

Instructions:

For tables:

- a. Results. Show whether the target/benchmark was met or not met and provide relevant data. Brief comments about the results can be provided in this space if necessary.
- b. Action Taken. List here the concrete steps the department intends to take in response to the results.

For Discussion:

A brief narrative, discussion, or set of minutes from the meeting in which assessment was discussed.

Discussion might center on such topics as

- a. Interpretation of data.
- b. Closing the loop. How well do actions taken appear to have helped improve student learning?
- c. Reflections/observations about learning and pedagogy from faculty in the department: What appears to be working? How are students meeting challenges? What do students appear to be struggling with? (These reflections/observations might initially be sparked by assessment data, but they needn't be limited by the data.)
- d. Rationale for planned action.

For Notes page (optional):

A notes page—only if necessary—to explain results and actions in detail.

For Rubrics (optional):

Optional: Rubrics—only if new or revised—used in assessing leaning outcomes mentioned in the report.

The annual assessment report *does not require*:

- a. Tables of results from previous assessment cycles. However, reporters may wish to include such information in the discussion/narrative section.
- b. Details of strategies: actual test questions or writing prompts, for example.
- c. Rubrics (unless they are new or revised).
- d. Samples of student work.
- e. Results from individual sections of the same course. Such information might be included in the discussion section if it is pertinent to actions.

Learning Outcome #2: Demonstrate proficiency in assessing clients' needs and implementing science- & practice-based exercise programs.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
<p>Assessment 1 (direct):</p> <p>Final Strength and Conditioning Manual in EXSC 400</p>	<p>80% of students will receive a grade of 75% or higher</p>	<p>2018: Target met</p> <p>82% of students received a 75% or higher</p> <p>2019: Target met</p> <p>92% of students received a 75% or higher</p>	<p>Increase the scope, volume, and general demands of the EXSC 310 case study assessment manual project.</p>
<p>Assessment 2 (direct):</p> <p>Final Case Study Assessment and Prescription Manual in EXSC 310</p>	<p>80% of students will receive a grade of 75% or higher</p>	<p>2018: Target not met</p> <p>75% of students received a 75% or higher</p> <p>2019: Target met</p> <p>88% of students received a grade of 75% or higher</p>	

Learning Outcome #4: Demonstrate effective oral communication, public speaking, and presentation skills.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
<p>Assessment 1 (direct):</p> <p>Delivery Portion of Final Project Presentation in EXSC 400.</p>	<p>80% of students will receive a grade of 75% or higher on both assignments</p>	<p>2018: Target met</p> <p>86% of students received a 75% or higher</p> <p>2019: Target not met</p> <p>78% of students received a 75% or higher</p>	<p>Instead of assessing the presentation of their projects, students will be asked to present on a generic weight training program. Further, students will be given the opportunity to watch a sample presentation on the same topic by the instructor and will be asked to grade the instructor with the grading rubric they will be graded with.</p>
<p>Assessment 2 (direct):</p> <p>Delivery Portion of Final Project Presentation in EXSC 310.</p>	<p>80% of students will receive a grade of 75% or higher</p>	<p>2018: Target met</p> <p>88% of students received a 75% or higher</p> <p>2019: Target met</p> <p>84% of students received a 75% or higher</p>	

Discussion

Outcome 2: Due to EXSC 400 not being offered this past academic year, the program had to contend with assessing this outcome through only one direct assessment. However, students did exceedingly well. Until this point, EXSC 310 was a mix of a lecture and hands-on type course. Starting next year, the class room will be completely flipped and aligned with the EXSC 310 lab. Our vision is to teach this course completely hands-on and with a problem based approach. As such, the students will be asked to have a “student-client” throughout the whole semester. Specifically, students will learn exercise assessments in the lab portion of the course, then perform the assessments on their client (also as part of the lab). These assessments will be graded and become part of learning outcome 5. During the lecture portion, students will use the assessments to create a more comprehensive exercise prescription manual for the client. Students will be asked to use all relevant exercise training guidelines and techniques throughout the whole semester. Students will use the instructor and the ACSM Guidelines for Exercise Testing and Prescription as a resource and guide. This project will be partitioned and each project portion will be assessed using rubrics. Finally, the whole project will be assessed one big rubric at the end. The final project assessment will then be used as assessment for the CAP.

Outcome 4: Due to EXSC 400 not being offered this past academic year, the program had to contend with assessing this outcome through only one direct assessment. The assessment goal available was not met. Students seemed to struggle significantly with they delivery skills, moreover they were unaware that they were performing poorly. This is in light of them having had a tutorial on presentation skills, as well as having had the rubric available well in advance. As part of the restructuring of EXSC 310, we will ask students to present on a different topic instead of their own project (due to redundancy in terms of them handing in a large manual already). Instead, students will be asked to present an already existing weight training program. This will help the students in terms of problem based learning, as it will give them a foundation to approach the project where they need to design their own weight training program. Further, students will be giving the opportunity to assess the instructor prior their own presentation. They will use the rubric to do so. This will hopefully familiarize them with the expectations early. Finally, there will be a discussion session following the instructor presentation, before the students are asked to present themselves.