**Annual Departmental Report**
***2021-2022***

## Program Information

Program/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 & Planning by June 1, 2022.*

## A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

We learned that students are dealing with a lot more than we knew and that many of them had a difficult time either balancing school and other responsibilities during the pandemic. Many faculty offered greater flexibility with deadlines than during typical times. Many faculty also reported learning new software or programs that have continued to use. Some also felt virtual advising sessions and taped video lectures worked out well and offered additional flexibility for students.

We made progress toward the following department initiatives:

- Developing a revised concentration to replace our existing Fitness Management concentration that will be submitted to AUC early in the fall semester.
- We revised out academic standing policy to better fit the expectations we have for our students.
- Had our application for accreditation approved by Council on Accreditation of Strength and Conditioning Education for the strength and conditioning program and have begun the self-study that is due in October of 2022.
- Dr. Maldari made great strides in her role as Health Professions advisor, updating the Health Professions Blackboard page, meeting with representatives from various regional programs regarding potential articulation agreements or job/internship opportunities, holding group and individual advising sessions, and attending various conferences related to health professions advising.

In looking back on the previous year regarding assessment specifically, the EXSS department adapted well to the changes brought on by the pandemic and have had to make revisions then pivots back to normal in-class practices.

- We decided that it may be unfair to assess the lab practical assignments in Exercise Testing and Prescription. Students taking the course this last year did not get an in-lab experience in their prior classes and lack practical experience to be compared to other cohorts.
- We used this year to continue refining and revising our rubrics so that when the time comes for the assessment of each of our PLO's, we are prepared for that and can focus solely on the assessment of the articles and reporting back.

## B. Program Learning Outcomes (PLOs) (Educational Objectives)

**I. 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 | | |

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| | | according to our assessment cycle. | | |
| **1.1a** | Verbal: Formal setting | | semester | 2011 |
| **1.1b** | Verbal: Informal setting | | semester | 2011 |
| **1.2** | Written | | annual (lab reports); semester (nutrition) | 2021 |
| **2.** | Students will perform fitness testing | | | |
| **2.1** | Health-related | | semester | 2012 |
| **2.2** | Performance-related | | annual (LT lab); semester (practical exams) | Has not been assessed |
| **3.** | Students will design exercise programs | | | |
| **3.1** | For the general population | | semester | 2012 |
| **3.2** | For athletic performance | | semester | 2011 |
| **4.** | Students will demonstrate quantitative reasoning | | semester | 2021 |

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

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

- **We did not assess a PLO this year. We decided that it may be unfair to assess the lab practical assignments in Exercise Testing and Prescription as they were still adapted from their usual format in the fall to follow covid-19 guidelines. Instead, we continued to revise our PLO assessment rubrics and plan for 2022-2023 when we will resume PLO 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 # (from above)** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the "loop closed"?** |
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*You may use this comment box to provide any additional information, if applicable:*

See above comments.

**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.<br><br>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.<br><br>*We will track data from SLO 1.2 to determine whether or not this is an effective implementation. |

## C. Assessment Plan for Program/Department

I. Insert the program or department Assessment Plan. **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

## D. Program Review Action Plan or External Accreditation 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: 2018-2019

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 |
|---|---|---|---|---|---|---|
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|---|---|---|---|---|---|---|
| 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 to have graduated from an accredited 4 year Strength & Conditioning program. Academic programs will able to apply for accreditation in the year 2022. | David Heikkinen, Jeff Godin | Apply for accreditation in AY2022; begin reviewing courses to ensure alignment with requirements for accreditation in AY2021 | $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 AY2023 | Application for self-study was approved; Began work on self-study in spring 21; site visit will be scheduled in AY22. |

**Commented [MOU1]:** I think we can speak more to this now. Just needs an update on where we are at currently.

**Commented [JT2R1]:**

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. |
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## E. Departmental Strategic Initiatives

| Accomplished Initiatives AY 20-21<br>Add more rows as needed | Corresponding Strategic Plan Goal & Strategy<br><br>Goal # followed by Strategy # ex: 1.3 | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
|---|---|---|
| Establish & foster long-term relationships with alumni, including those who earn professional certifications or advanced degrees, to expand professional networking for all students | Goal 1, Strat 6 | ☐ |
| Began researching how other institutions incorporate personal training centric curriculum and on-campus opportunities for | Goal 1, strat 4 & 5<br><br>Goal 3, Strat 4 & 5 | ☐ |

**Commented [MOU3]:** Jason, This is what Danielle wrote about last year, and the next table is what she said we planned to accomplish for this year.

