



Programmatic Assessment Plan

Program Name: Exercise and Sports Science (Draft) Created By: Danielle Wigmore, Tim Hilliard, Karen Keenan, Jess Alsup & Lindsay Parisi Date: October 10, 2018

Division of Health and Natural Sciences

Mission

Currently under revision, but the latest draft: *The Division of Health & Natural Sciences provides all students at Fitchburg State the opportunity to gain both foundational and mastery skills in scientific and quantitative analysis and inquiry, including personal wellness. Our faculty mentor students through ethical, multidisciplinary experiences in classroom, laboratory, clinical and research settings. Through these experiences, our students develop habits of mind to be evidence-based learners who are prepared to serve their communities and a global society.*

Vision

Department of Exercise and Sport Science

Mission

The Exercise and Sports Science Department's mission is to prepare graduates for professional careers and advanced graduate studies in fields such as: physical therapy, occupational therapy, strength & conditioning, cardiac rehabilitation, fitness management, and wellness. This is accomplished through a combination of interactive classroom and unique hands-on laboratory experiences and internships. We support all University students working towards an accessible liberal arts education by providing the foundations for personal wellness.

Vision

The Exercise and Sports Science Department will be nationally recognized for its excellence in teaching and learning in the areas of clinical exercise physiology, fitness management, and strength and conditioning. We will be known for our commitment to transforming lives through education, experiential learning, and its dedication to public service.

PART I: STUDENT LEARNING OUTCOMES

University Level

ILP Code	Institutional Learning Priorities (ILPs)
ILP 1	<p>Graduates have a deep understanding of the world. <i>Accomplished through:</i> ILP 1A. Foundational Skills and Disciplinary Breadth – Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program. ILP 1B. Mastery in a Defined Body of Knowledge – Students will attain the specialized academic objectives of their major or program. ILP 1C. Engagement with Campus and Community – Students will develop personal and professional skills, goals, and ethical standards of behavior through co-curricular experiences.</p>
ILP 2	<p>Graduates know how to learn and how to apply their knowledge. <i>Accomplished through:</i> ILP 2A. Creative and Critical Thinking – Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways. ILP 2B. Effective Communication – Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication. ILP 2C. Integrative Learning – Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues.</p>
ILP 3	<p>Graduates are engaged citizens who demonstrate integrity and continuous personal growth. <i>Accomplished through:</i> ILP 3A. Respect for People and Cultures – Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally. ILP 3B. Civic Participation in Wider Communities – Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice. ILP 3C. Continuous Learning and Personal Growth – Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the larger community.</p>

**Liberal Arts & Science Learning Outcomes (LA&S LOs)
General Education Curriculum**

LO Code	LA&S Learning Outcomes (LA&S LOs)	Alignment to ELOs
LA&S 1	LA&S LO1: Objective 1.1	

Health and Natural Sciences Learning Outcomes (H&NS LOs)

LO Code	Division Student Learning Outcomes	Alignment to ELOs or LA&S LOs
H&NS LO 1	H&NS LO1: Objective 1.1	

Department/Program Learning Outcomes (PLOs)

LO Code	Exercise and Sports Science Learning Outcomes (EXSS LOs)	Alignment to Division/LA&S LOs or ELOs
EXSS 1	Students will demonstrate effective communication	
	EXSS 1.1a Verbal: Formal Setting	
	EXSS 1.1b Verbal: Informal Setting	
	EXSS 1.2 Written	
EXSS 2	Students will perform exercise testing	
	EXSS2 .1 Health-related fitness testing	
	EXSS 2.2 Performance-related testing	
EXSS 3	Students will design exercise programs	
	EXSS 3.1 For general population	
	EXSS 3.2 For athletic performance	
EXSS 4	Students will demonstrate information literacy	
EXSS 5	Students will demonstrate quantitative reasoning	

Concentration Learning Outcome (LO)

LO Code	Clinical Exercise Physiology Learning Outcomes (LOs)	Alignment to Program/Division/LA&S LOs or ELOs
CEP LO1	Students will adapt exercise programs for special populations	

LO Code	Fitness Management Learning Outcomes (LOs)	Alignment to Program/Division/LA&S LOs or ELOs
FM LO1	Students will TBD	

LO Code	Strength and Conditioning Learning Outcomes (LOs)	Alignment to Program/Division/LA&S LOs or ELOs
SC LO1	Students will Implement sport-specific training sessions.	

A more intensive listing would include the Course Learning Outcomes (CLOs) for each of the CORE required courses and link them to the Program and Concentration Los.

PART II: CURRICULUM MAPPING

Instructions

- Add the “required” courses in the left column starting with First Level to Upper Level.
- Add Program Learning Outcomes as a header for each column
- Add one number per cell to indicate the level at which the outcome is addressed in the course (see key below).
- Add an “A” in cells to indicate an assessment activity from the course will be used in Program Assessment.
- Focus should be only the required courses for all majors in the field of study. An additional table should be created for concentrations to map the additional learning outcomes, if necessary.

Exercise and Sports Science CORE

	EXSS 1.1a	EXSS 1.1b	EXSS 1.2	EXSS 2.1	EXSS 2.2	EXSS 3.1	EXSS 3.2	EXSS 4	EXSS 5
EXSS 1011	1	1	1	1	0	0	0	1	1
EXSS 2050	1	1	1	1	1	1	1	1	0
EXSS 2065	0	0	0	0	0	0	0	0	0
EXSS 2071	1A	1	1A/2A	2	1A	0	0	1A	1A
EXSS 2072	2A	1	2A	2	1	0	0	1	2A
EXSS 2300/3000	1	1	3	0	0	0	0	3A	0
EXSS 2500	0	1	1	0	0	0	0	1	1
EXSS 3120	0	1	1	0	3A	0	3A	1	0
EXSS 3450	3A	2A	3	3A	0	3A	0	0	3A
EXSS 4005	2	0	2	0	0	0	1	1	1
EXSS 4040	3	3	0	0	0	0	0	3	0
EXSS 4200	3A	1	3	0	0	0	0	3	0
EXSS INTERNSHIP/	3A	0	3A	Depends on Int.	Depends on Int.	Depends on Int.	Depends on Int.	0	Depends on Int.

CLINICAL EXERCISE PHYSIOLOGY CONCENTRATION

CEP LO1	
EXSS 3600	3A
EXSS 4050	0

FITNESS MANAGEMENT CONCENTRATION

	FM LO1	FM LO2	FM LO3	FM LO4	FM LO5
EXSS 2400	TBD	TBD	TBD	TBD	TBD

STRENGTH AND CONDITIONING CONCENTRATION

SC LO1	
EXSS 1450	0
EXSS 2023	0
EXSS 3001	0
EXSS 3011/3012	2
EXSS 4000	0
EXSS 4002 and 4003	3A

0	1	2	3	A
Not Addressed	Introducing	Broadening	Fulfilling	Assessed for Program

Key

- PLO = Program Learning Outcome
- Not Addressed = PLO is not addressed within the specific course
- Introducing = PLO is covered at an introductory level within the specific course
- Broadening = PLO is covered in the course so as to reinforce the students' learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PLO occurs within the specific course
- Assessed for Program = There will be a Direct Assessment activity to be used in Program Level Assessment in all sections of this course.

PART III: ASSESSMENT MEASURES, TIMELINES AND TARGETS

Direct Assessment

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO #	Assessment description (written project, oral presentation with rubric, etc.)	Timing of Assessment (annual, semester, bi-annual, etc.)	When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)	To which students will assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)
EXSS 1.1a	a. Article Review Presentation b. Final Internship Presentation	Semester	a. 2 nd year: Ex. Physiology b. 4 th year: Internship	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 1.1b	Practical Exams	Semester	Ex Test & Pres	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 1.2	a. Lab Reports b. Research paper or C.A.T.	a. Annual b. Semester	a. 2 nd year: Ex. Physiology b. 3 rd year: Applied Nutrition or Sport Nutrition	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 2.1	Practical Exams	Semester	3 rd year: Ex. Test & Pres	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 2.2	a. Lactate Threshold Lab b. Practical Exams	a. Annual b. Semester	a. 2 nd year: Ex. Physiology b. 3 rd year: Str & Condition	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 3.1	Exercise Prescription Case Study	Semester	3 rd year: Ex. Test & Pres	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students

EXSS 3.2	Periodization Project	Semester	3 rd year: Strength & Conditioning	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 4	a. Lab Reports b. C.A.T.	a. Annual b. Semester	a. 2 nd year: Exercise Physiology b. 3 rd year: Applied Nutrition or Sport Nutrition	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
EXSS 5	Lab Reports	Annual	a. 2 nd year: Ex. Physiology	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
CEP 1	Case study treatment plans.	Semester	4 th year: Special Pops	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students
SC 1	Practical Exam	Semester	4 th year: Practicum in S&C	Random Sample (20%) of ALL possible sections	≥ 2 on rubric (meets standard) for all students

Indirect Assessment

Using the table below, list and briefly describe the **indirect method(s)** used to supplement direct measures above.

- Indirect measures include, but are not limited to: student surveys, focus groups, meetings with advisory boards, employer feedback, internship feedback, alumni surveys, etc.
 - The EXSS Departmental Assessment Committee met with Merri in November 2018 and discussed the possibility of adding focus groups (of either students currently out on internship or of intern providers) as another indirect assessment measure to use in the future. We hope to discuss this possibility further but have not added it into our assessment plan yet.

PLO #	Assessment description (survey, focus group, interviews, etc.)	When assessment is to be administered	Who will give indirect feedback	Criteria for Success or Goal to be Achieved
EXSS 1.1a				
EXSS 1.1b	Internship Feedback	4 th year: Internship class	Site supervisor	
EXSS 1.2				
EXSS 2.1				
EXSS 2.2				
EXSS 3.1				
EXSS 3.2				
EXSS 4				
EXSS 5				

PART IV: ASSESSMENT CYCLE TIMELINE

Explanation:

- Programmatic student learning outcomes are assessed on a five-year cycle, which means each one is to be FULLY analyzed at least once in a five-year period.

