	2030	67%	28	61%	26	76%	15	100%
NRA	48	2%	7	15%	4	12%	0	0%
Unknown/Unreported	77	3%	2	4%	2	6%	0	0%
Age								
Under 18	73	2%	0	0%	0	0%	0	0%
18-21	1798	59%	27	59%	19	56%	5	33%
22-25	527	17%	11	24%	8	24%	8	53%
26-40	484	16%	6	13%	5	15%	2	13%
41+	158	5%	2	4%	2	6%	0	0%
Residency								
St. Lawrence County	1026	34%	11	24%	10	29%	5	33%
North Country (besides St. Lawrence County)	395	13%	12	26%	11	32%	7	47%
New York City	576	19%	7	15%	4	12%	0	0%
Other New York	910	30%	9	20%	6	18%	3	20%
Outside New York	133	4%	7	15%	3	9%	0	0%
Economically Disadvantaged	2083	69%	26	57%	16	47%	-	-
First-Generation College Student	1438	47%	20	43%	10	29%	-	-
Single Parent	102	3%	0	0%	0	0%	-	-
Limited English Proficiency	381	13%	7	15%	5	15%	-	-
<b>Total</b>	<b>3040</b>		<b>46</b>		<b>34</b>		<b>15</b>	

Office of Institutional Research

10/15/2015

## E.4. Retention Rates

	University				Program			
Retention Rates (Fall to Fall)	F14-S15	F14-S15	F13-S14	F12-S13	F11-S12	F10-S11	F09-S10	F08-S09
First time, full time students								
In Program	35%	-	-	-	-	-	-	-
At University	63%	-	-	-	-	-	-	-
Cohort Size	726	-	-	-	-	-	-	-
All full time students								
In Program	63%	91%	93%	100%	88%	-	-	-
At University	78%	91%	93%	100%	88%	-	-	-
Cohort Size	2793	32	15	14	8	-	-	-
<b>Students Retained in Program (does not include graduates)</b>	<b>1060</b>	<b>20</b>	<b>10</b>	<b>7</b>	<b>7</b>			
	University				Program			
Retention Rates (Fall to SPRING)	F14-S15	F14-S15	F13-S14	F12-S13	F11-S12			
First time, full time students								
In Program	53%	-	-	-	-			
At University	83%	-	-	-	-			
Cohort Size	726	-	-	-	-			
All full time students								
In Program	74%	88%	93%	100%	88%			
At University	89%	88%	93%	100%	88%			
Cohort Size	2793	32	15	14	8			

The Health and Fitness Promotion program began as a 2+2 program and transitioned into a four year program in Fall 2015. Given this, there will not be a freshman retention rate until the Fall 2016 semester. For all full-time students in the program, the Fall 2014-Fall 2015 retention rate was 91% which is above the institutional average of 78%.

## E.5. Other Student Characteristics

Demographic Information	Fall 2015 - University		Fall 2015 - Program		Fall 2014 - Program		Fall 2013 - Program	
	N	%	N	%	N	%	N	%
% Female	1712	56%	26	57%	20	59%	10	67%
Race/Ethnicity								
African American/Black	438	14%	5	11%	2	6%	0	0%
American Indian/Alaska Native	45	1%	1	2%	0	0%	0	0%
Asian	34	1%	0	0%	0	0%	0	0%
Hispanic	306	10%	3	7%	0	0%	0	0%
Multiracial	59	2%	0	0%	0	0%	0	0%
Native Hawaiian/Pacific Islander	3	0%	0	0%	0	0%	0	0%
White	2030	67%	28	61%	26	76%	15	100%
NRA	48	2%	7	15%	4	12%	0	0%
Unknown/Unreported	77	3%	2	4%	2	6%	0	0%
Age								
Under 18	73	2%	0	0%	0	0%	0	0%
18-21	1798	59%	27	59%	19	56%	5	33%
22-25	527	17%	11	24%	8	24%	8	53%
26-40	484	16%	6	13%	5	15%	2	13%
41+	158	5%	2	4%	2	6%	0	0%
Residency								
St. Lawrence County	1026	34%	11	24%	10	29%	5	33%
North Country (besides St. Lawrence County)	395	13%	12	26%	11	32%	7	47%
New York City	576	19%	7	15%	4	12%	0	0%
Other New York	910	30%	9	20%	6	18%	3	20%
Outside New York	133	4%	7	15%	3	9%	0	0%
Economically Disadvantaged	2083	69%	26	57%	16	47%	-	-
First-Generation College Student	1438	47%	20	43%	10	29%	-	-
Single Parent	102	3%	0	0%	0	0%	-	-
Limited English Proficiency	381	13%	7	15%	5	15%	-	-
<b>Total</b>	<b>3040</b>		<b>46</b>		<b>34</b>		<b>15</b>	

### E.6. Annual Graduates

As the Health and Fitness Promotion program is relatively new to the College, only 20 total students have graduated from the program (with the first class graduating in 2013.)

