

End of Year Assessment Report for Programs

Program: Exercise Science

Semester/year: 2018-2019

Contact Person: Roy Mulholland

Submission date: 5-31-19

Program Mission Statement

The Exercise Science program strives to prepare students for physical activity, exercise, health and sport related professions through the obtainment of knowledge, skills and abilities related to health and wellness.

Program Objectives

At the close of the degree students should be able to:

1. Integrate Christian thought into the field of Exercise Science.
2. Understand the physiological basis for diet, exercise and physical activity.
3. Test, assess, design, implement and administer exercise programs.
4. Recognize critical issues in the field of Exercise Science, including but not limited to gender, physical adaptations and cultural differences.
5. Apply theory and knowledge through experiential learning in the field of Exercise Science.

Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

| Program Objective | Introducing | Developing | Mastering |
|--|------------------------------------|------------------------------|----------------------------------|
| PO1. Integration of Faith | Not taught this semester | PHED 335 Athletic Training | PHED 410 Sport and Kin Seminar |
| | Benchmark: >=70% | Benchmark: >=70% | Benchmark: >=70% |
| | Evidence: N/A | Evidence: 64% Completion | Evidence: 94% completion |
| PO2. Physiology basis for diet, exercise and physical activity | EXSC 101 Intro to Exercise Science | EXSC 311 Biomechanics | PHED 301 Exercise Physiology |
| | Benchmark: >=70% | Benchmark: >=70% | Benchmark: >=70% |
| | Evidence: 53% completion | Evidence: 90% completion | Evidence: 100% completion |
| PO3. Test, Assess and Administer Exercise Programs | Not taught this semester | PHED 301 Exercise Physiology | KIN 416 and KIN 426 Edwardsville |
| | Benchmark: >=70% | Benchmark: >=70% | Benchmark: >=70% |
| | Evidence: N/A | Evidence: 100% completion | Evidence: N/A |
| PO4. Critical Issues in Exercise Science | EXSC 101 Intro to Exercise Science | PHED 356 Adapted PE | PHED 410 Sport and Kin Seminar |
| | Benchmark: >=70% | Benchmark: >=70% | Benchmark: >=70% |
| | Evidence: 75% completion | Evidence: 100% completion | Evidence: 78% completion |

| | | | |
|----------------------------|------------------------------------|--------------------------|---------------------------|
| PO5. Experiential Learning | EXSC 101 Intro to Exercise Science | PHED 356 Adapted PE | EXSC 405 Internship |
| | Benchmark: >=70% | Benchmark: >=70% | Benchmark: >=70% |
| | Evidence: 84% completion | Evidence: 86% completion | Evidence: 100% completion |

Analysis of Assessment Findings – SPRING SEMESTER

It appears we are hitting the far majority of our assessment at a high level. There were 2 assessments that did not meet the 70% threshold. In EXSC 101 Introductory level for PO2 the assessment was only met at a 53% level. We have had a detailed discussion of this and believe part of the issue is thinking about this as Introductory. We actually assessed this more at a developmental level and it shows the students were not ready for this level of assessment. We will make adaption in this area next fall. We also had students fall short in the Developmental level of faith development and this appear mostly due to the professor not anticipating time issues in the class and admittedly rushing through this section late in the semester. We are able to implement a new Rubric for group projects in EXSC 101 and this Rubric was created to be mostly in line with our SMGT 101 class.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

We have really used this plan to focus on our Introductory Assessments. Once again, we are making changes in our EXSC 101 class to mimic some of the strengths of our SMGT 101. We are adding an assignment that includes the DISC profile to allow students to assess strengths and determine areas within the major that may be fits in terms of ability and passion. This next year we will focus on EXSC 250 (only offered every other spring) to determine where we can strengthen our Introductory assessment especially in testing, assessing and building exercise programs. This is also the Introductory place where we will begin to deal with faith integration.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

We are embarking on a 3-year plan of assessment as we look at Introduction, Development and Mastery. This year we tried to focus on Introduction and solidify what we are doing as we introduce our program objectives. We made some significant changes in EXSC 101 and EXSC 250. We will take a look next year after these classes are taught to see who these changes effected students learning. Within the Department of Sport and Kinesiology, we have had discussion that has allowed us to strengthen our introductory course in both Exercise Science and Sport Management.