Annual Program Report
2022-2023

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor's and master's), modalities and locations.

Department: EXSS

Department Chair: Jason Talanian

Department Assessment Committee Contact: Jessica Alsup

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.

Section I: Program Assessment (please complete this section for each program in your department)

Program: _____

A. Program Learning Outcomes (PLOs) (Educational Objectives)

B. List of PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.1	Students will demonstrate effective communication	In our annual assessment report in the year that they are assessed according to our assessment cycle.	annual	2022-2023

1.1a	Verbal: Formal setting		Bi-annual	2022-2023
1.1b	Verbal: Informal setting		Bi-annual	
1.2	Written		annual	2021
2.	Students will perform fitness testing		Bi-annual	
2.1	Health-related		Bi-annual	2022-2023
2.2	Performance-related		Bi-annual	
3.	Students will design exercise programs		Bi-annual	
3.1	For the general population		Bi-annual	2012
3.2	For athletic performance		Bi-annual	2011
4.	Students will demonstrate quantitative reasoning		Annual	2022-2023

*****Please see our supplemental materials, which includes rubrics, to determine whether our goals are measurable.**

I. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # **(from above)**	**Assessment description (exam, observation, national standardized**	**When assessment was administered in student program**	**To which students were assessments**	**What is the target set for the PLO?**	**Reflection on the results: How was the "loop closed"?**

	exam, oral presentation with rubric, etc.)	(internship, 4th year, 1st year, etc.)	administered (all, only a sample, etc.)	(criteria for success)	
1, 1.1, 2, 2.1	Observation	Fall 2022 & spring 2023	A sample	20%	Results from this year's observation will be added to future observations to close the loop

You may use this comment box to provide any additional information, if applicable:

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you "closing the loop"?

Reflection Prompt	Narrative Response

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	A combination of artifacts from various courses taught in the core curriculum is used. We have identified assignments at the early and later stages of our curriculum for assessment of PLOs. Examples of assignments used in previous years include: Research Papers from Sports Nutrition and Cardiovascular Physiology, Exercise Physiology II group research papers, Internship presentations, Practical exams in ETP, final program prescription reports in ETP and Strength and Conditioning and Lab Reports in Exercise Physiology I.
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	2 faculty review each artifact using the same rubric. An average score is calculated for each paper. This information is then reported to the EXSS Departmental Assessment Committee, who analyzes and interprets the results, before closing the loop by reporting back to the EXSS Department. We also use information gathered from an alumni survey that was launched in the summer of 2018.

What changes have been made as a result of using the data/evidence? (close the loop)	We added a Research Methods course in fall 2016 and would like to see if students' performance in the area of information literacy (which is included in our rubric for PLO 1.2 Students will demonstrate effective written communication) improves as a result of the course. *We will track data from SLO 1.2 to determine whether or not this is an effective implementation.

B. Assessment Plan for Program/Department

I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document). **SEE SUPPLEMENTAL MATERIAL.**

II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

III. If you do not have a plan, would you like help in developing one? ___Yes

C. Program Review Action Plan or External action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program

I. **Programs that fall under Program Review:**

i. Date of most recent Review:
ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
Apply for accreditation from the National Strength and Conditioning Association for our concentration in Strength and Conditioning	In the Summer of 2018, the National Strength & Conditioning Association (NSCA) released new criteria that will be implemented for those who wish to sit for the Certified Strength & Conditioning Specialist (CSCS) certification. By the target date of 2030, any individual who wishes to sit for the CSCS exam will need	David Heikkinen	Applied for accreditation in AY2022; After accepted application we have been completing the self-study portion of the process and will submit it in fall 2023. Following the self-study, a site visit will be scheduled as the final step in the application process.	$500 fee for application for CASCE (Council on Accreditation of Strength and Conditioning Education) accreditation; $5000 for Self-study fee; $1000 annual maintenance fee.	Attain accreditation from NSCA by AY2024	Application for self-study was approved; Began work on self-study in spring 21; site visit will be scheduled in AY2023.

	to have graduated from an accredited 4 year Strength & Conditioning program.					