Graduates	Class of 2015	Class of 2014	Class of 2013
	9	4	7

### E.7. Program Completion Rates

As the program began in Fall 2011 not enough time has passed to calculate a graduation rate or completion rate for program students. In addition, as the program was opened up to freshmen in Fall 2015, a freshman graduation rate will not be able to be calculated until Spring 2021.

### E.8. Graduate Characteristics

Graduate Characteristics	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Number of Graduates from Program	1023	9	4	7	-
Average Time to Degree (years)	3.4	3.7	3.3	4.1	-
Mean Cumulative GPA	3.35	3.42	3.25	3.37	-

### E.9. Recruitment Strategies

HEFI students are recruited primarily by the Office of Admissions via outreach and counselors through college fairs and high school visits. Prospective students also tend to be recruited by athletic coaches, and the coaches work closely with HEFI faculty to plan a visit. Prospective students and families attend on campus open house events in fall and spring. HEFI faculty attend all open house events, admitted student days, and new student orientations. Prospective students are escorted by a HEFI faculty through the Wicks Hall faculty suite, student lounge/computer lab, and classroom/lab space. HEFI faculty in conjunction with Public Relations created an informational program video highlighting the HEFI program with many visuals of active labs, practicals, and student interviews. Prospective students and families are given literature regarding the program including a program description, faculty information, course checklist, and class descriptions. A period for questions and answers is provided, and upon conclusion, the Admission Tour Guide escorts students and families to lunch. Anywhere from 0-3 families attend these events.

Information regarding the HEFI program appears to be lacking in the mainstream. Few people have heard of the program, or understand what it is, including people on campus. It would be incredibly beneficial for a letter to high school guidance counselors could be drafted that would inform them of the background of this program, and what it consists of. This program has the potential to be immensely popular, but few seem to be aware of its presence. Due to there only being one faculty member, there is very little time for work on extraneous projects such as advertising, and much help is needed in spreading information regarding this program. Marketing materials, including a program brochure, program informational display board, informational program bulletin boards, and press releases would be extremely beneficial.

### E.10. Program Minimum Requirements

#### ADMISSION REQUIREMENTS

- Students must meet entrance requirements and be eligible for enrollment in:

Expository Writing (ENGL 101) or Oral and Written Expression (ENGL 102).

- Students must be eligible for enrollment in a college-level math course (MATH 106, 111, 115, or 121).
- Transfer students must have a minimum 2.0 GPA for admittance to the ECHD major.
- Students who do not meet HEFI admission requirements may enroll in preparatory courses. Students must pass all preparatory courses and have a minimum 2.0 GPA for admittance to the HEFI program.

#### PROGRAM REQUIREMENTS

- Students are required to complete courses in First Aid, and CPR.
- For off campus internships (HEFI 407) students will need to arrange for transportation to their sites.

### E.11. Acceptance Ratio

*In any program at any level	University		Program		
Administrative Data	Fall 2015	Fall 2015	Fall 2014	Fall 2013	Fall 2012
First-Time Freshmen					
Applications	2863	19	18	23	40
Acceptances (to program)	2419	7	0	0	1
Enroll (to program)	665	3	0	0	0
Accept Rate	84%	37%	0%	0%	3%
Yield Rate	27%	43%	*	*	0%
External transfers					
Applications	774	3	12	7	11
Acceptances (to program)	639	3	10	2	5
Enroll (to program)	353	1	7	1	4
Accept Rate	83%	100%	83%	29%	45%
Yield Rate	55%	33%	70%	50%	80%
Internal transfers/Returning/Readmits					
Applications	456	7	13	1	9
Acceptances (to program)	399	7	12	1	8
Enroll (to program)	315	7	12	1	6
Accept Rate	86%	100%	92%	100%	89%
Yield Rate	79%	100%	100%	100%	75%

#### E.12. Enrollment Patterns

Looking at the Health and Fitness report card data, it is difficult to draw any trends. Number of graduates initially decreased the second year, then continued to increase for the following two years, then decreased the next year. Applications were initially highest when the program began in fall 2012 with 40 applicants, but this has decreased by 50% for the following 3 years, with an increase to 27 applicants for the last two years (but never again reaching the initial height of applicants from when the program first began). However, I do see a continual increase in first-time freshmen acceptance to the program and enrollment in the program over the past 3 years. External transfer rate was highest in Fall 2014 when the program was still a 2+2 model with 12 applications, 10 acceptance, and 7 enrollments. Fall 2015 this dropped to 3 external applications, 3 acceptance, and 1 enrollment, but has increased over the past two years as well. Internal transfers were at a high in Fall 2014, decreased the following 2 years and then increased last year. See attached report card data on page 2.

Because the program is still relatively new and has undergone significant change in its curriculum organization (changing from a 2+2 design to a regular four-year baccalaureate with freshmen admits) it is difficult to discern consistent trends with the report card data. Ideally, a program such as this, which requires significant 1:1 instruction for hands-on technique, would thrive with 20-24 students per cohort. Ideally we would like to see cohorts of 20-24 students.

