



## Exercise Science Annual Assessment 2018-2019

## Annual Assessment 18-19

### Exercise Science

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

**EXS CORE** The Exercise Science Degree is dedicated to preparing William Woods University students for advanced study in the following concentrations: Athletic Training, Exercise and Human Performance, Sport Management, Physical Education/ Sport, Recreation, and Leisure. The Exercise Science Degree is designed to equip students for professions in these fields through study of evidence based practices, hands on experiences, laboratory training and solid theoretical principles. (Drafted 5-2-2018)

#### Program Data

##### Delivery Method

Traditional On Campus (selected)  
 Online  
 Hybrid

	<b>Majors</b>	<b>Minors</b>
<b>2017-18</b>	60	4
<b>2018-19</b>	67	3

##### Concentrations 2017-18

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

Athletic Training 18 students

Exercise and Human Performance 10 students

Physical Education 6 students

Sport Management 9 students

Sport, Recreation, and Leisure 1 student

##### Concentrations 2018-19

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

Registrar's Office/ Retention Report

Exercise and Human Performance 16 students/ 14

Physical Education 10 students/ 6

Sport Management 15/14

Sports Medicine/ Athletic Training 22/23

Sports, Recreation, and Leisure 3/ not listed

### **Student Demographics**

*What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Retention rate for the program 64.7% (University 83.1%)

Graduation rate: New Students for the Program 6%0 (University 57.5%)

Graduation rate: Transfer Students for the Program 100% (University 754.1%)

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

The Athletic Training Education Program is seeking accreditation from the Commission on Accreditation of Athletic Training Education for a Master's Degree as required by the profession.

The Exercise and Human Performance concentration is considering the requirements recently announced by the National Strength and Conditioning Association to become an accredited program by the year 2030.

### **Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

All programs are currently encouraged to promote their concentrations on social media. Athletic Training is active currently. We have spoken to the marketing department on promotions on social media and sharing responsibilities for posts.

## Marketing Material

## Program Assessment

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>EXS-2018.1</b>	Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness
<b>EXS-2018.1.1</b>	Demonstrate knowledge of anatomical structures of the human body in order to improve movement.
<b>EXS-2018.1.2</b>	Demonstrate knowledge of physiological responses of the human body in order to improve wellness.
<b>EXS-2018.2</b>	Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques
<b>EXS-2018.2.1</b>	Recognize unhealthy behaviors
<b>EXS-2018.2.2</b>	Demonstrate prevention, care, and life saving techniques
<b>EXS-2018.3</b>	Optomizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy
<b>EXS-2018.3.1</b>	Promoting healthy levels of wellness and body composition
<b>EXS-2018.3.2</b>	Demonstrating nutritionally sound principles and practices
<b>EXS-2018.4</b>	Improving Performance Demonstrate a knowledge of measurement techniques of functional adaptive movements in order to establish baseline measures to develop plans for continuous improvement, considering safety, efficiency and effectiveness.
<b>EXS-2018.4.1</b>	Demonstration of knowledge of measurement techniques
<b>EXS-2018.4.2</b>	Demonstrate knowledge of functional and adaptive movements
<b>EXS-2018.4.3a</b>	Analyzing baseline data measures to evaluate for continuous improvement
<b>EXS-2018.5</b>	Psycho Social Aspects of Sport Identify healthy and unhealthy mental states, recognize characteristics of psychological traits and cultural influences of sport on society, and applies evidence based practical and

	theoretical knowledge to promote social and emotional growth for a diverse population
<b>EXS-2018.5.1</b>	Identify healthy and unhealthy mental states
<b>EXS-2018.5.2</b>	Recognize characteristics of psychological states
<b>EXS-2018.5.3</b>	Recognize cultural and diverse influences of sport on society
<b>EXS-2018.5.4</b>	Applies evidence based practical and theoretical knowledge to promote social and emotional growth

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

Exercise Science draws intensely on the skills gained in the General Education Program. Students must be able to analyze data for value and critique the work of others in the field of study. Exercise Science students must be able to quantitatively and qualitatively assess research for evidence from which to design fitness, exercise and nutritional plans to promote good health and measure success. As fitness and optimal health is an issue for everyone, Exercise Science students must be able to relate to a diverse culture, communicate effectively, strive for ethical behavior and direction and draw from historical events that impacted failure and success of those that have come before them in exercise and sport. (Draft 08-17-2016, C. Robb)

