

Student Outcomes Assessment and Success Report AY2019-20 Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: Exercise Science - Graduate **Contact Name(s) and Email(s)** James Davis – james.davis@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data from Spring 2020 is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

| <p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p> | <p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p> | <p>c. What were your expectations for student performance?</p> | <p>d. What were the actual data/results?</p> | <p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p> |
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| <p>1.3 Demonstrate understanding of statistical principles through data collection, analysis, and interpretation.</p> | <p>PE 601 – Statistics project</p> | <p>Students would earn an 85%</p> | <p>Students earned a 95%</p> | <p>This was the first time this project had been implemented in PE 601. It appeared that students understood the basic concepts of data collection. We will continue to implement in future classes</p> |
| <p>4.1 Students will demonstrate proper quantitative and qualitative motion analysis techniques while evaluating selected human movement skills for effective movement patterns</p> | <p>PE 685 - Students will demonstrate proper quantitative and qualitative motion analysis in an individual research project</p> | <p>90% of students will earn 80/100 points for a biomechanical motion analysis written project and oral presentation that includes video analysis.</p> | <p>100% of students earned an 80%</p> | <p>Based on these findings, exercise science students are learning how to complete a motion analysis project. This project will continue to be implemented</p> |
| <p>3.2 Explain neuromuscular responses to resistance exercise testing and training.</p> | <p>PE 684 – Final exam</p> | <p>80% of students will earn an 80% or higher on the final exam</p> | <p>7/15 of students earned an 80%</p> | <p>Based on the exam scores, labs will be evaluated to assess the effectiveness of student learning. It is the intention of the faculty of add additional hands on experience to help student master high level concepts.</p> |

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

1) Cohort Sizes - 23 2) Year-to-Year Retention – 72.2%

What worked well in supporting student success this year?

- No graduate faculty turnover for the past 4 years
- With regards to registration, Dr. Davis advises all graduate students

What are the most significant opportunities for improvement upon which to focus in the coming year?

- Along with the coaching graduate program, the exercise science graduate program is currently going through a program review. It is our expectation that we will receive unbiased feedback, that will ultimately allow our program to be stronger.
- Utilizing program and departmental resources to improve graduate education.
- Adding PE 660 (Motor Learning) to the graduate program
- Updating the internship requirements.
- Establishing clear expectations for students to complete their capstone project (thesis, internship)

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
- 2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) **what your assessment plan will focus on in the coming year**
- 4) **how this information will be shared with other stakeholders**

1. For AY1920 we had the highest enrollment we have had in several years. This is primarily due to the fact that the Masters of Athletic Training program was suspended during AY1920. This was also the case for AY2021. However, it is likely that we will not have these students during AY2122, as the MAT program will likely be active. So we need to continue to find ways to improve/maintain enrollment.

In PE 601 we were able to implement a basic statistics project that allowed students to go through the basic steps of 1) developing a research question, 2) collecting data, 3) running a statistical analysis, and 4) reporting those findings. This project allowed students to get a better grasp of how to apply statistics.

2. As mentioned previously, we need to be proactive in increasing our graduate enrollment, especially since we will likely have a reduced applicant pool with the restarting of the MAT program. We had planned on attending conferences to recruit potential students, but the pandemic prevented that. Additionally, we might need to consider other methods of recruiting, such as creating a 4+1 undergraduate/graduate program.

We are continuing to adjust our curriculum so that students who complete an internship outside of Terre Haute will be able to complete their coursework without having to delay their graduation.

3. It is our expectation that we will have the results from our graduate program review by the end of October. Once we receive those findings, our plan is to revise our current program outcomes and our program requirements. The plan is to complete that by the end of December. Once we have revised our program objectives, methods of assessment and schedule, we will let Kelley know what objectives we will be assessing this year.
4. We will discuss the findings in a program meeting during the Fall 2020 semester

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President’s Office and the Provost’s team.

Sincerely,

Kelley (x7975)

| Program: M.S. Exercise Science | Overall Rating: Mature (2.06/3.00) |
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| Strengths | Recommendations |
| <ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measurable. • Measures for assessing student learning are aligned with each outcome, and expected performance is clearly defined. • Good information is provided about how assessment will be adjusted to better understand student learning in labs rather than exams. This may help faculty to better pinpoint how to improve student learning in areas that don’t meet expectations. • Clear information is provided about sharing results. | <ul style="list-style-type: none"> • Note alignment of outcomes with Graduate Student Learning Outcomes to demonstrate meeting CGPS expectations for graduate-level rigor (find here: https://www.indstate.edu/assessment/learning-outcomes-library). • Provide information about how learning is evaluated. This is especially important for the measures you used – projects and exams – that probably reflect more than just the aligned outcome in the final score. Using tools like rubrics or exam keys that align specific project components or exam questions to the rubric being assessed improves the accuracy of your data as a measure of learning relative to each specific outcome. Just a brief note about the evaluative tools and their use is enough. |

| Evaluation Criteria | 3 Exemplary | 2 Mature | 1 Developing | 0 Undeveloped |
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| <p>Student Learning Outcomes</p> | <p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p> | <p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p> | <p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p> | <p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p> |
| <p>Performance Goals & Measures</p> | <p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p> | <p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p> | <p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p> | <p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p> |

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| Analysis & Results | <p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p> | <p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p> | <p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p> | <p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p> |
| Sharing & Use of Results for Continuous Improvement | <p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p> | <p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p> | <p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p> | <p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p> |
| Overall Rating | <input type="checkbox"/> Exemplary | <input checked="" type="checkbox"/> Mature | <input type="checkbox"/> Developing | <input type="checkbox"/> Undeveloped |

Please see reviewer notes for more details.