

**Undergraduate Program-Specific Student Learning Outcome Assessment  
Annual Report – 2020-21**

**I. Program Information**

Program/Department: Exercise Science

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**II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Last Academic Year**

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

\* Numbers are derived from September 2019 counts.

Program SLO:	UNIVERSITY SLO (GE)	TIMELINE for ASSESSMENT (annual, semester, bi-annual, etc.)
<p>A. Develop the knowledge, skills, and abilities essential for entry-level exercise science professionals as delineated by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP) and/or to prepare for graduate level education.</p> <p>B. Be able to demonstrate the appropriate contemporary technological skills for sports and exercise performance assessment and programming in both laboratory and field settings.</p> <p>C. Demonstrate an understanding of the importance of and/or prepare for certificates/licenses from professional organizations in the exercise sciences (such as the American College of Sports Medicine or the National Strength and Conditioning Association).</p> <p>D. Be able to critically evaluate and effectively communicate (both orally and written) the findings of research in the exercise sciences.</p>	<p>I. Demonstrate an understanding of their role as citizens of a diverse, global society.</p> <p>II. Utilize critical thinking skills.</p> <p><b>III. Communicate orally, in writing, and through other formats. (EXSC 445)</b></p> <p><b>IV. Demonstrate information literacy and technological skills. (EXSC 311)</b></p> <p>V. Apply scientific reasoning to solve problems.</p> <p>VI. Create and critique various forms of artistic expression.</p> <p>VII. Understand various models for healthy development of the whole person.</p>	<p>A: YEARLY</p> <p><b>III: BI-ANNUALLY (GE)</b></p> <p>B: YEARLY</p> <p><b>IV: YEARLY (GE)</b></p> <p>C: YEARLY</p> <p>D: BI-ANNUALLY</p>

**III. Direct Measures Used**

Using the table below, list and briefly describe the direct methods used to collect information assessing (If applicable).

<b>Dept. SLO #</b>	<b>Direct Assessment Measure(s) Used</b>	<b>Assessment description (exam, observation, national standardized exam, oral presentation with a rubric, etc.)</b>	<b>Assessment completed by (student, supervisor, faculty, etc.)</b>	<b>When the assessment was administered in the student (internship, 4<sup>th</sup> year, 1<sup>st</sup> year, etc.)</b>	<b>To which students were assessments administered (all, only a sample, etc.)</b>
A.	'Final' grades on mock certification exam: EXSC 455 & 456	EXAM	Student	4 <sup>th</sup> year (SPRING)	ALL
B.	Lab/Project scores in selected EXSC classes: 311 / 322 / 431 / 410	LAB/PROJECT scores in selected labs/projects	Student	3 <sup>rd</sup> and 4 <sup>th</sup> year (ALL & FALL/SPRING)	ALL
C.	'Final' grades on mock certification exam: EXSC 455 & 456	EXAM	Student	4 <sup>th</sup> year (SPRING)	ALL
D.	Writing EXSC 445 (also GE SLO III)	PAPERS	Student	4 <sup>th</sup> year (ALL)	ALL

#### IV. Indirect Measures Used

Using the table below, list and briefly describe the indirect methods used to collect information assessing (If applicable).

Dept. SLO #	Indirect Assessment Measure(s) Used	Assessment description (Exit and other interviews, focus groups, written surveys, and questionnaires, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When the assessment was administered in the student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)
III.	GRADUATION SURVEY	EXIT/INTERNSHIP	STUDENT	4 <sup>th</sup> year	ALL
n/a	EMPLOYMENT / CONT ED data	EXIT	SUPERVISOR	4 <sup>th</sup> year	ALL

#### V. Student Performance Outcomes

How did the student perform on each assessment, compared to the department/program goal?

What is the target/goal/score for each assessment? Then briefly summarize the results.

