

School of Health and Human Sciences

Annual PRAC Report 2020-2021

The School of Health and Human Sciences (SHHS) consists of a eight departments: Health Sciences; Kinesiology, Military Science, Nutrition & Dietetics, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Tourism, Event, and Sport Management.

Vision

To be educational innovators and leaders in developing future professionals in the fields of health, wellness, sport and tourism.

Mission

The School of Health & Human Sciences capitalizes on its unique urban location and inter-professional collaboration among educators, community partners, researchers, practitioners, and policy makers to prepare future leaders in healthcare, kinesiology, and event tourism. Through innovative research, experiential learning, and community engagement, this school strives to prepare leaders to transform the human experience and quality of life.

Objectives

In fulfilling its mission, the School of Health and Human Sciences seeks to achieve the following objectives with a commitment to diversity, equity and inclusion.

1. Create an accessible learner-centric culture that is diverse, engaging, and dedicated to academic excellence
2. Promote innovation and excellence in teaching and learning practices
3. Advance knowledge through applied research and scholarship emphasizing the translation of theory to practice
4. Enhance civic engagement with activities characterized by:
 - Collaborating within and across disciplines, the university, and community
 - Establishing equitable and sustainable partnerships
 - Capitalizing on our unique, urban location to support economic growth and cultural development
 - Benefiting the communities of Indianapolis and Indiana, nationally, and globally.

Report Contents

1. Health Sciences.....	2
2. Nutrition and Dietetics	2
3. Occupational Therapy.....	3
4. Physical Therapy.....	6
5. Physician Assistant Program.....	11
6. Tourism, Event, and Sport Management.....	13
7. Kinesiology	13

School of Health and Human Sciences

Annual PRAC Report 2020-2021

Bachelor of Science in Health Sciences Degree

Background: The following report focuses solely on the Undergraduate Bachelor of Science in Health Sciences, housed in the Department of Health Sciences. The degree provides students with the academic foundation to apply for professional programs (i.e., physical therapy, physician assistant, etc.) or entry-level careers in the health sciences field. The degree requires 44 credit hours in core health sciences courses with an additional 32 credits of open electives. This small core, combined with the option to pursue pre-professional tracks or minors/certificates through elective courses, is a major strength of the program.

In July, 2018, the department welcomed a new Undergraduate Program Director, who was specifically charged with reviewing and updating the current curriculum. The program is experiencing tremendous growth, with enrollment increasing from 19 students in 2010 to the current 505 students. The increase in students spurred an external review of the program, which occurred fall 2017. In addition, the Program Director completed an internal review of the program focusing specifically on learning objectives and current curriculum goals and objectives.

Mission of the health sciences program (revised) is:

The interdisciplinary faculty and staff in the Department of Health Sciences seek to improve the communities and lives of Hoosiers and beyond through education and research excellence aimed at progressing healthcare.

We do this by supporting a diverse student body across the undergraduate and graduate degree spectrum and preparing the next generation of healthcare professionals for fulfilling and meaningful high demand careers.

NO REPORT SUBMITTED

PhD in Health and Rehabilitation Sciences

The Department of Health Sciences currently offers a PhD in Health and Rehabilitation Sciences (first student admitted in fall 2008), a Master of Sciences in Health Sciences (no students currently enrolled) and a BS in Health Sciences (first students admitted fall 2010).

Mission: Designed to develop scholars who, through their leadership and original research, will contribute to the knowledge base in health and rehabilitation sciences. We envision program graduates emerging as leaders in education and research in universities, clinical faculties and industry.

NO REPORT SUBMITTED

Department of Nutrition and Dietetics

Summary:

This year we evaluated the outcome data for the Dietetic Internship Program achievement of goals and objectives as required by our accreditor the Accreditation Council on Nutrition and Dietetic Education. Outcome data are collected from program graduates and employers through online

School of Health and Human Sciences

Annual PRAC Report 2020-2021

surveys (Survey Monkey), data provided by the Commission on Dietetic Registration (CDR) for passing rates on the national Registration Examination for Dietitian Nutritionists and data collected by the Department of Nutrition & Dietetics. All data is analyzed for a rolling three year average. This reports reflects data from our 2016-2018 Dietetic Internship graduates. Complete data for the 2019 program graduates is not available. In general, the dietetic internship program is performing its mission and meeting program goals. It should be noted that report rates from employers are low. This seems to be a national problem.

