

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

2015-16 Academic Year

A. College, Department, Date

College College of Science, Technology, and Health
Department Exercise, Health, and Sport Sciences
Date 5/2/16

B. Contact Person for the Assessment Plan

Name and title: Jim Schilling / Associate Professor

C. Degree Program

Name of Degree Program B.S. Athletic Training
B.S. Health Science
B.S. Exercise Science

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? No

i. If yes, please indicate the url: _____

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of 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. Students demonstrate competency in the knowledge, psychomotor, and affective learning domains as dictated by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

1. Students demonstrate competency in clinical integrated proficiencies as dictated by Commission on Accreditation of Athletic Training Education (CAATE).

2. Students demonstrate competency in the knowledge, psychomotor, and affective learning domains as dictated by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? No

i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

a. Identify which direct measures (other than course grades), that are used to determine whether students achieved the stated learning outcomes for the degree.

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 a graduation survey.

- b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

1. See step 2 (a)

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

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

2. Review of student's scores per content area on national examination.

3. Review of student feedback with internship sites.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

1. Changes in course content to address national examination scores by domain.

2. Elimination and addition of internship sites to provide optimal experiential learning.

- c. *Date of most recent program review/self-study?*

1. Exercise Science Program: (2014)

2. Athletic Training Program: (2016)

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether 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	X	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (course-based)	___	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):			

c. Please list any 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)