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**WILLIAM WOODS  
UNIVERSITY**

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**Exercise Science Annual Assessment 2019-2020**

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# Annual Assessment 2019-2020

## 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

#### Student Majors 2018-19

#### Student Minors 2018-19

67

4

#### Students Majors 2019-2020

#### Student Minors 2019-20

73

3

#### Concentrations 2018-19

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

Registrar's Office/ Retention Report

Exercise and Human Performance 14

Physical Education 10

Pre-Physical Therapy (not approved yet)

Sport Management 15

Sports Medicine/ Athletic Training 22

Sports, Recreation, and Leisure 3

### **Concentrations 2019-20**

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

Exercise and Human Performance 17

Physical Education 14

Pre-Physical Therapy 5

Sport Management 15

Sports Medicine/ Athletic Training 18

Sports, Recreation, and Leisure 2

### **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 86.7% (University 75.9%)

2018/ 2019

Graduation rate: New Students for the Program 50.0% (University 55.4%)

Graduation rate: Transfer Students for the Program 100% (University 70.4%)

### **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. Exercise Science and Human Performance has a Facebook page and an Instagram page. 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
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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
EXS-2018.1	Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness
EXS-2018.1.1	Demonstrate knowledge of anatomical structures of the human body in order to improve movement.
EXS-2018.1.2	Demonstrate knowledge of physiological responses of the human body in order to improve wellness.
EXS-2018.2	Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and lifesaving care techniques
EXS-2018.2.1	Recognize unhealthy behaviors
EXS-2018.2.2	Demonstrate prevention, care, and life saving techniques
EXS-2018.3	Optimizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy
EXS-2018.3.1	Promoting healthy levels of wellness and body composition
EXS-2018.3.2	Demonstrating nutritionally sound principles and practices
EXS-2018.4	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.
EXS-2018.4.1	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

### **Alignment to the University Objectives**

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

### **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

### **NSSE Objectives Discussed Fall 2019**

#### **Program Alignment to NSSE Objectives**

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Exercise Science Core

	EXS 322	EXS 100	EXS 103	EXS 104	EXS 180	EXS 205	EXS 220	EXS 303	EXS 314
<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						A	
<b>EXS-2018.2.2</b> Demonstrate prevention, care, and life saving techniques				A				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 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							A, I		
<b>EXS-2018.5.4</b> Applies evidence based practical and theoretical knowledge to promote social and emotional growth							I, A		

	EXS 321	EXS 350	EXS 401	EXS 422
<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		A		
<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			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				
<b>EXS-2018.5.4</b> Applies evidence based practical and theoretical knowledge to promote social and emotional growth			A	

### 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?

No changes to the curriculum map were made this year.

## 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.				
<b>EXS 205</b>				
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	EXS 205 01 - Fall 2019 (n=14) Identification Possible points: 100 Range: 68-98 Average: 84.0% Application Possible points: 100 Range: 54-110 Average: 77.6% EXS 205 02 - Fall 2019 (n=13) Identification Possible points: 100 Range: 70-96 Average: 88.1% Application Possible points: 100 Range: 54-108 Average: 83.5% EXS 205 01 - Spring 2020* (n=21) Identification Possible points: 100 Range: 58-94 Average: 81.2% Application Possible points: 100 Range: 73-113 Average: 93.2% SUMMARY Identification Possible points: 100 Range: 54-98 Average: 83.9% Application Possible points: 100 Range: 54-113 Average: 86.0%		

EXS-2018.1.2 Demonstrate knowledge of physiological responses of the human body in order to improve wellness.				
<b>EXS 322</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Heart Rate 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 10 students were able to measure heart rate and blood pressure of a subject in various states and explain the physiological changes appropriately.		

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 information on unhealthy behaviors (assessment, prevention, education, & action of mediation) with 80% of students being 80% successful at the presentation been met yet? Met	85% of the Personal Health students (n=27) achieved an 80% or better on the Life Walk Presentation Stations assignment Fall of 2019 and Spring of 2020.		
EXS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Not met	Fifty-three percent of students passed examinations on recognizing unhealthy behavior with an 80% or greater score. The last exam was taken under the strain of Covid 19. n=15		- Curriculum Revision: I will revise the methods by which the material is presented for more critical thinking. I believe this course requires higher levels of processing than students may have encountered.

EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques				
EXS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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	100% of students passed the Responding to Emergencies Certification (Adult, Child and Infant CPR, AED and First Aid) with an 80% or better. There were 4 sections of the course, 2 instructors, and a total of 54 students.		
EXS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Not met	53% of students passed Exams 3 and 4 with an 80% or better.		- Curriculum Revision: For demonstration assessments, I believe skill proficiency documents should be used to measure degree of success. I think skills on CPR and AED use should be added so students revisit those skills and can receive re-certification if needed.

EXS-2018.3.1 Promoting healthy levels of wellness and body composition				
<b>EXS 100</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 Written Exam - 80% of students will achieve 80% or better on the exam.(Exam 2) been met yet? Not met	59% of students met the 80% benchmark (6/10) in the Fall of 2019 and (10/17) Spring of 2020. .		

EXS-2018.3.2 Demonstrating nutritionally sound principles and practices				
<b>EXS 103</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 80% of the students obtained an 80% or greater evaluation on project (nutritional background report, food log and analysis paper) been met yet? Met	25 out of 27 (92.6%) of the Nutrition students scored above an 80% on the nutritional analysis project. Students had difficulty uploading their projects to VIA.	Assessment_Gowin_Nut_2 Assessment_Nut_Gowin_2019 EXS103_Assessment_1_Nutrition.xlsx	- Refine Assessment Tool: The project was well done by most students. We just need to define the assessment tool with more clarity in the assessment report.

EXS-2018.4.1 Demonstration of knowledge of measurement techniques				
<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 the Standard 4 rubric been met yet? Met	100% of students scored Level 3 or above.	EXS_422_Final_Project.docx	

EXS-2018.4.2 Demonstrate knowledge of functional and adaptive movements				
EXS 350				
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 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 Via_EXS_350_Adapted_Physical_Education_01_FUL_3_Spring_1920_Activity_Assessments_Aggregated_Result_05_07_2020_105709_1_.pdf	

EXS-2018.4.3a Analyzing baseline data measures to evaluate for continuous improvement				
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 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				
EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Due to the virtual learning experience, students were given two options to address course content - both addressing anxiety, stress, & addictive & unhealthy behaviors. The assignment	13 of 19 met the criterion with one student not turning anything in. While a high level didn't meet the standard, the overall average was 81%. Four of the remaining 5 that turned the assignment in earned a 70-80%	EXS_401_assessment_info.xlsx	- Curriculum Revision: Emphasis was placed in the narrated lecture to address connections to theory. If a virtual system

	<p>consists of students connecting academic literature &amp; their own views from presented material to what was watched been met yet?</p> <p>Not met</p>			is in place next Spring it will be laid out in greater detail
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EXS-2018.5.2 Recognize characteristics of psychological states				
EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	<p>Has the criterion Due to the virtual nature of the class, students had the opportunity to either observe or interview a leader in their field to find out about the usage of 12 psychological behaviors in leadership roles &amp; how these behaviors impact their 'followers'. 80% of students will get a minimum of 80% on the observation been met yet?</p> <p>Not met</p>	11 of 19 met the standard, with a four or the remaining coming within percentage points from the 80%. One student failed to turn the assignment in.	EXS_401_assessment_info.xlsx	<ul style="list-style-type: none"> <li>- Revise Program Benchmark: The challenge of a 400-level course without having any foundation course leads to likely need to drop the performance expectation to 75% (C) being the benchmark</li> </ul>

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 70% of students will successfully integrate interview findings regarding key sociological influences in their future fields at a C level or higher. been met yet? Met	23/28 students met the criteria, with two students not completing it. Students averaged a 75% connecting key sociological topics from their future professionals to be more educated on the influence of sport on society	EXS_220_assessment_info.xlsx	

EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth				
EXS 220				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Students will score at least 70% on a sociological case analysis where they investigate various sociological constructs in their own lives been met yet? Met	24 of 28 students showed growth via practical & theoretical knowledge when analyzing a key sociological concept in their own life. The class average was 83%. One student didn't complete the assignment	EXS_220_assessment_info.xlsx	
EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Goal Setting - students will engage in a 6-7 week goal setting project to where they develop a strategy outlining their goal via a SMART profile & their interventions, then log their experiences, & finally develop a report that summarizes their project, integrating research. 80% of students will get a minimum of 80% on the assignment been met yet? Met	16 out of 19 met the criterion level with an average of 83%. Those that met the criterion score earned high marks, two that failed to meet the benchmark earned at least 70% while one didn't complete all the aspects & failed the project	EXS_401_assessment_info.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 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. Communication, clarification and explanation to those outside the major needs to continue.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

Standard/Outcome	EXS-2018.3.2 Demonstrating nutritionally sound principles and practices					
Legend	A					
Course/Event	EXS 103					
Assessment Measure	Direct - Class Assignment					
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 project was well done by most students. We just need to define the assessment tool with more clarity in the assessment report.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	The project was well done by most students. We just need to define the assessment tool with more clarity in the assessment report.
Improvement Type	Summary					
Refine Assessment Tool	The project was well done by most students. We just need to define the assessment tool with more clarity in the assessment report.					

