

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Exercise and Nutrition Sciences (ENS)
Academic Year of Report: 2019/20 (covering Summer 2018 through Spring 2020)
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

Information is current; no changes required.

Update if not current:

The ENS department mission statement found online (<https://weber.edu/ens/about.html>): The Department of Exercise and Nutrition Sciences (ENS) supports and enhances the mission of the University through learning, access, and community partnerships in exercise and nutrition sciences. We provide effective instruction, exploratory research, and engaged service to prepare exercise, fitness, and nutrition professionals for the workforce and graduate studies and to promote optimal health, human performance, and overall well-being.

The Exercise and Sport Science Program mission statement: 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.

B. Student Learning Outcomes

Information is current; no changes required.

Student Learning Outcomes*:

At the end of their study at WSU, students in this program will

1. Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, program administration, psychology, and injury prevention in the health/fitness setting.
2. Perform pre-participation health screenings and fitness assessments.
3. Interpret assessment results and develop exercise prescription.
4. Incorporate suitable physical activities to improve functional capacity.
5. Apply appropriate behavioral change techniques to effectively educate and counsel lifestyle modification.
6. Create and disseminate risk management guidelines for a health/fitness facility, department or organization to reduce member, employee and business risk. OR Create an effective injury prevention program and ensure that emergency policies and procedures are in place.
7. Perform duties related to fitness management, administration, and program supervision.

**The student learning outcomes were developed in the 2017 – 2018 academic year to align the program’s student learning outcomes with the major areas of professional practice (i.e., domains) and the knowledge, skills, and abilities (KSAs) identified for the fitness and clinical exercise science/physiology certifications offered by the American College of Sports Medicine (ACSM)¹*

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

C. Curriculum

 Information is current; no changes required.

D. Update if not current

- [Link to Curriculum Grid saved on Google Sheets](#)

Core Courses in Department/ Program	Department/Program Learning Outcomes* [1= Minor Emphasis; 2 = Moderate Emphasis; 3 = Major Emphasis]						
	1. Foundational Core Knowledge and Skills	2. Health and Fitness Assessment	3. Exercise Prescription	4. Implement Exercise Prescriptions	5. Exercise Counseling & Behavioral Strategies	6. Legal/ Professional	7. Management
ESS Major Required Core							
AT 2300 – Emergency Response	3		2			3	
ESS 2200 – Exploring Exercise Science Professions	1	1					
ESS 2300 – Health/Fitness Evaluation & Exercise Prescription	3	3	3	2	2	1	
ESS 3450 – Structural Kinesiology	3	1	2	1			
ESS 3500 – Biomechanics	3	1	1				
ESS 3510 – Exercise Physiology	3	2	2	1			
ESS 3600 – Measurement & Statistics in Exercise Science	3	2		1			

ESS 4370 – Clinical Exercise Physiology	3	3	3	3	2	1	
ESS 4990 – Senior Seminar	3					1	1
Fitness Professional Emphasis –Required core							
HLTH 3000 – Foundations of Health Promotions	2				2		2
HLTH 3200 – Methods in Health Education	3			3	3		
NUTR 2320 – Food Values, Diet Design and Health	3	2	2		2	1	1
NUTR 3020 – Sports Nutrition – OR -	3	2	2	1	2	1	1
NUTR 4420 – Nutrition and Fitness	3						
PEP 3280 – Methods of Teaching Strength & Conditioning	3	3	3	2	2	2	2
ESS 2890/ESS 4890 Corporative Work Experience	3						3
PS 3203 – Customer Service Techniques – OR -							3
PS 3563 – Principles of Sales Supervision							3
Exercise Science Emphasis – Required Electives from College (HHP and Athletic Training & Nutrition) at least 12 cr.							
AT 2430 – Prevention & Care of Musculoskeletal Injuries	3			2		2	
NUTR 2320 – Food Values, Diet Design & Health	3						
NUTR 3020 – Sports Nutrition – OR -	3	2	2		2	1	1
NUTR 4420 – Nutrition and Fitness	3	2	2	1	2	1	1
NUTR 4320 – Current Issues in Nutrition	3						

PEP 3100 – Principles of Motor Learning & Motor Development				1	1		
PEP 3280 – Methods of Teaching Strength & Conditioning	3	3	3	2	2	2	2
PEP 3400 – Sport Psychology for Coaches	2				3		
PEP 4800 – Individual Projects	3						3

*ESS Program will undergo a major curricular updates in the summer of 2021 to align with the accreditation requirements set by Council on Accreditation of Strength and Conditioning Education (CASCE). With this update, new learning outcomes as well as curriculum grid will be created.

E. Program and Contact Information

 Information is current; no changes required.

Update if not current:

The Department of Exercise and Nutrition Sciences (ENS) in the Jerry & Vickie Moyes College of Education offers programs that teach skills and knowledge needed to maintain and enhance human performance and well-being through exercise, fitness, sport, and optimal nutrition. We offer undergraduate students exceptional educational experiences in a variety of teaching environments supported by faculty with diverse expertise. Our state-of-the-art facilities — including fully equipped laboratories (biomechanics, human performance, nutritional biochemistry, and foods), a networked computer lab, and ample indoor and outdoor fitness and activity arenas — provide outstanding areas for student instruction and research. With a curriculum designed to develop professional knowledge and skills, our graduates enter the workforce as fitness and nutrition professionals in a variety of educational, health and fitness settings, and are prepared to pursue graduate studies in their respective career fields.

