

2017-2018 Assessment Cycle EDUC_Exercise Science BS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

Department Mission:

The mission of the School of Kinesiology is to develop highly skilled graduate and undergraduate students who will be competitive in the job market based around core experiences that consists of: innovative instruction, exposure to cutting edge scholarship, and community engagement.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Body Composition Assessment(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Observation of clinical performance</td> <td>All Students in KNES 304 (Exercise Physiology Lab) will be scored on a rubric developed from the American College of Sports Medicine (ACSM). All grading will be performed by the same instructor. The goal is to have a 75% pass rate on the first attempt with an eventual 100% pass rate for all students.</td> <td>Skinfolds_assessment.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Observation of clinical performance	All Students in KNES 304 (Exercise Physiology Lab) will be scored on a rubric developed from the American College of Sports Medicine (ACSM). All grading will be performed by the same instructor. The goal is to have a 75% pass rate on the first attempt with an eventual 100% pass rate for all students.	Skinfolds_assessment.docx
	Assessment Measure	Criterion	Attachments						
	Direct - Observation of clinical performance	All Students in KNES 304 (Exercise Physiology Lab) will be scored on a rubric developed from the American College of Sports Medicine (ACSM). All grading will be performed by the same instructor. The goal is to have a 75% pass rate on the first attempt with an eventual 100% pass rate for all students.	Skinfolds_assessment.docx						

Goal/Objective	Blood Pressure Assessment(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Observation of clinical performance</td> <td>Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details.</td> <td>Blood_Pressure.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Observation of clinical performance	Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details.	Blood_Pressure.docx
	Assessment Measure	Criterion	Attachments						
	Direct - Observation of clinical performance	Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details.	Blood_Pressure.docx						

Goal/Objective	Senior Level Case Study		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment			

Measures	Assessment Measure	Criterion	Attachments
	Direct - Written Assignment	Students must 1) identify all contraindications to exercise 25% 2) correctly interpret lab test tests and anthropometric data 25% 3) correctly determine if clearance is required by a physician 25% 4) provide exercises consistent with AHA/ACSM recommendation 25% Passing = 70%	SENIOR_LEVEL_CASE_STUDY_FOR_Exercise_Science__8.21.18.docx

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- 1) What strategies exist to assess the outcomes?

Exercise Science Committee Meetings that include the Director of the School of Kinesiology

- 2) What does the program/department expect to achieve with the goals and objectives identified above?

Ensure that students that graduate with a degree in exercise science show consistent reliability and validity in our chosen objectives

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

Ensuring student practice impacts first time pass rates.

4) What is the plan for using data to improve student learning and/or operations?

It is imperative for Exercise Science majors to perform consistent and reliable body composition and blood pressure assessment prior to their senior internship. The first time pass rate data helps us adapt, learn, and implement strategies to ensure this skill is being demonstrated on the first time assessment.

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

The data is shared with the entire Exercise Science committee and the Director of the School of Kinesiology

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Body Composition Assessment(Imported)

Goal/Objective	Body Composition Assessment(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Direct - Observation of clinical performance	All Students in KNES 304 (Exercise Physiology Lab) will be scored on a rubric developed from the American College of Sports Medicine (ACSM). All grading will be performed by the same instructor. The goal is to have a 75% pass rate on the first attempt with an eventual 100% pass rate for all students.			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Observation of clinical performance	Has the criterion All Students in KNES 304 (Exercise Physiology Lab)	Only 52.1% of the candidates who took the Skinfolds Assessment made a passing score.	Copy_of_BP_Skinfold_Practical_Grades_Ex_Sci_Fall2017.xlsx	- Assessment Process: Continuous monitoring: The data collected on this assessment

		<p>will be scored on a rubric developed from the American College of Sports Medicine (ACSM). All grading will be performed by the same instructor. The goal is to have a 75% pass rate on the first attempt with an eventual 100% pass rate for all students . been met yet? Not met</p>	<p>There were 71 candidates who took the test while only 37 made a passing rate.</p>		<p>nt reflects the first attempt or iteration. Candidates are given additional attempts to make a passing score after additional efforts were made.</p>
--	--	--	--	--	---

Assessment List Findings for the Assessment Measure level for Blood Pressure Assessment(Imported)

Goal/Objective	Blood Pressure Assessment(Imported)			
Legends	SLO - Student Learning Outcome/Objective (academic units);			
Standards/Outcomes				
Assessment Measures	<table border="1"> <tr> <th data-bbox="308 1927 620 1997">Assessment Measure</th> <th data-bbox="620 1927 1554 1997">Criterion</th> </tr> </table>	Assessment Measure	Criterion	
Assessment Measure	Criterion			

	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Direct - Observation of clinical performance</td> <td colspan="4">Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details.</td> </tr> </table>					Direct - Observation of clinical performance	Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details.								
Direct - Observation of clinical performance	Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details.														
<p>Assessment Findings</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Assessment Measure</th> <th style="width: 15%;">Criterion</th> <th style="width: 15%;">Summary</th> <th style="width: 40%;">Attachments of the Assessments</th> <th style="width: 15%;">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Direct - Observation of clinical performance</td> <td style="vertical-align: top;">Has the criterion Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details. been met</td> <td style="vertical-align: top;">The target score for a first time pass rate was 75%. While the total group score was very, very close (74.6%), the efforts made did not meet the noted criterion.</td> <td style="vertical-align: top;">Copy_of_BP_Skinfold_Practical_Grades_Ex_Sci_Fall2017.xlsx</td> <td style="vertical-align: top;">- Assessment Process: Results Discussed / Shared: The faculty took a look at the processes, procedures and protocols for this assessment and have been in discussion regarding what should be their "next steps" for candidate achievement.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Observation of clinical performance	Has the criterion Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details. been met	The target score for a first time pass rate was 75%. While the total group score was very, very close (74.6%), the efforts made did not meet the noted criterion.	Copy_of_BP_Skinfold_Practical_Grades_Ex_Sci_Fall2017.xlsx	- Assessment Process: Results Discussed / Shared: The faculty took a look at the processes, procedures and protocols for this assessment and have been in discussion regarding what should be their "next steps" for candidate achievement.
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Direct - Observation of clinical performance	Has the criterion Students will be scored on a rubric adopted by the American College of Sports Medicine (ACSM). The goal of first time pass rate of 75% is targeted with an eventual 100% pass rate following. See rubric for pass details. been met	The target score for a first time pass rate was 75%. While the total group score was very, very close (74.6%), the efforts made did not meet the noted criterion.	Copy_of_BP_Skinfold_Practical_Grades_Ex_Sci_Fall2017.xlsx	- Assessment Process: Results Discussed / Shared: The faculty took a look at the processes, procedures and protocols for this assessment and have been in discussion regarding what should be their "next steps" for candidate achievement.											

		yet? Not met			
--	--	--------------------	--	--	--

Assessment List Findings for the Assessment Measure level for Senior Level Case Study

Goal/Objective	Senior Level Case Study				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Direct - Written Assignment	Students must 1) identify all contraindications to exercise 25% 2) correctly interpret lab test tests and anthropometric data 25% 3) correctly determine if clearance is required by a physician 25% 4) provide exercises consistent with AHA/ACSM recommendation 25% Passing = 70%			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion Students must 1) identify all contraindications to exercise 25% 2) correctly interpret lab test tests and anthropometric data 25% 3) correctly determine if clearance is required by a physician 25% 4) provide exercises consistent with AHA/ACSM recommendation 25% Passing = 70% been met yet?	Faculty members decided to change this assessment from the 50 Questions SACS Exam to the Senior Level Case Study for Exercise Science due to the following reasons: *Intentions not being met due to logistical issues with several students *Intent was for students to demonstrate general knowledge concepts in Kinesiology that ranged various class levels from soph to senior		- Assessment Process: Measures changed: The measure was changed from the 50 Question SACS Exam to the Senior Level Case Study for Exercise Science due to the reasons noted in the Summary Section.

			<p>year. *Several students were co-req'd into classes that were SACS exam required as well as several that were in internship before having senior level classes of which SACS exam material was drawn from. *Several years ago the Exercise Science committee added "Teeth" to the SACS exam in terms of inclusion into the overall grade for the internship. This justification gave the exam merit as well as the student's motivation to study and give legitimate effort. This strategy was implemented after several non-compliance in regard to meeting our pass rate goals. *One of the negatives or trying to meet our goals in this capacity were students saying their grade in the internship is unfairly based on material they have not had yet. We did everything we could in our power to ensure students registered for internship after completing these core classes, but with the old</p>		
--	--	--	---	--	--

			<p>system, and students appealing that they needed the internship in a particular graduating semester because of availability of cite this made the challenge logistically difficult. For these reasons the Exercise Science committee decided to replace the SACS exam with a senior level case study SACS component administered in a specific class (KNES 455). This is a senior level class given in the final semester. This also fits with the other 2 measures that are given in KNES 304 (Exercise Physiology Lab). The measure will be more valid and have higher logical validity than the SACS exam.</p>		
--	--	--	---	--	--

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing

current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

- Distributed via email (selected)
- Presented formally at staff / department / committee meetings (selected)
- Discussed informally (selected)
- Other (explain in text box below)

2) How frequently were assessment results shared?

- Frequently (>4 times per cycle)
- Periodically (2-4 times per cycle)
- Once per cycle (selected)
- Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

- Department Head (selected)
- Dean / Asst. or Assoc. Dean (selected)
- Departmental assessment committee (selected)
- Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

The current results of the body composition and blood pressure first time pass rate data emphasize the need for a universal practice schedule implemented in KNES 304 (Exercise Physiology Lab) that all future instructors must follow and not be allowed academic or creative control in this particular lab. Regularly the School of Kinesiology offers academic freedoms with classes. However understanding this is an important objective in our program and that various instructors in the course will serve the course over time, a constant protocol for practice will be implemented to ensure first time pass rates are met.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

In the past skills assessed in exercise physiology lab were considered out of sight thus out of mind. Sharing the data on first time pass rates on key exercise science skills such as blood pressure and body composition assessments allow us to see first hand how prepared our students are (or were not), for their upcoming senior internships. Not having this data to work off of over time would have sent less prepared majors into our communities and thus lessened their experience and their impression on potential future employers.

Attachments (optional)

Upload any documents which support the program / department assessment process.