##### File Attachments:

1. Report Card HEFI.pdf (See appendix)

#### E.13. Student Needs

##### Academic Needs:

##### A. Primary Goal: Employment Upon Graduation

I have described relevant demographics first in order to contextualize the discussion of our students' needs. The primary goal for all of our students is to find relevant employment upon graduation. Although this data is not captured in our Report Card (and the Graduate Survey is rarely completed), anecdotally many of our students desire to return to their home county for long term employment. For the close to 50% of our majors who are from St. Lawrence County, our program directly establishes relationships with employers based on the practicum that is generally done locally. However, as a result of the AIM (and continual consideration of student needs), we are revamping our practicum to allow students to complete their hours in other locations. This will help our students from other counties to connect to future employers.

##### B. Need: Preparation for College Life

As a result of the number of students who come from poor townships and who are first generation college students, we do have a significant proportion of students who are underprepared for college. This is an issue for the college as a whole. Approximately ten years ago, SUNY Canton introduced an improved First Year Experience (FYEP 101) course that met once a week to assist students in acclimating to college life, campus services and resources, tips on note taking, studying, time management, prioritizing, independence, and taking responsibility.

Institutional data has been collected about how FYEPs contribute to student retention.

##### C. Need: Nontraditional Students

Our faculty continue to consider the needs of our nontraditional students, and offer courses at flexible hours to accommodate students who work, and students who are parents. Our courses are offered from 9am through to 8pm, and some of the most important courses (e.g., Counseling Skills, Research Methods) are offered at 4pm to allow nontraditional students to attend. We have several courses offered online to also accommodate for these students.

##### D. Need: Connection to Campus

Because our faculty advise the students in our program, we are able to build strong relationships with our students. Regardless of whether students are true first years, or nontraditional students, we establish a connection and build a personal relationship so that students feel like they have people in their corner. Our students are residential, commuters, transfers, partially online, non-matriculated (if they are taking courses in the CASAC-T), and other statuses in between. We have continually worked to ensure that all students have someone to mentor them regardless of their individual needs.

##### E. Need: Transfer Students

The Curriculum Coordinator works closely with the Provosts' office to ensure that appropriate articulation agreements are in place. We are strong believers in the "seamless transfer" model, and want our students to gain as many program credits as possible to be successful and graduate within 4 years

#### E.14. Special Student Services

All school services, activities and programs of study are available to both traditional and nontraditional students, as well as on-campus and commuter students.

##### HEFI Online Courses

Increased online course offerings in certain subject matters and online tutoring convenience nontraditional commuter students. The HEFI program only offers 3 courses in an online format--HEFI 201, 320, and 405. Another upper level program elective that is offered online is HLTH 303. It is difficult to offer many program courses online, as most courses require hands-on skill components that cannot be taught in an online format.

##### Accommodative Services

SUNY Canton is committed to serving individuals with disabilities as defined by the Rehabilitation Act of 1973, Section 504, the Americans with Disabilities Act of 1990, and the ADAAA of 2008. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available. HEFI faculty work with the Accommodative Services office to ensure HEFI students receive and take advantage of all of the support extended to them for achieving academic success. HEFI faculty receive a list of students who are eligible for receiving such services each term.

##### Tutoring Services

SUNY Canton offers extensive tutoring services. Tutoring from professional and peer tutors is free to all students through the Tutoring Center which offers Learning Labs, curriculum-specific labs, and special referral programs. All tutoring labs provide limited tutoring help online. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills. HEFI faculty encourages students to utilize the Tutoring Services offered on campus.

##### Educational Opportunity Program (EOP)

Academic development programs exist for specific populations. The Educational Opportunity Program (EOP) assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The Student Support Services TRIO Program (SSS) offers an elevated level of assistance to selected disadvantaged students. C-Step provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.

##### Gateway to Success Program

This program is designed to assist students who need some preparatory course work in order to be admitted to their program of choice. It is intended to help students adapt to college level work within a supportive structure so that they can move on to their program of choice and to graduation.

#### E.15. Academic Placement Procedures

SUNY Canton requires all new full-time students to take the Accuplacer Placement test unless exempt as determined by English Regents or standardized test scores. The Accuplacer test measures reading, writing, and math skills to aid in scheduling appropriate level classes for optimal student success. Introduction to Academic Reading & Writing and Basic Writing courses are offered to students who need special remedial help. The Accuplacer Placement test is used to identify and place students in these classes. Also, Beginning Algebra is offered to students not ready for a college level math course.

Admittance to the HEFI program requires students to meet entrance requirements and be eligible for enrollment in:

- Expository Writing (ENGL 101) or Oral and Written Expression (ENGL 102).
- Students must be eligible for enrollment in a college-level math course (MATH 106, 111, 115, or 121).
- Transfer students must have a minimum 2.0 GPA for admittance to the HEFI major.
- Students who do not meet HEFI admission requirements may enroll in preparatory courses. Students must pass all preparatory courses and have a minimum 2.0 GPA for admittance to the HEFI program.