The two empty tables after that go over what we actually accomplished this year, and plans for next year. You can copy and paste and add in anything else that you think we covered this year.

| | | |
|---|---|---|
| students to develop the skills required to work in the commercial fitness industry. | | |
| Incorporated OER into several classes | Goal 5, Strat 7<br><br>Goal 4, Strat 7 | x ☐ |
| Applied for CASCE accreditation and began writing self-study | Goal 1, strat 4 | ☐ |
| Bolstered Health Professions advising | Goal 2, strat1<br><br>Goal 5, strat 1 | |

| Planned Initiatives for AY 2021-22 Add more rows as needed | Associated Strategic Plan Goal & Strategy<br>Goal # followed by Strategy # ex: 1.3 | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
|---|---|---|
| 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 | ☐ |
| Develop personal training centric curriculum and on-campus opportunities for students to develop the skills required to work in the commercial fitness industry. | Goal 1, strat 4<br><br>Goal 3, Strat 4 & 5 | ☐ |
| Incorporate more OER into courses | Goal 5, Strat 7<br><br>Goal 4, Strat 7 | x ☐ |

| | | |
|---|---|---|
| Obtain CASCE accreditation for our Strength and Conditioning program | Goal 1, strat 4 | |
| Research demand for, and feasibility of, 4+1 graduate program in S&C | Goal 1, strat 4 & 5<br>Goal 3, strat 3 & 6<br>Goal 4, strat 7 | |
| Expand undergraduate research opportunities | Goal 3, strat 4<br>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 |
| Develop pathways to graduate programs | Goal 5, Strat 2 & Strat 4<br>Goal 1, Strat 2 | |

| Accomplished Initiatives AY 21-22 Add more rows as needed | Corresponding Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 1.3 | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
|---|---|---|
| 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 | ☐ |
| Incorporate more OER into courses | Goal 5, Strat 7<br>Goal 4, Strat 7 | ☐ |

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|---|---|---|
| Research demand for, and feasibility of, 4+1 graduate program in S&C | Goal 1, strat 4 & 5<br><br>Goal 3, strat 3 & 6<br><br>Goal 4, strat 7 | ☐ |
| | | ☐ |

| Planned Initiatives for AY 22-23<br>Add more rows as needed | Associated Strategic Plan Goal & Strategy<br>Goal # followed by Strategy # ex: 1.3 | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
|---|---|---|
| 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 | ☐ |
| Develop personal training centric curriculum and on-campus opportunities for students to develop the skills required to work in the commercial fitness industry. | Goal 1, strat 4<br><br>Goal 3, Strat 4 & 5 | ☐ |
| Incorporate more OER into courses | Goal 5, Strat 7<br><br>Goal 4, Strat 7 | ☐ |
| Obtain CASCE accreditation for our Strength and Conditioning program | Goal 1, strat 4 | ☐ |
| Research demand for, and feasibility of, 4+1 graduate program in S&C | Goal 1, strat 4 & 5<br><br>Goal 3, strat 3 & 6<br><br>Goal 4, strat 7 | |
| Expand undergraduate research opportunities | Goal 3, strat 4<br><br>Goal 5, strat 2 and 4 | |

| | | |
|---|---|---|
| **Develop early college pathway in EXSS** | **Goal 5, strat 3** | |
| **Maintain and expand articular pathways with community colleges** | **Goal 5, strat 3** | |
| **Develop pathways to graduate programs** | **Goal 5, Strat 2 & Strat 4**<br><br>**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** | |

## F. Departmental Reflection:

*Take this section to reflect on--*

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

*Most of the initiatives listed in the table above are ongoing and will continue into the 22-23 academic year.*

2) *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**<br>**4** | **Sufficient**<br>**2** | **3** | **Deficient**<br>**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 integrates discipline-specific terminology | Uses a formal style and attempts to integrate discipline specific | Uses a formal style appropriate to the assignment. | Frequently uses an informal or conversational style inappropriate | |