Dietetic Internship Program Mission:

The mission of the Dietetic Internship Program is to provide advanced education and supervised practice opportunities for future leaders in the application and advancement of dietetics. **Goal:** The overriding goal of the Dietetic Internship Program is to assist the dietetic intern in making the transition from student to professional.

Outcomes: We graduated 14 interns in 2020. 12 of the 14 (85.7%) were employed within 12 months of graduation. The Accreditation Standard (ACEND) is that 80% of graduates will be employed within 12 months of graduation. The internship will enroll its final class in 2022 giving way to the Doctorate in Nutrition and Dietetics program.

Department of Occupational Therapy

Program Mission

The mission of the IUPUI occupational therapy entry-level clinical doctorate program is to prepare future occupational therapy leaders to address the occupational needs of a diverse society and to promote health and well-being by facilitating participation in life roles, everyday activities, and community living.

The Entry-level Occupational Therapy Doctorate Program has had an excellent year in meeting both program and educational goals despite the challenges of COVID-19. This report will summarize a few of the program goals related to student success and educational goals met through innovative programming to meet COVID-19 challenges.

OTD Program Goals

Accreditation Status- Program Goal Met

The Entry-Level Occupational Therapy Doctorate (OTD) Program was granted Accreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in April 2021. The program was granted accreditation for a 7-year term, which is the highest level, and granted to programs that have no areas of noncompliance and have demonstrated exceptional educational quality.

Program Graduation Rates and NBCOT Exam Pass Rates- Program Goal Met

The OTD program graduated the first cohort of OTD students with an on-time graduation in May 2021. Thirty-four students graduated,

School of Health and Human Sciences

Annual PRAC Report 2020-2021

with a class retention rate of 97% (OTD Program goal 95%)

The Class of 2021 has a 97% pass rate on the National Board of Certification in Occupational Therapy (NBCOT) Exam during the 2021 testing year (OTD Program goal >national average-not yet published).

Clinical On-Site Education- Program Goal Met

Fieldwork Student Performance:

Clinical on-site education during COVID-19 was extremely challenging for the clinical fieldwork program. Site cancellations and burnout of occupational therapy clinicians at the clinical sites was an issue however all students were placed and all students passed their clinical experiences. Fieldwork (FW) Level II experiences involve two, 12-week full-time on-site experiences supervised by on-site occupational therapy clinicians.

The total number of FW Level II placements PASSED during 2021 (Program goal 95%):

- 105 students passed
 - Class of 2022 FW Level IIA (Summer): 34 students /100% pass rate
 - Class of 2022 FW Level IIB (Fall): 33 students/ 100% pass rate ** One student during this experience had to withdraw due to COVID-19 and will complete the experience in January 2022 and was not counted in this total.
 - Class of 2023 FW Level IIA (Summer): 38 students/ 100% pass rate

Doctoral Capstone Experience Student Performance:

Students collaborate with a community partner to design their capstone experiences and projects to meet the needs of an organization and population served. Students are on-site for 14 weeks during the 3rd year of the OTD program. This was the first OTD class that participated in the experience. Due to COVID-19 some experiences were virtual however all students were able to meet their objectives and pass this experience in order to allow for an on-time graduation in May.

The total number of Doctoral Capstone Experiences PASSED during 2021 (Program goal 90%):

- 34 students passed
 - Class of 2021 (Spring): 34 students/100% pass rate

OTD Educational Goals

Curriculum Thread- “Optimizing Occupation and Facilitating Participation” Students will demonstrate entry-level competencies in the therapeutic use of occupation with individuals, groups and populations across the life span to facilitate occupational performance and participation.

