

Student Learning Summary Form AY 2015-2016 6/14/2016

Degree Program: MA/MS Physical Education: Exercise Science

a. What learning outcomes did you assess this year?	b. What method(s) did you use to determine how well your students attained the outcome? In what course or other experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. Who was responsible for collecting and analyzing the results? How were they shared with the department?
Develop research proposal	<u>PE601 Research Methods</u> Students had to complete and attain an 80% on their research proposal	90% of students earn an 80% on their research proposal	88.5% of students earned 80% on their research proposal Spring 2016	Dr. Finch reviewed proposal for technical writing and results were discussed within program faculty.
Demonstrate understanding of cardiovascular physiological responses to exercise and training	<u>PE 684 Cardiovascular Physiology</u> Students had to develop and present topical research paper/presentation and earn 80%	90% of students earn 80% on cardiovascular physiology research paper	Course not offered in spring 2016 semester	
Explain physiological responses to muscular force development and training	<u>PE683 Neuromuscular Physiology</u> Students complete 5 laboratory experiences demonstrating neuromechanical concepts and earn 80%	90% of students attained 80% or better on their neuromechanical labs.	100% of students earned 80% or better on their laboratory write-ups. Fall 2016	Dr. Finch and/or new neuromuscular faculty member will review laboratory explanations and project results discussed with faculty
Advanced strength training theory concepts	<u>PE576 Advanced Strength Training</u> Students develop seasonal resistance training program	80% of students earn 80% on training program.	Course not offered in Spring – Faculty sabbatical	Dr. Nesser when return from sabbatical leave
Anatomical musculature functions and kinetic analysis	<u>PE584 Applied Sport Biomechanics</u> Students conduct 5 laboratory experiments using kinetic measurement tools.	90% of students earn 80% on laboratory research techniques on muscle function.	Currently, elective course that was submitted for required strength training course that was not offered	Dr. Finch reviewed lab experiments and results discussed with program faculty.
Demonstrate effective motion analysis techniques	<u>PE685 Biomechanics of Sports Techniques</u> Conduct biomechanical research project on self-selected topic.	80% of students conduct independent sport analysis and earn 80% on project	89% of students earned 80% on biomechanical research project Fall 2015	Dr. Finch reviewed and evaluated research project and results were shared with program faculty.
Demonstrate video analysis techniques using Dartfish software	<u>PE585 Dartfish Technologist certification</u> Successfully complete 5 video analysis projects	100% of students successfully complete technologist video projects.	11/11 of students successfully completed video projects Summer 2016	Dr. Finch reviewed projects and all students' successfully passed requirements and Dartfish, Inc., will conduct final certification evaluation of projects on cloud in July 2016
Completion of culminating experiential learning	<u>PE602, 629, 699</u> Complete research project, thesis or internship.	100% second year masters students complete culminating experience requirement	4 of 6 second year masters students completed culminating experience requirement Fall'15 & Spring 2016	Dr. Finch and program research committee reviewed research projects and successful completion of these were published electronically. Need to get students started earlier on thesis proposals.
Demonstrate proper data collection techniques and statistical analysis	<u>PE 601 Research Methods</u> Students will collect data and statistical analyze and interpret the results.	80% of students will earn an 80% on the statistical workbook project.	Exceeded 88.5% of students earned 80% on the statistical workbook.	Dr. Finch and program research committee discussed the research projects and statistical analyses

Dear

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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: MS Exercise Science	
Assessment Practice Overall Rating: 1.00/1.00 (Developing)	
Student Success Practice Overall Rating: was not submitted	
Strengths	Recommendations

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

	trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	(attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).		
Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.

Assessment of Outcomes and Continuous Improvement	<p>For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.</p> <p>No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.</p>	<p>For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.</p> <p>Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.</p>	<p>For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.</p> <p>Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.</p>	<p>For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.</p> <p>Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.</p>
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary