

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Exercise and Sports Science  
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)  
Date Submitted: November 6, 2017  
Report author: Molly Smith

Contact Information:

Phone: 801-626-7361

Email: [mmsmith1@weber.edu](mailto:mmsmith1@weber.edu)

**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

**Information is current; no changes required.**

**Information is not current; updates below.**

Update:

The Exercise and Sport Science (ESS) major is an interdisciplinary program of studies within the Department of Health Promotion and Human Performance (HPPH) in the Jerry and Vickie Moyes College of Education that was approved by the Board of Regents in May 2016 as a revision of the Human Performance Management Major – Wellness Emphasis. There is a set of required common core courses and two distinct tracks within this ESS major. The Fitness Professional track integrates health promotion, physical education, athletic training, and nutrition disciplines within the HPPH and Athletic Training and Nutrition Departments in preparing undergraduate students to assess needs and develop, implement, and manage fitness, health, nutrition, and sport programs for diverse populations. Students who complete this track likely will seek health and fitness-related careers in a variety of public and private settings. The Exercise Science track of the ESS major integrates coursework from departments beyond the College of Education. This track serves students by providing an excellent foundation of education to prepare them for graduate school programs as well as professional employment opportunities while providing important knowledge, skills, and abilities for living healthily.

## **B. Mission Statement**

Please review the Mission Statement for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below.**

Update:

The mission of the Health Promotion and Human Performance Department is to inspire future professionals by providing high quality education through an innovative, engaged learning environment.

The mission of the Exercise and Sport Science Program is to prepare students with the knowledge, skills, and abilities to enhance human lives through physical activity.

### C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

#### Updated Measurable Learning Outcomes

The Exercise and Sport Science program is in the initial stages of self-study to match the curriculum with the Standards and Guidelines for the Accreditation of Educational Programs in Exercise Science adopted by the Committee on Accreditation for Exercise Sciences (CoESS) and Commission on Accreditation of Allied Health Education Programs (CAAHEP). The following major areas of professional practice (i.e., domains) and competencies follow the American College of Sports Medicine’s Certified Exercise Physiology Competencies.<sup>1</sup>

<b>Domains and Professional Competencies</b>	<b>Primary Outcome</b> The exercise and sport science graduate will be able to:
1. Foundational Core Knowledge and Skills	Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, program administration, psychology, and injury prevention in the health/fitness setting.
2. Health and Fitness Assessment	Perform preparticipation health screenings and fitness assessments.
3. Exercise Prescription	Interpret assessment results and develop exercise prescription
4. Implement Exercise Prescriptions	Incorporate suitable physical activities to improve functional capacity.
5. Exercise Counseling and Behavioral Strategies	Apply appropriate behavioral change techniques to effectively educate and counsel lifestyle modification.
6. Legal/Professional	Create and disseminate risk management guidelines for a health/fitness facility, department or organization to reduce member, employee and business risk. Create an effective injury prevention program and ensure that emergency policies and procedures are in place.
7. Management	Perform duties related to fitness management, administration, and program supervision.

<sup>1</sup>American College of Sports Medicine’s Certifications at a Glance. Table D.1. in *ACSM’s Guidelines for Exercise Testing and Prescription*, 10<sup>th</sup> ed. 2018.

#### D. Curriculum

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below**

Embedded ESS Curriculum Grid in Excel follows. Due to the length and breadth of the Standards and Guidelines for Accreditation of Education Programs in Exercise Science Performance Domains and Assorted Competencies the 10 x 3 pages have been condensed. We will also upload the Excel document separately.



## **E. Assessment Plan**

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a *minimum of three years* beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

To be developed.

