

Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

Program/Department: Exercise and Sports Science, Fitness Management and Clinical Exercise Physiology Concentrations
 Department Chair: Dr. Danielle Wigmore
 Department Assessment Committee Contact: Dr. Lindsay Parisi (Laamann)

II. Program-Specific Student Learning Outcomes (Educational Objectives)

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

*Please note: We are revising our goals, so the expected timing of assessment is to be determined (TBD) for a number of them.

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
1a Demonstrate effective verbal communication in formal presentation	TBD
1b Demonstrate effective verbal communication in informal setting	TBD
2 Demonstrate effective writing	TBD
3 Demonstrate competence in health-related fitness testing	TBD
4 Demonstrate competence in performance-related fitness testing	TBD
5 Demonstrate competence in exercise programming for healthy populations	TBD
6 Demonstrate competence in exercise programming for higher level athletic performance	TBD
7 Demonstrate ability to adapt strength and cardiovascular conditioning protocols for special populations	TBD

8 Demonstrate ability to collect and interpret physiological data	TBD
9 Demonstrate ability to describe and demonstrate safe and effective strength and conditioning methods	TBD
10 Demonstrate ethical reasoning	TBD
11 Demonstrate knowledge in a variety of content areas	Annually, beginning AY 17/18
12 Demonstrate ability to apply knowledge in work-related settings	TBD
13 Demonstrate ability to critically evaluate emerging information in the field	Annually, beginning AY 17/18
14 Gain admissions into graduate programs when desired?	TBD
15 Pass national certification exams when desired?	TBD

III. SLO Assessment (Please report on the SLO's most recently reviewed)

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

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
13 Demonstrate ability to critically evaluate emerging information in the field	Exercise Physiology II group research papers	2 nd year	Collected samples from spring and summer 2016 and intend to collect samples from spring 2018 to compare scores before and after adding required research methods class to curriculum
11 Demonstrate knowledge in a variety of content areas	Comprehensive exam	Final semester as EXSS major	Eventually all graduating seniors. We plan to pilot the exam with a small group of students (~30) next fall.

IV. Summary of Findings: Briefly summarize the results of the assessments reported in Item III above and how do these compare to the goals you have set?

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)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?
Exercise Physiology II group research papers	2 faculty will review each paper using the same rubric. An average score will be calculated for each paper.	N/A: We recently added a Research Methods course and would like to see if students' performance in the area of critical evaluation of information in the field improves as a result of the course. We will collect papers from next spring's class to make this comparison.
Comprehensive Exam	The EXSS Assessment Committee	N/A: Piloting the exam Fall 2017

V. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Percent of students who graduate in the EXSS Major when they earn below a 2.0 in either A&P I or Introduction to Exercise Science	No students earning a D or F in Intro to EXSS, and only 6% of students earning a D or F in A&P I, went on to graduate with a degree in EXSS. These classes are important indicators of students' ability in science and predict success in the major. While we have a minimum GPA requirement in the major, many students get too far into the program before reaching the point where they are placed on probation or ultimately removed from the major. Further, the EXSS department has noted that the probation/removal process can happen over an academic year. Thus, if a student is ultimately removed from the major for inadequate academic performance in EXSS, he/she has lost a year of coursework that could have been put towards another major. The intent of adding the minimum grade requirement is to identify students early on who may not be successful in EXSS. Subsequently, they can be advised towards a more appropriate major which in turn may allow them to progress more efficiently towards their graduation requirements.	Minimum grade requirements of a 2.0 in both A&P I and Introduction to Exercise Science in order to take any courses in the major aside from Human Motor Development. This policy was implemented in Fall 2016.	

VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Retention Rate in Major (Freshman) + Retention Rate Changed Major	The retention rate for freshmen in the major and the retention rate for freshmen who changed their major was chosen because a number of freshmen coming into the EXSS major do not realize how science-based the major actually is. For this reason, it is unrealistic to expect that we will retain the same number of freshmen in the major as the institutional average; however, with proper advising, it can be expected that we can meet the institutional average when the retention rate in the major is added to the retention rate for freshmen who changed their major.	We would like to ID students in SSC who are entering the major and are considered to be at Moderate-High Risk in the major, and use this information to implement more intensive advising and/or supplemental instruction and/or study groups for those students. We would also like to ID students who may need more extensive advising upon arrival to the university.	We used an average of 3 years (AY14, AY15, AY16) of data from Phase I. Current Score: 64.45% Target Score: 77.76%

VII. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.