Fieldwork Level I Experience:

An innovative fieldwork level I experience was designed to meet the challenges of COVID-19. ACOTE standards stipulate that students need to participate in level I fieldwork experiences to enrich didactic coursework through directed observation and participation in the OT

School of Health and Human Sciences

Annual PRAC Report 2020-2021

process. The experiences do not have to include supervision by a clinician in a practice site, which is how IU OT has met this standard in the past. With the burden of COVID-19 on our OT clinicians in clinics and hospitals, a new 5-day equivalent clinical simulation fieldwork experience was designed. The new FW Level I design now integrates the didactic work from the student's first year, fall semester coursework, to create a multiple day clinical simulation utilizing the Fairbanks Simulation Patients and the Nursing Flex Space. This curricular design enables students to participate in the OT Process and takes the burden off our clinical site partners. Faculty take on the role of student educator during the simulations of OT evaluation, intervention, and discharge and are able to provide real time feedback in a safe learning environment. Students are able to demonstrate their competency in the therapeutic use of occupation through the simulation experiences.

Curriculum Thread- "Socially Responsive Health Care" Students will demonstrate entry-level competence in providing client centered, inclusive, and effective occupational therapy services to facilitate the health and wellbeing of people, families, and communities.

Partnership with Flanner House:

IU OT developed a partnership with Flanner House in Indianapolis to meet the needs of their population served while providing students the opportunity to participate in socially responsive health care.

Second year students in the OT Older Adult Practice Course were able to complete a needs assessment for the older adults in the adult day center in order to provide educational wellness videos to support participation in occupation. Due to COVID-19, this experience with the older adults remained virtual however; the experience still enabled the students to facilitate health and well-being to this older population. This collaboration with the older adult day center at Flanner House is now integrated into future course design.

Students also became involved with the school at the Flanner House, which supports children in the surrounding neighborhoods. Six students participated in our first community-based, non-traditional level II fieldwork. The students were on-site for 12 weeks, 40 hours/week, screened over 50 children, and offered recommendations for developmental enrichment activities and behavior and sensory management strategies. The community stakeholders were so impressed that when they met with OT faculty, they requested continued involvement and made a collaborative plan for sustainability in the future.

OT Program Goal focus for 2022:

- The OTD program will continue to measure and meet established Program Outcomes
- The clinical experience changes that were made due to COVID-19 will now become part of the curriculum and outcome data measured
- The educational outcomes will continue to be measured and course outcomes will be measured
- The OT Department will launch the Post-Professional OTD Program in August 2022

School of Health and Human Sciences

Annual PRAC Report 2020-2021

Department of Physical Therapy

Student Educational Goals: The Goal of the Department of Physical Therapy is to prepare autonomous Doctors of Physical Therapy who by their commitment to advance the health and quality of life for all humanity are recognized as leaders among health professionals and the community

Educational Program Plan: The curriculum of the physical therapy educational program is a balance of coursework in social sciences, humanities, and natural and health sciences. The curriculum incorporates strong foundational, clinical, and applied sciences that contribute to the unique body of knowledge in physical therapy and rests on five fundamental concepts.

1. Problem solving
2. Evidence-based clinical decision making
3. Guide to physical therapy practice
4. International Classification of Functioning model
5. Patient centered approach to clinical decision-making

Program Measurement: The program has identified 17 student learning objectives that are to be accomplished by the end of the three-year curriculum. Six of the seventeen are listed below with direct and indirect outcome measures to determine the impact of the curriculum on these learning objectives. Benchmarks for each source of measure were established by the faculty and reviewed annual at the Department's May retreat. Any findings not meeting the establish standard are highlighted in red. This report includes a comparison of similar data from the previous year to better understand any consistent trends.

Direct measurement: Board exam results, digital videos,

Indirect measurement: Post clinical surveys, Focus Group Interviews, Post-graduation surveys,

