



WILLIAM WOODS
UNIVERSITY

EXS Annual Assessment 2023-2024

EXS ANNUAL ASSESSMENT 2023-2024 **1**

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Annual Assessment 2023-2024

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 (selected)
Online
Hybrid

Students Majors 2023-2024

64

Student Majors 2022-2023

70

Student Minors 2023-2024

8

Student Minors 2022-2023

4

Concentrations 2023-2024

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

Pre- Physical Therapy (N/A number of students)

Pre- Athletic Training (N/A number of students)

Strength and Conditioning (N/A number of students)

Concentrations 2022-2023

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

Pre- Physical Therapy (N/A number of students)

Pre- Athletic Training (N/A number of students)

Strength and Conditioning (N/A number of students)

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 student retention, persistence, and degree completion goals for the program are 75%.

The persistence numbers, to faculty, mean how well the program is able to engage students, supportive mentoring, and creating a sense of belonging.

The program numbers are to be expected for a few reasons. The enrollment numbers throughout the University have dropped, which means that persistence numbers also have dropped. There has been turn over of Exercise Science faculty within the last few years.

Optimal Enrollment

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

60

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?

American College of Sports Medicine (ACSM) or National Strength and Conditioning Association (NSCA) are the two associations that exercise science is debating between getting accredited by. In order to take the exercise physiologist exam and be a certified exercise physiologist, the Exercise Science department will have to be accredited through the ACSM by 2027. In order to sit for the Certified Strength and Conditioning Specialist (CSCS) exam, the Exercise Science department must be accredited by the NSCA 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?

The required courses and the concentrations of Exercise Science on the website are not correct.

I think having a student testimony on the page is a good idea, like the one included.

Here is the link to see the courses and concentrations along with a student testimony. https://www.williamwoods.edu/catalog/undergraduate/degree_program_details.aspx?ADV_TREE_REQ_CDE=1EXS

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
EXS-2018.1	Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness
EXS-2018.2	Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques
EXS-2018.3	Optomizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy
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 effectieness.
EXS-2018.5	Psycho Social 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

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional 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.

The Exercise Science program aligns with the mission statement of William Woods University by promoting a student-centered learning environment valuing inclusion, creativity, and intellecual inquiry, while preparing studnets for success.

Institutional_objectives_2.docx

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)?

History

A history course is important for Exercise Science students to take because it will deepen their understanding in EXS 341/345, EXS 370, and EXS 460. History has helped develop not only exercise science into what it is today but also many things around the world. Students should have a strong foundation and understanding of how history works and the developmental sequences.

Information literacy

An information literacy general education course is important for students to develop an understanding of how information is assessed, created, and shared among platforms. Exercise Science classes such as EXS 303/ 304, EXS 365/366, and EXS 422 all use these skills in an advanced manor. In the listed classes students must use literacy skills to understand how to read research articles, write articles of their own, and have in class discussions about what the articles they have found mean.

Math

A math class, such as elementary statistics, is an important general education course for Exercise Science students due to the demand for students to identify normative values in EXS 365 and EXS 422. Students must have a strong foundation in statistics or mathematics before taking the listed courses.

Natural Science

A natural science credit is vital to Exercise Science students because students should take a course such as biology or chemistry while in the exercise science program to grow their understanding of science and how the world around them works. It is important for students to understand biology for classes such as EXS 322 and EXS 321.

Oral Communication

An oral communication class is necessary for Exercise Science students due to the demand in class for students to be able to communicate orally with one another. Students must utilize these skills in classes such as EXS 303/304, EXS 322, EXS 422, and EXS 341/342. Oral communication skills are vital in the health and helping profession, therefore these classes set students up for success in the workforce and in advanced schooling.

Written Communication

Exercise Science students must have a good foundation of written communication. In Exercise Science classes such as EXS 303/304, EXS 370, EXS 422, and EXS 460 students must be able to communicate through writing for in class assignments, writing a research paper, and being able to communicate with peers through written communication to prepare students for the workforce and graduate school.

Cultures and Communities

A cultures and communities class is vital for Exercise Science students not only in school, but also to prepare students for the workforce. In classes such as EXS 220, EXS 401, and EXS 390/ 451 students will be interacting and assisting individuals of varying ethnicities such as helping them learn how to exercise, being a first responder on scene, and understanding the psychology of varying sports and cultures together.

Expression and Invention

Students must be able to be creative thinkers for their athletes and clients and expression and invention fosters this idea. In classes such as EXS 303/304, EXS 322, EXS 341/342 students are faced with challenges such as how to help individuals exercise or gain strength when they have additional ailments. Students must be creative thinkers and develop skills to work with all individuals. Students will use these skills in the classroom during their time at William Woods University and they will use them in the workforce while working with their patients or clients.

Inquiry and Analysis

Exercise Science students should take an inquiry and analysis course to work though collection and analysis of data to then develop an informed conclusion or judgement. Classes such as EXS 104, EXS 303/304, EXS 341/342, EXS 365/366, and EXS 405 all require students to take analyses of their patients or clients to make informed decisions to decide how to best treat or critique patients and clients. Students should have a strong foundation in inquiry and analysis to be set for success in upper-level courses.

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.

As two new faculty, we were not able to meet the objectives but we plan to next year.

Curriculum Map

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

Exercise Science (2023)

	EXS 103	EXS 104	EXS 205	EXS 245	EXS 302	EXS 303	EXS 304	EXS 321	EXS 322
EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness	I	I	I, A	I, A		A	A	R	R
EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques	I	I, A				A, R	M, A		
EXS-2018.3 Optimizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy	I, A					A, R	A, R		R
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 effectieness.								I, A	I, A
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									I

	EXS 365	EXS 370	EXS 390	EXS 401	EXS 405	EXS 422	EXS 460	EXS 451	Student Performance Review
EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve	M				M			A, M	A

movement and wellness									
EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques									A
EXS-2018.3 Optimizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy	R, A				M, A	M, A	M, A		A
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 effectieness.	R, A	R, A	R		A, M		A, M	R	A
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		I					M, A		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?

As two new faculty, there were no changes to curriculum for this school year.

Assessment Findings

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

Standard/Outcome				
EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness				
Assessment Measures				
EXS 245				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Students will take the final exam for the class with students scoring a minimum of 80% accuracy. been met yet? Met	Students met the criterion for the assessment measure.	Obj_1_EXS_245_Proof.PNG Obj_1_EXS_245_Proof_2.PNG Obj_1_EXS_245_Proof_3.PNG	- Request Additional Support: COVID and faculty changes
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Freshmen will take the comprehensive exam for the program during Student Performance Review with freshmen students scoring a minimum of 50% accuracy. been met yet? Met	Freshman met the criterion.	Freshman_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Sophomores will take the comprehensive exam for the program during Student Performance Review with Sophomore students scoring a minimum of 75% accuracy. been met yet? Met	Sophomores met the criterion.	Sophomores_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Juniors will take the comprehensive exam for the program during Student Performance Review with Juniors students scoring a minimum of 85% accuracy. been met yet? Not met	Juniors did not meet the criterion.	Juniors_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Seniors will take the comprehensive exam for the program during Student Performance Review with Senior students scoring a minimum of 90% accuracy. been met yet? Not met	Seniors did not meet the criterion.	Seniors_Obj.PNG	- Request Additional Support: COVID and faculty changes

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Standard/Outcome
 EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques

Assessment Measures

EXS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Students were given an illness or injury of an athlete and had to diagnose and treat the athlete properly with 80% of students scoring an 85% or higher. been met yet? Not met	60% of students scored an 85% or higher.	Obj_2_Proof.PNG Obj_2_proof_2.PNG	- Request Additional Support: COVID and faculty changes

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Freshmen will take the comprehensive exam for the program during Student Performance Review with freshmen students scoring a minimum of 50% accuracy. been met yet? Met	Freshman met the criterion.	Freshman_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Sophomores will take the comprehensive exam for the program during Student Performance Review with Sophomore students scoring a minimum of 65% accuracy. been met yet? Not met	Sophomores did not meet the criterion.	Sophomores_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Juniors will take the comprehensive exam for the program during Student Performance Review with Juniors students scoring a minimum of 75% accuracy. been met yet? Not met	Juniors did not meet the criterion.	Juniors_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Seniors will take the comprehensive exam for the program during Student Performance Review with Senior students scoring a minimum of 85% accuracy. been met yet?	Seniors did not meet the criterion.	Seniors_Obj.PNG	- Request Additional Support: COVID and faculty changes

	Not met			
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Standard/Outcome
 EXS-2018.3 Optimizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy

Assessment Measures

EXS 405				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students must assess the demands of a sport or an activity and the individual demands of player specific positions to build a training program. 80% of students must earn a minimum of 80% accuracy on the assignment. been met yet? Met	Students met the criterion.	EXS_405_Needs.png	

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Freshmen will take the comprehensive exam for the program during Student Performance Review with freshmen students scoring a minimum of 40% accuracy. been met yet? Not met	Freshman did not meet the criterion.	Freshman_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Sophomores will take the comprehensive exam for the program during Student Performance Review with Sophomore students scoring a minimum of 50% accuracy. been met yet? Not met	Sophomores did not meet the criterion.	Sophomores_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Juniors will take the comprehensive exam for the program during Student Performance Review with Juniors students scoring a minimum of 75% accuracy. been met yet? Not met	Juniors did not meet the criterion.	Juniors_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Seniors will take the comprehensive exam for the program during Student	Seniors did not meet the criterion.	Seniors_Obj.PNG	- Request Additional Support: COVID and faculty

	Performance Review with Senior students scoring a minimum of 85% accuracy. been met yet? Not met			changes
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Standard/Outcome
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 effectieness.

Assessment Measures

EXS 365				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will take the final exam for the class with students scoring a minimum of 80% accuracy. been met yet? Met	Students met the criterion.	EXS_365_Final.png	

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Freshmen will take the comprehensive exam for the program during Student Performance Review with freshmen students scoring a minimum of 40% accuracy. been met yet? Not met	Freshman did not meet the criterion.	Freshman_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Sophomores will take the comprehensive exam for the program during Student Performance Review with Sophomore students scoring a minimum of 50% accuracy. been met yet? Met	Sophomores met the criterion.	Sophomores_Obj.PNG	
Direct - Quiz/Exam	Has the criterion Juniors will take the comprehensive exam for the program during Student Performance Review with Juniors students scoring a minimum of 75% accuracy. been met yet? Not met	Juniors did not meet the criterion.	Juniors_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Seniors will take the comprehensive exam for the program during Student	Seniors did not meet criterion.	Seniors_Obj.PNG	- Request Additional Support: COVID and faculty

	Performance Review with Senior students scoring a minimum of 85% accuracy. been met yet? Not met			changes
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Standard/Outcome
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

Assessment Measures

EXS 460				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Students will take an exam for the class with 80% of students scoring a minimum of 80% accuracy. been met yet? Not met	77% of students met the benchmark.	EXS_460_Final_Exam.png	- Request Additional Support: COVID and faculty changes.

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Freshmen will take the comprehensive exam for the program during Student Performance Review with freshmen students scoring a minimum of 40% accuracy. been met yet? Not met	Freshman did not meet criterion.	Freshman_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Sophomores will take the comprehensive exam for the program during Student Performance Review with Sophomore students scoring a minimum of 50% accuracy. been met yet? Not met	Sophomores did not meet criterion.	Sophomores_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Juniors will take the comprehensive exam for the program during Student Performance Review with Juniors students scoring a minimum of 75% accuracy. been met yet? Not met	Juniors did not meet criterion.	Juniors_Obj.PNG	- Request Additional Support: COVID and faculty changes
Direct - Quiz/Exam	Has the criterion Seniors will take the comprehensive exam for the	Seniors did not meet criterion.	Seniors_Obj.PNG	- Request Additional Support:

	program during Student Performance Review with Senior students scoring a minimum of 85% accuracy. been met yet? Not met			COVID and faculty changes
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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.

As two new faculty, we were not familiar with the evaluation process. Next year we will know what to look for and which benchmarks to hit by keeping track throughout the semester.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness	
Legend	A	
Course/Event	EXS 245	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques	
Legend	A	
Course/Event	EXS 303	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

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Standard/Outcome	EXS-2018.5 Psycho Social 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				
Legend	A				
Course/Event	EXS 460				
Assessment Measure	Direct - Quiz/Exam				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Request Additional Support</td> <td>COVID and faculty changes.</td> </tr> </tbody> </table>	Improvement Type	Summary	Request Additional Support	COVID and faculty changes.
Improvement Type	Summary				
Request Additional Support	COVID and faculty changes.				

Standard/Outcome	EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness				
Legend	A				
Course/Event	Student Performance Review				
Assessment Measure	Direct - Quiz/Exam				
Assessment Findings	Met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Request Additional Support</td> <td>COVID and faculty changes</td> </tr> </tbody> </table>	Improvement Type	Summary	Request Additional Support	COVID and faculty changes
Improvement Type	Summary				
Request Additional Support	COVID and faculty changes				

Standard/Outcome	EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and physiological responses in order to improve movement and wellness				
Legend	A				
Course/Event	Student Performance Review				
Assessment Measure	Direct - Quiz/Exam				
Assessment Findings	Met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Improvement Type	Summary		
Improvement Type	Summary				

	Request Additional Support	COVID and faculty changes
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Standard/Outcome	EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and psysiological responses in order to improve movement and wellness	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.1 Body Awareness Demonstrate knowledge of the anatomical structures and psysiological responses in order to improve movement and wellness	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.2 Recognizing, preventing, and caring for illness and injuiries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary

	Request Additional Support	COVID and faculty changes
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Standard/Outcome	EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.2 Recognizing, preventing, and caring for illness and injuries and recognize unhealthy behaviors and demonstrate proper preventative and life saving care techniques	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary

	Request Additional Support	COVID and faculty changes
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Standard/Outcome	EXS-2018.3 Optomizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.3 Optomizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.3 Optomizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.3 Optimizing Wellness Demonstrate knowledge of strategies and relationships that promote healthy physical literacy	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	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 effectieness.	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	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 effectieness.	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	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 effectieness.	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.5 Psycho Social 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	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

Standard/Outcome	EXS-2018.5 Psycho Social 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	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Quiz/Exam	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Request Additional Support	COVID and faculty changes

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Standard/Outcome	EXS-2018.5 Psycho Social 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				
Legend	A				
Course/Event	Student Performance Review				
Assessment Measure	Direct - Quiz/Exam				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Request Additional Support</td> <td>COVID and faculty changes</td> </tr> </tbody> </table>	Improvement Type	Summary	Request Additional Support	COVID and faculty changes
Improvement Type	Summary				
Request Additional Support	COVID and faculty changes				

Standard/Outcome	EXS-2018.5 Psycho Social 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				
Legend	A				
Course/Event	Student Performance Review				
Assessment Measure	Direct - Quiz/Exam				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Request Additional Support</td> <td>COVID and faculty changes</td> </tr> </tbody> </table>	Improvement Type	Summary	Request Additional Support	COVID and faculty changes
Improvement Type	Summary				
Request Additional Support	COVID and faculty changes				

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?

On Student Performance Review Day, Exercise Science students are to take an exam and work through a case study. The exam covers all of Exercise Science objectives and the case study is used to assess students' performance on how well they can apply what they have learned in the classroom to real life examples, such as creating an exercise program specific to a client's needs. Students were to take their assessment during their allotted time and were to come back later in the day to complete their case study.

Our schedule for assessment day:

Exam:

Seniors (CHP 102) and juniors (CHP 101)- 8am

Sophomores (CHP 102) and freshman (CHP 101)- 10am

Case study:

Sophomores (CHP 102) and freshman (CHP 101)- 1pm

Seniors (CHP 102) and juniors (CHP 101)- 3pm

The data outcomes have shown us there are a few areas of study in Exercise Science that need to be more heavily addressed, as our students did not reach the benchmark of varying objectives. There have been many changes in the Exercise Science program over the past few years and as two new faculty, this is helpful information to understand where our students may be lacking education and where the curriculum may have some gaps. We are going to use this information to further build the program. Exercise Science students were successful in the objective of understanding anatomical structure and how organ systems work together in the human body.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

SPRD_Schedule_.docx

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?

Exercise Science highlights senior achievement by participating in the senior symposium poster presentation. The program gains benefits from participating such as student recognition, collaboration ideas, and recognition of current and future research. Students are assessed during the class time throughout the semester while working on their project. During the senior symposium, students are required to present their poster presentations during the allotted time.

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?

Service learning is not currently part of the curriculum but will be made as a priority to be worked in to the curriculum in the future.

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.

As two new faculty, we did not facilitate any LEAD events. During the semester, faculty worked with students to set up the metabolic cart to use for testing as a co-curricular activity. Setting up the metabolic cart fostered a learning environment outside of the classroom that students will be able to use in the future and help their peers better understand the metabolic cart and its capabilities. Faculty and students collaborated together to learn, assess, and discuss how to set up varying equipment in exercise science 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.

As two new faculty, we did not have any student accomplishments.

Alumni Accomplishments

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

As two new faculty, we are currently unaware of any alumni accomplishments.

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.

The faculty of the Exercise Science department met with the American College of Sports Medicine (ACSM) to have a better understanding of accreditation and how to get the department accredited. Through talking with the ACSM and other professional members of the field, the Exercise Science department is growing and developing. A faculty member was named to the National Strength and Conditioning Association (NSCA) honors and awards committee along with continuing to serve on the accreditation counsel with the NSCA.

















Assessment Rubric















<u>Clear</u>	3.000 Exceeds	2.000 Meets	1.000 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:				
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:	Program had new faculty that were adjusting to the curriculum and were not aware of this task			
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:				
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 assessment map needs additional details explained as several of the "assessment" activities were not labeled fully			


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:	the program faculty used this as an avenue to identify where in the program they wanted to add assessments and get a feel for the overall curriculum and what is covered and not in the program. Both faculty were new to the curriculum, so they were starting fresh.			
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 Data


Student Name	EHP 315 - Exam 6
ay	? 103 / 100, 103 %
a	? 91 / 100, 91 %
a	? 88 / 100, 88 %
in	? 98 / 100, 98 %
	? 88 / 100, 88 %
	? 99.5 / 100, 99.5 %
anna	? 101 / 100, 101 %
	? 87 / 100, 87 %

st Name	Needs Analysis 
y 	 9.5 / 10, 95 %
a 	 9 / 10, 90 %
n 	 9.5 / 10, 95 %
	 9.5 / 10, 95 %
	 9.5 / 10, 95 %
	5 / 10, 50 %
anna 	 9.5 / 10, 95 %
	 9.5 / 10, 95 %

me	Final 
lia 	 40 / 100, 40 %
	 90 / 100, 90 %
	 66 / 100, 66 %
	 90 / 100, 90 %
	 90 / 100, 90 %
	 90 / 100, 90 %
	 92 / 100, 92 %
	 90 / 100, 90 %
	 94 / 100, 94 %


EXS 245 - Exam 7 (cumulative final) 


 74 / 74, 100 %


 74 / 74, 100 %


 69.5 / 74, 93.92 %


 73 / 74, 98.65 %

 74 / 74, 100 %


 74 / 74, 100 %


 74 / 74, 100 %

 74 / 74, 100 %


 65.5 / 74, 88.51 %

 74 / 74, 100 %

EXS 245 - Exam 7 (cumulative final) 

 60 / 74, 81.08 %

 70 / 74, 94.59 %


 74 / 74, 100 %


 69 / 74, 93.24 %


 74 / 74, 100 %


 72 / 74, 97.3 %


 74 / 74, 100 %

 74 / 74, 100 %


 65 / 74, 87.84 %

 74 / 74, 100 %

EXS 245 - Exam 7 (cumulative final) 

 66 / 74, 89.19 %

 74 / 74, 100 %

 74 / 74, 100 %

EXS 303 - Practical 5 (environmental conditions) ▾

? 45.5 / 50, 91 %

? 36.5 / 50, 73 %

? 50 / 50, 100 %

? 44.5 / 50, 89 %

? 39 / 50, 78 %

? 43.5 / 50, 87 %

? 45.5 / 50, 91 %

? 46.5 / 50, 93 %

? 39 / 50, 78 %

EXS 303 - Practical 5 (environmental conditions) ▾

? 46.5 / 50, 93 %

? 39 / 50, 78 %

? 42 / 50, 84 %

? 39 / 50, 78 %

? 43 / 50, 86 %

? 41 / 50, 82 %

? 46 / 50, 92 %

? 44 / 50, 88 %

A	B	C	D	E	F	G	H	I
63.60%	7	36.40%	4					
81.80%	9	18.20%	2					
63.60%	7	36.40%	4					
63.60%	7	36.40%	4				Obj 1	
63.60%	7	36.40%	4				59.70%	40.30%
45.50%	5	54.50%	6					
45.50%	5	54.50%	6				Obj 2	
36.40%	4	63.60%	7				59.10%	40.90%
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81.80%	9	18.20%	2				Obj 3	
36.40%	4	63.60%	7				38.60%	61.40%
81.80%	9	18.20%	2					
90.90%	10	9.10%	1				Obj 4	
72.70%	8	27.30%	3				38.30%	61.70%
45.50%	5	54.50%	6					
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18.20%	2	81.80%	9					
36.40%	4	63.60%	7					
45.50%	5	54.50%	6					
36.40%	4	63.60%	7					
0%	0	100%	11					

▶ **Freshman** | Sophomores | Juniors | Seniors | (+)

A	B	C	D	E	F	G	H	I
63.60%	7	36.40%	4					
81.80%	9	18.20%	2					
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Freshman
Sophomores
Juniors
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54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
273%	3	72.70%	8					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
27.30%	3	72.70%	8					

▶ | Freshman | **Sophomores** | Juniors | Seniors | (+)

A	B	C	D	E	F	G	H	I
90.90%	10	9.10%	1					
81.80%	9	18.20%	2					
90.90%	10	9.10%	1					
90.90%	10	9.10%	1					
81.80%	9	18.20%	2					
72.70%	8	27.30%	3				Obj 1	
54.50%	6	45.50%	5				77.80%	22.20%
27.30%	3	72.70%	8					
90.90%	10	9.10%	1				Obj 2	
90.90%	10	9.10%	1				62.10%	37.90%
27.30%	3	72.70%	8					
100%	11	0	0				Obj 3	
100%	11	0	0				45.50%	54.50%
81.80%	9	18.20%	2					
81.80%	9	18.20%	2				Obj 4	
81.80%	9	18.20%	2				50%	50%
63.60%	7	36.40%	4					
100%	11	0	0				Obj 5	
90.90%	10	9.10%	1				35.10%	64.90%
27.30%	3	72.70%	8					
45.50%	5	54.50%	6					
45.50%	5	54.50%	6					
63.60%	7	36.40%	4					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
273%	3	72.70%	8					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
27.30%	3	72.70%	8					

▶ | Freshman | **Sophomores** | Juniors | Seniors | (+)