Students aspire to enter into the HEFI program but require remedial classes [ENGL 097, MATH 100, and MATH 106] still tend to be advised by HEFI faculty, and are encouraged to utilize tutoring services on campus to assist with pre-college courses.

## E.16. Advisement Policies

Academic advising is predominantly handled by faculty advisors within the student's discipline. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also provides resources and training opportunities for faculty advisors.

HEFI faculty serve as academic advisors to all HEFI students, specifically the sole HEFI faculty member. The number of advisees was initially significantly lower, but due to the increase in students with the final 2 + 2 class, as well as the change of the program to a 4 year stand-alone, the current number of advisees is 50. Students are mandated to meet with HEFI faculty at least once per semester during advising week, but are informed that they are welcome to schedule an appointment or stop in at open office hours any time.

## E.17. Diverse Learning Styles

In the first program class, HEFI 201, students are introduced to the variety of learning styles via [www.vark-learn.com](http://www.vark-learn.com). The VARK is a questionnaire that helps students learning by suggesting the strategies they should be using, and helps them discover their learning style. VARK stands for Visual, Auditory, Read/Write, and Kinesthetic. Students may have a preference towards one or two domains, or a preference for all domains indicates they are multi-modal learners.

In HEFI 201, students are required to take the VARK questionnaire and complete a homework assignment. The assignment questions require students to answer in a reflective short answer format regarding the VARK, their learning style, and understanding their results. This provides faculty and students with information regarding the various learning styles of the students, so that this can be taken into consideration when tailoring needs to individual students.

All HEFI courses are taught in a multi-modal format to engage students. It is required that students read the text and take their own notes in addition to notes provided by HEFI faculty, thus supplementing the read/write learner. In face-to-face classes, models and active examples help the kinesthetic learner. Visual and auditory learners are supplemented with online video, auditory streaming, and DVD's. In classes that have lab components, students are given a demonstration of tasks prior to their attempt, and then are cued and corrected until successful, safe completion.

## E.18. Orientation Activities

Currently there is no specific orientation activity designed to introduce students to the program, outside of what the college offers. Regarding college offerings for information/orientation, HEFI faculty take an active role in all open house, admitted student days, and new student orientations that are held over the summer and immediately prior to the start of each semester. At these events, students have a large agenda of activities, but HEFI faculty only take part in the time that is designated to learning more about their major/meeting with their advisor. HEFI faculty give students a tour of the faculty suite, student lounge/computer lab, and shared HEFI/PTA classroom and lab space. Students are provided with paperwork discussing the program, faculty information, program checklist, and course descriptions. Courses are discussed with students.

## E.19. Attrition Patterns

Attrition has been minimal in the program among the full-time enrolled students.

Attrition Rates	14-15	13-14	12-13	11-12
All Full-time HEFI Students	9%	7%	0%	12%

## E.20. Support Services

### Learning Labs

Learning Labs for math, science and writing are available to all students free of charge on a walk-in basis. Curriculum specific labs also exist for various programs including accounting/business, computer science, engineering and veterinarian science. In addition, there is a general lab which offers tutoring assistance for many courses not covered by any of the specific labs. All of the labs offer face-to-face professional and peer tutor assistance. Repeatedly, students have rated SUNY Canton tutoring services with the highest satisfaction ranking among all SUNY Technology Sector campuses. Students taking classes online have access to tutoring help via email and phone. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills

### Southworth Library Learning Commons

Southworth Library Learning Commons supports a student population that is ever-increasing and diverse. The facility provides space for collaborative group work, quiet study and intensive tutoring – including Math & Science, Business & Accounting, Writing, and, Computer learning labs as well as a General Tutoring Lab. The Computer Lab provides space for one-on-one tutoring as well as Information Literacy instruction for classes, and is equipped with a new, state-of-the-art SMART Board. The library's collection includes approximately 50,000 print books, over 100,000 electronic books, extensive electronic databases, and a variety of digital media. The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For resident students, the building is equipped with Wi-Fi in support of mobile computing, hundreds of desktop computer stations, and dozens of laptops are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21<sup>st</sup>-century learner.

The Library Learning Commons also offers a highly successful, in-demand reserve collection, including a large collection of current textbooks, many circulating iPads, headphones, calculators, microscopes, DVDs, projection and wireless keyboards and more; in addition to significant collection of anatomical models that support hands-on learning for health sciences students. Professional librarians are available during most library hours to assist students with a full range of library services, and web-based synchronous and asynchronous chat reference services provide access to professional research assistance at any time, 24 hours a day, and seven days a week.