Assessment number/name	Target/Acceptable score	Number assessed in 2018-2019 (N) 2019-2020 (N)	Number & % meeting target/ Number and % not meeting target
EXSC 311	80% or better & improvment	2019 n=102 2020 n=54	2019 score= 78 & 87% (2 labs); target= 65% exceeding expectations & showing improvement (GE) 2020 score= 70 & 92% (2 labs); target= 75% exceeding expectations & showing improvement (GE)
EXSC 322	80% or better	2019 n= 20 2020 n= 36	S 2019 score= 84%; target= 65% exceeding expectations F 2019 score= 85%; target= 70% exceeding expectations
EXSC 431	80% or better	2018 n=44 2019 n=40	2018 scores= 77 & 83% (2 labs); target= 66% exceeding expectations 2019 scores= 75 & 80% (2 labs); target= 43% exceeding expectations

EXSC 410	80% or better	2019 n= 61 2020 n= 55	2019 score= 86%; target= 96% exceeding expectations 2020 score= 85%; target= 91% exceeding expectations
EXSC 445	Rubric score 8 or better (out of 10)	2020 n=20	2020 Score= 8.1 target= 60% exceeding expectations
EXSC 455	70% or better	2019 n=41 2020 n=41	2019 score= 91%; target= 100% exceeding expectations 2020 score= 88%; target= 90% exceeding expectations
EXSC 456	70% or better	2019 n=31 2020 n=13	2019 score=67%; target=45% exceeding expectations 2020 score=91%; target=92% exceeding expectations
GRADUATION SURVEY	Likert scale 3 or better (out of 5)	2019 n=35	2019 score= 97% of 3 or better; target= 85% exceeding expectations

**VI. Key Findings:** The undergraduate courses of EXSC 311/310/445/455 and the GRAD SURVEY results are **satisfactory to excellent (all exceeding TARGETS)**.

However, there are some **minor deficiencies** in student performance in the courses EXSC 431 & 456. Also, it continues to be challenging to collect employment/continuing education data on graduates.

**VII. Describe Process Used by Program Faculty to Discuss and Interpret Key Findings**

*This topic (Outcomes) is presented on and discussed in every DEPARTMENT MONTHLY MEETING. Topics range from course pedagogy to analysing the available data to discussing action plans.*

*In addition, an ACCREDITOR ANNUAL REPORT is filed yearly using some of this data (our accreditor is CAAHEP, Commission on Accreditation of Allied Health Education Programs).*

*Finally, a SMALL DEPARTMENTAL COMMITTEE has been recently formed to oversee this process and discuss these findings.*

**VIII. Changes Made as a Result of the Key Findings / Actions Taken**

*A major action taken as a result of analyzing this data stream is to perform a regular survey of INTERNSHIP SITES and DIRECTORS. This survey has been and will continue to be administered regularly to our internship sites to gain their impression of ESU student competency in Exercise Science as we have been handcrafted in obtaining employer-based surveying of our Exercise Science graduates.*

**IX. Adjustments to/Deviation from the Department Assessment Plan**

*The Departmental Assessment Plan has evolved over the years to include more data from a greater variety of sources/classes. However, we need to continue our process of being diligent on GRADUATION*

*SURVEY collection. (we currently collect this survey on exit interviewing from the EXSC 486 Internship course and this seems to be functioning well).*

*APPENDIX:EXSC COURSE TITLES:*

<b>EXSC 311</b>	<b>Exercise Physiology II</b>
<b>EXSC 322</b>	<b>Strength and Conditioning Theory</b>
<b>EXSC 431</b>	<b>Analysis of Performance Skills</b>
<b>EXSC 410</b>	<b>Administration and Organization of Exercise and Wellness Programs</b>
<b>EXSC 445</b>	<b>Seminar In Adult Fitness Programs</b>
<b>EXSC 455</b>	<b>Certified Exercise Physiology Workshop</b>
<b>EXSC 456</b>	<b>Certified Strength and Conditioning Workshop</b>