School of Health and Human Sciences

Annual PRAC Report 2020-2021

DPT Program Student Learning Outcomes		Program Outcome Measures and Benchmarks					
		Post Clinical Survey (Scores are an average out of 5) Scores for Class of 2021	Focus Group Interviews conducted at the end of the three year program Digital Stories Class of 2021	Board Exam Taken after completion of the program, Class of 2020 & 2021	Post-Graduation Survey performed 6 months following graduation, (Percentage scores reflect aggregate of Adequate, Well or Very Well responses) Class 2019-2020		
		Benchmark: 3.5 or above (Red indicates areas of needed improvement)	Benchmark: Consistent student reporting that correlates with other objective data (Red indicates areas of needed improvement)	Benchmark: Meet or exceed National Average (Red indicates areas of needed improvement) Score is out of 800 Passing is 600 or >	Benchmark: 75% or above (Red indicates areas of needed improvement)		
1	Practice as autonomous point-of-entry provides of physical therapy services in adherence to ethical, professional and legal standards within a variety of clinical and community settings.	Ethics Preparation	4.92	Overall, student responses indicated they felt well prepared during their clinical experiences and are ready to assume entry-level practice. Areas needing musculoskeletal integration, pediatric interventions	Examination	2020 - 707 2021 - 698	Ethics Preparation 2019 – 4.72 2020- 4.58 Legal Preparation 2019 – 4.18 2020 – 4.17 Overall Preparation 2019 – 3.92 2020 – 3.67
		Legal Preparation	4.85		Intervention	2020- 700 2021 – 695	
		Integrity	4.92	All students felt prepared ethically and legally			
2	Demonstrate proficiency in providing culturally competent care across the lifespan.	Cultural Sensitivity	4.82	100% of students felt well prepared to meet the needs of a culturally diverse population. Students felt this was a strength of the curriculum	Not measured with this test		Cultural Sensitivity 2019 – 4.64 2020 – 4.33

School of Health and Human Sciences

Annual PRAC Report 2020-2021

3	Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice.	Thinking Critically	4.78	Overall students felt prepared to handle most environments. Students also felt they are prepared to handle the unexpected. Students reported that reflective practice is critical for successful clinical practice.	Examination	2020-707 2021 – 698	Thinking Critically 2019 – 4.45 2020 – 4.58 Self-Reflective 2019 – 4.59 2020 – 4.75	
		Apply clinical decision-making	4.75					
		Use evidence with clinical decision making	4.65		Differential Diagnosis	2020-711 2021 – 712		
		Integrate Self-Reflection	4.75					
4	Demonstrate competence in examination and re-examination of a patient/client using evidence-based tests and measures.	Musculo Exam	4.39	100% of graduates indicated they felt well prepared to make diagnostic decisions based upon examination findings	Neuro	2020 – 719 2021-678	Musculo Exam	2019 – 4.19 2020 – 4.67
		Neuro Exam	3.77		Musculo Exam	2020 – 685 2021-674	Neuro Exam	2019 – 4.05 2020 – 4.67
		Integ Exam	3.24		Weaknesses noted in integumentary were based on a lack of exposure to wound care during their clinical experiences and not a deficit in classroom preparation.	Integ Exam	2020 – 733 2021-719	Integ Exam
		Cardio Exam	3.97	Cardio Exam		2020 – 725 2021-715	Cardio Exam	2019 – 4.05 2020- 4.75
		Peds Exam	3.36	The students indicated feeling the least well prepared with pediatrics				Peds Exam
		Geriatric Exam	4.64		Geriatric Exam			2019 – 4.43 2020 – 4.83
5	Implement safe and	Musculo Rx	4.48	Graduates indicated that they	Other	2020-	Musculo Rx	2019 – 4.00

School of Health and Human Sciences

Annual PRAC Report 2020-2021

	effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes.			were well prepared for musculoskeletal and neuromuscular intervention planning.	Systems	700 2021 - 688		2020 – 4.58
		Neuro Rx	3.80	They felt good about cardiopulmonary preparation.	Musculoskeletal	2020-707 2021 - 719	Neuro Rx	2019 – 3.95 2020 –4.58
		Integ Rx	3.12	Graduates felt there was a lack of ability to practice wound management treatments due to exposure	Cardiopulmonary	2020-706 2021 - 715	Integ Rx	2019 – 3.24 2020 – 4.17
		Cardio Rx	3.98	Students felt there was not enough educational opportunities with pediatric interventions	Neurological	2020-705 2021 – 678	Cardio Rx	2019 – 4.05 2020-4.58
		Peds Rx	3.58		Integumentary	2020-706 2021 - 719	Peds Rx	2019 – 2.90 2020 – 3.83
		Geriatric Rx	4.60				Geriatric Rx	2019 – 4.33 2020 – 4.75
6	Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others.	Professional growth	4.85	Students expressed a strong appreciation for the need to continue to learn beyond their entry level education.	Digital Story/Portfolio	2020 -100% indicated professional duty which includes lifelong learning as a key area for future practice	Professional growth	2019 – 4.55 2020 – 4.17
		Development Plan	4.61					Self-Reflective
		Lifelong Learning	4.73	They also indicated that self-assessment is an important part to professional development			2021- 90% indicated professional duty and life long learning	
		Professional duty	4.76	Evidence – Digital stories				

