Exercise Science Program Report - 2012-2014 Second Year Program Assessment

College of Arts and Sciences

1. Data Collection Plan for Measuring Objectives – the program collected data on programmatic outcomes and student learning outcomes using the senior assessment and graduate employment.

Program Learning Outcomes collected annually

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| --- | --- |
| Strategic Goal 1: Enrollment | Grow the program to 60 students over 5 years;   Enrollment Trends |
| Strategic Goal 3: Program Development | Students and graduates will work with health care providers from different disciplines  EXSC 491 Internship and Graduate outcomes |
| Exercise science students will articulate how exercise science promotes a healthier world  Senior Assessment Narrative |
| Strategic Goals 8: Service to Students and Community | 80% of graduates will be employed in a health related field within 1 year post graduation  Graduate outcomes based on exit interviews and graduate surveys |

1. Data Collected
2. Enrollment Growth: Grow the program to 60 students over 5 years

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | F10 | S11 | F11 | S12 | F12 | S13 | F13 | S14 | F14 | S15 |
| CAS | Exercise Science | BS |  |  | 4 | 8 | 14 | 15 | 19 | 19 | 15 | 11 |

1. Program Development

| Student Learning Outcome | Performance Indicator (Measure/Criterion) | Sample | Assessment (Results/Findings) | Present or Planned Use of Assessment Data to Improve Student Learning |
| --- | --- | --- | --- | --- |
| Students and graduates will work with health care providers from different disciplines | Types of settings for EXSC 491 | N=16 internships | 2 graduates working in physical activity settings  1 working in medical research  2 working as technicians in physical rehabilitation facilities | Written graduate survey needs to be administered annually |
| Exercise science students will articulate how exercise science promotes a healthier world | Senior assessment narrative | N=9 | On average students completed at least three revisions before the final assessment met graduation standards.  Students reported being overwhelmed with the work in addition to their EXSC 430 course requirements. Review of EXSC 430 course requirements showed students were engaged in a similar evidence-based assignment. | Review of senior assessments and conversation with CAS colleagues in other disciplines revealed senior assessment may be more effective if moved to a course requirement. 2014-2015 the program modified EXSC 430 course assignment to integrate senior assessment into course.  The program will develop a systematic process for analyzing senior assessment papers for summative student learning outcomes. The program will review course assignments for formative student learning assessment |

1. Service to Students and Community

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| Student Learning Outcome | Performance Indicator (Measure/Criterion) | Sample | Assessment (Results/Findings) | Present or Planned Use of Assessment Data to Improve Student Learning |
| 80% of graduates will be employed in a health related field within one year of graduation | Graduate employment data | N=13  2013 n=2  2014 n=11 | 9 of 13 are employed or pursuing graduate school = 69%  6 of the 9 employed are in an exercise science related field | Increase student exposure to clinical facilities during the exercise science program  Conduct systematic graduate outreach for employment data |

Student Learning Outcomes to be assessed on a 3-year cycle

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| --- | --- |
| Year 1 | Students design and implement fitness assessments  EXSC 301 Strength Training  EXSC 340 Exercise Prescription and Testing for General Populations |
|  | Students outline appropriate exercise plans  EXSC 301 Strength Training  EXSC 340 Exercise Prescription and Testing for General Populations  EXSC 350 Exercise Prescription and Testing for Special Populations |
| Year 2 | Students will interpret safety considerations and emergency procedures associated with exercise prescription and testing  EXSC 301 Strength Training  EXSC 321 Health and Wellness Programming  EXSC 340 Exercise Prescription and Testing of General Populations |
|  | Students develop and apply appropriate teaching strategies  EXSC 200 Personal Fitness  EXSC 321 health and Wellness Programming |
| Year 3 | Students demonstrate appropriate integration of current literature into exercise science related activities  EXSC 310 Kinesiology  EXSC 430 Research and Evidence-based practice and the Exercise Science Senior Assessment |
| Distinguish similarities and differences of cardiovascular, respiratory, metabolic, and musculoskeletal risk factors in various population groups  Exercise Science Senior Assessment  EXSC 340 Exercise Prescription and Testing for General Populations EXSC 350 Exercise Prescription and Testing for Special Populations |

1. Program Assessment Findings
   1. EXSC 340 and EXSC 350 redundant; all content could be covered in EXSC 340
   2. Senior assessment assignment requires multiple submissions for students to meet graduation requirement. Students can be assisted with consistent, weekly guidance on the project. The senior assessment is redundant to assignments required in EXSC 430.
2. Curricular changes made as a result of assessment:
   1. Deleted EXSC 350 from the major requirements; the 3 credits were made available as elective
   2. Move senior assessment into EXSC 430 Research and Evidence-based Practice course.

Two CAS students graduated in May, 2013; one in December, 2013; six in May, 2014; and four in December, 2014.

Since spring 2014 new student enrollment failed to replace graduating seniors thereby contributing to a decline in program enrollment.

V.            Conclusion:

Students graduating from the exercise science program found employment in a variety of healthcare settings. Examples include fitness programs such as Playworks, rehabilitation clinics, and research such as the Polytrauma Unit at the District of Columbia Veterans Administration Medical Center. Despite the positive employment outcomes program enrollment failed to materialize as projected.

Increased collaboration with athletics is in process to promote the program. Further joint work with the Trinity Center for Women and Girls in Sport may benefit the program. Additionally graduates report seeking a desire for varied equipment for practice on each other prior to working with clients in the community.

The program requires a more systematic approach to collecting student learning outcomes in alignment with the three year cycle. Evaluation of student work in the cycle will allow for more formative assessments to determine need for changes throughout the program that contribute to students achieving the terminal student learning outcomes by graduation.