

Student Outcomes Assessment and Success Report AY2018-19 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, MS/MA **Contact Name(s) and Email(s)** James Davis – james.davis@indstate.edu; Tom Nesser – tom.nesser@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

<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>
<p>1. Articulate understanding of research in the health/fitness setting through writing</p>	<p>Development of a research project presented to the class in PE 601</p>	<p>90% of students will earn an 80% or higher</p>	<p>80% of students earned an 80% or higher on their research project</p>	<p>There were only 5 students enrolled in PE 601. One of those students effectively dropped out of the class during the final quarter of the semester. All students who completed the semester, earned an 80% or higher on their project</p>
<p>2. Students will demonstrate proper quantitative and qualitative motion analysis techniques while evaluating selected human movement skills for effective movement patterns</p>	<p>Students will demonstrate proper quantitative and qualitative motion analysis techniques in conducting an individual research project using the Ariel Performance Analysis System (APAS) and Dartfish Motion Biomechanical Visualization software in PE 685</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 at least an 80% on their project</p>	<p>Based on these findings, it appears that students are grasping the material at a graduate level. As we go through the upcoming internal review, we will make sure the course objectives are in line with the program objectives</p>
<p>3. Explain physiological responses to resistance exercise testing and training.</p>	<p>Students will explain and demonstrate the relationship between joint ROM and functional movement, neuromuscular effects on</p>	<p>80% of students will score 80% on the neuromuscular concepts final exam in PE 684</p>	<p>66.7% of students earned an 80% on the final</p>	<p>This particular cohort of students was relatively small, and as such these findings might not be a good representation of the work performed in the course.</p>

	force development, neural reflexes, and the elastic properties of the connective tissue			Currently, the delivery format of the course (all lectures) is currently being addressed as faculty is attempting to integrate more active learning opportunities within the course.
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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.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

[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):

- 1) For the academic year of 2018-19, we had 9 students in the exercise science graduate program (4 second-year and 5 first-year)
- 2) The retention rate for the academic year of 2018-19 was 88.9%

What worked well in supporting student success this year?

- 3 faculty members (Abbott, Friedmann, Davis) completed programs as part of their involvement in the THRIVE program
- Adjusting the student schedule to make it easier for faculty and students.
- No graduate faculty turnover for the past 3 years

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

- Reviewing current learning objectives and curriculum map
- We are currently in process of adjusting the graduate program
- Establishing clear expectations of students who complete a thesis as their capstone project
- Adjusting the curriculum map to make it easier for students to complete their internships outside of Terre Haute.

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. Our students aren't participating in as much active learning as we would like. Exercise science by definition is an active science, and so we need to provide opportunities for our students to experience the active side of our field. Many of our classes are entirely lecture based, and so changes are being implemented to make them more active (i.e. PE 601, 684, 688). This should ultimately help our students be more engaged, which will increase student learning and lead to better student outcomes.
 2. We have had low enrollment numbers for the past few years, which has presented some challenges and opportunities, especially in PE 601. Because of the small classroom size, we have been able to have each student complete a final presentation during the last week of class, as well as several 3-minute thesis style, short presentations throughout the semester. However, for the current academic year our graduate enrollment is significantly higher and so changes to the curriculum and style of the classroom had to be made, as it isn't feasible to have all students complete a 15-minute presentation at the end of class and/or multiple short, presentations.

Additionally, students have been struggling to understand basic statistics and how to use statistical software. As a result, we plan to implement a semester-long project that incorporates statistical analysis in small steps. This will allow students to focus on one piece (i.e. research question, creating figures, running analysis, making conclusions) at a time, with the hope that they have a better understanding of statistical methods when they complete the class. Finally, during the last half of the semester, one class/week will focus on the statistical concepts, and the other class will focus on how to use the software (i.e. SPSS and Excel) to run those statistics.

Based on the current design of the curriculum, many/most of our graduate students are tied to Terre Haute for their internships. While this is not inherently a bad thing, the faculty have connections with well-known organizations (i.e. USOC, Nike, MLB, NASA, etc.) that could lead to our students landing highly sought after internships. However, the curriculum needs to be adjusted so that these students have the ability to complete these internships during the academic year, rather than only being able to do them during the summer, which could ultimately delay graduation. Similarly, most graduate students choose to do an internship instead of a thesis. While the reasons for this are unclear, it would be important to understand why our students are choosing an internship instead of a thesis

3. For the coming year we will focus on the following learning outcomes
 - This is to be determined as we have already started the process of adjusting our degree requirements and associated learning outcomes. Furthermore, we will be completing an internal/external review of our program, which will allow us to determine what outcomes we will review for AY1920. Once we have determined these items, we will update our assessment plan.
4. The information we have gathered from completing this assessment will be shared with faculty in our program meetings.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Jim,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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/MA Exercise Science	Overall Rating: Mature (2.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable.• Courses and assignments used as assessment measures are clearly described.• Expected and actual student performance are clearly described.• Analysis of student learning is discussed based on findings. Adjustments to assignments and teaching style are suggested to address findings.• Good information on how student success and student learning findings will shape upcoming curricular changes and assessment processes. Combining your SOAS report finding with your program review should provide much actionable data for planning.• Faculty are clearly involved in the assessment process.	<ul style="list-style-type: none">• Note how the learning outcomes align with the CGPS Graduate Student Learning Outcomes.• Note how each measure is evaluated (e.g., rubric, checklist, etc.). This will help give context to the findings. When using a tool like an analytical rubric, consider reporting expected and actual performance by level on the rubric. This gives more context into learning that a numeric score.

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 outcomes(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 trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</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 (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</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>

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 checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped