

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 #1: Demonstrate proficiency in the execution and demonstration of various exercise techniques and modalities.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Cumulative Grade of Technique Proficiency Exams in EXSC 400L	80% of students will receive a grade of 75% or higher	Target met : 100% of students received a grade of 75% or higher	Sequence of EXSC 400L will be changed to mirror an actual strength and conditioning setting to expose students to a more realistic learning environment. EXSC 101 and EXSC 440 will be offered as integrated courses to allow senior students to apply skills learned in 330 and expose freshmen to demands of 330 early on.
Assessment 2 (direct): Technique and proficiency portion of the exercise class demonstration in EXSC 330	80% of students will receive a grade of 75% or higher	Target met : 93% of students received a grade of 75% or higher	

Learning Outcome #3: Demonstrate scientific literacy & basic research design aptitude.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Last Annotated Bibliography in EXSC 290.	80% of students will receive a grade of 75% or higher on both assignments	Target met : 100% of students received a grade of 75% or higher	The annotated bibliography assessment will be removed as an assessment. We will add a more appropriate assessment in EXSC 400.
Assessment 2 (direct): Final Review Article in EXSC 480	80% of students will receive a grade of 75% or higher	Target met : 94% of students received a grade of 75% or higher	

Learning Outcome #5: Demonstrate proficiency in professional etiquette, professional conduct, and professional client interaction.

Assessment Measures / Methods	Target / Benchmark	Results	Action Taken
Assessment 1 (direct): Client Assessment Demonstration in EXSC 310L	80% of students will receive a grade of 75% or higher on both assignments	Target missed: 77% of students received a grade of 75% or higher	EXSC 310 and 310L will be more integrated to allow for emphasis in EXSC310L on practical skills and more repetition of actual client assessment. Further, students will practice and be assessed on performing examinations on non- students to allow for appropriate assessment.
Assessment 2 (direct): Professional conduct and client interaction portion of the exercise class demonstration in EXSC 330	80% of students will receive a grade of 75% or higher	Target met: 83% of students received a grade of 75% or higher	EXSC 101 and EXSC 440 will be offered as integrated courses to allow senior students to apply skills learned in 330 and expose freshmen to demands of 330 early on. EXSC 310L and CHEM 107/L will be integrated courses.

Discussion

Outcome 1:

A1. Over the last few years we have made an effort to bridge the gap between theory and industry practice in our program. While we have had a great success in doing so, based on industry feedback, we are being mindful of changes to the field, especially in light of future accreditation requirements by the National Strength and Conditioning Association (NSCA). As such, specific course content in EXSC 400L will be more closely aligned with NSCA guidelines, as well as current trends of the field. We will accomplish this by using the course as a mirror of an actual off season training program and adjusting content based on NSCA guidelines.

A2. To increase proficiency of our students in our EXSC 330 class, we want to expose our freshmen to similar concepts early on. As such, we will integrate EXSC 440 (meaning a course containing students that have successfully passed EXSC 330) and EXSC 101, by having senior students in EXSC 440 apply concepts from both EXSC 330 and 440 and instruct freshmen in EXSC 101 in said concepts (throughout select modules of both courses). We believe this will not only improve the proficiency of our senior students, but also convey future major expectations to our freshmen early on. Further, the integrated learning environment should make for a more enjoyable classroom and learning experience for both parties.

Outcome 3:

Having had an assessment in our sophomore level class has been a practice for the last several years. However, due to the introductory nature of the assignment, the appropriateness of this assessment has been questioned, due to the low level of proficiency required. It has been determined that a more senior level assessment would be more appropriate. We will incorporate a research portion in the capstone project of EXSC 400 that will more accurately assess outcome 3.

Outcome 5:

As mentioned before, we will integrate EXSC 101 and 440 to convey concepts of EXSC 330 early on. Further, we will continue to integrate the lecture portion of EXSC 310 more closely with the lab portion. In essence, the lab will serve as the problem portion (testing clients' physical abilities) to then solve said problems in the lecture portion using standardized resources. The goal is to make the class completely problem-based to convey concepts and thereby allow students to get actual practice experience in the lab portion by making students test actual clients throughout certain sections of the lab (versus testing each other and not being in a life-like setting). Further, to ensure a steady supply of available clients, we will integrate CHEM 107/L with 310/L and align modules between the two classes. Freshmen students will serve as the clients and will be tasked to relate chemical concepts to the actual testing concepts of EXSC 310L. This will not only make CHEM 107 and EXSC 310 more hands-on, but foster a more cohesive learning environment for our freshmen and junior students.