



WILLIAM WOODS
UNIVERSITY

Exercise Science Annual Assessment 2021-2022

Table of Contents

Exercise Science Annual Assessment 2021-2022	1
Annual Assessment 2021-2022.....	3
Exercise Science	3
Program Profile	3
Program Assessment.....	5
Curriculum Map	7
Assessment Findings	10
Program Activities	19
Appendix: Rubric.....	22
Appendix: Supplemental Documentation	24

Annual Assessment 2021-2022

Exercise Science

Program Profile

Program Mission Statement

Please insert your program mission statement here

EXS CORE The Exercise Science Degree is dedicated to preparing William Woods University students for advanced study in the following concentrations: Pre-Athletic Training, Pre-Physical Therapy, Exercise and Human Performance, Sport Management, Physical Education/ Sport, Recreation, and Leisure. The Exercise Science Degree is designed to equip students for professions in these fields through study of evidence-based practices, hands on experiences, laboratory training and solid theoretical principles. (Drafted 5-2-2018, Revision 5-2021)

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Student Majors	Student Minors
2020-2021	77	6
2021-2022	85	3

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Undergraduate Data Worksheet

Human Performance 14
Pre-Physical Therapy 14
Physical Education 18
Sport Management 12
Pre-Athletic Training 12
Sports, Rec, Leisure 2

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Undergraduate Data Worksheet

Human Performance 22
Pre-Physical Therapy 22
Physical Education 17
Sport Management 13

Pre-Athletic Training	7
Sports, Rec, Leisure	4

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The pre-athletic training concentration (3 students) and pre-physical therapy concentration (3 students) had 100% acceptance rates for graduate programs for 2021-22.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

80

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The Exercise and Human Performance concentration is considering the requirements recently announced by the National Strength and Conditioning Association to become an accredited program by the year 2030.

The Physical Education Program is accredited by the Department of Elementary and Secondary Education (DESE). The School of Education is looking to become AAEPQEP accredited by 2030.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Beginning in Fall 2022, a new social media effort was launched under the name "William Woods University Exercise Science" on Facebook, Twitter, and Instagram; the old William Woods University Master of Athletic Training YouTube was rebranded as exercise science. Unfortunately, the old "William Woods University Exercise and Human Performance" continues to be an active page on both Facebook and Instagram.

Marketing Material

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Beginning in Fall 2022, a new social media effort was launched under the name "William Woods University Exercise Science" on Facebook, Twitter, and Instagram; the old William Woods University Master of Athletic Training YouTube was rebranded as exercise science. Unfortunately, the old "William Woods University Exercise and Human Performance" continues to be an active page on both Facebook and Instagram.

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
EHP.1	Conduct and analyze health and fitness assessment.
EHP.2	Prescribe and implement exercise programs for various populations.
EHP.3	Explain and apply sound nutritional concepts for optimal health and weight management.
EHP.4	Demonstrate and describe various modes of exercise techniques.
EHP.5	Demonstrate ability to counsel clients on strategies to encourage healthy behaviors and adherence to exercise programs.
EHP.6	Examine program administration techniques and the law as it pertains to the business of exercise in order to encourage safe practice.
EXS-2018.1	Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness
EXS-2018.1.1	Demonstrate knowledge of anatomical structures of the human body in order to improve movement.
EXS-2018.1.2	Demonstrate knowledge of physiological responses of the human body in order to improve wellness.
EXS-2018.2	Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and lifesaving care techniques
EXS-2018.2.1	Recognize unhealthy behaviors
EXS-2018.2.2	Demonstrate prevention, care, and life saving techniques
EXS-2018.3	Optimizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy
EXS-2018.3.1	Promoting healthy levels of wellness and body composition
EXS-2018.3.2	Demonstrating nutritionally sound principles and practices
EXS-2018.4	Improving Performance Demonstrate a knowledge of measurement techniques of functional adaptive movements in order to establish baseline measures to develop plans for continuous improvement, considering safety, efficiency and effectiveness.
EXS-2018.4.1	Demonstration of knowledge of measurement techniques
EXS-2018.4.2	Demonstrate knowledge of functional and adaptive movements
EXS-2018.4.3a	Analyzing baseline data measures to evaluate for continuous improvement
EXS-2018.5	Psychosocial Aspects of Sport Identify healthy and unhealthy mental states, recognize characteristics of psychological traits and cultural influences of sport on society, and applies evidence based practical and theoretical knowledge to promote social and emotional growth for a diverse population
EXS-2018.5.1	Identify healthy and unhealthy mental states
EXS-2018.5.2	Recognize characteristics of psychological states

