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WILLIAM WOODS  
UNIVERSITY

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**Exercise Science Annual Assessment 2022-2023**

**EXERCISE SCIENCE ANNUAL ASSESSMENT 2022-2023** **1**

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**ANNUAL ASSESSMENT 2022-2023** **3**

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<b>EXERCISE SCIENCE</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	4
CURRICULUM MAP	6
ASSESSMENT MAP	7
ASSESSMENT FINDINGS	8
PROGRAM ACTIVITIES	8
ASSESSMENT RUBRIC	10

# Annual Assessment 2022-2023

## Exercise Science

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The Exercise Science program is dedicated to preparing William Woods University students for the profession of strength and conditioning as well as for graduate programs in athletic training, physical therapy, and other movement sciences. Preparation for these professions is achieved through evidence-based theoretical principles, hands-on laboratory experiences, and supervised internship experiences.

#### Program Data

##### Delivery Method

Traditional On Campus  
Online  
Hybrid

##### Students Majors 2022-2023

##### Student Majors 2021-2022

##### Student Minors 2022-2023

##### Student Minors 2021-2022

##### Concentrations 2022-2023

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

##### Concentrations 2021-2022

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

##### 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?*

##### Optimal Enrollment

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

##### Is the Program Externally Accredited

Yes  
No

### 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?

### 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?

### Marketing Material

## 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
EXS2023.1	Learner will be able to define anatomical structures relevant to exercise science.
EXS2023.10	Learner will develop policies and procedures for a strength and conditioning facility.??
EXS2023.11	Learner will value the role of evidence-based practice.
EXS2023.2	Learner will describe physiological functions of major organ systems.
EXS2023.3	Learner will analyze movements occurring during sport-specific activities.
EXS2023.4	Learner will examine physiological adaptations to exercise.??
EXS2023.5	Learner will implement nutritional recommendations.??
EXS2023.6	Learner will implement psychological strategies for improving sports performance.
EXS2023.7	Learner will test client???'s abilities through sport specific testing.
EXS2023.8	Learner will demonstrate appropriate techniques for common exercises.
EXS2023.9	Learner will design a training program based on client specific goals.

### 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 are 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, improve 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 prerequisite 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 Spring 2022**

### **Program Alignment to NSSE Objectives**

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

### **1C - Explained course material to one or more students**

Beginning in Spring 2023, students in EXS 451 are required to present an in-service to their peers and field experience supervisor.

Beginning in Fall 2023, a classroom component has been added to the internship courses, EXS 390 and EXS 451. This will allow for a review of relevant concepts through peer teaching.

### **4C - Analyzing an idea, experience or line of reasoning in depth by examining its parts.**

Students in EXS 310, EXS 321, EXS 365, EXS 405, and EXS 460 are required to complete a case student on a client by the end of the semester. Each unit requires completion of a portion of the case study related to that material. The final project is cumulative based on the information presented in the given course.

## Curriculum Map

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

### Exercise Science (2023)

	EXS 103	EXS 104	EXS 205	EXS 302	EXS 303	EXS 304	EXS 321	EXS 322	EXS 390
<b>EXS2023.1</b> Learner will be able to define anatomical structures relevant to exercise science.			I						
<b>EXS2023.2</b> Learner will describe physiological functions of major organ systems.								R	
<b>EXS2023.3</b> Learner will analyze movements occurring during sport-specific activities.							R, A		
<b>EXS2023.4</b> Learner will examine physiological adaptations to exercise.??								R, A	
<b>EXS2023.5</b> Learner will implement nutritional recommendations.??	I								
<b>EXS2023.6</b> Learner will implement psychological strategies for improving sports performance.									
<b>EXS2023.7</b> Learner will test client???'s abilities through sport specific testing.									
<b>EXS2023.8</b> Learner will demonstrate appropriate techniques for common exercises.									
<b>EXS2023.9</b> Learner will design a training program based on client specific goals.									
<b>EXS2023.10</b> Learner will develop policies and procedures for a strength and conditioning facility.??									
<b>EXS2023.11</b> Learner will value the role of evidence-based practice.									

	EXS 401	EXS 422
<b>EXS2023.1</b> Learner will be able to define anatomical structures relevant to exercise science.		
<b>EXS2023.2</b> Learner will describe physiological functions of major organ systems.		

<b>EXS2023.3</b> Learner will analyze movements occurring during sport-specific activities.		
<b>EXS2023.4</b> Learner will examine physiological adaptations to exercise.??		
<b>EXS2023.5</b> Learner will implement nutritional recommendations.??		
<b>EXS2023.6</b> Learner will implement psychological strategies for improving sports performance.	R, A	
<b>EXS2023.7</b> Learner will test client???'s abilities through sport specific testing.		
<b>EXS2023.8</b> Learner will demonstrate appropriate techniques for common exercises.		
<b>EXS2023.9</b> Learner will design a training program based on client specific goals.		
<b>EXS2023.10</b> Learner will develop policies and procedures for a strength and conditioning facility.??		
<b>EXS2023.11</b> Learner will value the role of evidence-based practice.		M, A

### 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?*

A case study project was added to eXS 310 - Advanced Human Nutrition and EXS 321 - Kinesiology.

EXS 422 was modified with a title change to "Research in Sport Science". A new textbook was selected for the course to align with the new course objectives.

## Assessment Map

### Assessment Map for Exercise Science (2023)

#### Changes to the Assessment Map

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

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Exercise Science (2023)

#### 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.*

#### Improvement Narrative List

## 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?*

#### 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?*

#### 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

#### 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?*

#### 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.*

**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.*

**Alumni Accomplishments**

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

**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.*

# Assessment Rubric

<u>Clear</u>	<u>3.00 Exceeds</u>	<u>2.00 Meets</u>	<u>1.00 Falls Below Expectations</u>	<u>N/A</u>
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:	Program is aligned to the old mission statement -need to update it moving forward.			
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:				
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:	very little is filled out in the curriculum map			
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:	the program did not populate an assessment map			

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:				
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:				
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:				
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:				
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:				