A	B	C	D	E	F	G	H	I
90.90%	10	9.10%	1					
81.80%	9	18.20%	2					
90.90%	10	9.10%	1					
90.90%	10	9.10%	1					
81.80%	9	18.20%	2					
72.70%	8	27.30%	3				Obj 1	
54.50%	6	45.50%	5				77.80%	22.20%
27.30%	3	72.70%	8					
90.90%	10	9.10%	1				Obj 2	
90.90%	10	9.10%	1				62.10%	37.90%
27.30%	3	72.70%	8					
100%	11	0	0				Obj 3	
100%	11	0	0				45.50%	54.50%
81.80%	9	18.20%	2					
81.80%	9	18.20%	2				Obj 4	
81.80%	9	18.20%	2				50%	50%
63.60%	7	36.40%	4					
100%	11	0	0				Obj 5	
90.90%	10	9.10%	1				35.10%	64.90%
27.30%	3	72.70%	8					
45.50%	5	54.50%	6					
45.50%	5	54.50%	6					
63.60%	7	36.40%	4					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
273%	3	72.70%	8					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
27.30%	3	72.70%	8					

▶ | Freshman | **Sophomores** | Juniors | Seniors | (+)

A	B	C	D	E	F	G	H	I
90.90%	10	9.10%	1					
81.80%	9	18.20%	2					
90.90%	10	9.10%	1					
90.90%	10	9.10%	1					
81.80%	9	18.20%	2					
72.70%	8	27.30%	3				Obj 1	
54.50%	6	45.50%	5				77.80%	22.20%
27.30%	3	72.70%	8					
90.90%	10	9.10%	1				Obj 2	
90.90%	10	9.10%	1				62.10%	37.90%
27.30%	3	72.70%	8					
100%	11	0	0				Obj 3	
100%	11	0	0				45.50%	54.50%
81.80%	9	18.20%	2					
81.80%	9	18.20%	2				Obj 4	
81.80%	9	18.20%	2				50%	50%
63.60%	7	36.40%	4					
100%	11	0	0				Obj 5	
90.90%	10	9.10%	1				35.10%	64.90%
27.30%	3	72.70%	8					
45.50%	5	54.50%	6					
45.50%	5	54.50%	6					
63.60%	7	36.40%	4					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
273%	3	72.70%	8					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
27.30%	3	72.70%	8					

▶ | Freshman | **Sophomores** | Juniors | Seniors | (+)

A	B	C	D	E	F	G	H	I
100%	16	0%	0					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
62.50%	10	37.50%	6					
81.30%	13	18.80%	3				Obj 1	
50%	8	50%	8				80.50%	19.50%
50%	8	50%	8					
87.50%	14	12.50%	2				Obj 2	
93.80%	15	6.30%	1				69.80%	30.20%
56.30%	9	43.80%	7					
100%	16	0%	0				Obj 3	
93.80%	15	6.30%	1				42.20%	57.80%
81.30%	13	18.80%	3					
87.50%	14	12.50%	2				Obj 4	
62.50%	10	37.50%	5				55.80%	44.20%
87.50%	14	12.50%	2					
100%	16	0%	0				Obj 5	
93.80%	15	6.30%	1				37.20%	62.80%
62.50%	10	37.50%	6					
56.30%	9	43.80%	7					
18.80%	3	81.30%	13					
50%	8	50%	8					
50%	8	50%	8					
25%	4	75%	12					
43.80%	7	56.30%	9					
62.50%	10	37.50%	6					
68.80%	11	31.30%	5					
37.50%	6	62.50%	10					
▶	Freshman	Sophomores	Juniors	Seniors	⊕			

A	B	C	D	E	F	G	H	I
100%	16	0%	0					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
62.50%	10	37.50%	6					
81.30%	13	18.80%	3				Obj 1	
50%	8	50%	8				80.50%	19.50%
50%	8	50%	8					
87.50%	14	12.50%	2				Obj 2	
93.80%	15	6.30%	1				69.80%	30.20%
56.30%	9	43.80%	7					
100%	16	0%	0				Obj 3	
93.80%	15	6.30%	1				42.20%	57.80%
81.30%	13	18.80%	3					
87.50%	14	12.50%	2				Obj 4	
62.50%	10	37.50%	5				55.80%	44.20%
87.50%	14	12.50%	2					
100%	16	0%	0				Obj 5	
93.80%	15	6.30%	1				37.20%	62.80%
62.50%	10	37.50%	6					
56.30%	9	43.80%	7					
18.80%	3	81.30%	13					
50%	8	50%	8					
50%	8	50%	8					
25%	4	75%	12					
43.80%	7	56.30%	9					
62.50%	10	37.50%	6					
68.80%	11	31.30%	5					
37.50%	6	62.50%	10					
▶	Freshman	Sophomores	Juniors	Seniors	⊕			