**F. Report of assessment results for the most previous academic year:**

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

**A. Evidence of Learning: Courses within the Major**

**(this is a sample page for purpose of illustration only; a blank template can be found on the next page)**

<b>Sample only - Evidence of Learning: Courses within the Major – Sample only</b>					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: A set of 10 multiple choice questions from Exam 1  Measure 2: Student presentations	Measure 1: 85% of students will score 80% or better on 10 questions  Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students scored 80% or better on 10 questions  Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.	Measure 1: Students successfully demonstrated interpretation skills  Measure 2: unclear where the issue is	Measure 1: No curricular or pedagogical changes needed at this time  Measure 2: provide better explanation of the expectations for this criterion and re-assess.
Learning Outcome 2:	Measure 1: Results of standardized test  Measure 2: Students are surveyed about their perceived competence of the outcome	Measure 1: 85% of students will score at or above the national average.  Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5	Measure 1: 90% of students scored above national average  Measure 2: Less than half of students felt competence with this outcome.	Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly.  Measure 2: Students tested well, but their perceived competence was lower than expected.	Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review  Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.

\*Can be a mix of direct and indirect measures, but at least one measure must be direct



Evidence of Learning Worksheet: **Courses within the Major**

Course:

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

\*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

Report due 11/15/2017

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

If you cannot identify any HIPs occurring within your academic program, please indicate that. Are you planning to incorporate HIPs in the near future?

[List and/or narrative]

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

Evidence of Learning: General Education Area [fill in]					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will... Learning Outcome 1:	Measure 1	Measure 1	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 3:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional narrative (optional – use as much space as needed):

### G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
(i.e. Final Project Rubric)	(i.e. end of semester)	(i.e. electronic copies)
(i.e. Chi Tester Outcome Report)	(i.e. 2-3 times per semester)	(i.e. electronic format, chi tester warehouse)

Summary Information (as needed)

## Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

The last 5-year review of the Human Performance Management Program is no longer relevant.

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

### Current ESS Faculty Members/Rank:

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching
Molly Smith	Female	Caucasian	Professor	Tenured	PhD	28 (WSU) 33 (total)
Saori Hanaki	Female	Asian	Assistant	Tenure Track	PhD	1 <sup>st</sup> year (WSU) 7 total

### Current Additional Program Faculty Members/Rank:

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching
Michael Olpin	Male	Caucasian	Professor	Tenured	PhD	18 (WSU) 27 (total)
Christopher Eisenbarth	Male	Caucasian	Associate Professor	Tenured	PhD	11 (WSU) 20 (total)
Jennifer Turley	Female	Caucasian	Professor	Tenured	PhD	21 (WSU)
Joan Thompson	Female	Caucasian	Professor	Tenured	PhD	30 (WSU)
Rodney Hansen	Male	Caucasian	Professor	Tenured	PhD	14 (WSU)
James Zagrodnik	Male	Caucasian	Associate	Tenured	PhD	7 (WSU)
Chad Smith	Male	Caucasian	Assistant	Tenure Track	PhD	6 (WSU)
David Aguililar-Alvarez	Male	Caucasian	Assistant	Tenure Track	PhD	3 (WSU)
Heather Hunter	Female	Caucasian	Instructor	Non-Tenure Track	MS	5 (WSU)
Christina Aguililar	Female	Caucasian	Instructor	Non-Tenure Track	MS	1 (WSU)

**# Adjunct Faculty:**

Name	Gender	Ethnicity	Rank	Highest Degree	Years Teaching	Areas of Expertise
Tim Ruden	Male	Caucasian	Adjunct	MS	22	Fitness Assessment and ExRx
Sherrie Jensen	Female	Caucasian	Adjunct	MS	14	Exploring Ex Sci Professions
Les Stone	Male	Caucasian	Adjunct	BS, EMT	9 – WSU	Emergency Medical Response
Paul Bugnet	Male	Caucasian	Adjunct	MS	7– WSU 9 - Total	Emergency Medical Response
Maria Richards	Female	Caucasian	Adjunct	PhD	17	Nutrition
Julie Hansen	Female	Caucasian	Adjunct	MS, RDN	14	Sports Nutrition
Barbara Dirks	Female	Caucasian	Adjunct	MEd	1	Internship

**Please respond to the following questions.**

- 1) Based on your program's assessment findings, what subsequent action will your program take?
  
  
  
  
  
  
  
  
  
  
- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?