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program? _____Yes

II. Programs with external Accreditation:

i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
ii. Date of most recent accreditation action by each listed agency.
Iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	**Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)**	**Update on fulfilling the action letter/report or on meeting the key performance indicators.**

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

Accomplished Initiatives AY22-23 Add more rows as needed	**Corresponding Strategic Plan Goal & Strategy** Goal # followed by Strategy # ex: 1.3	**Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal**
Continued to establish & foster long-term relationships with alumni, including those who earn professional certifications or advanced degrees (outreach to alumni), to expand professional networking for all Students.	Goal 1, Strat 6	
Incorporate more OER into courses	Goal 5, Strat 7 Goal 4, Strat 7	X
Worked toward obtaining CASCE accreditation for our Strength and Conditioning program. Currently in the Self-Study phase.	Goal 1, strat 4	
Researched the demand for, and feasibility of, 4+1 graduate program in S&C	Goal 1, strat 4 & 5 Goal 3, strat 3 & 6 Goal 4, strat 7	
Maintain and expand articular pathways with community colleges	Goal 5, strat 3	X
Develop pathways to graduate programs	Goal 5, Strat 2 & Strat 4 Goal 1, Strat 2	
Continue to establish & foster long-term relationships with alumni, including those who earn professional certifications or advanced degrees (outreach to alumni), to expand professional networking for all students	Goal 1, Strat 6	

Planned Initiatives for AY 23-24 Add more rows as needed	**Associated Strategic Plan Goal & Strategy** Goal # followed by Strategy # ex: 1.3	**Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal**
Continued to establish & foster long-term relationships with alumni, including those who earn professional certifications or advanced degrees (outreach to alumni), to expand professional networking for all Students.	Goal 1, Strat 6	
Incorporate more OER into courses	Goal 5, Strat 7 Goal 4, Strat 7	X
Obtain CASCE accreditation for our Strength and Conditioning program	Goal 1, strat 4	
Continue to examine the feasibility of, 4+1 graduate program in S&C	Goal 1, strat 4 & 5 Goal 3, strat 3 & 6 Goal 4, strat 7	
Expand undergraduate research opportunities	Goal 3, strat 4 Goal 5, strat 2 and 4	X
Develop early college pathway in EXSS	Goal 5, strat 3	X
Maintain and expand articular pathways with community colleges	Goal 5, strat 3	X
Continue to develop pathways to graduate programs	Goal 5, Strat 2 & Strat 4 Goal 1, Strat 2	
Continue to establish & foster long-term relationships with alumni, including those who earn professional certifications or advanced degrees (outreach to alumni), to	Goal 1, Strat 6	

expand professional networking for all students		

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

1. *22-23 Accomplishments not captured above*

We continue to adjust to the post pandemic college climate.

As a department we adjusted mid semester schedule changes, and overloads due to a faculty member needing to take a leave of absence.

We made progress toward the following department initiatives:

- The Fitness Management concentration was revised to a more student appropriate concentration titled Fitness and Wellness..
- We applied for CASCE accreditation for our Strength and Conditioning program and are currently completing a self-study. The self-study phase will end 10/30/2023.
- A faculty member is currently in the early stages of developing an OER for the Health and Fitness course.
- We added a new course to our Clinical Exercise Physiology and Fitness and Wellness concretions titled “Weight training for fitness”.

2. *Initiatives that you may be considering for 23-24 academic year that you did not already capture above*

    1. ***Most of the initiatives listed in the table above are ongoing and will continue into the 23-24 academic year.***

3. *Any other thoughts or information that you would like to share*

SUPPLEMENTAL MATERIAL

EXSS SLO Rubrics:

SLO 1.1 a: Students will demonstrate effective verbal communication in a formal setting.

Competency level: Basic knowledge and skills

Indicator	Did Not Meet the Standard (1)	Acceptably Meets the Standard (2)	Comprehensively Meets the Standard (3)
Content and Organization	Presentation is not well organized. Content is not appropriate and/or discussion is weak. PowerPoint slides are unclear, too wordy, and/or contain more than 2 typos.	Presentation is well organized and follows a logical flow. Purpose of the presentation is clear, and content is appropriate, but discussion could be more thorough in some areas. PowerPoint slides are effective but either have too much text per slide OR contain 1-2 typos.	Presentation is well organized and follows a logical flow. Purpose of the presentation is clear, and content is appropriate with thorough discussion of the topic. PowerPoint slides are clear and readable, include the appropriate amount of text, make good use of figures, and lack typos.
Delivery and Presentation	Students mumble or speak too softly, fail to make eye contact with the audience, and/or read all parts of the presentation from notes or slides. Transitions are choppy, and presentation needs more practice.	Students present in a clear voice and enunciate but make minimal eye contact with the audience and/or read from the slides. Delivery is good, but could be more polished.	Students present in a clear voice and enunciate. Students make eye contact with the audience, and do not simply read from slides or notes. Presentation is polished.
Overall Effectiveness	Students failed at two or more of the following: dressing professionally, using a professional tone, or articulately and accurately answering questions, observing the time limit.	Students failed at one of the following: dressing professionally, using a professional tone, or articulately and accurately answering questions, observing the time limit.	Students present themselves in a professional manner, which includes using a professional, not conversational, tone and dressing professionally. Students articulately and accurately answer questions and observe the time limit.

SLO 1.1b: Students will demonstrate effective verbal communication in an informal setting.

Competency level: Demonstrated competence

	Competent **4**	**Sufficient** **3** **2**		**Deficient** **1**	**NA- Not Assessable**
Organization	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is clearly and consistently observable	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is observable throughout most of the paper	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is intermittently observable	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is not observable	
Academic Discourse	Uses a formal style and eloquently	Uses a formal style and attempts to	Uses a formal style	Frequently uses an informal or conversational	

	integrates discipline-specific terminology appropriate to the assignment	integrate discipline specific terminology appropriate to the assignment.	appropriate to the assignment.	style inappropriate to the assignment	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis, and can articulate its relevance to the larger discipline. Effectively determines key and related contextual concepts	Articulates a research question or thesis statement that is appropriately focused in scope. Can identify key concepts and related terms and ideas	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad, or too narrow, etc.). Can identify key concepts and synonyms	Has difficulty defining the scope of the research question or thesis. Is unable to articulate or misidentifies key concepts from the topic or research question.	
Determine Sources Necessary	Sources selected are appropriate to and determined by the discipline and directly relate to key	All sources selected are subject-relevant in type and content and relate to key concepts.	Most sources selected are subject-relevant in type and content, and relate to key concepts. Sources are	Is unable to identify appropriate types of sources, or explores sources that are tangential	

	concepts. Sources are Chosen to provide evidence and demonstrate depth, currency, comparison, or context	Sources are chosen to provide evidence and demonstrate depth and/or currency	chosen to provide evidence of support.	and/or not effective.	
Use Information Effectively to Accomplish a Specific Purpose	Engages with sources actively. Communicates, organizes, and synthesizes information from sources with clarity and depth. Integrates the information from all sources in a manner that clearly supports the argument or research.	Communicates, organizes, and synthesizes information from sources. Can articulate connections between sources and relates them to the research question or topic.	Communicates and organizes most information from sources. Can summarize information from sources and relate them to the research question or topic.	Communicates some information from sources. Information is fragmented and/or used inappropriately as related to research question or topic (misquoted, out of context, etc.)	

Citation	Source attribution is clear and correct throughout artifact. In-text and end citations are appropriate and correctly follow a discipline standard. Demonstrates use of citation to connect ideas to a larger context.	Can quote, paraphrase, and summarize content from multiple types of sources. In-text and end citations follow a consistent style.	Can quote, paraphrase, and summarize some content correctly. Efforts toward in-text and end citation are present, possibly with some errors or inconsistencies.	Does not quote or paraphrase correctly, and/or misunderstands when each technique is appropriate. Summary may or may not be attempted. Citations are missing, incomplete or incorrect	
Mechanics / Presentation	Student work uses language that is stylistically consistent and free from distracting errors in usage, spelling or grammar, communicating meaning to the audience with	Student work uses language that is mostly stylistically consistent with few distracting errors in usage, spelling or grammar, generally conveying clear	Student work uses language that has some consistency of style but also errors in usage, spelling or grammar, that somewhat impede the meaning for the audience.	Student work uses language that lacks consistency of style and/or contains major and distracting errors in usage, spelling or grammar that seriously impede	

	clarity and fluency.	meaning to the audience.		meaning for the audience.	