### Information Technology

Information Technology Services are available to every student attending the College. Several modern PC facilities, located around campus, provide all students with the opportunity for virtually unlimited use of computers seven days a week, including evenings and weekends in the library. The Help Desk is available 8:00 to 6:00 p.m., Monday-Thursday; 8:00 to 4:30 p.m. Friday. Each student receives an email account and has full access to the internet. The residence halls have high-speed internet access provided by a local cable company. UCan Web accounts are established for each student allowing access to grades, academic status, financial aid, pre-scheduling and other individual data.

The Wicks Hall HEFI/PTA/SPMT computer lab is equipped with Wi-Fi in support of mobile computing, as well as the classroom space. Additional technologies include 6 student computers, 2 student printers, and interactive white board, and a Smart Cart.

### Davis Health Center

The Davis Health Center is an acute care center that is nationally accredited through the Accreditation Association for Ambulatory Health Care. It is staffed by a physician, nurse practitioners, and support staff and provides medical care. The Center also seeks to promote overall wellness and healthy lifestyle choices. A health educator/wellness is available to promote campus wellness initiatives on the campus working primarily with the Health and Counseling Centers. The Health Center has implemented electronic medical records and adopts HIPAA guidelines for record keeping and patient confidentiality, as well as following NYS Public Health Guidelines. The Davis Health Center assists in providing First Aid/CPR/AED courses for HEFI students.

### Counseling Center

The Personal Counseling Service provides professional counseling services for students with personal, social, and emotional concerns. Academics and Student Life both may refer students for assessments and further referrals. The fully licensed staff provides workshops, educational programs and activities contributing to overall student development. Themes include decision making, communication skills, conflict resolution, grief counseling, developing leadership skills, life-style differences, maintaining relationships, sexuality, alcohol and substance abuse, and stress management.

### Career Services Office

The Career Services Office assists students in exploring various career opportunities, preparing high quality resumes and planning individualized job searches. The Career Services Office is instrumental in helping students find internship opportunities to meet program requirements. The Career Services web site includes the online program, Jobs4Roos, listing jobs and career opportunities for all students. HEFI faculty invite the Director of Career Services to HEFI 406 Orientation to Internship each Fall semester to discuss the process of creating a cover letter and resume, preparing for job interviews, and establishing personal and professional goals beyond graduation.

### Advising and First Year Programs Office

The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also charged with providing resources and training opportunities for faculty advisors.

## E.21. General Student Life

### Special Student Services

- All school services, activities and programs of study are available to **nontraditional students**, or students who delayed college entry. Increased online course offerings and online tutoring greatly convenience the nontraditional commuter student. The college offers various housing options including a floor for age 21 and older students. Many nontraditional students use the Commuter Lounge, which is a center for meeting, finding transportation and studying. Computers are available in the Lounge. A Kiddie Kollege exists for daycare help when the public school is not in session.



- **International students** are welcomed at SUNY Canton and are growing in numbers. SUNY Canton's International Office serves incoming international students and outgoing study abroad participants. The Coordinator of International Student Initiatives helps students acclimate to campus life, processes documents, conducts new student and visiting scholar orientation, as well as plans and hosts educational, cultural, and recreational events that bring international and other SUNY Canton students together. Residence Life has a wing designed primarily for international students who are unable to travel home on the college sanctioned breaks. Students are also invited into faculty and staffs homes to share in various holidays. The Writing Center offers ESL resources as well as professional staff who can assist students in accessing these resources. Also, the dining services promote international theme nights and encourage students to come in and cook their favorite meal with them.
- Military personnel are attracted to the College's career-driven bachelor's or associate degrees. The Military and Veteran's Coordinator helps veterans with benefits and the **Veterans Association** connects students and alumni who serve or have served in the U.S. Armed Forces.
- SUNY Canton is committed to serving **individuals with disabilities** as defined by the Rehabilitation Act of 1973, Section 504, the Americans with Disabilities Act of 1990, and the ADA of 2008. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available.
- Introduction to Academic Reading & Writing and Basic Writing courses are offered to students who need **special remedial** help. The Accuplacer Placement test is used to identify and place students in these classes. Also, Beginning Algebra is offered to students not ready for a college level math course.
- **Academic development programs** exist for specific populations. The **Educational Opportunity Program (EOP)** assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The **Student Support Services TRIO Program (SSS)** offers an elevated level of assistance to selected disadvantaged students. **C-Step** provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.
- Ample parking facilities and a myriad of convenient eating options are of particular interest to **nonresidential students**. The University Police and Campus Safety Committee provide well illuminated and safeguarded entry and exit from campus. Every attempt is made to schedule program offerings in the late afternoon before students leave campus. All campus programs, athletic facilities and clubs welcome and encourage non-residential/non-traditional student participation and many of these students are involved in college activities.
- SUNY Canton requires **all new full-time students** to take the **Accuplacer Placement test** unless exempt as determined by English Regents or standardized test scores. The Accuplacer Placement test measures reading, writing and math skills to aid in scheduling appropriate level classes for optimal student success.
- **Academic advising is predominantly handled by faculty advisors within the student's discipline.** Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office also provides resources and training opportunities for faculty advisors.
- SUNY Canton provides **orientation programs** prior to both fall and spring semesters for all freshmen and transfer students. Students get a taste of campus life, a sense of academic expectations and a tentative class schedule for the entering semester. Activities are planned to help students meet their new classmates, faculty and staff and get a feel of campus culture.