Through instruction, scholarship and service, our department offers Bachelor of Science degrees in Exercise and Sport Science (Fitness Professional and Exercise Science tracks) and Nutrition Education (Integrative Nutrition and Sports Nutrition tracks) and a Nutrition Education minor. We also support the efforts of undergraduates seeking Departmental Honors and/or the Bachelor of Integrated Studies degree, offering Exercise Science and Nutrition Education and as emphases for the BIS Program.

A degree in exercise and sport science, formerly known as human performance management, provides you with an excellent foundation for a rewarding career in health and fitness and/or graduate studies.

<https://www.weber.edu/ens/exercise-sport-science.html>

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F. Assessment Plan (please see our website for details on how to develop a [program assessment plan](#))

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

Update if not current:

Student Learning Outcome 1: Knowledge & Skills

Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, program administration, psychology, and injury prevention in the health/fitness setting.

How Assessed:

- **Method A (Indirect):** Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: NSCA² Certified Strength & Conditioning Specialist (CSCS) Competencies; “Scientific Foundations” section
 - 80% of students score higher than 4 out of 5
 - Measure 2: ACSM/NPAS³ Physical Activity in Public Health Specialist (PAPHS) Competencies; Area 6 “Exercise Science in Public Health Setting”
 - 80% of students score higher than 4 out of 5
- **Method B (Direct):** Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in “Foundational Core Knowledge and Skills”
 1. Measure 3: Structural Kinesiology (ESS 3450)
 - 80 % of students receive the total lab score higher than 80%
 2. Measure 4: Biomechanics (ESS 3500)
 - 80% of students successfully scores 80% or better on questions in final exam aligned with this SLO
 3. Measure 5: Exercise Physiology (ESS 3510)
 - 80% of students successfully completes the course (C or better)

Student Learning Outcome 2: Health & Fitness Assessment

Perform preparticipation health screenings and fitness assessments.

How Assessed:

- **Method A (Indirect):** Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: ACSM¹ CEP Competencies; Section I “Heath & Fitness Assessment”
 - 80% of students score higher than 4 out of 5
 - Measure 2: NSCA² CSCS Competencies; Practical- IV- Testing & Evaluation” section
 - 80% of students score higher than 4 out of 5
- **Method B (Direct):** Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in “Preparticipation Health Screenings and Fitness Assessments”
 - Health/Fitness Evaluation & Exercise Prescription (ESS 2300)
 - Measure 3: 80% of students score 80% or higher on Complete Fitness Assessment (or Personal Fitness Assessment during COVID restrictions) Assignment
 - Measure 4: 80% of students score 80% or higher on the 17 question Health Appraisal Quiz
 - Measure 5: 80% of students score 80% or higher on the Practical Skills Final Exam (Written exam during COVID restrictions)
 - Measurement and Statistics in Exercise Science (ESS 3600)
 - Measure 6: 80% of students score 80% or better on Research Replication Study Project.
 - Measure 7: 80% of students score C or better in the course
 - Clinical Exercise Physiology (ESS 4370)
 - Measure 8: 80% of students score 80% or higher on the 10 question Health Screening and Pre-Exercise Evaluation Quiz
 - Measure 9: 80% of students score 80% or higher on the Individualized Exercise Program Project

Student Learning Outcome 3: Exercise Prescription

Interpret assessment results and develop exercise prescription.

How Assessed:

- **Method A (Indirect):** Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: ACSM¹ CEP Competencies; Section II “Exercise Prescription & Implementation”
 - 80% of students score higher than 4 out of 5
 - Measure 2: NSCA² CSCS Competencies; Practical- II – “Program Design” section
 - 80% of students score higher than 4 out of 5
- **Method B (Direct):** Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in “Interpretation of Assessments and Development of Exercise Prescription”
 - Health/Fitness Evaluation & Exercise Prescription (ESS 2300)
 - Measure 3: 80% of students score 80% or higher on the VO₂ and Heart Rate Reserve Assignment
 - Measure 4: 80% of students score 80% or higher on the Exercise Program and Prescription Project

- Clinical Exercise Physiology (ESS 4370)
 - Measure 5: 80% of students score 80% or higher on the 10 question Exercise Prescription Quiz
 - Measure 6: 80% of students score 80% or higher on the Individualize Exercise Program Project

Student Learning Outcome 4: Physical Activity for Functional Capacity

Incorporate suitable physical activities to improve functional capacity.

How Assessed:

- Method A (Indirect): Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: ACSM¹ CEP Competencies; Section II “Exercise Prescription & Implementation”
 - 80% of students score higher than 4 out of 5
 - Measure 2: NSCA² CSCS Competencies; Practical- II – Program Design” section
 - 80% of students score higher than 4 out of 5
- Method B (Direct): Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have a major emphasis in “Incorporation of Physical Activity of for Functional Improvement”
 - Clinical Exercise Physiology (ESS 4370)
 - Measure 3: 80% of students score 80% or higher on the Individualized Exercise Program Project
 - Measure 4: 80% of students score 80% or higher on Oral presentation on Clinical Disease & Exercise

Student Learning Outcome 5: Exercise Counseling & Behavioral Strategies

Apply appropriate behavioral change techniques to effectively educate and counsel lifestyle modification.