Indicator	Did Not Meet the Standard (1)	Acceptably Meets the Standard (2)	Comprehensively Meets the Standard (3)
Description of test purpose and procedures	Student either fails to describe the purpose of the test or test procedures or describes them incorrectly	Student makes small error when describing test procedure or omits one or two points	Student describes test purpose and procedures clearly and completely
Attentiveness to subject/client	Student neglects to communicate and observe client, inquire how s/he is doing, or ensure that client is completing tests correctly and safely	Student observes client most of the time, but either has one instance where focus is more on data than subject or where client performs task incorrectly or unsafely.	Student continually watches client, inquires how s/he is feeling, and responds to client's needs or questions. Student notices and corrects client when performing a task incorrectly and ensures that all tasks are performed safely.
Description of fitness test results	Student does not discuss test results with client, or gives them incorrect information about their results	Student describes test results with client, but may fail to use layman's terms or relate to fitness or disease risk	Student clearly and completely describes all test results in layman's terms and relates to fitness and risk for disease
Professionalism	Student is inappropriate or too informal with client		Student conducts him/herself in a professional manner at all times

Total Score: _____

SLO 1.2: Students will demonstrate effective written communication

SLO 2.1: Students will perform health-related fitness testing

Competency level: Demonstrated competence

	Competent 4	Sufficient 3	 2	Deficient 1	NA—not assessable
Knowledge and execution of test	The student displays thorough knowledge of the test. The student sets up and executes the test without error.	The student displays adequate knowledge of test The student sets up the test appropriately with only minor errors, and accurately completes all parts/stages of test.	The student displays some knowledge of test. The student sets up the test and completes all parts/stages but makes minor errors	The student lacks thorough knowledge of the test procedure and makes significant mistakes in the setup and/or execution of the test.	
Data Collection	The student collects appropriate physiological data at the correct time points with accuracy.	The student collects appropriate physiological but makes a single measurement error.	The student collects appropriate physiological data at close to the correct time points with 2 -3 measurement errors.	The student does not collect all relevant physiological data and/or performs measurements inaccurately or at the wrong time with more than 3 errors.	
Calculations/data interpretation	Calculations are performed correctly without error and client's fitness level is appropriately	Calculations are performed correctly with no more than one error and client's fitness level is	The student makes 2-3 minor errors in calculations or fitness classification.	Student makes more than 3 errors on calculations and/or misclassifies the client's fitness level based on calculations.	

	determined for each fitness test performed.	appropriately determined for each fitness test performed, based on calculations.			
Safety	The student executes all parts of the test safely.	The student executes test safely with no more than one safety oversight.	The student executes test safely with two safety oversights.	The student makes 3 or more mistakes that compromise safety.	

SLO 2.2 Students will perform performance-related exercise testing

***Rubric TBD**

SLO 3.1: Students will design exercise programs for the general population.

Competency Level: Demonstrated Competence

Indicator	Did Not Meet the standard (1)	Acceptably Meets Standard (2)	Comprehensively Meets Standard (3)
Risk Factor identification and stratification	Missed more than 1 risk factor and/or incorrectly stratified client's risk	Missed only 1 risk factor and correctly stratified client's risk based on risk factors identified	Identified all risk factors and correctly stratified risk
Assessment	Incorrectly categorized more than one test item	Incorrectly categorized only test item	Correctly categorized according to the norms
Program Design - General	Did not include one or more components of physical fitness		Included all components of physical fitness
Program design CR Fitness	Did not include all components of FIT	Included all components of FIT, program was reasonable based off of client status and fitness level	Included all components of FIT, program was reasonable based off of client status and fitness level. Specifically calculated target HR, a specific mode, specific duration, and specific days for activity
Program design Strength	Did not include all components of FIT	Included all components of FIT, program was reasonable based off of client status and fitness level	Included all components of FIT, program was reasonable based off of client status and fitness level. Specifically prescribed appropriate reps, sets and exercises
Program design flexibility	Did not include all components of FIT	Included all components of FIT, program was reasonable based off of client status and fitness level	Included all components of FIT, program was reasonable based off of client status and fitness level. Specifically prescribed appropriate time, reps, sets, and exercises