### Student affairs and academic affairs coordinate efforts to contribute to student success.

- Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.
- The Orientation Program includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.
- The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.
- Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.
- The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.
- Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.
- Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.

### ✦ E.22. Satisfaction with Services

Every three years all SUNY colleges administer the Student Opinion Survey. The information gathered through the survey from a sampling of undergraduate students will assess the following:

College impressions and plans

Satisfaction with services, facilities, and environment

Perceived college outcomes

Frequency of selected academic experiences

Extent of campus contributions to student growth/preparation

Aspirations and commitments

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.

Each participating institution was responsible for administering the survey and submitting the completed instruments to American College Testing, Inc. (ACT) for processing and report preparation. ACT coordinated instrument layout and production and prepared detailed summary reports, institutional graphics reports, and comparison reports.

SUNY Canton has made significant improvements over the last several surveys. In comparison to other Colleges of Technology, we generally find ourselves in the top three on most of the programs that support our students' experiences in the program. For example, we are ranked number one in tutoring and career services, and several library services as well. We are also ranked number one in terms of our online course offerings and internship offerings.

### ✦ E.23. General Campus Environment

*You can copy the general information from below and paste it into this section. It is also advised that you acquire and attach the most recent Advising Survey, Graduate Survey Executive Summary, NSSE, and Student Opinion Survey from Institutional Effectiveness:*

The office of Institutional Effectiveness administers the Student Opinion Survey, National Survey for Student Engagement (NSSE) and the HERI Faculty Survey. Results for these surveys can be found on the Academic Assessment web page, and attached. Briefly, below you will find a list of surveys that are conducted to get a sense of the general campus environment. Taken together, the results suggest that while there is still room for growth, our campus has continually improved from the perspective of the students. In particular, when you compare us to our "sister" campuses (i.e., other Colleges of Technology) we are often first or near the top of every category that can be assessed by students.

One area that our campus could improve (according to the Student Opinion Survey) is in the area of race relations. Recently, SUNY Canton has made diversity, equity, and inclusion a priority. We recently named two Co-Chief Diversity Officers to oversee the Center for Diversity and Inclusion (which opened April 2017). Making these issues a priority has contributed positively to the campus environment. The Office of Diversity and Inclusion encourages the campus community to investigate and acknowledge the various cultures that exist in this environment, recognize these differences and then celebrate and appreciate those very things different and yet bring value to our community. When the next Student Opinion Survey is completed, we will be able to tell if these initiatives have allowed for improvement.

The following surveys are conducted to understand campus life:

National Survey of Student Engagement

The services and programs offered through the Office of Diversity and Inclusion include:

Programs/ Events/ Speakers

Sensitivity Training

Student Leadership Development

Mediation between Individuals/ Groups

Classroom Presentations

Provide Resources Regarding Cultural Diverse Issues

International Student Advisement

Personal Counseling

Mentoring/Tutoring/Advising

Advocacy

National Survey of Student Engagement

Every three years, SUNY Canton administers the National Survey of Student Engagement (NSSE) to all bachelor's degree-seeking first-year and senior students. The NSSE asks students to respond to questions related to their college experiences, including their perceptions of academic rigor, spirit of collaboration and diversity, experiences with faculty, and campus climate. The NSSE was administered most recently in 2017, with prior administrations in 2014 and 2008.

#### Student Opinion Survey

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.



## Withdrawing Student Survey

In an ongoing effort to assess student satisfaction and success, SUNY Canton asks all students who leave the institution to complete a survey asking them for the reasons for their departure as well as their future plans. The survey asks students to respond on a Likert scale with the level of importance of various college type, academic, financial, and personal reasons in their decision to leave SUNY Canton in order to assess why students are not retained.

## Graduate Survey

SUNY Canton administered a survey at graduation and six months after graduation to gather data related to the current employment and continuing education status of graduates, as well as their feelings of preparedness for the workforce and further studies. In addition, the graduate survey administered six months after graduation asks program-specific questions to analyze student levels of satisfaction with the program in addition to assessing program student learning outcomes.

## Comprehensive Survey

On years when SUNY Canton is not participating in the Student Opinion Survey or the National Survey of Student Engagement, SUNY Canton administers a locally developed comprehensive survey asking students for their opinions on campus services and facilities. This survey is developed with input from many different campus offices, and focuses on areas where the institution did not perform as well as desired in the past.

## Residence Life Surveys

Residence Life administers a brief pulse survey each semester to gauge student satisfaction with the residence life facilities and services after the first four weeks of classes. In addition, Residence Life administers a comprehensive survey at the end of the spring semester.

