

## Assurance of Student Learning Reflection 2024-2025

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| <i>College of Health and Human Services</i>                                                           | <i>School of Kinesiology, Recreation and Sport</i>                                                                                                                                                                                       |
| <i>Exercise Science (554)</i>                                                                         |                                                                                                                                                                                                                                          |
| <i>Dr. Sarah Scali</i>                                                                                |                                                                                                                                                                                                                                          |
| <b>Is this an online program?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here<br><input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Evaluation</b> ) |

**Instructions:** For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

| Program Student Learning Outcome 1      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Program Student Learning Outcome</b> | Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, clinical practice, and professional programs (PT, OT, PA, AT, MS).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Evaluation</b>                       | This learning outcome is still relevant to our program and assessing a capstone-based experience for our students. Using the final product of the EXS 496 course is measurable, however the faculty is currently considering if compiling a portfolio is truly to best way to assess this learning outcome.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Measurement Instruments</b>          | Currently, every student in EXS 496 is required to complete a summative portfolio using an outside program called Bulb. Over the past assessment cycles, it has been noted that this program is not as user-friendly as we would like and students consistently fail to complete the portfolios as outlined showing a lack of attention to detail. As stated above, the faculty are currently exploring other options that students could complete that would replace the portfolio, but also have a direct, measurable outcome to support this student learning outcome. In addition, a secondary measurement is used in conjunction with the summative portfolio. Every student in EXS 496 is required to have a midterm and final evaluation completed by the site supervisor. Over the past assessment cycles, these evaluations have been crucial to seeing how well our students are conducting themselves in their respective sites. These measurements will be continued in the next assessment cycle. |
| <b>Criteria &amp; Targets</b>           | Both the Criteria for Success and targets for each instrument are sufficient for this learning outcome. As stated before, students who failed to achieve the desired success score on the first measurement tool (summative portfolio) often lost points due to a lack of attention to detail. These points could potentially come back if the assessment tool is updated and modernized, and used on the same Learning Management System platform (Blackboard). In addition, the past assessment cycles have shown that students consistently made the targets for the second measurement tool: supervisor evaluations.                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Results &amp; Conclusion</b>         | <b>Results:</b> The results were as expected. Each year, the same type of comments were included about this learning outcome, however the faculty was not at a place to make some substantial changes to the curriculum to update the requirements for EXS 496. Something that stood out in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                              | <p>the past few assessment cycles was the fact that students were in fact succeeding in this learning outcome via the supervisor evaluations, however the portfolio requirements did not align with this success.</p> <p><b><u>Conclusions</u></b> EXS 496 is a course that could be taught by different instructors each semester. One thing we did to remedy this was to create a uniform Blackboard site that each instructor could use to keep the course consistent. This has allowed some flexibility with teaching loads yet keeps the requirements and expectations of the students consistent from semester to semester. An area that needs to be explored more is the direct measurement tool for the course. Bulb was a great fix to a problem, but has since proven to be clunky and not user friendly. In addition, it has been questioned if a visual portfolio is relevant for recent graduates and that maybe there are other ways to see how our students can “interpret and apply” their knowledge to a real-world experience. As mentioned before, the current EXS curriculum is being reexamined and evaluated this academic year to update and modernize the major to better suit what our student’s need for their next step. The assessment tool for this learning outcome will most likely change in the near future with the hope that the desired success score and targets are consistently met and exceeded.</p> |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | <p>During the next academic year, the EXS faculty will meet to discuss the structure and content of our current curriculum and devise a plan to update and modernize our curriculum to better suit the needs of our students in preparation of their “next step”. With this, EXS 496 will be reevaluated and new ideas of a summative project will be explored. The current artifact (summative visual portfolio) is not providing the best direct measurement of this learning outcome and will be updated and/or changed during the next assessment cycle.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| <b>Program Student Learning Outcome 2</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Program Student Learning Outcome</b>   | <b>Develop and demonstrate the skills needed to recognize, evaluate, and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Evaluation</b>                         | This program learning outcome is still relevant to our program and applying knowledge to a real person and/or population. Within this assessment cycle, the faculty decided to modify the measurement instruments used for this learning outcome and both tools used are measurable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Measurement Instruments</b>            | <p>EXS 455 Final cumulative exam: The after-effects of COVID-19 has impacted the tool used for this course. In the past, students visited clients in nursing homes and provided on-site exercise programs. With social distancing and greater restrictions with visiting this vulnerable population, this practice stopped. The measurement tool shifted and focused on a cumulative final exam which evaluated the students knowledge and understanding of the biopsychosocial aspects of aging, the acute and chronic effects of exercise on older adults, and methodologies for assessing and evaluating the efficacy of exercise programs for older adults.</p> <p>EXS 311 Video project: This measurement instrument was added to the learning outcome during year two of this assessment cycle. It was decided to add a new assessment from a different course because EXS 455 was moved online and was only offered one time per year due to instructor workload changes. The faculty felt it would be better to have a second assessment tool in a different course to provide continuity semester to semester and better assess the learning outcome.</p> <p>BOTH: Both measurement instruments are valid and directly measure the students’ achievement of this learning outcome.</p> |
