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**WILLIAM WOODS  
UNIVERSITY**

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**EXS Annual Assessment 2020-2021**

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## Annual Assessment 2020-2021

### 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: Pre-Athletic Training, Pre-Physical Therapy, 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, Revision 5-2021)

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

##### Students Majors 2019-2020

73

##### Student Majors 2020-2021

77

##### Student Minors 2019-20

3

##### Student Minors 2020-2021

6

#### Concentrations 2019-2020

*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 17

Physical Education 14

Pre-Physical Therapy 5

Sport Management 15

Sports Medicine/ Athletic Training 18

Sports, Recreation, and Leisure 2

### **Concentrations 2020-2021**

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

Exercise and Human Performance 14

Physical Education 18

Pre-Physical Therapy 14

Sport Management 12

Sports Medicine/ Athletic Training 12

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?*

Retention rate for the program 70% (University 77.7%)

2019/2020

Graduation rate: New Students for the Program 40.0% (University 49.8%)

Graduation rate: Transfer Students for the Program 100% (University 62.30%)

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

### **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 Master of Athletic Training program is no longer seeking accreditation from the Commission on Accreditation of Athletic Training Education as the program was eliminated prior to the start of Fall 2020. Students in that program were transferred into Pre-Athletic Training, Pre-Physical Therapy, or Human Performance concentrations; 3 students left the University and 2 students changed their majors (business, social work).

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.

The Physical Education Program is accredited by the Department of Elementary and Secondary Education (DESE). The School of Education is looking to become AAEQEP accredited by 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. 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. We are currently working with marketing to develop accurate material to distribute to prospective students and updating the website.

### 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 life saving care techniques
EXS-2018.2.1	Recognize unhealthy behaviors
EXS-2018.2.2	Demonstrate prevention, care, and life saving techniques
EXS-2018.3	Optomizing 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.

<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

### **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.									
<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									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									
<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	Student Performance Review
<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.					
<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					A
<b>EXS-2018.4.2</b> Demonstrate knowledge of functional and adaptive movements		A			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	A	A
<b>EXS-2018.5.2</b> Recognize characteristics of psychological states			A		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		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?

Effective this year, EXS 302 - Intro to Exercise Science was moved into the EXS core while EHP 322 - Exercise Physiology was moved to the Human Performance, Pre-Athletic Training, and Pre-Physical Therapy concentrations.

Changes made that will take effect in 2021-22 were removing EXS 220 - Social Science in Sport and EXS 350 - Adapted Physical Education from the core to the Human Performance, Physical Education, and Sport Management concentrations.

Additional changes were made to the Pre-Athletic Training and Pre-Physical Therapy concentrations that will take effect Fall 2021; these changes were made, in general, to better prepare the students for graduate-level courses. The Pre-Athletic Training curriculum changes, more specifically, were necessary to meet pre-requisite requirements for other Master of Athletic Training programs.

## 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 - Final Exam	Has the criterion 70% of students will score 80% or better on a final exam consisting of identifying fifty (50) anatomical structures. Been met yet? Met	Total for three (3) sections: 37/50 = 74% Section breakdown: EXS 205 01 (Fall 2020): 12/17 = 71% EXS 205 02 (Fall 2020): 9/15 = 60% (2 students excluded who did not take final exam) EXS 205 01 (Spring 21): 16/18= 89%		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet? Not met			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet? Not met			

### EXS-2018.2.1 Recognize unhealthy behaviors

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques				
<b>Student Performance Review</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 All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

EXS-2018.3.1 Promoting healthy levels of wellness and body composition				
<b>Student Performance Review</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 All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			
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EXS-2018.3.2 Demonstrating nutritionally sound principles and practices				
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

EXS-2018.4.1 Demonstration of knowledge of measurement techniques				
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomore will			

	score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Junior will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

<b>EXS 314</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 80% of students will receive a Level 3 or 4 on the final project assessment. been met yet? Met	93% of students were successful.		

EXS-2018.4.2 Demonstrate knowledge of functional and adaptive movements				
<b>Student Performance Review</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 All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

<b>EXS 314</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 80% of students will score a level 3 or above on rubric for EXS 314 assignment *Due to COVID 19, an alternate assignment was used for this group as we were not able to go to the preschool to gather data. been met yet? Met	90+% of students were successful.		

<b>EXS-2018.4.3a Analyzing baseline data measures to evaluate for continuous improvement</b>				
<b>Student Performance Review</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 All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

EXS-2018.5.1 Identify healthy and unhealthy mental states				
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

  

EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 75% of students will achieve at least 75% on the project been met yet? Met	90%+ met the criteria		- Revise Assignment for Assessment: This was a two-part project & the first time using it in this class. The first part led to lower grades than the second part, so there will be a bit more language in the description & focus on the criteria throughout the semester

EXS-2018.5.2 Recognize characteristics of psychological states				
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet?			

	Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

<b>EXS 401</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion 75% of students will achieve at least 75% been met yet? Not met	68% of students met the criteria		- Revise Assignment for Assessment: Minor revisions will be made as most that missed the criteria were very close, while a few of the others just didn't develop the project to an acceptable level for assessment

<b>EXS-2018.5.3 Recognize cultural and diverse influences of sport on society</b>				
<b>Student Performance Review</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 All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			
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<b>EXS 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion 75% of the class should achieve at least 75% on the project been met yet? Met	100% met this expectation		- Revise Assignment for Assessment: was the first time using this activity & there are always takeaways from a first time experience.

EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth				
<b>Student Performance Review</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 All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. been met yet? Not met			

EXS 220				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of the class should achieve at least 75% on the project been met yet? Not met	69% met the standard		- Revise Assignment for Assessment: this class has been moved out of the general EXS curriculum going forward, but there will be more emphasis, detail & explanation on this content in the upcoming semester for this project. Had several students who were close, but a handful who just chose not to develop this project
EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 75% of students will achieve at least 75% on the project been met yet? Met	90%+ met the criteria		

### 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.

EXS Core Objective 1 - The purpose of Core Objective 1.1 is for students to demonstrate their knowledge of basic human structure including bones, muscles, nerves/brain, and organs as measured in EXS 205 - Intro to Anatomy-N. Students are required to identify fifty (50) anatomical structures (12 skeletal bones, 12 muscles, 6 nerves, and 20 organs). During normal semesters, identification is performed on 3-D anatomical models. Due to COVID restrictions, identification for 2020-21 was performed via images in a computerized test; images consisted of both textbook images as well as images of the 3-D anatomical models used in labs. The data for this course is not a direct measure of the performance of EXS students as this course also serves as a general education course in Natural Science.

EXS Core Objective 4 - The purpose of Core Objective 4 is for students to demonstrate their knowledge of basic human movement development, how to measure and assess this movement, and how to analyze that type of data effectively. Each sub objective is measured in different classes. In Fall, EXS 314 teaching students about the motor development of basic human locomotion and ballistic skill development. In their final assessment, they describe detailed plans as to how to teach this concept to the populations they will be working with in their jobs. They discuss how they will teach the movements, collect data on the movement, and how they will move forward teaching motor control practice patterns. Since Fall 2017, 94 students each fall have taken this assessment at the end of the course. 93.62% have scored at a Level 3 or above, with 50 scoring a 4, 38 scoring a 3, and 6 a 2. No one has scored a level 1. In Spring, EXS 350 and 422 focus on While this does not hold for all in the program, PED concentration students that have taken their final Missouri

Content Assessment (MoCA) in Domain 1, which encompasses all elements of Objective 4, have scored a 3.3 average (Min. 3 - Max 4). The state average is 3.1.

EXS Core Objective 5 - The purpose of Core Objective 5 is to address various psychological and sociological constructs & their application into the various fields. The subheadings are split between EXS 220 Social Science & Sport and EXS 401 Sport Psychology classes. The classes have used various projects to address these areas - EXS 401 used a new project to address student mental health as the pandemic impacted the last year plus in terms of sport and physical activity for 5.1. That project will be refined a bit as we hope to not have as much disruption in the student day-to-day experiences, but will maintain a self-aware model. 5.2 also led to a difference project in Spring '21, where students evaluated the stages of injury recovery via an interview. This project will be refined a bit as some students did not provide the academic research depth needed, but covered the anecdotal findings from the interview. EXS 220 covered 5.3 in a group case study, researching the impact of group identification for a minority population in sport. This was a first-time project and seemed to go over well. The students did a nice job creating the foundation of their topic and the interaction between sport and society for their assigned group. 5.4 was evaluated via an interview with a professional in their future field. It will be refined to address the 'how do you take this information and become more prepared as a professional' component, along with further explanation regarding the various stakeholders' representation in our concentrations' occupations.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

Standard/Outcome	EXS-2018.5.3 Recognize cultural and diverse influences of sport on society					
Legend	A					
Course/Event	EXS 220					
Assessment Measure	Direct - Case Study					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>was the first time using this activity &amp; there are always takeaways from a first time experience.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	was the first time using this activity & there are always takeaways from a first time experience.
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Standard/Outcome	EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth			
Legend	A			
Course/Event	EXS 220			
Assessment Measure	Direct - Interview			
Assessment Findings	Not met			
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> </table>		Improvement Type	Summary
Improvement Type	Summary			

	Revise Assignment for Assessment	this class has been moved out of the general EXS curriculum going forward, but there will be more emphasis, detail & explanation on this content in the upcoming semester for this project. Had several students who were close, but a handful who just chose not to develop this project
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Standard/Outcome	EXS-2018.5.1 Identify healthy and unhealthy mental states					
Legend	A					
Course/Event	EXS 401					
Assessment Measure	Direct - Case Study					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>This was a two-part project &amp; the first time using it in this class. The first part led to lower grades than the second part, so there will be a bit more language in the description &amp; focus on the criteria throughout the semester</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	This was a two-part project & the first time using it in this class. The first part led to lower grades than the second part, so there will be a bit more language in the description & focus on the criteria throughout the semester
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Standard/Outcome	EXS-2018.5.2 Recognize characteristics of psychological states					
Legend	A					
Course/Event	EXS 401					
Assessment Measure	Direct - Case Study					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>Minor revisions will be made as most that missed the criteria were very close, while a few of the others just didn't develop the project to an acceptable level for assessment</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	Minor revisions will be made as most that missed the criteria were very close, while a few of the others just didn't develop the project to an acceptable level for assessment
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Revise Assignment for Assessment	Minor revisions will be made as most that missed the criteria were very close, while a few of the others just didn't develop the project to an acceptable level for assessment					

## 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 the assessment tool developed last year by the professors teaching in the Exercise Science Program was administered during the first Student Performance Day . 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. Dr. Hanrah has transferred the exam to a Google document for next year. This will make it easier to administer and read the results.

Students did not receive their scores. The second Student Performance Day was used to assess concentration areas.

Students showed some disappointment that they were not going to get their results. Having stated that, prior to knowing they would not receive their individual scores, there was some discussion among students that was overheard by faculty that they felt there was no reason to give a good effort on the exam since it did not affect their grades. The range of time committed to the 55 question task ranged from 20 minutes to 67 minutes.

Average test scores were as follows: 2019-2020 Scores: 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.

2020-2021 Scores: Seniors (n=13) average score 30.2/55, Juniors (n=25) average score 25.7/55, Sophomores (n=8) 23.3/ 55 and Freshmen (n=7) average score 22.8/ 55.

Looking ahead, many of the students taking the assessment will be returning to take advantage of another year of athletic eligibility due to COVID.

### 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?*

Five students presented special projects or internship reflections during a Zoom presentation. Many of the "would-be" seniors have opted to take another year of eligibility offered to them to continue their athletic careers. The five students presented on what they learned during their internships, reported on specific aspects of their internships and research associated with that aspect, and one student presented his findings from his Honors Project.

### 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.*

Logan University was invited to talk to students about their advanced degrees in Chiropractic and Athletic Training (not accredited to date).

### **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.*

Roberto Duro-Sanchez received a state award for excellence.

### **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.*

Kaleb Wilson and Kennedy Volkart-Juul graduated with degrees in Chiropractic Medicine from Logan University.

Lucy Matthews (December '20) was hired as an Assistant Golf Professional at Reunion Golf & Country Club in Mississippi

Sam Bird & Tim Redford (April '20 grads) are in graduate school at William Woods University as a Tennis GA & Reinhardt University (GA) as a Baseball GA respectively

### **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.*

Doug Sanders received the Murphy Tetley Award

Steve Middleton

- Served as an organizing member of the 2021 National Association of Kinesiology in Higher Education virtual conference
- Appointed to the editorial board of Journal of Orthopedic Clinical Specialities
- Served as a content reviewer for the Journal of Athletic Training, Clinical Athletic Training, and the International Journal of Kinesiology in Higher Education
- Earned the Graston Technique Specialist (GTS) credential
- Met requirements for renewal of Certified Strength & Conditioning Specialist (CSCS) credential
- Served as a Subject Matter Expert in orthopedics and professional issues for the review of Herzing University's Physical Therapist Assistant program

Cindy Robb provided opportunities for American Red Cross certification and re-certification for students and faculty on the WWU campus

## Assessment Rubric

	3.00 <b>Exceeds</b>	2.00 <b>Meets</b>	1.00 <b>Falls Below Expectations</b>	N/A
Mission Statement Clearly Articulated weight: 1.000	<p>✓ 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.</p>	<p>✓ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✓ The mission statement is minimal at best.</p>	<p>✓ N/A</p>
Comment:				
Reflection on Retention weight: 1.000	<p>✓ 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.</p>	<p>✓ The program provides a basic reflection on the retention data provided.</p>	<p>✓ The program does not reflect on retention data in a detailed way.</p>	<p>✓ N/A</p>
Comment:				
Defines External Accreditation Standards weight: 1.000	<p>✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p>✓ The program provides a basic explanation of the accreditation organizations in the field.</p>	<p>✓ The program fails to provide any accreditation information.</p>	<p>✓ N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p>✓ 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.</p>	<p>✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p>✓ The curriculum map is detailed and complete.</p>	<p>✓ The curriculum map is complete</p>	<p>✓ The curriculum map is not complete</p>	<p>✓ N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p>✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p>✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p>✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p>✓ N/A</p>
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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><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.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				