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Exercise Science Core

	<b>EXS 322</b>	<b>EXS 100</b>	<b>EXS 103</b>	<b>EXS 104</b>	<b>EXS 180</b>	<b>EXS 205</b>
<b>EXS-2018.1.1</b> Demonstrate knowledge of anatomical structures of the human body in order to improve movement.						A
<b>EXS-2018.1.2</b> Demonstrate knowledge of physiological responses of the human body in order to improve wellness.	A					
<b>EXS-2018.2.1</b> Recognize unhealthy behaviors		A				
<b>EXS-2018.2.2</b> Demonstrate prevention, care, and life saving techniques				A		
<b>EXS-2018.3.1</b> Promoting healthy levels of wellness and body composition		A				

<b>EXS-2018.3.2</b> Demonstrating nutritionally sound principles and practices			A			
<b>EXS-2018.4.1</b> Demonstration of knowledge of measurement techniques						
<b>EXS-2018.4.2</b> Demonstrate knowledge of functional and adaptive movements						
<b>EXS-2018.4.3a</b> Analyzing baseline data measures to evaluate for continuous improvement						
<b>EXS-2018.5.1</b> Identify healthy and unhelathy mental states						
<b>EXS-2018.5.2</b> Recognize characteristics of psychological states						
<b>EXS-2018.5.3</b> Recognize cultural and diverse influences of sport on society						
<b>EXS-2018.5.4</b> Applies evidence based practical and theoretical knowledge to promote social and emotional growth						

	EXS 220	EXS 303	EXS 314	EXS 321	EXS 350	EXS 401
<b>EXS-2018.1.1</b> Demonstrate knowledge of anatomical structures of the human body in order to improve movement.						
<b>EXS-2018.1.2</b> Demonstrate knowledge of psysiological responses of the human body in order to improve wellness.						
<b>EXS-2018.2.1</b> Recognize unhealthy behaviors		A				
<b>EXS-2018.2.2</b> Demonstrate prevention, care, and life saving techniques		A				
<b>EXS-2018.3.1</b> Promoting healthy levels of wellness and body composition						
<b>EXS-2018.3.2</b> Demonstrating nutritionally sound principles and practices						
<b>EXS-2018.4.1</b> Demonstration of knowledge of measurement techniques						
<b>EXS-2018.4.2</b> Demonstrate knowledge of functional and adaptive movements					A	
<b>EXS-2018.4.3a</b> Analyzing baseline data measures to evaluate for continuous improvement						
<b>EXS-2018.5.1</b> Identify healthy and unhelathy mental states						A
<b>EXS-2018.5.2</b> Recognize characteristics of psychological states						A

<b>EXS-2018.5.3</b> Recognize cultural and diverse influences of sport on society	A					
<b>EXS-2018.5.4</b> Applies evidence based practical and theoretical knowledge to promote social and emotional growth						A

	<b>EXS 422</b>
<b>EXS-2018.1.1</b> Demonstrate knowledge of anatomical structures of the human body in order to improve movement.	
<b>EXS-2018.1.2</b> Demonstrate knowledge of physiological responses of the human body in order to improve wellness.	
<b>EXS-2018.2.1</b> Recognize unhealthy behaviors	
<b>EXS-2018.2.2</b> Demonstrate prevention, care, and life saving techniques	
<b>EXS-2018.3.1</b> Promoting healthy levels of wellness and body composition	
<b>EXS-2018.3.2</b> Demonstrating nutritionally sound principles and practices	
<b>EXS-2018.4.1</b> Demonstration of knowledge of measurement techniques	A
<b>EXS-2018.4.2</b> Demonstrate knowledge of functional and adaptive movements	
<b>EXS-2018.4.3a</b> Analyzing baseline data measures to evaluate for continuous improvement	A
<b>EXS-2018.5.1</b> Identify healthy and unhealthy mental states	
<b>EXS-2018.5.2</b> Recognize characteristics of psychological states	
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<b>EXS-2018.5.4</b> Applies evidence based practical and theoretical knowledge to promote social and emotional growth	

### Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

### Assessment Findings

Assessment Findings for the Assessment Measure level for Exercise Science Core

EXS-2018.1.1 Demonstrate knowledge of anatomical structures of the human body in order to improve movement.				
EXS 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of the class will score 70% or better on a final cumulative examination requiring the identification of fifty (50) anatomical structures. been met yet? Met	95% (19 of 20) scored 70% or better on the identification portion of the final exam; 1 person scored 60%. Future assessment will divide the final exam into two (2) sections: identification and application. This will allow for the creation of an artifact of the scores.		

