Human Performance Annual Assessment 2019-2020

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Annual Assessment 2019-2020

Human Performance

Program Profile

Program Mission Statement
Please insert your program mission statement here

All students interested sports sciences receive a degree in Exercise Science and a specific concentration according to the coursework they complete. Concentrations include: Human Performance, Physical Education, Pre-Physical Therapy, Sport Management, Sports Medicine (Pre-Athletic Training) and Sport, Recreation and Leisure.

Students with an Exercise and Human Performance concentration at William Woods University will be prepared for professions that promote wellness for a lifetime, physical fitness, 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 5-8-2019 C. Robb)

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Student Majors 2018-19	**Student Minors 2018-19**
11	

Students Majors 2019-2020	**Student Minors 2019-20**
17	

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

NA

Concentrations 2019-20
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

NA

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?

After restructuring the Sports Sciences into one Exercise Science major and several concentrations, the number of students entering Exercise Science is strong. We need to consider the changing needs of our world and work to make concentrations and courses applicable to employers' needs.

Many students come to WWU with the thought of becoming a Physical Therapist. A Pre-Physical Therapy (PT) concentration was created. These students, in the past, would have either been in the Human Performance concentration or gone into Biology. Pre-Physical Therapy students take all of the Human Performance classes plus common prerequisites to get into a Doctoral Program in Physical Therapy such as biology and chemistry as was advised prior to the PrePT concentration. The result is a shift in numbers from Human Performance to Pre-Physical Therapy, though the number of students in the Human Performance courses remain the same. Of the seven Human Performance graduates in 2020, one is going onto Physical Therapy. In our history of Sports Sciences, we have never had more than one student graduate and go onto Physical Therapy School in a graduating class and sometimes not for a few years. I foresee students getting a Pre PT concentration and pursuing other career paths or switching to Human Performance later in their academic careers.

Retention number are as expected considering the restructuring and the number of students entering college. We have 74 students in Exercise Science. 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 and Human Performance, and adjunct faculty members teaching most of 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 should we decide to proceed with accreditation. We should discuss whether or not we should move forward with the accreditation process. We have very few students graduate and go onto careers as Strength and Conditioning Coaches though the knowledge of proper coaching is extremely important in many fields. We many want to investigate other options for certification in venues that do not required specific coursework, faculty positions, and a specific major defined as Strength and Conditioning.

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?

A view book was developed by the marketing department.

The Exercise Science Major has an Instagram and Facebook page now.

We have worked in conjunction with the Education Department and Admissions to conduct a Exercise Science recruitment event.

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
EHP.1	Conduct and analyze health and fitness assessment.
EHP.2	Prescribe and implement exercise programs for various populations.
EHP.3	Explain and apply sound nutritional concepts for optimal health and weight management.
EHP.4	Demonstrate and describe various modes of exercise techniques.
EHP.5	Demonstrate ability to counsel clients on strategies to encourage healthy behaviors and adherence to exercise programs.
EHP.6	Examine program administration techniques and the law as it pertains to the business of exercise in order to encourage safe practice.

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.

The Human Performance concentration students will only be successful if they are aligned with the University's core objectives. Students begin immediately utilizing tools to assess various elements of wellness and health. What they discover in themselves hopefully motivate them to help others improve their wellness and health. The field is highly academic requiring the ability to look at research, analyze findings, and make recommendations based on the best evidence available. Critical thinking and ethical behavior are emphasized throughout professional development in coursework, investigations, case studies and field work.   As Human Performance is a science, the student will have to stay abreast of the most current research molding and changing the best practices for improving human health and well-being.

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

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?

1. Students in Program Design worked with the GOLD Program leaders to design a training program to help improve fitness test scores among cadets. This is an ongoing project benefiting both programs.

Joe Potter, from the Theater Department, worked with me on public speaking exercises and techniques to integrate into the Advanced Human Nutrition class topic presentations. The student response was extremely positive. Next year I hope Mr. Potter can visit my classroom to use his expertise in the area to further build Human Performance students' skills in this area.

2. Human Performance is largely connected to specific societal problems of health, wellness, exercise, obesity, cardiovascular disease and the list goes on. This year prior to dismissal from campus, the Personal Health class took a close look at the Corona virus and the effects on persons, communities and the world. It was a valuable exercise in looking at present situations and seeking out reliable information, facts and strategies for care and then collaborating in presenting information.