Program Goal 3.2: Students will design exercise programs for athletic performance

Competency Level: Demonstrated Competence

Indicator	Did Not Meet the Standard (1)	Acceptably Meets the Standard (2)	Comprehensively Meets the Standard (3)
Scientific	This paper doesn't show significant scientific thought in the strength training and/or conditioning portion of the training program	Two or fewer mistakes in the training plan, but does not affect the overall effectiveness of the program.	Excellent scientific basis for the program; no fundamental mistakes in application of the science to the training plan.
Organization	This paper lacks a clear sense of direction. One or more cycles are missing and/or the transitions between cycles are missing.	The program has pre-season, in-season, and out-of-season cycles with only minor flaws in the transition between cycles.	The program has out-of-season, pre-season, in-season and post-season cycles with appropriate transitions between cycles.
Training Load	The training load for either the strength or condition portion is completely inappropriate for the athlete described.	The training load described is appropriate for the individual described with only minor flaws in the frequency, intensity, and volume of training prescribed.	Excellent program design with no flaws in the magnitude of the training load prescribed.

EXSS SLO 4: Students will demonstrate quantitative reasoning.

	Competent 4	Sufficient 3	2	Deficien 1
Calculation	All calculations are successful and sufficiently comprehensive to solve the problem and shown work is presented clearly and accurately.	Calculations are mostly successful and sufficiently comprehensive to solve the problem. Work is not necessarily presented.	Calculations are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are both unsuccess comprehensive.
Representation *To math- The ability to convert relevant information into various mathematical forms (equations, graphs, diagrams, tables)*	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and accurate mathematical portrayal.	Completes the conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of inform mathematical portrayal is inapp inaccurate.
Interpretation/Description *From math- The ability to explain information presented in mathematical forms (equations, graphs, diagrams, tables)*	Provides thorough, accurate descriptions of information presented in mathematical forms and uses numerical information skillfully in the descriptions.	Provides accurate descriptions of information presented in mathematical forms. If numerical information is used in the descriptions, it is accurate but not skillfully integrated.	Provides some accurate descriptions of information presented in mathematical forms, but occasionally makes minor errors (e.g., computations, units) or is vague.	Attempts to describe informatio mathematical forms, but draws about what the information mea
Judgments/Conclusions *Ability to make judgments and raw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and somewhat qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. No attempt to qualify the conclusions or minor errors exist in the conclusions.	Uses the quantitative analysis o tentative, basic judgments, alth uncertain about drawing conclu Or conclusions are not appropr to the given data.

Other Supplemental Material: EXSS Departmental Assessment Plan

Programmatic Assessment Plan

Program Name: Exercise and Sports Science (Draft) Created By: Danielle Wigore, Tim Hilliard, Karen Keenan, Jess Alsup & Lindsay Parisi Date: October 10, 2018

Edited Draft: February 12, 2019

Division of Health and Natural Sciences

Mission

Currently under revision, but the latest draft: *The Division of Health & Natural Sciences provides all students at Fitchburg State the opportunity to gain both foundational and mastery skills in scientific and quantitative analysis and inquiry, including personal wellness. Our faculty mentor students through ethical, multidisciplinary experiences in classroom, laboratory, clinical and research settings. Through these experiences, our students develop habits of mind to be evidence-based learners who are prepared to serve their communities and a global society.*

Vision

Department of Exercise and Sport Science

Mission

The Exercise and Sports Science Department's mission is to prepare graduates for professional careers and advanced graduate studies in fields such as: physical therapy, occupational therapy, strength & conditioning, cardiac rehabilitation, fitness management, and wellness. This is accomplished through a combination of interactive classroom and unique hands-on laboratory experiences and internships. We support all University students working towards an accessible liberal arts education by providing the foundations for personal wellness.

Vision

The Exercise and Sports Science Department will be nationally recognized for its excellence in teaching and learning in the areas of clinical exercise physiology, fitness management, and strength and conditioning. We will be known for our commitment to transforming lives through education, experiential learning, and its dedication to public service.

PART I: STUDENT LEARNING OUTCOMES

Essential Learning Outcomes (ELOs)

University Level

ELO Code	Essential Learning Outcomes (ELOs)
ELO 1	ELO 1 Objective 1.1

Liberal Arts & Science Learning Outcomes (LA&S LOs)

General Education Curriculum

LO Code	LA&S Learning Outcomes (LA&S LOs)	Alignment to ELOs
LA&S 1	LA&S LO1: Objective 1.1	

Health and Natural Sciences Learning Outcomes (H&NS LOs)

LO Code	Division Student Learning Outcomes	Alignment to ELOs or LA&S LOs
H&NS LO 1	H&NS LO1: Objective 1.1	

Department/Program Learning Outcomes (PLOs)

LO Code	Exercise and Sports Science Learning Outcomes (EXSS LOs)	Alignment to Division/LA&S LOs or ELOs
EXSS 1	Students will demonstrate effective communication	
	EXSS 1.1a Verbal: Formal Setting	

	EXSS 1.1b Verbal: Informal Setting	
	EXSS 1.2 Written	
EXSS 2	Students will perform exercise testing	
	EXSS2 .1 Health-related fitness testing	
	EXSS 2.2 Performance-related testing	
EXSS 3	Students will design exercise programs	
	EXSS 3.1 For general population	
	EXSS 3.2 For athletic performance	
EXSS 4	Students will demonstrate quantitative reasoning	

Concentration Learning Outcome (LO)

LO Code	Clinical Exercise Physiology Learning Outcomes (LOs)	Alignment to Program/Division/LA&S LOs or ELOs
CEP LO1	Students will adapt exercise programs for special populations	

LO Code	Fitness Management Learning Outcomes (LOs)	Alignment to Program/Division/LA&S LOs or ELOs
FM LO1	TBD - Revisions starting next year will help determine appropriate learning outcomes.	

LO Code	Strength and Conditioning Learning Outcomes (LOs)	Alignment to Program/Division/LA&S LOs or ELOs
SC LO1	Students will Implement sport-specific training sessions.	

A more intensive listing would include the Course Learning Outcomes (CLOs) for each of the CORE required courses and link them to the Program and Concentration Los.

PART II: CURRICULUM MAPPING

Instructions

- Add the "required" courses in the left column starting with First Level to Upper Level.
- Add Program Learning Outcomes as a header for each column
- Add one number per cell to indicate the level at which the outcome is addressed in the course (see key below).
- Add an "A" in cells to indicate an assessment activity from the course will be used in Program Assessment.
- Focus should be only the required courses for all majors in the field of study. An additional table should be created for concentrations to map the additional learning outcomes, if necessary.

Exercise and Sports Science CORE

	EXSS 1.1a	EXSS 1.1b	EXSS 1.2	EXSS 2.1	EXSS 2.2	EXSS 3.1	EXSS 3.2	EXSS 4
EXSS 1011	1	1	1	1	0	0	0	1
EXSS 2050	1	1	1	1	1	1	1	0
EXSS 2065	0	0	0	0	0	0	0	0
EXSS 2071	1A	1	1A/2A	2	1A	0	0	1A
EXSS 2072	2A	1	2A	2	1	0	0	2A
EXSS 2300/3000	1	1	3A	0	0	0	0	0
EXSS 2500	0	1	1	0	0	0	0	1
EXSS 3120	0	1	1	0	3A	0	3A	0
EXSS 3450	3A	2A	3	3A	0	3A	0	3A

EXSS 4005	2	0	2	0	0	0	1	1
EXSS 4040	3	3	0	0	0	0	0	0
EXSS 4200	3A	1	3	0	0	0	0	0
EXSS INTERNSHIP/ APPRENTICESHIP	3A	0	3A	Depends on Int.	Depends on Int.	Depends on Int.	Depends on Int.	Depends on Int.