EXS-2018.1.2 Demonstrate knowledge of physiological responses of the human body in order to improve wellness.				
EXS 322				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - HeartRate and Blood Pressure Lab (Other)	Has the criterion 80% of students will complete the lab proficiently and explain the appropriate physiological responses. been met yet? Met	100% of the 14 students were able to measure heart rate and blood pressure of a subject in various states and explain the physiological changes appropriately.	Intro_to_Phys_Lab_for_Assessment_2019.png	

EXS-2018.2.1 Recognize unhealthy behaviors				
EXS 100				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Presentation Station: Students will present	Thirty-two students were enrolled in the Personal Health courses in 2018/2019. Twenty-nine	Life_Walk_S_2019_Assessment.png Life_Walk_2018F_Assessment.png	- Refine Assessment Tool: The rubric for the

	information on unhealthy behaviors (assessment, prevention, education, & action of mediation) with 80% of students being 80% successful at the presentation. been met yet? Met	students assembled Presentation Stations. 84% of students reached the benchmark of 80%. One student was assigned an "F" but required an incomplete grade to to medical reasons. That student was not included in the 84%.		assignment needs to be improved for greater sensitivity. Outside evaluators may be invited to critique the presentations for greater input.
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<b>EXS 303</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion Exam 3 &4 in the course. 80% of students will be 80% successful on both exams. been met yet?			

<b>EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion First Aid and CPR Certification: 80% of students will pass the certification exam for First Aid and CPR been met yet? Met	92% of students passed the Responding to Emergencies Certification (Adult, Child and Infant CPR, AED and First Aid) with an 80% or better.		

<b>EXS 303</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion Exam 3 &4 in the course. 80% of students will be 80% successful on both exams.			

	been met yet?			
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EXS-2018.3.1 Promoting healthy levels of wellness and body composition				
EXS 100				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Written Exam - 80% of students will achieve 80% or better on the exam.(Exam 2) been met yet? Not met	Only 40% of students met the 80% benchmark (13/33). This may be the first time many of the Exercise Science students have been exposed to the wellness and body composition terms and concepts presented in the course.	Body_Comp_Test_2_F_18.png Body_Comp_Test_2_S19.png	- Curriculum Revision: This topic may need to be emphasized more so over wellness topics that are not essential to the program.

EXS-2018.3.2 Demonstrating nutritionally sound principles and practices				
EXS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion need to talk to Amanda about an assignment here. been met yet? Met	Students tracked their eating and activity habits then analyzed the results using reliable resources.	Assessment_Gowin_Nut_2 Assessment_Nut_Gowin_2019	

EXS-2018.4.1 Demonstration of knowledge of measurement techniques				
EXS 422				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Presentation	Has the criterion 80% of students will score a Level 3 or above on the Standard 4 rubric been met yet? Met	95% of students scored Level 3 or above. Students were externally graded also by 5 members of the WWU staff.	EXS_422_Final_Project.docx	
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EXS-2018.4.2 Demonstrate knowledge of functional and adaptive movements				
<b>EXS 350</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion 80% of students will score a Level 3 or above on the Standard 4 rubric. been met yet? Met	100% of students scored a Level 3 or above on external assessment of presentation based on a project that was also overseen by Mr. Ken Petterson.	Final_Project_Assignment.docx	

EXS-2018.4.3a Analyzing baseline data measures to evaluate for continuous improvement				
<b>EXS 422</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion 80% of students will score a Level 3 or above on Standard 4 rubric. been met yet? Met	See summary from above.	EXS_422_Final_Project.docx	

EXS-2018.5.1 Identify healthy and unhealthy mental states				
<b>EXS 401</b>				
<b>Assessment</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement</b>

Measure			Assessments	Narratives
Direct - Class Assignment	Has the criterion Students watch a documentary on Chris Herrin which narrates the former athlete's life when healthy & unhealthy. The assignment consists of students connecting academic literature & their own views from presented material to what was watched. been met yet? Not met	9 of 21 met the criterion. This assignment had a theory/model integration component where students had that component & earned a score above the level, or didn't address it & their score reflected it.	EXS_401_5.1_2018_19.xlsx	- Curriculum Revision: While a component in several assignments, ensuring that students comprehend what theories or models of addiction, stress, etc. are applicable needed to be better presented.

#### EXS-2018.5.2 Recognize characteristics of psychological states

EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Leadership observation report: leadership styles of communication. 80% of students will get a minimum of 80% on the observation. been met yet? Not met	12 out of 21 met the standard, with a few more coming within percentage points from the 80%. One student failed to turn the assignment in. As mentioned below, one key aspect of the assignment that was to be assessed was typically the issue with the students' scores	EXS_401_5.2_2018_19.xlsx	- Curriculum Revision: A component for the assignment was to draw on theory & models from the psychological components that the students observed. The majority of students failed to do a decent job on this, so in the future better examples & explanation will be integrated into the course

#### EXS-2018.5.3 Recognize cultural and diverse influences of sport on society

EXS 220				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Interview	Has the criterion Students will interview a professional in their field to reflect on the cultural and diverse influences of sport in their desired profession. 80% of students will get a minimum of 80% on the interview. been met yet? Not met	6 of 21 met the criterion 80% - a handful were close to the mark, but most students who failed to meet the criterion didn't meet the basic standards of the assignment - from length to source quantity/quality along with the 'B' grade-level ability to integrate sources to support their position	EXS_220_5.3_2018_19.xlsx	- Curriculum Revision: Really one of the poorest outcomes on a project since I've been at WWU - will definitely address more writing development early in the semester with emphasis on what students read as a cue for what/how to develop their own style
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EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth					
EXS 401	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Goal Setting - post experience paper. 80% of students will get a minimum of 80% on the assignment been met yet? Not met	13 out of 21 met the criterion level. Those that met the criterion score earned high marks, while those that failed to develop the assignment to the length requirements & source limits, didn't come close to it	EXS_401_5.4_2018_19.xlsx		

#### Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

A variety of coursework and evaluations are used to assess student learning. The change in the the Sport Science structure from each independent major to an Exercise Science Core and Concentrations give students a solid foundation for Sport Science from which to make decisions about their future career. I believe this is a good system that needs to be refined. Communication between the specific concentrations on what is necessary to advance from the Core and be successful is important. The faculty needs to review assignments to make sure they are meeting the objectives well.

## Improvement Narrative List

### Assessment Findings for the Assessment Measure level

Standard/Outcome	EXS-2018.2.1 Recognize unhealthy behaviors					
Legend	A					
Course/Event	EXS 100					
Assessment Measure	Direct - Presentation					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>The rubric for the assignment needs to be improved for greater sensitivity. Outside evaluators may be invited to critique the presentations for greater input.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	The rubric for the assignment needs to be improved for greater sensitivity. Outside evaluators may be invited to critique the presentations for greater input.
Improvement Type	Summary					
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Standard/Outcome	EXS-2018.3.1 Promoting healthy levels of wellness and body composition					
Legend	A					
Course/Event	EXS 100					
Assessment Measure	Direct - Quiz/Exam					
Assessment Findings	Not met					
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Curriculum Revision	This topic may need to be emphasized more so over wellness topics that are not essential to the program.					

Standard/Outcome	EXS-2018.5.3 Recognize cultural and diverse influences of sport on society	
Legend	A	
Course/Event	EXS 220	
Assessment Measure	Direct - Interview	
Assessment Findings	Not met	
Improvement		

Narrative	<b>Improvement Type</b> <b>Summary</b>	
	Curriculum Revision	Really one of the poorest outcomes on a project since I've been at WWU - will definitely address more writing development early in the semester with emphasis on what students read as a cue for what/how to develop their own style

