

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>2020: Target met</p> <p>87% of students received a 75% or higher</p> <p>2021: Target met</p> <p>84% of students received a 75% or higher</p>	<p>EXSC 310 will receive an additional “problem period” as part of the regular curriculum. This will allow instructors to spend more time on the theoretical content and allow students to devote more time to their case study. The problem period will shift the practical portions of the class to a separate day to allow for the extra time.</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>2021: Target not met</p> <p>81% of students received a 75% or higher</p> <p>2021: Target met</p> <p>85% 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>2020: Target met</p> <p>83% of students received a 75% or higher</p> <p>2021: Target not met</p> <p>89% of students received a 75% or higher</p>	<p>To improve presentation skills EXSC 480 was restructured to allow students to practice presentation skills by making students perform 3 instead of just one presentation in said course.</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>2021: Target met</p> <p>82% of students received a 75% or higher</p> <p>2022: Target met</p> <p>86% of students received a 75% or higher</p>	

Discussion

Outcome 2: Although all outcome targets were met, students have continuously asked for more in depth guidance for the case study project in EXSC 310. As such, in order to devote more time to the project in class, as well as incorporating necessary practical skills in anticipation of accreditation of our exercise science program, we decided to add a weekly problem period to EXSC 310. The problem period will allow for expansion of practical skills in EXSC 310, as well as allow for extra room in the lecture portion of EXSC 310 to be devoted to guided project work.

Outcome 4: In order to improve presentation skills, we expanded the amount of presentation done in EXSC 480 from 1 to 3. Restructuring this course to be presentation heavy (with an eye on another learning outcome directly affected by this, i.e. learning outcome 5, the research paper in EXSC 480), we allowed students not only to have more practice presenting, but also kept students on pace with collected research articles for these presentations which they could then use for their research paper. One of the problems we found in years past is that students were slow to commit to their research topic and find sufficient background information in a timely fashion. By increasing the number of article presentations students had to do right from the beginning in EXSC 480 students were able to pick their topic sooner and have a greater number of resources available to them early on.