How Assessed:

- Method A (Indirect): Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: ACSM¹ CEP Competencies; Section III “Exercise Counseling & Behavior Modification”
 - 80% of students score higher than 4 out of 5
 - Measure 2: ACSM/NAPS³ PAPHs Competencies; Area 3 – “Planning & Evaluating”
 - 80% of students score higher than 4 out of 5
- Method B (Direct): Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an emphasis in “Behavioral Change and Lifestyle Modification”
 - Measure 3: Health/Fitness Evaluation & Exercise Prescription (ESS 2300)
 - 80% of students score 80% or higher on the Exercise Prescription and Program Assignment
 - Measure 4: Clinical Exercise Physiology (ESS 4370)
 - 80% of students score 80% or higher

Student Learning Outcome 6: Risk Management & Injury Prevention

Create and disseminate risk management guidelines for a health/fitness facility, department or organization to reduce member, employee and business risk. OR Create an effective injury prevention program and ensure that emergency policies and procedures are in place.

How Assessed:

- Method A (Indirect): Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: ACSM¹ CEP Competencies; Section IV “Risk Management and Professional Responsibilities”
 - 80% of students score higher than 4 out of 5
 - Measure 2: NSCA² CSCS Competencies; Practical- III – Organization and Administration” section
 - 80% of students score higher than 4 out of 5
- Method B (Direct): Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an emphasis in “Risk Management and Emergency Procedure”
 - Measure 3: Emergency Response (AT 2300)
 - 80% of students successfully complete the course (C or better)

Student Learning Outcome 7: Fitness Management

Perform duties related to fitness management, administration, and program supervision.

How Assessed:

- Method A (indirect): Self-evaluation in senior seminar course (ESS 4990) utilizing:
 - Measure 1: ACSM¹ CEP Competencies; Section IV “Risk Management and Professional Responsibilities”
 - 80% of students score higher than 4 out of 5
 - Measure 2: NSCA² CSCS Competencies; Practical- III – Organization and Administration” section
 - 80% of students score higher than 4 out of 5
- Method B (Direct): Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an emphasis in “Management, Administration, and Supervision”
 - Measure 3: Corporative Work Experience (ESS 4890)
 - 80% or more students successfully complete the course with a B- (80%) or better grade

¹ ACSM CEP – American College of Sports Medicine Certified Exercise Physiologist

² NSCA CSCS – National Strength & Conditioning Association, Certified Strength & Conditioning Specialist

³ ACSM/NAPS PAPHS- American College of Sports Medicine (ACSM)/National Physical Activity Society Physical Activity in Public Health Specialist

New: [High Impact Educational Experiences](#) in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	Department/Program use of High Impact Educational Experiences							
	Evidence-Based Teaching	Project-Based	Internship	Career Development	Undergrad. Research	Team-Based	Capstone	
ESS 2200				x				
ESS 2300		x						
ESS 3450	x	x				x		
ESS 3500	x							
ESS 3510	x							
ESS 3600		x				x		
ESS 4370	x	x						
ESS 4890			x					
ESS 4990				x			x	
NUTR 4520 (ESS 4800) Undergraduate Research		x			x			

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

Courses	Department/Program use of High Impact Educational Experiences	
	HIEE	Method of Measurement
ESS 2200	Career Development	<i>Students complete character strength assessment and gather evidence/information on a variety of Exercise Science professions to draw an evidence-supported conclusion on their career choice. Measure: Overall course grade; Target: 80% or better</i>
ESS 2300	Project-Based	<i>Students complete two major projects in the class. 1) Students conduct and evaluate fitness assessments on four individuals and 2) they develop an exercise prescription and exercise program for one of these individuals based on their fitness assessment and evaluation results. Fitness assessment skills are then demonstrated and evaluated in a practical skills final exam. Measure: overall course grade; Target: 80% or better</i>
ESS 3450	Project-Based Team-Based	<i>Students work in a small group (3 or 4) to complete an in-depth muscular analysis of an exercise and disseminate the results in an oral presentation and a written document that targets both exercise science professionals and the general public. Measure: Evaluation of the Exercise Analysis Project; Target: 80% or better</i>
ESS 3500	Evidence-based teaching practices	<i>Students interpret the data and draw evidence/data supported conclusions in the lab reports. Measure: Evaluation of the Lab reports; Target: 80% or better</i>
ESS 3510	Evidence-based teaching practices	<i>Students collect data, interpret results, and connect with appropriate physiological mechanisms in lab reports. Students learn how to administer different exercise physiology testing procedures. Measure: Evaluation of Lab reports (Cumulative Lab Report Grade Target B- or better) & Performance on laboratory practical; Target: 80% or better</i>
ESS 3600	Project-based Team-based	<i>Students work in small groups (3-5) to replicate a peer-reviewed research publication. Students review and critique the initial paper, then collect data, conduct statistical analysis, interpret results, and present findings to the class. Measure: Group Project Presentation; Target 80% or better.</i>
ESS 4370	Evidenced-based teaching practices; Project-Based	<i>Students complete two major projects: 1) they demonstrate evidenced based teaching practices by researching an assigned clinical disease topic and presenting their findings with focus on application to exercise testing and prescription, and 2) they complete a health appraisal and pre-participation assessment on a clinical population, interpret results, develop an exercise prescription plan, and develop a 3 month exercise program for this population. Measure: overall course grade; Target 80% or better.</i>
ESS 4890	Internship	<i>Students complete in an instructor approved field experience/internship of their choice. Measure: Overall course grade; Target 80% or better</i>
ESS 4990	Capstone	<i>Students reflect on their academic careers and develop ePortfolio summarizing their knowledge, skills, and abilities. Measure: Students' reflections and evaluation of the ePortfolio assignment</i>