EXS-2018.5.3	Recognize cultural and diverse influences of sport on society
EXS-2018.5.4	Applies evidence based practical and theoretical knowledge to promote social and emotional growth

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Major Field Competence

Students from the Exercise Science program is prepared to enter the professions of personal training or strength and conditioning; many choose to go on to graduate health professions such as athletic training and physical therapy. By the completion of the program, students should be able to identify sport-specific biomechanical and metabolic demands, select and implement exercise testing procedures, evaluate collective data to normative values, and synthesize a sport-specific strength and conditioning program that is supported by nutritional recommendations.

Ethics

Students from the Exercise Science program recognize each person as an individual with specific wants, needs, and desires. Due to this, the importance of individual and personalized programs is stressed across the curriculum.

Self-Libation

The Exercise Science program utilizes a series of self-reflections and self-analyses. Students within a program are often asked to consider where they obtained prior knowledge and, in upper-level courses, evaluate the credibility of those sources.

Lifelong Learning

The fields of personal training, strength and conditioning, athletic training, and physical therapy require continuing education to maintain competence, improv skill, and renew certifications and/or licenses. The Exercise Science program instills lifelong learning in students by emphasizing the requirements of continuing education while, through a partnership with HomeCEU, expose them to continuing education courses.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

ENG 101 and ENG 102 are general education courses for communication. These courses build foundational skills in written communication which is necessary for assignments in all EXS course but, notably, the final research project in EXS 422 - Measurement & Assessment.

EXS 205 - Intro to Human Anatomy-N is a general education course for natural sciences. It serves as the foundational course for the exercise science program and serves as a prerequisite for several courses: EXS 245 - Intro to Exercise Physiology, EXS 241/242 - Foundations of Resistance Training, EXS 321 - Kinesiology, EXS 322 - Exercise Physiology, EXS 365 - Exercise Testing & Prescription, EXS 405 - Exercise Program Design, and EXS 460 - Principles of Strength & Conditioning.

PSY 101 - General Psychology I (or 102 for pre-physical therapy concentration) is a general education course for social science. These courses supply foundational knowledge regarding general psychological principles and serve as a pre-requisite for EXS 401 - Sport Psychology. The pre-physical therapy concentration also requires PSY 226 - Child and Adolescent Development. This course prepares students for pediatric courses in a Doctor of Physical Therapy program.

MAT 114 - Elementary Statistics is a general education course for mathematics. This serves as a foundational course as students are required to identify normative values in EXS 365 - Exercise Testing & Prescription and interpret data in EXS 422 - Measurement & Assessment.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Exercise Science - Core

	EXS 100	EXS 103	EXS 104	EXS 180	EXS 205	EXS 220	EXS 303	EXS 314	EXS 322	EXS 321
EXS-2018.1.1 Demonstrate knowledge of anatomical structures of the human body in order to improve movement.					A					
EXS-2018.1.2 Demonstrate knowledge of physiological responses of the human body in order to improve wellness.										
EXS-2018.2.1 Recognize unhealthy behaviors							A			
EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques							A			
EXS-2018.3.1 Promoting healthy levels of wellness and body composition										
EXS-2018.3.2 Demonstrating nutritionally sound principles and practices										
EXS-2018.4.1 Demonstration of knowledge of measurement techniques								A		
EXS-2018.4.2 Demonstrate knowledge of functional and adaptive movements								A		
EXS-2018.4.3a Analyzing baseline data measures to evaluate for continuous improvement										
EXS-2018.5.1 Identify healthy and unhealthy mental states										
EXS-2018.5.2 Recognize characteristics of psychological states										
EXS-2018.5.3 Recognize cultural and diverse influences of sport on society						A, I				
EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth						I, A				

	EXS 350	EXS 401	EXS 422	SPR
EXS-2018.1.1 Demonstrate knowledge of anatomical structures of the human body in order to improve movement.				A
EXS-2018.1.2 Demonstrate knowledge of physiological responses of the human body in order to improve wellness.				
EXS-2018.2.1 Recognize unhealthy behaviors				A
EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques				A
EXS-2018.3.1 Promoting healthy levels of wellness and body composition				A
EXS-2018.3.2 Demonstrating nutritionally sound principles and practices				A
EXS-2018.4.1 Demonstration of knowledge of measurement techniques				A
EXS-2018.4.2 Demonstrate knowledge of functional and adaptive movements	A			A
EXS-2018.4.3a Analyzing baseline data measures to evaluate for continuous improvement				A
EXS-2018.5.1 Identify healthy and unhealthy mental states		A	A	A
EXS-2018.5.2 Recognize characteristics of psychological states		A		A
EXS-2018.5.3 Recognize cultural and diverse influences of sport on society				A
EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth		A		A

Exercise Science - Human Performance

	EHP 201	EHP 305	EHP 310	EHP 315	EHP 390	EHP 405	EHP 451	EHP 452	EHP 460
EHP.1 Conduct and analyze health and fitness assessment.									
EHP.2 Prescribe and implement exercise programs for various populations.									
EHP.3 Explain and apply sound nutritional concepts for optimal health and weight management.									
EHP.4 Demonstrate and describe various modes of exercise techniques.									
EHP.5 Demonstrate ability to counsel clients on strategies to encourage healthy behaviors and adherence to exercise programs.									
EHP.6 Examine program administration techniques and the law as it pertains to the business of exercise in order to encourage safe practice.									
WWU2021.1 Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.									

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Concentrations

Before the Fall 2021 semester, Sport Management was changed from a concentration back to a major. It was moved to the School of Business. This will be reflected in the 2022-23 catalog.

Also, before the Fall 2021 semester, Physical Education was changed from a concentration back to a major. It was moved to the School of Education. This will be reflected in the 2022-23 catalog.

Due to low enrollment numbers and lack of alignment with Exercise Science objectives, the Sport, Recreation, and Leisure concentration will no longer be offered.

With planning for accreditation by the National Strength & Conditioning Association (NSCA), the human performance concentration was updated to the strength & conditioning concentration.

Courses

Due to the elimination of the EXS core, the EHP prefix was eliminated and all course prefixes were changed back to the EXS prefix.

Some course numbers were updated to better reflect where they should appear in the curriculum (EXS 322 was a prerequisite for EXS 315)

EXS 350 - Adapted Physical Education was removed from the curriculum and moved to the School of Education.

It was identified that administrative topics were not sufficiently covered in the curriculum. This led to the creation of EXS 370 - Administration and Organization in S & C.

Students in the pre-AT and pre-PT concentrations have been trying to use internships for observation hours. To bring a structure to the observation hours required for the professional program, EXS 400 - Intro to Health Professions will be added to the curriculum beginning Fall 2023.

Assessment Findings

Assessment Findings for the Assessment Measure level for Exercise Science – Core

Standard/Outcome				
EXS-2018.1.1 Demonstrate knowledge of anatomical structures of the human body in order to improve movement.				
Assessment Measures				
EXS 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 70% of students will score 80% or better on a final exam consisting of identifying fifty (50) anatomical structures. been met yet?			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome				
EXS-2018.2.1 Recognize unhealthy behaviors				
Assessment Measures				
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome EXS-2018.2.2 Demonstrate prevention, care, and life saving techniques				
Assessment Measures				
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome EXS-2018.3.1 Promoting healthy levels of wellness and body composition				
Assessment Measures				
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome
EXS-2018.3.2 Demonstrating nutritionally sound principles and practices

Assessment Measures

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome
EXS-2018.4.1 Demonstration of knowledge of measurement techniques

Assessment Measures

EXS 314				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will receive a Level 3 or 4 on the final project assessment. Been met yet?			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomore will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Junior will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome				
EXS-2018.4.2 Demonstrate knowledge of functional and adaptive movements				
Assessment Measures				
EXS 314				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will score a level 3 or above on rubric for EXS 314 assignment *Due to COVID 19, an alternate assignment was used for this group as we were not able to go to the preschool to gather data. Been met yet?			
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome
 EXS-2018.4.3a Analyzing baseline data measures to evaluate for continuous improvement

Assessment Measures

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome
 EXS-2018.5.1 Identify healthy and unhealthy mental states