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| | appropriate to the assignment | terminology appropriate to the assignment. | | 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 concepts. Sources are Chosen to provide evidence and demonstrate depth, currency, | All sources selected are subject-relevant in type and content and relate to key concepts. Sources are chosen to provide evidence and demonstrate depth and/or currency | Most sources selected are subject-relevant in type and content, and relate to key concepts. Sources are chosen to provide evidence of support. | Is unable to identify appropriate types of sources, or explores sources that are tangential and/or not effective. | |

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|---|---|---|---|---|---|
| | comparison, or context | | | | |
| **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 | 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, | |

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| | to connect ideas to a larger context. | | | 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 clarity and fluency. | Student work uses language that is mostly stylistically consistent with few distracting errors in usage, spelling or grammar, generally conveying clear meaning to the audience. | 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 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 | 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 |

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|---|---|---|---|
| | | client performs task incorrectly or unsafely. | 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 | Sufficient | | Deficient | NA—not assessable |
|---|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | |
| **Knowledge and execution of test** | The student displays thorough knowledge of the test.<br><br>The student sets up and executes the test without error. | The student displays adequate knowledge of test<br><br>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.<br><br>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 determined for each fitness test performed. | Calculations are performed correctly with no more than one error and client's fitness level is appropriately determined for each fitness test performed, based on calculations. | 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. | |
| **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. |

| | Competent<br>4 | Sufficient<br>3 | <br>2 | Deficient<br>1 | NA- Not Assessable |
|---|---|---|---|---|---|
| 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 unsuccessful and are not comprehensive. | |
| Representation<br>*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 information but resulting mathematical portrayal is inappropriate or inaccurate. | |
| Interpretation/Description<br>*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 information presented in mathematical forms, but draws incorrect statements about what the information means. | |
| Judgments/Conclusions<br>*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 of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. Or conclusions are not appropriate or are incorrect to the given data. | |

EXSS SLO 4: Students will demonstrate quantitative reasoning.

FITCHBURG STATE UNIVERSITY

# 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<br><br>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:<br><br>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:<br><br>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 | Students will TBD | |

| 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 | Semester | a.2nd year: Ex. Physiology | Random Sample (20%) of ALL | ≥ 2 on rubric (meets |

| | | | | | |
|---|---|---|---|---|---|
| | b. Final Internship Presentation | | b.4th year: Internship | possible sections | 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<br><br>b. Research paper or C.A.T. | a. Annual<br>b. Semester | a. 2nd year: Ex. Physiology<br><br>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<br><br>b. Practical Exams | a. Annual<br><br>b. Semester | a. 2nd year: Ex. Physiology<br><br>b. 3rd year:<br><br>Str & Condition | Random Sample (20%) of ALL possible sections | ≥ 2 on rubric (meets standard) for all students |
| 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**

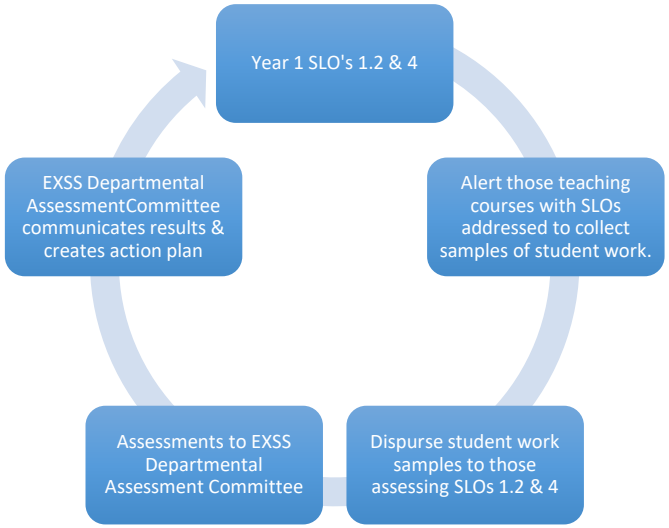
Each year, two SLO's will be assessed by members of the EXSS department. We put this on a rotating schedule so that each faculty member in the department will be asked to assess at most 2-3 SLO's. The EXSS Departmental Assessment Committee will be responsible for asking faculty members teaching a class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