A	B	C	D	E	F	G	H	I
100%	16	0%	0					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
62.50%	10	37.50%	6					
81.30%	13	18.80%	3				Obj 1	
50%	8	50%	8				80.50%	19.50%
50%	8	50%	8					
87.50%	14	12.50%	2				Obj 2	
93.80%	15	6.30%	1				69.80%	30.20%
56.30%	9	43.80%	7					
100%	16	0%	0				Obj 3	
93.80%	15	6.30%	1				42.20%	57.80%
81.30%	13	18.80%	3					
87.50%	14	12.50%	2				Obj 4	
62.50%	10	37.50%	5				55.80%	44.20%
87.50%	14	12.50%	2					
100%	16	0%	0				Obj 5	
93.80%	15	6.30%	1				37.20%	62.80%
62.50%	10	37.50%	6					
56.30%	9	43.80%	7					
18.80%	3	81.30%	13					
50%	8	50%	8					
50%	8	50%	8					
25%	4	75%	12					
43.80%	7	56.30%	9					
62.50%	10	37.50%	6					
68.80%	11	31.30%	5					
37.50%	6	62.50%	10					
▶	Freshman	Sophomores	Juniors	Seniors	⊕			

A	B	C	D	E	F	G	H	I
100%	16	0%	0					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
62.50%	10	37.50%	6					
81.30%	13	18.80%	3				Obj 1	
50%	8	50%	8				80.50%	19.50%
50%	8	50%	8					
87.50%	14	12.50%	2				Obj 2	
93.80%	15	6.30%	1				69.80%	30.20%
56.30%	9	43.80%	7					
100%	16	0%	0				Obj 3	
93.80%	15	6.30%	1				42.20%	57.80%
81.30%	13	18.80%	3					
87.50%	14	12.50%	2				Obj 4	
62.50%	10	37.50%	5				55.80%	44.20%
87.50%	14	12.50%	2					
100%	16	0%	0				Obj 5	
93.80%	15	6.30%	1				37.20%	62.80%
62.50%	10	37.50%	6					
56.30%	9	43.80%	7					
18.80%	3	81.30%	13					
50%	8	50%	8					
50%	8	50%	8					
25%	4	75%	12					
43.80%	7	56.30%	9					
62.50%	10	37.50%	6					
68.80%	11	31.30%	5					
37.50%	6	62.50%	10					
▶	Freshman	Sophomores	Juniors	Seniors	⊕			

A	B	C	D	E	F	G	H	I
100%	16	0%	0					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
93.80%	15	6.30%	1					
62.50%	10	37.50%	6					
81.30%	13	18.80%	3				Obj 1	
50%	8	50%	8				80.50%	19.50%
50%	8	50%	8					
87.50%	14	12.50%	2				Obj 2	
93.80%	15	6.30%	1				69.80%	30.20%
56.30%	9	43.80%	7					
100%	16	0%	0				Obj 3	
93.80%	15	6.30%	1				42.20%	57.80%
81.30%	13	18.80%	3					
87.50%	14	12.50%	2				Obj 4	
62.50%	10	37.50%	5				55.80%	44.20%
87.50%	14	12.50%	2					
100%	16	0%	0				Obj 5	
93.80%	15	6.30%	1				37.20%	62.80%
62.50%	10	37.50%	6					
56.30%	9	43.80%	7					
18.80%	3	81.30%	13					
50%	8	50%	8					
50%	8	50%	8					
25%	4	75%	12					
43.80%	7	56.30%	9					
62.50%	10	37.50%	6					
68.80%	11	31.30%	5					
37.50%	6	62.50%	10					
▶	Freshman	Sophomores	Juniors	Seniors	⊕			

90.90%	10	9.10%	1					
9.90%	10	9.10%	1					
90.90%	10	9.10%	1					
100%	11	0%	0					
72.70%	8	27.30%	3					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
81.80%	9	18.20%	2					
81.80%	9	182%	2					
90.90%	10	9.10%	1			Obj 1		
36.40%	4	63.60%	7			78.40%	21.60%	
100%	11	0%	0					
90.90%	10	9.10%	1			Obj 2		
72.70%	8	27.30%	3			71.20%	28.80%	
90.90%	10	9.10%	1					
72.70%	8	27.30%	3			Obj 3		
90.90%	10	9.10%	1			38.60%	61.40%	
90.90%	10	9.10%	1					
100%	11	0%	0			Obj 4		
27.30%	3	72.70%	8			66.90%	33.10%	
54.50%	6	45.50%	5					
63.60%	7	36.40%	4			Obj 5		
27.30%	3	72.70%	8			38.80%	61.20%	
63.60%	7	36.40%	4					
9.10%	1	90.90%	10					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
81.80%	9	18.20%	2					
81.80%	9	18.20%	2					