NUTR 4520 (ESS 4800)	Research	Students complete a research project under the guidance of ESS faculty member. Measure: Evaluation of the student research project summary, abstract, poster and/or oral presentation; Target 80% or better
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Table of the Assessment of High Impact Educational Experiences by ESS Course

HIEE ESS 2200: Career Development	Measure: Overall course grade	80% or better	Overall: 79% scored B- or better F18: 87% S19: 79% F19: 86% S20: 81%	Students successfully completed competencies. Lowest scores were associated with missed assignments.	No curricular or pedagogical changes needed at this time	Assess methods of communication with students to decrease missed assignments.
HIEE ESS 2300: Project- Based	Overall course grade	80% or better	Overall: 91% of students scored ≥80% F19: 90% S20: 91%	Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
HIEE ESS 3450: Project- Based Team-Based	Exercise analysis project	80% of students score 80% or better	Overall: 96% of students scored ≥80% Su18: 95% Fa18: 100% S19: 96% Su19: 100% F19: 100% S20: 92%	Students successfully completed competencies.	No major curricular pedagogical modifications are needed at this time.	Provide progress check/feedback to improve low scoring areas.
HIEE ESS 3500: Evidence- Based Teaching practices	Laboratory report evaluations	80% or better on the laboratory grade	Overall: 90% of students scored ≥80% F18: 97% S19: 82% F19: 86% S20: 92%	Students successfully completed the competencies.	A few of low performances were due to missed assignments.	Provide timely reminders for the laboratory report dues.
HIEE ESS 3510: Evidence- Based Teaching Practices	Measure 1: Evaluation of Lab reports	Measure 1: Cumulative Lab Report Grade Target B- or better	Measure 1: Overall: 84% of students scored ≥80% F18- 85.4% S19- 76.7% F19- 87.0% S20-85.4%	Measure 1: Students successfully achieve the competencies. A few lower scores were associated with missing assignments and less than optimal elaboration in the lab reports.	No major curricular or pedagogical updated are needed at this time; however; timely reminder for the due dates will help to reduce the incidences of missing assignments	Provide grading rubrics to improve the clarity of the assignments.

	Measure 2: Performance on laboratory practical	Measure 2: Target 80% or better	Measure 2: Overall: 95% of students scored ≥80% F18-95.8% S19-95.3% F19-93.5% S20-Assignment not conducted due to COVID-19	Measure 2: Students successfully met the competencies.	No major curricular or pedagogical modifications are necessary at this time.	Consider an alternative assessment for practicum for online course delivery.
HIEE ESS 3600: Project- Based Team-Based	Research Study Replication Group Project Presentation	Target 80% or better	Overall: 97% of students scored ≥80% F18- 100% S19- 94.4% F19- 95.7% S20-100%	Students successfully completed the competencies.	No pedagogical and curricular changes are needed this time.	n/a
HIEE ESS 4370: Project- Based	Course grade	80% or better	Overall: 95% of students scored ≥80% S19: 86.7% F19: 100% S20: 95%	Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance
HIEE ESS 4890: Internship	Overall course grade	80% or more students complete the course successfully (80% or better)	Overall: 100% of students scored ≥B- Su18: 100% F18: 100% S19: 100% Su19: 100% F19: 100% S20: 100%	Students completed met the competencies successfully.	No major changes in pedagogy is needed at this time; however, periodical evaluation of course assignments is valuable, especially with the internship coordinator change.	Evaluate the alignment between course requirements and industry's needs.
HIEE ESS 4990: Capstone	Measure: Students' reflections and evaluation of the ePortfolio assignment	80% students score higher than 80% on ePortfolio assignment	Overall: 100% of students scored ≥ 80% F18: 100% S19: 100% F19: 100% S20: 100%	All students successfully completed ePortfolio assignments effectively. Incorporating peer- evaluation process has helped the quality of work.	No curricular/pedagogical modifications are needed at this time.	n/a

F. Report of assessment results since the last report:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for ‘acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

A. Evidence of Learning: Courses within the Major

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Knowledge & Skills	Measure 1: <u>Method 1 (Indirect): ESS 4990:</u> Self-evaluation in senior seminar course utilizing: NSCA ² Certified Strength & Conditioning Specialist (CSCS) Competencies; “Scientific Foundations” section	Measure 1A: 80% of students score higher than 4 out of 5	Measure 1A: Overall: 69% of students scored ≥4 out of 5	Measure 1: The average score was 4.22. Of 14 scientific foundation criteria, the lowest (mean score of 3.61) was “Apply knowledge of neuroendocrine physiology”	Make concepts of neuroendocrine physiology more explicit as discussed in exercise and clinical physiology courses.	Assess the student knowledge in neuroendocrine physiology in appropriate courses.
	Measure 2: ESS 4990: ACSM/NPAS ³ Physical Activity in Public Health Specialist (PAPHS) Competencies; Area 6 “Exercise Science in Public Health Setting”	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 82% of students scored ≥4 out of 5	Measure 2: Students on average felt they were competent in exercise science knowledge (average 4.47).	Continue as is	n/a
	Measure 3: ESS 3450: Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in “Foundational Core Knowledge and Skills”	Measure 3: Structural Kinesiology (ESS 3450), 80 % of students scores 80% or better on labs	Measure 3: Overall: 92% of students scored ≥ C Su18: 100% F18: 90% S19: 78% Su19: 94% F19: 94%	Measure 3: Students successfully completed competencies.	No curricular or pedagogical modifications are necessary at this point; low-scoring areas are in the unit 1 (theory-heavy) contents. Frequent, low stake assessments with	Identify the areas where students struggle and improve the instructions and provide more guidance.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
			S20: 83%		timely feedback could benefit.	
	Measure 4: ESS 3500: Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Foundational Core Knowledge and Skills"	Measure 4: Biomechanics (ESS 3500), 80% of students' scores 80% or better on questions in the final exam	Measure 4: Overall: 49% of students scored 80% or better F18: 36% S20: 68%	Measure 4: Students struggled with the practical application of scientific knowledge.	Course instructions and assignments were updated over time. A notable improvements were made over the reporting period.	Continue making improvements in course instructions and assignments.
	Measure 5: ESS 3510: Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Foundational Core Knowledge and Skills"	Measure 5: Exercise Physiology (ESS 3510), 80% of students successfully completes the course (C or better)	Measure 5: Overall: 93% of students received C or better F18- 91.7% ≥ C S19-95.3% ≥ C F19-93.5% ≥ C S20-92.7% ≥ C	Measure 5: Students completed the competencies successfully.	No curricular or pedagogical modifications are needed at this time.	Identify low scoring areas of the course to improve the clarity of the instructions and assignments.
Learning Outcome 2: Health & Fitness Assessment	Measure 1: ESS 4990: <u>Method 1 (Indirect):</u> Self-evaluation in senior seminar course utilizing: ACSM ¹ CEP Competencies; Section I "Heath & Fitness Assessment"	Measure 1: 80% of students score higher than 4 out of 5	Measure 1: Overall: 69% of students scored ≥4 out of 5	Measure 1: The average score was 4.13. Of 6 criteria, the lowest (3.89 average) was "Conduct and interpret cardiorespiratory fitness assessments."	Consider integrating more practicum in cardiorespiratory fitness assessments.	Evaluate practical skills on cardiorespiratory fitness assessment skills.
	Measure 2: ESS 4990: <u>Method 1 (Indirect):</u> Self-evaluation in senior seminar course utilizing: NSCA ² CSCS Competencies; Practical- IV- Testing & Evaluation" section	Measure 2: 80% of students score higher than 4 out of 5	Measure 2 NSCA ² CSCS Competencies; Practical- IV- Testing & Evaluation" section	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 81% of students scored ≥4 out of 5	One average, students rated their skills in reliable and valid testing and interpretation reasonable (3.95 average).

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
	Measure 3: <u>Method 2 (Direct): ESS 2300</u> : Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Pre-participation Health Screenings and Fitness Assessments"	Measure 3: 80% of students score 80% or higher on Complete Fitness Assessment (or Personal Fitness Assessment during COVID restrictions) Assignment	Measure 3: Overall: 92% of students scored ≥80% F19: 90% S20: 94%	Measure 3: Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 4: <u>Method 2 (Direct): ESS 2300</u> : Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Pre-participation Health Screenings and Fitness Assessments"	Measure 4: 80% of students score 80% or higher on quiz questions (17 multiple choice questions in chapter 2 quiz)	Measure 4: Overall: 87% of students scored ≥80% F19: 90% S20: 85%	Measure 4: Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 5: <u>Method 2 (Direct): ESS 2300</u> : Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Pre-participation Health Screenings and Fitness Assessments"	Measure 5: 80% of students score 80% or higher on the Practical Skills Final Exam (Written exam during COVID restrictions)	Measure 5: Overall: 80% of students scored ≥80% F19: 90% S20: no practical skills exam due to COVID.	Measure 5: Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 6: ESS 3600 : Measurement and Statistics in Exercise Science	Measure 6: 80% of students score 80% or better on Group Research Replication Project.	Measure 6: Overall: 97% of students scored ≥80% F18- 100% ≥ B- S19- 94.4% ≥ B-	Measure 6: Students successfully completed the competencies.	No specific actions in curricular modifications are needed at this time.	n/a

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
			F19- 95.7% ≥ B- S20-100% ≥ B-			
	Measure 7: ESS 3600: Measurement and Statistics in Exercise Science	Measure 7: 80% of students score C or better in the course	Measure 7: Overall: 92% of students scored ≥80% F18- 95.5% ≥ C S19-88.9% ≥ C F19-87.0% ≥ C S20-95.0% ≥ C	Measure 7: Students successfully achieved the competencies.	No specific changes in the course pedagogy are needed at this point.	Identify low-performing areas of the course and provide additional guidance to improve the performance.
	Measure 8: ESS 4370: Clinical Exercise Physiology	Measure 8: 80% of students score 80% or higher on the 10 question Health Screening and Pre-Exercise Evaluation Quiz	Measure 8: Overall: 87% of students scored ≥80% S19: 86.7% ≥ 80% F19: 79% of ≥ 80% S20:95% ≥80%	Measure 8: Three students unsuccessfully met competency in F19. All students successfully completed competencies S20.	Curriculum revised spring 2020 with a resultant increase in scores. No further curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 8: ESS 4370: Clinical Exercise Physiology	Measure 9: 80% of students score 80% or higher on the Individualized Exercise Program Project	Measure 9: Overall: 92% of students scored ≥80% S19: 80% ≥ 80% F19: 100% ≥ 80% S20: 95% ≥80%	Measure 9: Students successfully completed competencies	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
Learning Outcome 3: Exercise Prescription	Measure 1: ESS 4990: Self-evaluation in senior seminar course utilizing ACSM ¹ CEP Competencies; Section II "Exercise Prescription & Implementation"	Measure 1: 80% of students score higher than 4 out of 5	Measure 1: Overall: 51% of students scored ≥4 out of 5	Measure 1: The average score was 3.91. Of the lowest score (3.57 average) was "Prescribe and implement exercise programs for clients with controlled cardiovascular, pulmonary, and	Make the curriculum on (already in place) exercise prescription more explicit, and also consider adding discussion on collaboration with healthcare professionals.	Evaluate learning outcomes on exercise prescription and collaboration.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
				metabolic diseases and other clinical populations and work closely with clients' healthcare providers, as needed. (Synthesis)"		
	Measure 2: ESS 4990 : Self-evaluation in senior seminar course utilizing NSCA ² CSCS Competencies; Practical- II – "Program Design" section (9 criteria)	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 67% of students scored ≥4 out of 5	Measure 2: The average score was 4.14. Of 9 criteria, the lowest score was "Designing programs for an injured athlete during the reconditioning period."	The curriculum need to be sure to cover this competency in the curriculum.	Assess student learning outcome on program design.
	Measure 3: ESS 2300 : Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Interpretation of Assessments and Development of Exercise Prescription" in Health/Fitness Evaluation & Exercise Prescription	Measure 3: 80% of students score 80% or higher on the VO ₂ and Heart Rate Reserve Assignment	Measure 3: Overall: 88% of students scored ≥80% F19: 91% S20: 85%	Measure 3: Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 4: ESS 2300 : Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Interpretation of Assessments and Development of Exercise Prescription" in Health/Fitness Evaluation & Exercise Prescription	Measure 4: 80% of students score 80% or higher on the Exercise Program and Prescription Project	Measure 4: Overall: 87% of students scored ≥80% F19: 90% S20: 85%	Measure 4: Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
	Measure 5: ESS 4370: Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Interpretation of Assessments and Development of Exercise Prescription" in Clinical Exercise Physiology	Measure 5: 80% of students score 80% or higher on the 10 question Exercise Prescription Quiz	Measure 5: Overall: 90% of students scored ≥80% S19: 86.7% ≥ 80% F19: 86% ≥ 80% S20: 100% ≥ 80%	Measure 5: Students successfully completed competencies	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 6: ESS 4370: Standardized cognitive and skill assignments and exams related to respective content areas in ESS courses which have a major emphasis in "Interpretation of Assessments and Development of Exercise Prescription" in Clinical Exercise Physiology	Measure 6: 80% of students score 80% or higher on the Individualize Exercise Program Project	Measure 6: Overall: 92% of students scored ≥80% S19: 80% ≥ 80% F19: 100% ≥ 80% S20: 95% ≥ 80%	Measure 6: Students successfully completed competencies	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
Learning Outcome 4: Physical Activity for Functional Capacity	Measure 1: ESS 4990: Self-evaluation in senior seminar course utilizing: ACSM ¹ CEP Competencies; Section II "Exercise Prescription & Implementation" (8 criteria)	Measure 1: 80% of students score higher than 4 out of 5	Measure 1: Overall: 51% of students scored ≥4 out of 5	Measure 1: The average score was 3.91. Of the lowest score (3.57 average) was "Prescribe and implement exercise programs for clients with controlled cardiovascular, pulmonary, and metabolic diseases and other clinical populations and work closely with clients' healthcare providers, as needed. (Synthesis)"	Make the curriculum on (already in place) exercise prescription more explicit, and also consider adding discussion on collaboration with healthcare professionals.	Evaluate learning outcomes on exercise prescription and collaboration.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
	Measure 2: ESS 4990: Self-evaluation in senior seminar course utilizing: NSCA ² CSCS Competencies; Practical- II – Program Design” section (9 criteria)	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 67% of students scored ≥4 out of 5	Measure 2: The average score was 4.14. Of 9 criteria, the lowest score was “Designing programs for an injured athlete during the reconditioning period.”	The curriculum need to be sure to cover this competency in the curriculum.	Assess student learning outcome on program design.