3. We continue to challenge students' beliefs in best practices in health, training and fitness improvements. It is a constant battle to keep students from relying on the first thing that pops up on Google. We direct students toward information from the American College of Sports Medicine, the National Strength and Conditioning Association, the

American Council on Exercise and the Center for Disease Control to name just a few of the reliable resources commonly used in all of the Human Performance classes.

Curriculum Map

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

Curriculum Map

	EHP 201	EHP 305	EHP 310	EHP 315	EHP 390	EHP 405	EHP 460	Student Performance Review
EHP.1 Conduct and analyze health and fitness assessment.								
EHP.2 Prescribe and implement exercise programs for various populations.				A		A		
EHP.3 Explain and apply sound nutritional concepts for optimal health and weight management.			A					
EHP.4 Demonstrate and describe various modes of exercise techniques.	A							
EHP.5 Demonstrate ability to counsel clients on strategies to encourage healthy behaviors and adherence to exercise programs.							A	
EHP.6 Examine program administration techniques and the law as it pertains to the business of exercise in order to encourage safe practice.							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?

It was previously thought that Internships should be the course in which students were ultimately assessed on their ability to complete tasks. Though theoretically that is true, the mechanics of conducting the assessments is not a reliable mode. It is not a practical way of conducting assessment. The new assessment map will now require each of the Human Performance courses to have assessment pieces to evaluate the readiness of a student to enroll in an external internship having properly prepared for the professional world of exercise science.

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map

~No Assessment Findings Submitted

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.

Now that the assessment map is in place, discussions with adjunct faculty is necessary to see what tasks will be used to assess objectives. In looking at the syllabi, it is obvious assessment is going on at a high level of excellence. The work will be evaluating what is currently being done, creating appropriate measuring tools, filling in holes if there are any, pruning areas that are too repetitive and training faculty on how this information will best be gathered.

Improvement Narrative List

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 newly constructed assessment tool consisting of 45 questions from the areas of Exercise Physiology, Exercise Program Design and Principles of Strength and Conditioning. Additional sections of Exercise Testing and Prescription, Advanced Human Nutrition and Weight Control and Conditioning should be developed for future assessments.

Nineteen students took the assessment, 3 freshman, 2 sophomores, 7 juniors and 7 seniors. Freshman average was 19.3, sophomore average was 27, juniors averaged 24.9 and seniors averaged 27.7. The coursework completed needs to be compared to the test scores. Junior college transfers have not taken as many of the courses as those designated as sophomores in the program. The test should be put online and the scores should be compared to the coursework completed for more informative measures.

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?

Seniors developed poster presentations on their work in EHP 460 Principles of Strength and Conditioning. The event was planned to be conducted after the Sport Management seniors presented PowerPoint presentations in the Burton Building for a LEAD point was cancelled due to Covid-19. I attempted to compile the posters into a PowerPoint presentation but technical difficulties prevented me from completing this 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?

In previous years the Fulton Food Pantry allowed Advanced Nutrition Students the opportunity to work with them to distribute donations, organize shelves, and help with tasks around the facility but recently the administration has not responded to requests to participate. I believe the experience has been beneficial in the past and will investigate other avenues to continue a service learning project.

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

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

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

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.

Charlie Schattgen was named Distinguished Scholar for Exercise and Human Performance. He is going on to graduate school in Healthcare Administration. His internship at Boone Hospital was a valuable experience and his evaluations were outstanding. The director wrote to ask for more interns like Charlie.

Brooke Reed was accepted into Rockhurst University's Physical Therapy School.

Rayleen Rivera completed a prestigious internship in Strength and Conditioning at California State University- Los Angeles.

Shannon McElhinney completed an internship in Jefferson City at Healthplex where she worked with alumni Sarah Harbour.

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.

Bailey Rollins has been accepted into multiple graduate schools to study Kinesiology, decisions yet to be confirmed.

George Johnson gained employment as an Exercise Physiologist at the University of Missouri, Columbia, Hospital System

Paige Smith is working as a Certified Personal Trainer through the National Academy of Sports Medicine

Chelsea Steward works for Club Med Bintan Island

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

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	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.	✓ The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	✓ The curriculum map is complete	The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	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.	✓ 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.	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.	✓ N/A
Comment:	Classes were noted for assessment activities.			
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	Activities and assessment measures were not identified for the academic year. without structure identifying what is being assessed, there is no way to identify needed data for the program. There was no data provided in the report.			

Documentation provided on assessment findings weight: 1.000	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.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:				
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:	Covid 19 complications impacted the success of the event, but students did do the assignment.			
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				