90.90%	10	9.10%	1					
9.90%	10	9.10%	1					
90.90%	10	9.10%	1					
100%	11	0%	0					
72.70%	8	27.30%	3					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
81.80%	9	18.20%	2					
81.80%	9	182%	2					
90.90%	10	9.10%	1			Obj 1		
36.40%	4	63.60%	7			78.40%	21.60%	
100%	11	0%	0					
90.90%	10	9.10%	1			Obj 2		
72.70%	8	27.30%	3			71.20%	28.80%	
90.90%	10	9.10%	1					
72.70%	8	27.30%	3			Obj 3		
90.90%	10	9.10%	1			38.60%	61.40%	
90.90%	10	9.10%	1					
100%	11	0%	0			Obj 4		
27.30%	3	72.70%	8			66.90%	33.10%	
54.50%	6	45.50%	5					
63.60%	7	36.40%	4			Obj 5		
27.30%	3	72.70%	8			38.80%	61.20%	
63.60%	7	36.40%	4					
9.10%	1	90.90%	10					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
81.80%	9	18.20%	2					
81.80%	9	18.20%	2					

90.90%	10	9.10%	1					
9.90%	10	9.10%	1					
90.90%	10	9.10%	1					
100%	11	0%	0					
72.70%	8	27.30%	3					
54.50%	6	45.50%	5					
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81.80%	9	18.20%	2					
81.80%	9	182%	2					
90.90%	10	9.10%	1			Obj 1		
36.40%	4	63.60%	7			78.40%	21.60%	
100%	11	0%	0					
90.90%	10	9.10%	1			Obj 2		
72.70%	8	27.30%	3			71.20%	28.80%	
90.90%	10	9.10%	1					
72.70%	8	27.30%	3			Obj 3		
90.90%	10	9.10%	1			38.60%	61.40%	
90.90%	10	9.10%	1					
100%	11	0%	0			Obj 4		
27.30%	3	72.70%	8			66.90%	33.10%	
54.50%	6	45.50%	5					
63.60%	7	36.40%	4			Obj 5		
27.30%	3	72.70%	8			38.80%	61.20%	
63.60%	7	36.40%	4					
9.10%	1	90.90%	10					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
81.80%	9	18.20%	2					
81.80%	9	18.20%	2					

90.90%	10	9.10%	1					
9.90%	10	9.10%	1					
90.90%	10	9.10%	1					
100%	11	0%	0					
72.70%	8	27.30%	3					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
81.80%	9	18.20%	2					
81.80%	9	182%	2					
90.90%	10	9.10%	1			Obj 1		
36.40%	4	63.60%	7			78.40%	21.60%	
100%	11	0%	0					
90.90%	10	9.10%	1			Obj 2		
72.70%	8	27.30%	3			71.20%	28.80%	
90.90%	10	9.10%	1					
72.70%	8	27.30%	3			Obj 3		
90.90%	10	9.10%	1			38.60%	61.40%	
90.90%	10	9.10%	1					
100%	11	0%	0			Obj 4		
27.30%	3	72.70%	8			66.90%	33.10%	
54.50%	6	45.50%	5					
63.60%	7	36.40%	4			Obj 5		
27.30%	3	72.70%	8			38.80%	61.20%	
63.60%	7	36.40%	4					
9.10%	1	90.90%	10					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
81.80%	9	18.20%	2					
81.80%	9	18.20%	2					

90.90%	10	9.10%	1					
9.90%	10	9.10%	1					
90.90%	10	9.10%	1					
100%	11	0%	0					
72.70%	8	27.30%	3					
54.50%	6	45.50%	5					
36.40%	4	63.60%	7					
81.80%	9	18.20%	2					
81.80%	9	182%	2					
90.90%	10	9.10%	1			Obj 1		
36.40%	4	63.60%	7			78.40%	21.60%	
100%	11	0%	0					
90.90%	10	9.10%	1			Obj 2		
72.70%	8	27.30%	3			71.20%	28.80%	
90.90%	10	9.10%	1					
72.70%	8	27.30%	3			Obj 3		
90.90%	10	9.10%	1			38.60%	61.40%	
90.90%	10	9.10%	1					
100%	11	0%	0			Obj 4		
27.30%	3	72.70%	8			66.90%	33.10%	
54.50%	6	45.50%	5					
63.60%	7	36.40%	4			Obj 5		
27.30%	3	72.70%	8			38.80%	61.20%	
63.60%	7	36.40%	4					
9.10%	1	90.90%	10					
54.50%	6	45.50%	5					
72.70%	8	27.30%	3					
81.80%	9	18.20%	2					
81.80%	9	18.20%	2					