	Measure 3: ESS 4370: Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have a major emphasis in “Incorporation of Physical Activity of for Functional Improvement”	Measure 3: 80% of students score 80% or higher on the Individualized Exercise Program Project	Measure 3: Overall: 92% of students scored ≥80% S19: 80% ≥ 80% F19: 100% ≥ 80% S20: 95% ≥80%	Measure 3: Students successfully completed competencies	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 4: ESS 4370: Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have a major emphasis in “Incorporation of Physical Activity of for Functional Improvement”	Measure 4: 80% of students score 80% or higher on Oral presentation on Clinical Disease & Exercise	Measure 4: Overall: 94% of students scored ≥80% S19: 100% ≥ 80% F19: 93 ≥ 80% S20: 90% ≥80%	Measure 4: Students successfully completed competencies	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
Learning Outcome 5: Exercise Counseling & Behavioral Strategies	Measure 1: ESS 4990: Self-evaluation in senior seminar course utilizing: ACSM ¹ CEP Competencies; Section III “Exercise Counseling & Behavior Modification” (4 criteria)	Measure 1: 80% of students score higher than 4 out of 5	Measure 1: Overall: 67% of students scored ≥4 out of 5	Measure 1: The average score was 4.14. Some felt competent in this area, but others did not feel as competent.	Make discussion on this topic more explicit.	Add clarity to instructions and assignments.
	Measure 2: ESS 4990: Self-evaluation in senior seminar course utilizing: ACSM/NAPS ³ PAPHS Competencies; Area 3 – “Planning & Evaluating”	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 45% of students scored ≥4 out of 5	Measure 2: More than half of the students felt they were not as competent in providing counseling and education using	Include behavioral modification models and their application in the curriculum.	Appropriately assess the learning outcome using direct measure.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
				behavioral modification models for health promotion.		
	Measure 3: ESS 2300: Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an emphasis in "Behavioral Change and Lifestyle Modification" in Health/Fitness Evaluation & Exercise Prescription	Measure 3: 80% of students score 80% or higher on the Exercise Prescription and Program Assignment	Measure 3: Overall: 87% of students scored ≥80% F19: 90% S20: 85%	Measure 3: Students successfully completed competencies.	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
	Measure 4: ESS 4370: Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an emphasis in "Behavioral Change and Lifestyle Modification" in Clinical Exercise Physiology	Measure 4: 80% of students score 80% or higher	Measure 4: Overall: 92% of students scored ≥80% S19: 80% ≥ 80% F19: 100% ≥ 80% S20: 95% ≥80%	Measure 4: Students successfully completed competencies	No curricular or pedagogical changes needed at this time	Analyze the performance on lower scores and determine if clarity of instruction or feedback improves student performance.
Learning Outcome 6: Risk Management & Injury Prevention	Measure 1: ESS 4990: Self-evaluation in senior seminar course utilizing: ACSM ¹ CEP Competencies; Section IV "Risk Management and Professional Responsibilities"	Measure 1: 80% of students score higher than 4 out of 5	Measure 1: Overall: 67% of students scored ≥4 out of 5	Measure 1: The average score for this competency was 4.14. While some feels very competent in this area, others felt as not competent.	Provide consistent instructions/guidance in this area through internship experience.	Identify low-performed areas to add clarity to the assignments.
	Measure 2: ESS 4990: Self-evaluation in senior seminar course utilizing: NSCA ² CSCS Competencies; Practical- III – Organization and Administration" section (4 criteria)	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 49% of students scored ≥4 out of 5	Measure 2: The average score was 3.87. The lowest of 4 criteria was "Determine the design, layout, and organization of the	Discussion on organization and administration specific to fitness facility needs to added to the curriculum.	Assess organization of administration learning outcomes.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
				strength and conditioning facility"		
	Measure 3: AT 2300: Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an emphasis in "Risk Management and Emergency Procedure" in Emergency Response	Measure 3: 80% of students successfully complete the course (C or better)	Measure 3: Overall: 94% of students successfully completed the course	Measure 3: Students successfully completed the competencies	No pedagogical changes are needed at this time.	
Learning Outcome 7: Fitness Management	Measure 1: ESS 4990: Self-evaluation in senior seminar course utilizing: ACSM ¹ CEP Competencies; Section IV "Risk Management and Professional Responsibilities" section (2 criteria)	Measure 1: 80% of students score higher than 4 out of 5	Measure 1: Overall: 80% of students scored ≥4 out of 5	Measure 1: The average score was 4.12. The criterion scored lower (average of 3.92) was "Develop and disseminate risk management guidelines for a health/fitness facility to reduce member, employee, and business risk. (Application)"	Development and dissemination of risk management guidelines in appropriate courses need to be more explicit and expanded.	Assess risk management learning outcome in courses needs to be assessed using direct measures.
	Measure 2: ESS 4990: Self-evaluation in senior seminar course utilizing: NSCA ² CSCS Competencies; Practical- III – Organization and Administration" section (4 criteria)	Measure 2: 80% of students score higher than 4 out of 5	Measure 2: Overall: 50% of students scored ≥4 out of 5	Measure 2: The average score was 3.87. The lowest of 4 criteria was "Determine the design, layout, and organization of the strength and conditioning facility"	Discussion on organization and administration specific to fitness facility needs to added to the curriculum.	Assess organization of administration learning outcomes.
	Measure 3: ESS 4890: Standardized cognitive and skill assignments and exams related to respective content areas in ESS and allied courses which have an	Measure 3: 80% or more students successfully complete the course with a B- (80%) or better grade	Measure 3: Overall: 100% of students scored ≥B- Su18: 100% F18: 100%	Measure 3: Students completed met the competencies successfully.	No major changes in pedagogy is needed at this time; however, periodical evaluation of course assignments is valuable, especially	Evaluate the alignment between course requirements and industry's needs.

Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
	emphasis in "Management, Administration, and Supervision" in Corporative Work Experience. Perform duties related to fitness management, administration, and program supervision.		S19: 100% Su19: 100% F19: 100% S20: 100%		with the internship coordinator change.	

*Can be a mix of [direct](#) and [indirect](#) measures, but at least one measure must be direct

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

*Fall 2018 and Spring 2019 outcome data are not available due to the course instructor leaving the position.

The curricular and pedagogical approaches used in ESS 2200 has been effective in accomplishing the HIEE competency in career development.

Currently the course learning outcomes in ESS 2200 are not effectively captured by the program learning outcomes. Our plan is to update the program learning outcomes to best represent the program's goals in students' learning when the ESS curriculum are updated to meet the accreditation requirements for Council on Accreditation of Strength and Conditioning Education (CASCE) in the summer of 2021.

c. Evidence of Learning: General Education Courses **NOT APPLICABLE for ESS**

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

Appendix A

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

Date of Program Review: 2018-19	Recommendation	Progress Description
Recommendation 1	The ESS program should develop an external advisory committee or formally document feedback from their internship sites.	2020 +1 progress Per faculty senate-executive committee's recommendation, no action has been taken (will not be until an additional faculty line is added)
Recommendation 2	The ESS program would greatly benefit from an additional full-time faculty member.	2020 +1 progress A full-time staff (HP Lab coordinator) position was eliminated to add a tenure-track faculty line. <i>NOTE: Addition of this line DID NOT result in any relief in program's in structural demands.</i>
Recommendation 3	Internship recommendation: the expectations of the internships should be more clearly defined.	2019 +1 progress Job audit of the academic advisor in the new department that program was moved to is improving internships
Recommendation 4	Increase student exposure to real-world experiences	2019 +1 progress Increasing number of students engaged in research projects supervised/mentored by the program faculty. 2020 +2 progress ESS 4800 Undergraduate research course was approved
Recommendation 5	Decrease waitlists for high-volume classes	2019 +1 progress Additional sections of bottleneck courses (ESS 2200, ESS 2300, and ESS 3450) were offered and reduced waitlists

Additional narrative:

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.

Faculty Headcount	2018-19 HHPH department (ESS)	2019-20 ENS department* (ESS program)
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	12 (2)	7 (3)
Full-time Tenured	3 (0)	2 (0)
Full-time Non-Tenured (includes tenure-track)	9 (2)	5 (3)
Part-time and adjunct	1	1 (0)
With Master's Degrees	3 (0)	10 Fall; 12 Spring (0 Fall;1 Spring)
Full-time Tenured	0 (0)	0 (0)
Full-time Non-Tenured	3 (0)	0 (0)
Part-time and adjunct	0 (0)	10 Fall;12 Spring (0 Fall;1 Spring)
With Bachelor's Degrees		2 for nutrition labs (0)
Full-time Tenured		0 (0)
Full-time Non-tenured		0 (0)
Part-time and adjunct		2 (0)
Other	0 (0)	0 (0)
Full-time Tenured	0 (0)	0 (0)
Full-time Non-tenured	0 (0)	0 (0)
Part-time	0 (0)	0 (0)
Total Headcount Faculty		17 Fall; 19 Spring (3 Fall; 3 Spring)
Full-time Tenured		2 (0)
Full-time Non-tenured		5 (3)
Part-time		10 Fall;12 Spring (0 Fall ;1 Spring)

**Does not include instructors for ATHL varsity athletics courses.*

Appendix C – alternative format for Evidence of Learning Reporting; this can be in table form or as a narrative.

N/A

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:
 - **Any** first-year students taking courses in your program(s)
The first year students taking ESS courses do:
 1. meet with the ESS program faculty, particularly through ESS 2200, Exploring Exercise Science Professions (the course instructor as well as the 'guest lectures')
 2. meet with the ENS' Academic Advisor, Matthew Smith through ESS 2200, and via Department and/or Program wide communications .
 3. engage in academic planning, career exploration and introduction to scientific inquiry which are strategically integrated in the ESS 2200 course to get the students interested in the Exercise and Sports Science program.
 4. have opportunities to participate in research projects (as study subjects) that are conducted by the program faculty and/or advanced ESS students
 5. engage in activities offered by the exercise and nutrition sciences club
 - Students declared in your program(s), whether or not they are taking courses in your program(s)
Students declared in ESS program (regardless of actually taking ESS courses) do:
 1. receive communications from the ENS academic advisor, Matthew Smith
 2. meet with Matthew Smith for academic planning/advising
 3. receive advising to prepare for professional schools (MD, PA, PT, OT, etc.) admission by Matthew Smith
 4. engage in activities offered by the exercise and nutrition sciences club
 5. participate in research projects conducted by the ESS faculty and/or other students
- 2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.
 - Through this biennial report, the ESS program has identified a number of issues:
 1. a significant misalignment between existing program learning objectives and the operating program goals.
 2. an excessive reliance on a few courses (ESS 2300 and ESS 4370) in achieving and assessing the learning objectives.

These occurred largely due to a recent turnover of the program faculty combined with limited instructional resources in the program. Some curricular updates were made at the individual course level to better accommodate the needs of the students and the exercise science industry, but the changes at the program levels did not occur concurrently. The ESS program is scheduled for a major curriculum update to meet the accreditation requirements set by the Council on Accreditation of Strength and Conditioning Education (CASCE) in the summer of 2021, and program goals and the learning objectives will be updated to align with the accreditation standards.

- This biennial report has highlighted something important. Despite the fact that our students have been meeting most of the learning objectives and competencies (assessed through direct measures), our seniors felt that they were not as capable in some of the competency and skill areas (assessed through indirect measures in ESS 4990, Senior Seminar).
 1. The gap between students' actual performance and their perception of their performance needs to be rectified. This can be attained by offering more opportunities for practical, realistic skill performance.
 2. The areas that the program is deficient in, particularly, the areas of management/administration of fitness facilities and program design and implementation, are something that we are planning to address in the upcoming curriculum update.

- Action plans:
 - The ESS Program intends to respond to the feedback offered by the Office of Institutional Effectiveness by making modifications that are feasible in our next assessment report
 - Update the program goals and learning objectives that are more appropriate and aligned with the CASCE accreditation standards
 - Create new courses and update existing courses to cover competencies, knowledge and skills described in the CASCE accreditation standards by utilizing a new faculty line
 - Establish an assessment mechanism, such as standardized exam questions and/or assessment rubrics, to continuously and effectively gather the evidence of students learning (more direct measures)
 - Address the gap between the learning objectives achieved by the students and students' perceptions of their competencies

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>