| <b>Criteria &amp; Targets</b>             | For both measurement instruments, the criteria for success and targets are all appropriate for our assessment. During the past assessment cycle, student performance met or exceeded the criteria and targets for both courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Results &amp; Conclusion</b>           | <b><u>Results:</u></b> The results for these tools were expected. The introduction of a second measurement instrument was good addition and will continue. Having artifacts from a 300-level and 400-level course was nice to see and analyze. Despite the change in teaching methodologies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                              | <p>used in EXS 455, it is clear that the course materials and assessments still align with the learning outcomes and prepares our students for the future.</p> <p><b><u>Conclusions:</u></b> As stated above, the course delivery of EXS 455 changed during this past assessment cycle. Going from a heavy service-learning model to one that is delivered online with no on-site service learning is a big change. However, it is nice to see that this change did not impact the learning outcomes of our students. In addition, the use of cumulative exams in EXS needs to be more widely used. When students sit for certification exams, these exams are cumulative in nature. Adding them into our curriculum and using them as learning outcomes is a strong way for the faculty to assess how well key concepts are being addressed and whether students are able to understand and apply them. Adding EXS 311's video project to this learning outcome was a success as well. Adding in a 300-level course was a good way to get a "midterm" assessment of our program. Most of our learning outcome instruments are collected at the 400-level, so the students are upperclassmen. Adding the 300-level assessment provided a gauge of our mid-level (sophomore and junior-level) students' understanding when these key concepts are initially introduced.</p> |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | <p>For this learning outcome, the two measurement tools will be continued. For now, EXS 455 will be online, however, it would be nice to see the service-learning component added back into the curriculum to provide some hands-on experience working with the aging population. As for EXS 311, it would be nice to address the concern of the faculty instructor and be able to provide video cameras for the students to borrow while making the videos. The program will use lab funds to purchase these during the next assessment cycle and hopefully the quality of work and editing will improve.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| <b>Program Student Learning Outcome 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Program Student Learning Outcome</b>   | <b>Develop capacity as practitioners and researchers to implement evidence-based practices to use, assess, and revise consumer-based exercise prescriptions and community health initiatives based on scientific advancements.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Evaluation</b>                         | This program learning outcome is still relevant to our program and applying knowledge for exercise prescription. Within this assessment cycle, the faculty members assigned to instruct the course changed multiple times, which impacted the targets and how the instrument was implemented in the program.                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Measurement Instruments</b>            | As stated above, the instructors for this course (EXS 412) changed several times during the assessment cycle and each instructor delivered content in lecture and lab in different ways and using different methods. For the most part, the measurement instrument used (comprehensive exam) is relevant and aligns with the learning outcome.                                                                                                                                                                                                                                                                                                                                                           |
| <b>Criteria &amp; Targets</b>             | Since this course was taught differently across various semesters, it would be wise to keep the criteria for success and targets for the next assessment cycle. Going forward, the course delivery and comprehensive exam will be more consistent and the program needs this consistent data to better understand the effectiveness of this tool for illustrating this learning outcome.                                                                                                                                                                                                                                                                                                                 |
| <b>Results &amp; Conclusion</b>           | <p><b><u>Results:</u></b> The results are what was expected because of the change-over in instructors. What stood out the most these past three years is how many different instructors taught this class and their main teaching methodologies. There were three different instructors of record and at least three different GAs teaching the lab associated with the course.</p> <p><b><u>Conclusions:</u></b> The obvious answer is that the change over of faculty did impact this course and it needs to have more stability. This should be rectified during the next academic year as a single instructor will instruct the lecture and lab and will continue with it for the near future. A</p> |

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|                                                              | cumulative final exam is still a valid instrument to assess the student learning outcome. This was reinstated during the Spring 2025 with success and good student feedback.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | The EXS program will have a single instructor take over the duties of teaching the lecture and lab sections for this course and this will continue on for the near future. The new instructor will take over the course materials created in Spring 2025 which aligns with the Knowledge, Skills, and Abilities outlined for the ACSM's Exercise Physiologist certification. A cumulative exam will continue to be administered and used as the assessment instrument for this learning outcome. It would be ideal to add a service-learning component to this course and it is a goal of the program to implement this during the next assessment cycle. |