

# Assessment of Student Learning Plan (ASLP): Exercise, Health, Sport Sciences

2014-15 Academic Year

## A. College, Department/Program, Date

*College* CSTH  
*Department/Program* Exercise, Health, and Sport Sciences  
*Date* 5-4-15

## B. Contact Person for the Assessment Plan

*Name and title* Jim Schilling- Assoc Professor

## C. Degree Program

*Name of Degree Program:* BS Athletic Training  
BS Exercise Science  
BS Health Sciences

## D. Assessment of Student Learning in Your Program

**Step 1: Identify Student Learning Outcomes** (What are students able to do by the end of your program?)

a. List 3-5 of the most important student learning outcomes for your program.

1. Explain the evidence-based practice process
2. Students demonstrate competency in clinical integrated proficiencies as dictated by the Commission on Accreditation of Athletic Training Education (CAATE)
3. Student demonstrate competency in the knowledge, psychomotor, and affective learning domains as dictated by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

- b. *Then, identify which student learning outcomes were assessed this past academic year.*

Outcomes 2 and 3 above

**Step 2: How and When were the Learning Outcomes assessed?**

- a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*
1. Success in passing a national certification examination after completing the program curriculum. Student success is reported by the national organization.
  2. Successful completion of the capstone (internship course) after completing the program curriculum. Assessment in this course includes a portfolio and graduation survey.
- b. *Briefly describe when and how you implemented the assessment activity.*

*National certification exam administered after the program (item 1 above)*

**Step 3: Process of Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

Improvement in curriculum. Routine review of course offerings, pre-requisites, course content, sequences of classes and student evaluations of courses.

**E. Are there “community engagement” activities integrated in your departmental curriculum?**

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	___	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	R	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (a component of a course)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

*Entry-level courses:*

*Mid-level courses:*

*Upper-level courses: SPM 495-Internship*