



Human Performance Annual Assessment 17-18

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Human Performance

Program Profile

Program Mission Statement

Please insert your program mission statement here

EHP William Woods University students will be prepared for professions that promote wellness for a lifetime, physical fitness and exercise training, and sports specific training at levels from leisure to elite competition. Through academic study, practical hands-on experience and research opportunities, our students will gain valuable skills to equip them for success in the work force. It is our mission to launch students onto a path honoring ethical values, free of limitations, and promoting lifelong learning for their own personal success and positive impact on their environment. (Drafted 8-17-2016, Revision 5-2-2018 C. Robb)

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Minors	Majors
2017-2018	4	60
2016-17	7	29

Concentrations 2016-17

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

NA

Concentrations 2017-18

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

NA

Student Demographics

Program goals for student retention, persistence and degree completion are? 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?

Identify professional settings that students in Exercise and Human Performance are well-suited to enter into and be successful is a main goal for this program. We, as a discipline, have restructured the Sport Sciences to better achieve a successful employment rate for our students. We need to consider the changing needs of our world and work to make courses applicable to employers' needs.

Retention numbers are as expected considering the restructuring.

I do not have an optimal enrollment number for the program at this time. Enrollment generally reflects a ratio of full-time faculty to student ratio. We have one faculty member responsible for the Exercise Science Core (1:60) and an adjunct faculty member teaching the upper-level Human Performance courses.

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 National Strength and Conditioning Association (NSCA) has announced they plan to move to an accreditation program in 2030. Since we are already a part of the Education Recognition Program (ERP), the transition should be relatively easy. The association is also looking to pilot the accreditation curriculum in universities that already are a part of the ERP.

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.1	Explain the concepts and theories of human physiology and specifically apply that knowledge to exercise situations. (CMA 1)
EXS.2	Conduct health appraisal, fitness testing and other scientific testing methods considering risk factors and

	physical status in order to prescribe exercise. (CMA 2, 3, 4)
EXS.3	Identify anatomical structures and their influences on human movement in order to improve efficiency, effectiveness and safety in activity. (CMA 10)
EXS.4	Demonstrate and describe proper exercise techniques for aerobic, anaerobic, speed, strength, flexibility and plyometric training. (CMA 7, 10)
EXS.5	Design and prescribe exercise programs for various populations to achieve a better quality of life. (CMA 7)
EXS.6	Explain and apply sound nutritional concepts for healthy weight management. (CMA 8)
EXS.7	Examine program administration techniques and the law as it pertains to the business of exercise and recognize issue of liability in order to encourage safe practice. (CMA 11)
EXS.8	Identify psychological and sociological principles as related to participants in sport and exercise. (CMA 9)

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.

Critical Analysis: Exercise Science students must consider multiple factors associated with fitness, wellness, sport and recreation to create a plan of improvement within ethical parameters. The student must draw from theory, best practices and evidence to create programs that meet the exercise needs of others possibly using problem solving and/ or creative solutions skills.

Creative Expression: Exercise Science students will be called upon to communicate in various forms in the workplace. Professionals will need the skills of communication, in written form or verbal, to convey information pertinent to improve health, motivate clients to persist and succeed. Using a creative method to transmit these messages may improve the clients' ability to receive that information.

Quantitative Inquiry: Evidence is essential for best practices in Exercise Science. Students must be able to look at research, test results and raw data to identify effectiveness of programs associated with aspects of wellness and physical fitness.

Society and the Individual: Exercise Science students must understand historical aspects that have impacted our beliefs about fitness and wellness. The student must be able to respect individuality and diverse cultural difference to be successful in working in our world with a variety of clients.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Curriculum Map

	EHP 201	EHP 305	EHP 310	EHP 315	EHP 390	EHP 405
EXS.1 Explain the concepts and theories of human physiology and specifically apply that knowledge to exercise situations. (CMA 1)					M, A	

EXS.2 Conduct health appraisal, fitness testing and other scientific testing methods considering risk factors and physical status in order to prescribe exercise. (CMA 2, 3, 4)					A, M	
EXS.3 Identify anatomical structures and their influences on human movement in order to improve efficiency, effectiveness and safety in activity. (CMA 10)					A, M	
EXS.4 Demonstrate and describe proper exercise techniques for aerobic, anaerobic, speed, strength, flexibility and plyometric training. (CMA 7, 10)					A, M	
EXS.5 Design and prescribe exercise programs for various populations to achieve a better quality of life. (CMA 7)					A, M	
EXS.6 Explain and apply sound nutritional concepts for healthy weight management. (CMA 8)					A, M	
EXS.7 Examine program administration techniques and the law as it pertains to the business of exercise and recognize issue of liability in order to encourage safe practice. (CMA 11)					A, M	

	EHP 460	EXS 390	EXS 451	Student Performance Review
EXS.1 Explain the concepts and theories of human physiology and specifically apply that knowledge to exercise situations. (CMA 1)		M, A		A
EXS.2 Conduct health appraisal, fitness testing and other scientific testing methods considering risk factors and physical status in order to prescribe exercise. (CMA 2, 3, 4)		A, M		A
EXS.3 Identify anatomical structures and their influences on human movement in order to improve efficiency, effectiveness and safety in activity. (CMA 10)		A, M		A
EXS.4 Demonstrate and describe proper exercise techniques for aerobic, anaerobic, speed, strength, flexibility and plyometric training. (CMA 7, 10)		A, M		A
EXS.5 Design and prescribe exercise programs for various populations to achieve a better quality of life. (CMA 7)		A, M		A
EXS.6 Explain and apply sound nutritional concepts for healthy weight management. (CMA 8)		A, M		A
EXS.7 Examine program administration techniques and the law as it pertains to the business of exercise and recognize issue of liability in order to encourage safe practice. (CMA 11)		A, M		A

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map

EXS.1 Explain the concepts and theories of human physiology and specifically apply that knowledge to exercise situations. (CMA 1)				
Assessment Measures				
EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better in achieving benchmark. been met yet? Met	Revise assessment tool for greater sensitivity to objectives.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met	Review curriculum to better prepare students for the CSCS Practice Exam		

EXS.2 Conduct health appraisal, fitness testing and other scientific testing methods considering risk factors and physical status in order to prescribe exercise. (CMA 2, 3, 4)				
Assessment Measures				
EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better in reaching benchmark been met yet? Met	Revise assessment tool for greater sensitivity to objectives.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met			

EXS.3 Identify anatomical structures and their influences on human movement in order to improve efficiency, effectiveness and safety in activity. (CMA 10)				
Assessment Measures				
EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better in reaching benchmark been met yet? Met	Revise assessment tool for greater sensitivity to the objective.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met			

EXS.4 Demonstrate and describe proper exercise techniques for aerobic, anaerobic, speed, strength, flexibility and plyometric training. (CMA 7, 10)				
Assessment Measures				
EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better on reaching benchmark been met yet? Met	Revise assessment tool for greater sensitivity to objectives.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met			

EXS.5 Design and prescribe exercise programs for various populations to achieve a better quality of life. (CMA 7)

Assessment Measures

EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better in reaching benchmark been met yet? Met	Revise assessment tool for greater sensitivity to objectives.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met			

EXS.6 Explain and apply sound nutritional concepts for healthy weight management. (CMA 8)

Assessment Measures

EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better in achieving benchmark been met yet? Met	Revise assessment tool for greater sensitivity to objectives.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met			

EXS.7 Examine program administration techniques and the law as it pertains to the business of exercise and recognize issue of liability in order to encourage safe practice. (CMA 11)

Assessment Measures

EHP 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey of Internship Mentors	Has the criterion 80% or better in achieving benchmark been met yet? Met	Revise assessment tool for greater sensitivity to objectives.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion 80% or better in achieving benchmark. been met yet? Not met			

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.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

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?

Exercise and Human Performance students completed a National Strength and Conditioning Certified Strength and Conditioning Specialist practice test. There are 64 multiple choice question and 13 of those questions require video support (people demonstrating exercise technique and requiring analysis by the student). Freshmen and sophomores

take the exam in the first morning, having 2 hours to complete the task. Juniors and seniors do the same in the afternoon. The second day, we review the results. Eight freshman took the test, having had very few of the supporting classes. The average score was 33.1%. 6 sophomores took the test and averaged 37.3%. Eight juniors took the test and averaged 40.9%. 7 Seniors took the test and averaged 43.3 % with the highest score being 75%. The video portion takes approximately 15 minutes to complete and goes at a predetermined pace. I noticed that after the video portion was over, some students did not spend much time completing their exam. The first exam returned took the student less than 18 minutes to complete the rest of the 61 questions. This leads me to believe that the students are not doing quality work on the exam since they know they don't get a grade for the event even though I explain what the test is for. I believe it is important to expose the student to a practice test should they desire to achieve certification. I don't know what more to do to get a maximal effort from the students.

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?

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

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.

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.

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.

Assessment Rubric

Annual Assessment Rubric

7.000 pts 46.67%

	3.0 Assessment Reflects Best Practices	2.0 Assessment Meets the Expectations of the University	1.0 Assessment Needs Development	0.0 Assessment is Inadequate	
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	N/A
Comment:	<p>The uploaded documentation of data is actually a blank assessment form and not the data that is collected on the students. If the claim is that 80% of students met the objective, then the uploaded data should support the 80% statement. There is also no assessment of the process and how it all went included in the report.</p>				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A • Program recently started or too few graduates to suggest any changes. 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:	<p>In the summary within the chart it is noted that there will be a curriculum review, but it is not clearly stated how and who will make those changes. It is also not stated on what timeline those changes will occur.</p>				