Standard/Outcome	EXS-2018.2.1 Recognize unhealthy behaviors					
Legend	A					
Course/Event	EXS 303					
Assessment Measure	Direct - Quiz/Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Curriculum Revision</td><td>I will revise the methods by which the material is presented for more critical thinking. I believe this course requires higher levels of processing than students may have encountered.</td></tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	I will revise the methods by which the material is presented for more critical thinking. I believe this course requires higher levels of processing than students may have encountered.
Improvement Type	Summary					
Curriculum Revision	I will revise the methods by which the material is presented for more critical thinking. I believe this course requires higher levels of processing than students may have encountered.					

Standard/Outcome	EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques	
Legend	A	
Course/Event	EXS 303	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
	Curriculum Revision	For demonstration assessments, I believe skill proficiency documents should be used to measure degree of success. I think skills on CPR and AED use should be added so students revisit those skills and can receive re-certification if needed.

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	Improvement Type	Summary
	Curriculum Revision	Emphasis was placed in the narrated lecture to address connections to theory. If a virtual system is in place next Spring it will be laid out in greater detail

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	Improvement Type	Summary
	Revise Program Benchmark	The challenge of a 400-level course without having any foundation course leads to likely need to drop the performance expectation to 75% (C) being the benchmark

## 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?*

This year a new assessment tool was developed by the professors teaching in the Exercise Science Program. The test consisted of fifty-five multiple choice questions, divided into five sections reflecting the 5 objective areas of major study. Questions were compiled from the professors in their various teaching areas. A key was constructed with references. The test was taken in a traditional manner, written document and Scantron card answer sheet. Students were also asked to fill out an informational sheet on what courses they had completed in the major in order to compare test scores with course completion.

Students had 2 hours to complete the exam. The following day, test scores and class averages were shared.

Students were asked to give feedback on the exam. The responses were largely positive. They liked the format, the length of the test, the content was understandable to most. A couple of seniors were disappointed the exam was not the same as last year, as they had studied to prepare for that content.

Average test scores were as follows: Seniors (n=18) average score 28.5/55, Juniors (n=24) average score 25.1/55, Sophomores (n=16) 26.3/55 and Freshmen (n=18) average score 24.1/55.

In looking at the data, it appears Junior transfer students brought down the test averages for the junior class. I think a change in the coursework for junior transfers would benefit them academically. I am suggesting Introduction to Anatomy and Introduction to Exercise Physiology occur in the same semester followed by a greater emersion in the core classes to better prepare these students for success.

There were some problems in administration of the exam. Some professors gave the test prior to their concentration tests and did not have students fill out their informational sheets. Some students were told they did not have to put their name on their exam answer sheets. This made it difficult to assess a large number of student results with the number of classes completed. I would like to the put the exam online for greater ease in conducting the exam and more continuity in administration. I think we can get a greater grip on the results and greater ability to identify ways to improve academic performance. We would be able to look at the 5 objective areas and see specific areas of success and areas to improve upon.

### 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 student are encouraged to attend Senior Showcase concentration activities to show support for graduates and see what is expected of them before graduation. Sadly, the Corona virus struck and the showcase celebration did not occur.

### 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

No (selected)

### **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?*

### **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 Personal Health students conducted 1 LEAD event in which they developed presentation stations to educated participants on a number of health issues. These events occurred in the week before finals. It has been well attended and helps develop students' presentation skills.

Kenny Sifter 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.*

Faculty members were asked to collaborate with the Fulton Parks and Recreation Department on their new recreational sites. This is an ongoing project that can continue in the years to come and offer students hands-on experience in the development of Exercise Science related skills.

## Assessment Rubric

	3.00 <u>Exceeds</u>	2.00 <u>Meets</u>	1.00 <u>Falls Below Expectations</u>	N/A
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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:	<p>There is a description showing the increased retention within the program as compared to the university as a whole.</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:	<p>It is noted that ATR is looking at accreditation and that the Human Performance side of the major is also looking at how to align to the accrediting body in their field.</p>			
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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:	<p>The program did not list any alignment to the university objectives, but they did provide a minimal discussion on the alignment to the GE objectives.</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:	<p>The program would benefit from putting more detail into the map by including when material was introduced, reinforced, and mastered. It might help people to see the progression on skill within each area.</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:	<p>The majority of objectives are assessed only one time and many of them are either only in 100 level classes or in 400 level classes. A critical look at how the alignment is created is needed to determine how to lay out the assessment in a more efficient fashion.</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> N/A</li> </ul>
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>The assessment is stronger than in years past. There are some areas that are not met, but the program addressed those and laid out how to improve the assessment through the improvement narratives.</b></p>			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li>The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</li> </ul>	<ul style="list-style-type: none"> <li>The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>The Core program is still working to figure out the alignment and how they can do the work effectively.</b></p>			
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li>The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</li> </ul>	<ul style="list-style-type: none"> <li>The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li>The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li>The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</li> </ul>	<ul style="list-style-type: none"> <li>The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>Senior showcase did not happen due to Covid 19</b></p>			
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li>The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li>The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	N/A
Comment:				