Assessment Measures

EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 75% of students will achieve at least 75% on the project been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome
EXS-2018.5.2 Recognize characteristics of psychological states

Assessment Measures

EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 75% of students will achieve at least 75% been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Standard/Outcome

EXS-2018.5.3 Recognize cultural and diverse influences of sport on society

Assessment Measures

EXS 220				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 75% of the class should achieve at least 75% on the project been met yet? Met	students met the criteria of introducing the various socio-cultural factors that influence sport/PA - see page 2 of the attachment	EXS_220_Social_science_Case_Study_presentation_rubric.docx	

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			
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Standard/Outcome

EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth

Assessment Measures

EXS 220				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 75% of the class should achieve at least 75% on the project been met yet? Met	the minimum threshold (75%) of students met this criterion when interviewing current professionals in their future field about both socio-cultural influences & strategies that are used to promote cultural competence & circumvent challenges	EXS_220_Social_science_interview_rubric.docx	- Curriculum Revision: Added at the bottom of pg 2 of the attachments is the inclusion of an outline for the project to serve as a back-up for students should they not be on the correct path topically

EXS 401				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 75% of students will achieve at least 75% on the project been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Freshmen will score a minimum of 40% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Sophomores will score a minimum of 50% accuracy. Been met yet?			

Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Juniors will score a minimum of 65% accuracy. Been met yet?			
Direct - Quiz/Exam	Has the criterion All EXS students take the content area assessment. Seniors will score a minimum of 80% accuracy. Been met yet?			

Assessment Findings for the Assessment Measure level for Exercise Science - Human Performance

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

EXS 315 -Exercise Testing and Prescription

Fall 2021 was the first semester students were required to complete a case study as a final assessment. This project required the application of content from EXS 321 - Kinesiology, EXS 322 - Exercise Physiology, and EXS 315 - Exercise Testing and Prescription.

Results

n = 10 (3 students did not submit)

Range: 23 - 85%

Mean: 59.37%

EXS 460 - Principles of Strength & Conditioning

Fall 2021 was the first semester students were required to complete a case study as a final assessment. This project required the application of content from all of the prior courses in the Exercise Science Program: EXS 310 - Advanced Human Nutrition, EXS 321 - Kinesiology, EXS 322 - Exercise Physiology, EXS 315 - Exercise Testing and Prescription, and EXS 405 - Exercise Program Design.

Results

n = 13

Range: 9 - 100%

Mean: 62.29%

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EXS-2018.5.4 Applies evidence based practical and theoretical knowledge to promote social and emotional growth
Legend	A
Course/Event	EXS 220
Assessment Measure	Direct - Interview
Assessment Findings	Met

Improvement Narrative	Improvement Type	Summary
	Curriculum Revision	Added at the bottom of pg 2 of the attachments is the inclusion of an outline for the project to serve as a back-up for students should they not be on the correct path topically

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Exercise Science (EXS) Core Assessment Spring 2022 (Cindy Robb)

Fifty-five multiple-choice questions constructed by teaching faculty was administered to students from freshman level to senior status in five sections:

- One: Body Awareness
- Two: Recognizing, Preventing, and Caring
- Three: Optimizing Wellness
- Four: Improving Performance
- Five: Psychosocial Aspects of Sport Performance

The EXS Core Assessment was administered to freshmen, sophomores, and juniors during Student Performance Review Days in the Spring Semester. The seniors took the test during finals week at their convenience.

Results

	Number	Correct answers(Score)	Range
Freshmen	14	23.1 (42%)	10-34
Sophomore	14	25.7 (46.7%)	18-31
Freshmen	17	28.9 (52.5%)	19-38
Freshmen	12	32.0 (42%)	23-41

Considerations

The value behind these assessments was explained to the freshmen, sophomores, and juniors and times were noted on the bottom of score cards to see if students were devoting ample time in answering the questions. Students also filled out a questionnaire identifying the courses in the EXS core that they had completed. Comparing completed coursework with scores might be helpful for identifying areas of concern and success.

As the questions are divided into sections / objectives, analyzing specific sections of the test might also be helpful in identifying areas of concern and success.

Junior College transfer students were not identified in this assessment.

At this point, it appears this assessment may not be used in the 2022/ 2023 school year.

Certified Strength & Conditioning Specialist (CSCS) Practice Exam (Steve Middleton)

The CSCS Practice Exam was created and administered for the first-time during Student Performance Days in Spring 2022. The exam consists of two categories of five sections each having ten questions for 100 total questions. As an external assessment, the exam was created from *CSCS Exam Prep 2022 - 2023: Study Guidebook with Practice Tests for the NSCA Certified Strength and Conditioning Specialist Assessment, 5th Edition* by Joshua Rueda.

The following are the average scores for each group:

- General statistics: n=42 (82% participation); average score: 53.57%
- Class of 2022 59.37% (6 students passed section II; 1 student had passing score [73])
- Class of 2023 52.43%
- Class of 2024 49.50%
- Class of 2025 44.00%

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

No students participated in the Senior Showcase in Spring 2022 due to poster printer malfunction.

Two students did participate in the first annual Symposium on Research, Scholarship, and Creativity:

Alexis Hassler - "Effect of Course Credits on Athletic Performance"

Ashlyn Towery - "Return to Play Protocol for Athletes Affected by COVID-19"

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Steve Middleton

Fall 2021 - From the Field to the Factory: History of Athletic Training

Spring 2022 - Emergency Medical Skills for Sports Medicine

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Brock Glavey, accepted for Mentor-Mentee Program: "Effects of Dining Hall Hours on Daily Caloric Intake Among Student-Athletes at an NAIA Member Institution."

Paige Hawkins: Distinguished Scholar of Exercise Science

Alexis Hassler: nominated for Faculty Award

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Graduate Programs

Meagan Engelbrecht, MAT, Missouri State University

Jacob Frederick, DPT, Southwest Baptist University

Alexis Hassler, MAT, Truman State University

Paige Hawkins, DPT, Mizzou

Kimberly Putnam, DPT, Southwest Baptist University

Ashlyn Towery, MAT, Truman State University

Graduate Degrees

George Johnson, completed Master of Healthcare Administration
Charlie Schattgen, completed Master of Healthcare Administration

Certifications

Charlie Schattgen, ACSM exercise physiologist

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Steve Middleton

Research

I currently serve as a subject matter expert and article reviewer for the *Journal of Athletic Training* and *Clinical AT*. In a more generalized peer-reviewed journal, I am also an article reviewer for the *International Journal of Kinesiology in Higher Education*. I am also on the editorial board for the *Journal of Clinical Orthopedic Specialties*.

During Spring 2022, I submitted a research proposal to the Institutional Review Board to investigate the effects of directional kinesiology tape applications on function of the lower extremity; the proposal is currently being modified.

During Spring 2022, I supervised a student research project titled "Social Media and the Influence It Has on Marketing for Sports". This project was completed by Dylan Pitt, a sport management major, as part of EXS 422 - Measurement & Assessment. An additional 12 systematic reviews were supervised during this course.

During Spring 2022, I submitted a Mentor-Mentee application with EXS student Brock Glavey to examine the effects of campus dining halls hours on macronutrient intake in college student athletes. A decision on the proposal has not yet been received.

Scholarship

I continue to develop webinars for HomeCEU/CEU360. The most recent courses developed include: "Evidence-Inspired Practice: Lumbar Spine" and "Evidence-Inspired Practice: Cervical Spine" as well as updates to "Evidence-Inspired Practice: Pelvic Pain" and "Evidence-Inspired Practice: Shoulder Complex". Through this partnership, students receive access to the online webinar library which is utilized in EXS 460 - Principles of Strength & Conditioning as well as the newly developed EXS 370 - Administration and Organization in S & C.

Appendix: Rubric

Annual Assessment Rubric 2022				29,000 pts 68.42%
Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the program is aligned to the old mission. new learning objectives are needed.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	this section was left empty			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	It would benefit the program to lay out when objectives are introduced and reinforced. The program only notes assessment activities in the report.			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	several of the A activities are missing the narrative describing the assessment activity			

Data Driven Decision-making Is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	Little to no data was collected or reported for the program.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Data from one class was uploaded, the rest of the assessment findings were left blank.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	There is some analysis provided for 2 classes in this section of the report. a discussion on how the assessment was administered is missing			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	for the one class that provided data in the assessment findings, the faculty included an improvement narrative on how to improve student success.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Documentation