Five-Year Assessment Plan

Program Learning Outcome	Year 1	Year 2	Year 3	Year 4	Year 5
EXSS 1.1a			Heikkinen & Keenan		
EXSS 1.1b		Alsup & Hilliard			
EXSS 1.2	Maldari & Parisi				
EXSS 2.1		Alsup & Hilliard			
EXSS 2.2			Godin & Wigmore		
EXSS 3.1				Keenan & Talanian	
EXSS 3.2					Heikkinen & Talanian
EXSS 4	Maldari & Parisi				
EXSS 5	Maldari & Parisi				

PART V: INTENDED ANALYSIS, RESPONSIBILITY, AND COMMUNICATION

Explanation:

- **Implementation of the assessment plan should be a shared responsibility--identify who was involved in developing the assessment plan**

The current assessment plan was developed by Danielle Wigmore, Tim Hilliard, Karen Keenan, Jessica Alsup, and Lindsay Parisi.

- **Identify who will be involved in the analysis and evaluation of the subsequent evidence**

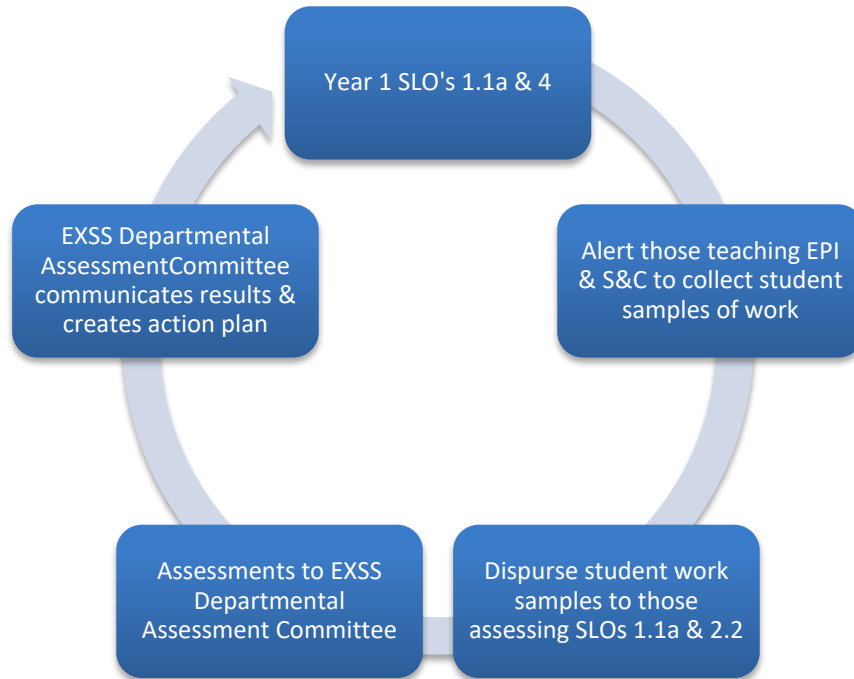
Each year, two SLO's will be assessed by members of the EXSS department. We put this on a rotating schedule so that each faculty member in the department will be asked to assess at most 2-3 SLO's. The EXSS Departmental Assessment Committee will be responsible for asking faculty members teaching a class for the SLO being evaluated to collect samples of student work, and the EXSS Departmental Assessment Committee will disperse the samples to those faculty members assessing that particular SLO.

- **Identify who will be responsible for communicating results and creating an action plan**

Once faculty members assess the SLO, they will give their assessments to the EXSS Departmental Assessment Committee. It will be the job of the EXSS Departmental Assessment Committee to communicate the results and create an action plan. The EXSS Departmental Assessment Committee will be responsible for closing the loop each year on the SLO's that were assessed.

- **Can utilize a diagram to show the cycle of assessment**

See the cycle of assessment below. This is a sample for Year one since those are the SLOs we plan to assess this year; however, each year we will follow a similar cycle.



Glossary of Terms

Assessment Method: The assessment instrument(s) used to assess student learning.

- **Direct:** Linked to actual student work – i.e. written assignments, oral presentations, projects, etc.
- **Indirect:** Not actual student work – i.e. surveys, focus groups, employer feedback, etc.

Department/Program Goals and Objectives: Usually a combination of learning outcomes and strategic outcomes, that may or may not be based on student-centered work.

Essential Learning Outcome (ELO): The University-level Learning Outcomes - should be very broad. These are the specific characteristics a student should have upon graduation from the institution. Assessment from the Course, Program, Department and Divisional levels will link upward to show achievement.

Learning Outcome (LO): Measurable statements that indicate the specific characteristics students should exhibit in order to demonstrate achievement. The levels of Learning Outcomes are LA&S, Divisional, Department, Program and Course.

Mission Statement: A concise statement that explains the purpose of the division, department, or program based on the primary functions.

Source of Assessment: The course and student work that will provide data.

Vision Statement: A very concise (usually one sentence or partial sentence) statement that is “forward” thinking and describes what the Division, Department or Program strives to be.