## Advising Survey

SUNY Canton offers the Advising Survey every spring to assess student satisfaction and utilization of advising services. The survey questions students on their experiences with their advisor as with the Office of Advising and First Year Programs, and it also asks questions related to the frequency and types of advising sought.

## E.24. Student Affairs

Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.

- The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.
- The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.
- Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.
- The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.
- Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.
- Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.

## Section F: Data from Assessment

### F.1. Description Learning Outcomes

Learning Outcome	HEFI Course	Relevant Course Assignment
<ul style="list-style-type: none"> <li>Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.</li> </ul>	201 375 401 402 404	
<ul style="list-style-type: none"> <li>Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings.</li> </ul>	201 375 401 402 404 406	
<ul style="list-style-type: none"> <li>Demonstrate the ability to effectively and accurately assess all components of physical fitness.</li> </ul>	401 402	
<ul style="list-style-type: none"> <li>Effectively develop health and fitness programs based on the outcomes of fitness assessment and interpretation of exercise testing.</li> </ul>		
<ul style="list-style-type: none"> <li>Effectively implement individualized and group exercise programs that meet the health and fitness goals of the intended audience.</li> </ul>		
<ul style="list-style-type: none"> <li>Utilize strategies that effectively promote positive behavioral change related to health and fitness.</li> </ul>		
<ul style="list-style-type: none"> <li>Effectively utilize research evidence to guide best practice in the area of health promotion and fitness programming.</li> </ul>		
<ul style="list-style-type: none"> <li>Effectively identify and communicate health and fitness needs for individuals and groups to promote advancement of disease and injury prevention for society.</li> </ul>		
<ul style="list-style-type: none"> <li>Be prepared to seek specialized fitness certifications and/or advanced degrees in areas related to health and fitness.</li> </ul>		
<ul style="list-style-type: none"> <li>Articulate the importance of lifelong learning and skill enhancement to reach their fullest potential as a health and fitness professional.</li> </ul>		

### F.2. Programmatic Assessment

In this section, you'll find several attachments that will guide you through our programmatic assessment process.

First, you'll see our Health and Fitness Promotion assessment map. Our assessment map includes both our program student learning outcomes (PSLOs) and our PSLO alignment to our institutional student learning outcomes (ISLO).

Below the PSLOs, our courses are listed on the left-hand side.

Courses assessed for each PSLO are identified with either a "C" or an "M." C denotes a competency point. M denotes a mastery point.

We then assess our program goals on a three-year cycle.

The program goals assessed are determined by their alignment to the ISLOs (reflected in the assessment map).

Out institutional cycle is linked below:

[http://www.canton.edu/provost/assessment/documents/Full\\_Assessment\\_Cycle.pdf](http://www.canton.edu/provost/assessment/documents/Full_Assessment_Cycle.pdf)

We enter our findings on Taskstream, and then the data is aggregated and shared at a Deans' Symposia at the end of each calendar year.

**File Attachments:**

1. **AACU\_Health and Fitness Promotion Findings\_2017.xlsx** (See appendix)
2. **Health and fitness Assessment Map.pdf** (See appendix)
3. **HEFI Finding Report - Fall 2016 - AACU.xlsx** (See appendix)

◆ **F.3. Student Satisfaction Data**

**File Attachments:**

1. **Health and Fitness Promotion SOS Summary - 2015.pdf** (See appendix)  
Summary of Student Opinion Survey Results for the Health and Fitness Promotion Program

◆ **F.4. Graduate Survey Results**

Graduate surveys, 2014-2017, attached.

**File Attachments:**

1. **HEFI GRAD SURVEY 2014.pdf** (See appendix)
2. **HEFI GRAD SURVEY 2015.pdf** (See appendix)
3. **HEFI GRAD SURVEY 2016.pdf** (See appendix)
4. **HEFI GRAD SURVEY 2017.pdf** (See appendix)

◆ **F.5. Alumni and Employer Surveys**

We currently have no alumni and employer surveys in place. We do have a graduate survey (see section F.4).

## Section G: Use of Assessment

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### G.1. Dissemination of Results

The HEFI Curriculum Coordinator will gather completed evaluations, and create a summary report highlighting the identified strengths and weaknesses of the review. The Program Review, evaluations, and summary will be shared with the Faculty, Department of Sports Management Chair, Dean, Provost, and President. This report will be delivered within a month of the completion of the evaluation process.

The summary report will also be disseminated to HEFI Advisory Board members. As meetings are generally in April or May, this report may be delivered almost a year after it has been completed.

### G.2. Planning Process

Once we acquire feedback from our reviewers, we will review the comments and generate a plan to account for any programmatic deficiencies noted.

If there are any suggestions for resource allocation that require higher levels of consideration, we will distribute those elements of our plan to administration as necessary.

Additionally, any parties on campus (such as Public Relations, Institutional Effectiveness, etc.) that may be able to help us meet the goals we generate as a result of external review will be consulted.

### G.3. Most Recent Evaluation

The program was implemented in the fall 2011. Only one course ran at that time. This will be our first completed AIM review.