Standard/Outcome	EXS-2018.5.1 Identify healthy and unhealthy mental states					
Legend	A					
Course/Event	EXS 401					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th><b>Improvement Type</b></th> <th><b>Summary</b></th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>While a component in several assignments, ensuring that students comprehend what theories or models of addiction, stress, etc. are applicable needed to be better presented.</td> </tr> </tbody> </table>		<b>Improvement Type</b>	<b>Summary</b>	Curriculum Revision	While a component in several assignments, ensuring that students comprehend what theories or models of addiction, stress, etc. are applicable needed to be better presented.
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Standard/Outcome	EXS-2018.5.2 Recognize characteristics of psychological states					
Legend	A					
Course/Event	EXS 401					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th><b>Improvement Type</b></th> <th><b>Summary</b></th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>A component for the assignment was to draw on theory &amp; models from the psychological components that the students observed. The majority of students failed to do a decent job on this, so in the future better examples &amp; explanation will be integrated into the course</td> </tr> </tbody> </table>		<b>Improvement Type</b>	<b>Summary</b>	Curriculum Revision	A component for the assignment was to draw on theory & models from the psychological components that the students observed. The majority of students failed to do a decent job on this, so in the future better examples & explanation will be integrated into the course
<b>Improvement Type</b>	<b>Summary</b>					
Curriculum Revision	A component for the assignment was to draw on theory & models from the psychological components that the students observed. The majority of students failed to do a decent job on this, so in the future better examples & explanation will be integrated into the course					

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Since the reorganization of schools, the development of the Exercise Science Major and multiple concentrations, new tools need to be developed to best serve the students and administrators of the programs. Students are often overwhelmed by taking a senior level practice certification test even knowing that they are just starting on their academic path. I believe progressive testing that leads to specific certification driven testing may be advantageous. Freshmen and Sophomore students often have a general idea of their future professional interests but are investigating specific requirements of the various disciplines. Exposing students to challenging professional material before they even have a basic understanding of principles may be counterproductive in keeping the student interested and involved in the major.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

### Senior Showcase

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Exercise Science is a Core Program. All students are encouraged to attend Senior Showcase activities to show support for graduates and see what is expected of them before graduation.

### Assessment Rubrics

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes (selected)

No

### Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

Yes, students work with the Fulton PreSchool to provide movement based activities in EXS 314, Motor Learning and Development for 5 weeks and for 3 weeks in EXS 350, they work with the Fulton Special Olympics basketball team via Ken Petterson.

### LEAD Events

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

The Spring and Fall Personal Health students conducted 3 LEAD event in which they developed presentation stations to educated participants on a number of health issues. These events occurred at mid-term and in the week before finals. It has been well attended and helps develop students' presentation skills.

Kenny Sieffert from the Missouri State High School Activities Association has visited our Introduction to Exercise Science class to talk about the need for referees/officials in sport. We have made his semi-annual talk a LEAD event as well to educate our campus on what happens when a shortage of officials affects the way we conduct sports activities.

Numerous LEAD Events focused on sport sociology sponsored by Doug Sanders.

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

As this is a Core Program, student accomplishments are not commonly achieved at this level.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

Please see individual Concentration areas of Exercise Science for specific alumni accomplishments.

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement is minimal at best.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p>The report does discuss any issues with retention or program demographics. The report lists the same data that is provided for the persistence numbers. The program faculty need to discuss what they are doing to keep and attract students to the major.</p>			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p>The program could provide a more robust examination on the impact of the General education program. The statement provided is pretty basic and not very detailed.</p>			
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is complete</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is not complete</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p>the curriculum map needs to include reinforced, introduced and master skill components. The current map only includes A for assessment activities, but it isdoes not help lay out the alignment and scaffold of the curriculum overall in the program.</p>			
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p>Most of the objectives are assessed only one time. It is a bit confusing as the objectives are all subcomponents of larger domains, so if we look at the overall domain, then each domain is assessed at least twice, but I am not sure that is the same thing as the objectives.</p>			
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p>this part of the report is not completed.</p>			

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:	<p>The program did a great job of uploading assessment data to back up the claims of their findings. They need to look at including the assessments in Via to eliminate needing to upload individual student identifying documents and teacher files. If the assessment is in Via, the exportable report helps keep the privacy of our students.</p>			
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:	<p>A detailed description was provided, but no copy of the schedule.</p>			
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<p>The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</p>	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<p>The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comments:				