CLINICAL EXERCISE PHYSIOLOGY CONCENTRATION

	CEP LO1
EXSS 3600	3A
EXSS 4050	0

FITNESS MANAGEMENT CONCENTRATION

	FM LO1	FM LO2	FM LO3	FM LO4	FM LO5
EXSS 2400	TBD	TBD	TBD	TBD	TBD

STRENGTH AND CONDITIONING CONCENTRATION

	SC LO1
EXSS 1450	0
EXSS 2023	0
EXSS 3001	0
EXSS 3011/3012	2
EXSS 4000	0
EXSS 4002 and 4003	3A

0	1	2	3	A
Not Addressed	Introducing	Broadening	Fulfilling	Assessed for Program

Key

- PLO = Program Learning Outcome
- Not Addressed = PLO is not addressed within the specific course
- Introducing = PLO is covered at an introductory level within the specific course
- Broadening = PLO is covered in the course so as to reinforce the students' learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PLO occurs within the specific course
- Assessed for Program = There will be a Direct Assessment activity to be used in Program Level Assessment in all sections of this course.

PART III: ASSESSMENT MEASURES, TIMELINES AND TARGETS

Direct Assessment

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (written project, oral presentation with rubric, etc.)	Timing of Assessment (annual, semester, bi-annual, etc.)	When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)	To which students will assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)
EXSS 1.1a	a. Article Review Presentation b. Final Internship Presentation	Semester	a.2nd year: Ex. Physiology b.4th year: Internship	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 1.1b	Practical Exams	Semester	Ex Test & Pres	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 1.2	a.Lab Reports b. Research paper or C.A.T.	a. Annual b. Semester	a. 2nd year: Ex. Physiology b. 3rd year: Applied Nutrition or Sport Nutrition	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 2.1	Practical Exams	Semester	3rd year: Ex. Test & Pres	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 2.2	a. Lactate Threshold Lab b. Practical Exams	a. Annual b. Semester	a. 2nd year: Ex. Physiology b. 3rd year:	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students

			Str & Condition		
EXSS 3.1	Exercise Prescription Case Study	Semester	3rd year: Ex. Test & Pres	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 3.2	Periodization Project	Semester	3rd year: Strength & Conditioning	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 4	Lab Reports	Annual	a. 2nd year: Ex. Physiology	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
CEP 1	Case study treatment plans.	Semester	4th year: Special Pops	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
SC 1	Practical Exam	Semester	4th year: Practicum in S&C	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students

Indirect Assessment

Using the table below, list and briefly describe the **indirect method(s)** used to supplement direct measures above.

- Indirect measures include, but are not limited to: student surveys, focus groups, meetings with advisory boards, employer feedback, internship feedback, alumni surveys, etc.
    - The EXSS Departmental Assessment Committee met with Merri in November 2018 and discussed the possibility of adding focus groups (of either students currently out on internship or of intern providers) as another indirect assessment measure to use in the future. We hope to discuss this possibility further but have not added it into our assessment plan yet.

PLO #	Assessment description (survey, focus group, interviews, etc.)	When assessment is to be administered	Who will give indirect feedback	Criteria for Success or Goal to be Achieved
EXSS 1.1a				
EXSS 1.1b	Internship Feedback	4th year: Internship class	Site supervisor	
EXSS 1.2				
EXSS 2.1				
EXSS 2.2				
EXSS 3.1				
EXSS 3.2				
EXSS 4				

PART IV: ASSESSMENT CYCLE TIMELINE

Explanation:

- Programmatic student learning outcomes are assessed on a five-year cycle, which means each one is to be FULLY analyzed at least once in a five-year period.

Five-Year Assessment Plan

Program Learning Outcome	Year 1	Year 2	Year 3	Year 4	Year 5
EXSS 1.1a			Heikkinen & Keenan		

EXSS 1.1b		Alsup & Hilliard			
EXSS 1.2	Maldari & Parisi				
EXSS 2.1		Alsup & Hilliard			
EXSS 2.2			Godin & Wigmore		
EXSS 3.1				Keenan & Talanian	
EXSS 3.2					Heikkinen & Talanian
EXSS 4	Maldari & Parisi				

PART V: INTENDED ANALYSIS, RESPONSIBILITY, AND COMMUNICATION

Explanation:

- **Implementation of the assessment plan should be a shared responsibility--identify who was involved in developing the assessment plan**

The current assessment plan was developed by Danielle Wigmore, Tim Hilliard, Karen Keenan, Jessica Alsup, and Lindsay Parisi.

- **Identify who will be involved in the analysis and evaluation of the subsequent evidence**

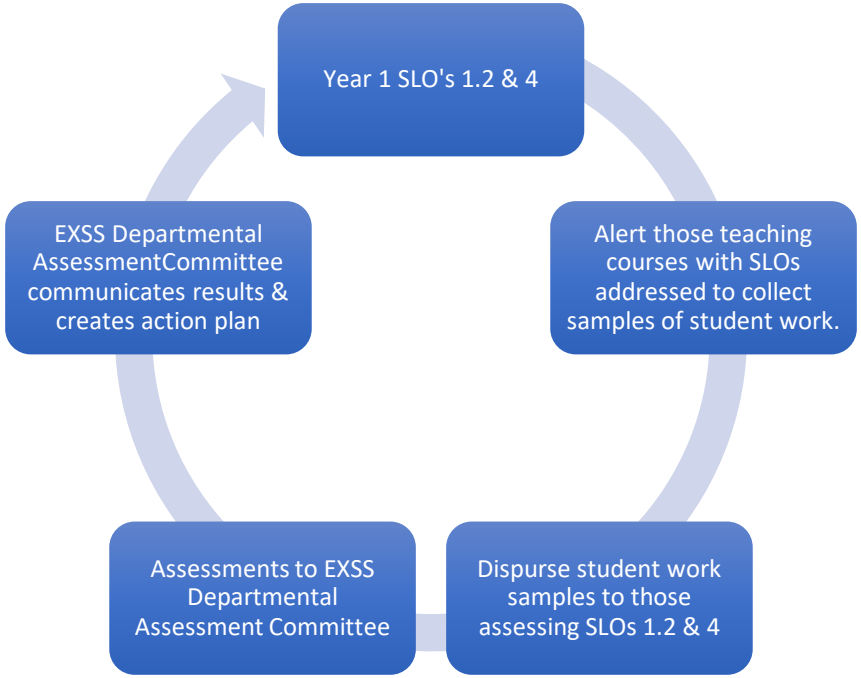
Each year, two SLO's will be assessed by members of the EXSS department. We put this on a rotating schedule so that each faculty member in the department will be asked to assess at most 2-3 SLO's. The EXSS Departmental Assessment Committee will be responsible for asking faculty members teaching a class for the SLO being evaluated to collect samples of student work, and the EXSS Departmental Assessment Committee will disperse the samples to those faculty members assessing that particular SLO.

- **Identify who will be responsible for communicating results and creating an action plan**

Once faculty members assess the SLO, they will give their assessments to the EXSS Departmental Assessment Committee. It will be the job of the EXSS Departmental Assessment Committee to communicate the results and create an action plan. The EXSS Departmental Assessment Committee will be responsible for closing the loop each year on the SLO's that were assessed.

- **Can utilize a diagram to show the cycle of assessment**

See the cycle of assessment below. This is a sample for Year one since those are the SLOs we plan to assess this year; however, each year we will follow a similar cycle.



Glossary of Terms

Assessment Method: The assessment instrument(s) used to assess student learning.

- **Direct:** Linked to actual student work – i.e. written assignments, oral presentations, projects, etc.
- **Indirect:** Not actual student work – i.e. surveys, focus groups, employer feedback, etc.

Department/Program Goals and Objectives: Usually a combination of learning outcomes and strategic outcomes, that may or may not be based on student-centered work.

Essential Learning Outcome (ELO): The University-level Learning Outcomes - should be very broad. These are the specific characteristics a student should have upon graduation from the institution. Assessment from the Course, Program, Department and Divisional levels will link upward to show achievement.

Learning Outcome (LO): Measurable statements that indicate the specific characteristics students should exhibit in order to demonstrate achievement. The levels of Learning Outcomes are LA&S, Divisional, Department, Program and Course.

Mission Statement: A concise statement that explains the purpose of the division, department, or program based on the primary functions.

Source of Assessment: The course and student work that will provide data.

Vision Statement: A very concise (usually one sentence or partial sentence) statement that is “forward” thinking and describes what the Division, Department or Program strives to be.