School of Health and Human Sciences

Annual PRAC Report 2020-2021

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COVID related changes in 2020-2021	7. Impact of changes and outcomes
Curricular Shuffle	The normal curricular sequence was altered to accommodate the loss of clinical internship access during the summer of 2020. Students completed fall didactic course during the summer and early fall which gave clinics time to recovery from the pandemic surge allow for students to resume training. The altered schedule had some initial learning challenges but these students demonstrated similar final internship scores in spring of 2021. In addition, all students were successful at passing the licensure examination.
Altered Assessment Format	COVID Isolation restrictions required an alteration in curricular testing when assessing hands-on skill acquisition. The faculty moved some testing to a telehealth approach using zoom. Others, delayed all hands-on testing to spring 2021. Students learning required some additional review and practice but all modifications resulted in student learning leading to above average skill acquisition.
Lab Pods	Educating physical therapy students' hands-on skills under COVID restrictions required faculty to rethink their approach to lab, close contact environments. Students were required to isolate with a single lab partner for all labs during fall 2020 and in a pod of 4 students during spring of 2021. Normal lab practice is to encourage practice partner variation to enhance skill acquisition. Students indicated the desire to be able to return to normal lab practices; they felt the pod system was limiting their learning opportunities.
New Innovations for 2022	Description and Actions
Teaching Environment	Faculty have worked to create a new teaching environment with the health science building. Renovations will be completed fall 2022. The environment will feature new therapy equipment to improve hands-on learning, added learning environments that include team-based learning rooms, simulated hospital room, and functional assessment and treatment lab. Students and faculty were involved in the design. Data will be gathered over the next two years to evaluate implementation and utilization.
Dual DPT/PhD	The program enrolled its first PhD student as part of the dual degree. Assessment of program implementation and impact are ongoing
IPE Focus	The physical and occupational therapy programs have committed to several new IPE initiatives that include maximizing the new learning environment. Data will be capture to assess the learning impact.

School of Health and Human Sciences

Annual PRAC Report 2020-2021

PT Program learning Assessment Review Summary

Overall students are performing well above the national average on the licensure exam for all subcategories and overall outcomes with a first time pass rate of 94% for the past three years. Both direct and indirect measures of student learning indicate student performance across all student learning outcomes to be good. Likert scale survey data indicated that students identified the strengths of the program's academic preparation to be in the areas of musculoskeletal and neuromuscular coursework, evidence based practice, clinical decision-making, integrated clinical education and professional core values. This has remained consistent for the past three years.

Weaknesses were noted in the areas of exercise prescription and pediatrics. Students qualified their lack of comfort and preparation in these areas by suggested that most of it relates to a lack of clinical exposure; however, students felt changes to the curriculum related to exercise prescription should help future students.

Physician Assistant Program

Mission:

The mission of the Indiana University Master of Physician Assistant Studies program is to prepare compassionate and competent graduates for physician assistant practice and to prepare leaders in the field to transform human experience and quality of life, with a focus on meeting the health care needs of the community.

Educational Goals:

This report focuses on two of our program goals. To *Educate Students for entry-level practice to provide quality patient-centered care in a wide variety of clinical settings* and to *Educate students to provide culturally competent and sensitive health care in the context of the communities our learners serve*.

Proposed Changes:

We are currently transitioning to a competency-based curriculum in an effort to bring practical skills such as “Cultural competence in the patient interview”, “Delivering bad news to patients”, etc to the forefront. These competencies will be more closely aligned with our program goals not only to provide better assessment but also to highlight to students what aspects of medicine outside of general knowledge are important for practice. As such, our assessment of these goals should be more robust next year.

Program Goals	Assessment Method	Goal	Result	Proposed Changes/Assessment
Educate Students for entry-level	1. Completion of Patient-Centered Care module in Intro to EBM	1. 100% of students complete the Patient-Centered Care module in Intro to EBM	1. 100% completion of Patient Centered Care module	1. Preceptor Evaluations for specific Patient-

School of Health and Human Sciences

Annual PRAC Report 2020-2021

<p>practice to provide quality patient-centered care in a wide variety of clinical settings</p>	<ol style="list-style-type: none"> 2. PA Competency Graduate Survey 3. Post-graduation PA Competency Survey (6 months) Our survey asks recent graduates within their first year of practice if they feel they can demonstrate a list of PA competencies based on recommended standards of practice. 4. PACKRAT II Results 5. PANCE Results 6. Summative Evaluation. Contains a Written Summative Evaluation which is an externally validated exam given by the Physician Assistant Education Association and a Physical Summative Evaluation, (16 independent stations that evaluated history taking, physical examination, diagnostics and management across all organ systems). 7. Healthy People 2030 series of assignments. Students complete an assignment that targets a specific patient need and with the help of Health People 2030 find practical resources. 	<p>which focuses on the relationship between patient-centered care and EBM.</p> <ol style="list-style-type: none"> 2. 100% students respond Agree or Strongly Agree to “IU MPAS Program adequately prepared me for clinical practice as a physician assistant” by graduates of the program 3. An average of a 4 out of 5 on a Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Neither, 4-Agree, 5-Strongly Agree) on all PA competences of practice. 4. 100% > 130 on PACKRAT II 5. 96% First-time test-taker pass rate (96% is the national pass rate) 6. 100% pass rate of our Summative Evaluation which covers a wide range of topics/skills/techniques. 7. 100% successful completion of the Health People 2030 assignemnts. 	<ol style="list-style-type: none"> 2. 95% of students responded Agree (23) or Strongly Agree (17) with (1) Disagree and (1) Neither Agree Nor Disagree 3. Students self-reported their competence on a range between 4.12 – 4.71 except for one competency. HCFS2 “Understand the different types of health systems, funding, streams, and insurance in order to recognize the financial implications to the provision of healthcare.” 4. 100% of CO2021 scored >130 on the PACKRAT II 5. 98% of CO2021 passed the PANCE on their first attempt. 6. 100% of CO2021 students who took the summative written examination passed and 100% of students were successful on the practical assessment components 7. 100% of students successfully completed the Health People 2030 assignments. 	<p>centered care items based on Patient Centered Assessment Method (PCAM)</p> <ol style="list-style-type: none"> 2. Incorporating PCAM into coursework rubrics concerning patient centered care. 3. Update assessments to match competency based curriculum
<p>Educate students to provide culturally</p>	<ol style="list-style-type: none"> 1. Instruction and Self-reflection on Implicit Bias 	<ol style="list-style-type: none"> 1. 100% of students complete and attend lectures and a 	<ol style="list-style-type: none"> 1. 100% of students successfully completed 2. 100% of students successfully completed 3. 100% of students successfully completed 	<ol style="list-style-type: none"> 1. Add specific questions about cultural competence

School of Health and Human Sciences

Annual PRAC Report 2020-2021

competent and sensitive health care in the context of the communities our learners serve	2. Behavior Change exercise in Psychosocial Aspects of Healthcare 3. Self Reflection on Personal Bias/Explicit Bias 4. Instruction and assignments on Social Determinants of Health 5. Supervised Clinical Practice Experience (SCPE) at a Federally Qualified Health Center 6. SCPE in a rural setting 7. SCPE in an urban setting	self-reflection on Implicit Bias 2. 100% of students successfully complete Behavior Change exercise 3. 100% of students successfully complete and attend instruction and self-reflection on Personal Bias/Explicit Bias 4. 100% of students successfully complete and attend instruction and assignments of Social Determinants of Health 5. 100% of students with at least one SCPE at a FQHC 6. 50% of students with at least one SCPE in a rural setting 7. 100% of students with at least one SCPE in an urban setting	4. 100% of students successfully completed 5. 100% of students had at least one SCPE at an FQHC 6. 23% of students had at least one SCPE in a rural setting 7. 100% of students had at least one SCPE in an urban setting	in preceptor evaluations of students 2. Update assessments to match competency based curriculum
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Tourism, Event, and Sport Management

No data submitted, developing assessment plan for 2020-2021

Kinesiology Department

Report submitted separately