## Section H: Conclusions

### H.1. Reviewers' Comments

**Form:** Assessment in the Major External Reviewer Recommendations (See appendix)

#### File Attachments:

1. **Brendan Hofler AIM.docx** (See appendix)
2. **Chris Towler AIM.docx** (See appendix)

### H.2. Discussion of Conclusions

While the feedback was limited during this iteration of the AIM self-study process, we did get some valuable feedback in terms of areas where we might improve.

(I.2) What are the major weaknesses of the Program?

It appears the major weakness of the program at this time is in attracting the desired cohort of qualified students. Enrollment numbers appear to be continually below stated goals which I am sure impacts the availability of resources for this program to expand and prosper. I would think this program would be very attractive to many students due to the above mentioned strengths, but enrollment numbers do not reflect this. Also lack of data due to the newness of the program as well as poor return rates of post graduation surveys, it is difficult to ascertain any needed areas of improvement or change in regards to employment or advanced degree preparation. Due to the nature of instruction provided in this major (need for high faculty involvement in all learning environments) the number of faculty assigned may need to be reexamined as the program grows. This seems especially apparent in advising duties with ~50 advisees currently assigned to one full time faculty member.

The suggestions above can be boiled down into two separate areas of concern:

1. Lower enrollment than anticipated
2. Equity in advising/teaching load

We will address potential mechanisms by which these concerns can be addressed in the subsequent section.

### H.3. Decisions Made

To improve student recruitment I have started working with local guidance counselors from the local high schools to go to the high school to meet with prospective students. I have had successful meetings and implementation of this with Hermon-Dekalb, Lisbon, and Norwood-Norfolk.

I have also attended athletic staff meetings with the coaches and Athletic Director to educate them regarding the program so that they are better informed when they are speaking with prospective student athletes. Student athletes would be a great feeder/recruiter for this type of program, as it is primarily athletic/fitness-based and most student athletes are already passionate about this area.

I have worked with Admissions and Public Relations to host an "Open House" night geared towards HEFI, SPMT, and PTA programs. We hosted the open house to hopefully educate local guidance counselors and coaches about our programs to increase student recruitment. We have only held one of these events to date.

I have also worked with Admissions regarding setting up a table for Health and Fitness at Open House and Admitted Student Day events. In the past I would meet with students in my classroom space if they specifically signed up for "Health and Fitness Promotion." However, I was missing out on meeting students who were perhaps undecided or

unaware of the program. As of this fall I started setting up a table in the CARC as an open drop-in to come ask questions. Give aways were also purchased to draw in people, with the giveaways being pop-sockets for cell phones with a HEFI emblem/design.

#### H.4. Evaluation of Evaluating

Director of Assessment here to fill in this last section.

The issues we encountered with this cohort relate mostly to the setup of the AIM process itself.

First, we found upon review that there was a marked difference between the layout of the template on Taskstream and the layout of the rubric reviewers were asked to use, which resulted in confusion for several of our reviewers. That issue has since been rectified.

Additionally, the guidebook for self-study was still in development at the time this cohort began, and the coordinators who completed the 2017-2018 AIM were sort of a guinea pig cohort to get the process up and running.

At this point we have a guidebook, a complete web page dedicated to resources and protocol for AIM, a revised timeline, a milestones spreadsheet that tracks coordinator progress, and we're starting to create video tutorials.

Additionally, we revised the template on Taskstream and the rubric so they align more closely, which simplifies the review process for external reviewers.

The next step is to clarify external reviewer responsibilities, as we have had a few who provide little to no feedback on their rubrics, which makes improvement difficult. Providing external reviewers with a greater degree of guidance will help us make the self-study process stronger.

# Appendix

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- A. **Health and fitness Assessment Map.pdf** (Adobe Acrobat Document)
  - B. **Report Card HEFI.pdf** (Adobe Acrobat Document)
  - C. **AACU\_Health and Fitness Promotion\_Findings\_2017.xlsx** (Excel Workbook (Open XML))
  - D. **Health and fitness Assessment Map.pdf** (Adobe Acrobat Document)
  - E. **HEFI Finding Report - Fall 2016 - AACU.xlsx** (Excel Workbook (Open XML))
  - F. **Health and Fitness Promotion SOS Summary - 2015.pdf** (Adobe Acrobat Document)
  - G. **HEFI GRAD SURVEY 2014.pdf** (Adobe Acrobat Document)
  - H. **HEFI GRAD SURVEY 2015.pdf** (Adobe Acrobat Document)
  - I. **HEFI GRAD SURVEY 2016.pdf** (Adobe Acrobat Document)
  - J. **HEFI GRAD SURVEY 2017.pdf** (Adobe Acrobat Document)
  - K. **Assessment in the Major External Reviewer Recommendations** (Form)
  - L. **Brendan Hofler AIM.docx** (Word Document (Open XML))
  - M. **Chris Towler AIM.docx** (Word Document (Open XML))
-