

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

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

*College* Science, Technology, and Health  
*Department* Exercise, Health, and Sport Sciences  
*Date* May 31, 2019

## B. Contact Person for the Assessment Plan

*Name and title* James E. Graves, Professor and Chair

### Degree Program

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

## C. Assessment of Student Learning: Program Assessment

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

- a. Are your student learning outcomes published on your department's website?

Athletic Training - Yes

Exercise Science - Yes

Health Sciences - No

- i. If yes, please provide the url:

BSAT: <https://usm.maine.edu/ehss/athletic-training-program>

BSES: <https://usm.maine.edu/ehss/exercise-science-program>

- 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?**

BS Health Sciences

1. The career options and opportunities that exist in the health sciences
2. The level of education/training required to practice in a specific health science discipline
3. The professional organization(s) that serve this discipline
4. The tools used to assess clients in this discipline
5. How health-care providers from different disciplines interact

b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

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

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

BSHS: Students demonstrate competency as described in the course syllabi for all major coursework

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes

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

BSAT: <https://usm.maine.edu/ehss/athletic-training-program>

BSES: .pdf file located here:

<https://usm.maine.edu/sites/default/files/assessment/2018%20ASLP-EHSS.pdf>

## **Step 2: Assessment Methods Selected and Implemented**

a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

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 you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

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

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

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

Ongoing discussion among departmental curriculum committees. Improvement in curriculum based on assessment data and national trends. Routine review of course offerings, pre-requisites, course content, and sequences of classes. Unfortunately, the AFUM CBA prohibits the use of student evaluation of courses in routine assessment

b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

Prerequisites were updated for all courses for the 2018-2019 catalog. Course content is routinely updated by individual faculty and department curriculum committees.

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

BS in Athletic Training, Re-accredited by CAATE, 2017

BS in Exercise Science, Re-accredited by CAAHEP, 2014

**D. Other Assessment Activities:** Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).

One example is the inclusion of a behavior modification exercise and reflection paper in SPM 219 (Lifetime Fitness and Wellness). A grading rubric was created for this assignment and shared with students prior to delivery.

**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.

Yes. One example is the project required for the internship experience (SPM 495) in Exercise Science. Students complete a project that will benefit their community-based host organization. The project is evaluated by the internship site supervisor and reviewed as part of the internship portfolio review process

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	<input checked="" type="radio"/>
Student-Faculty Community Research Project	R	<input checked="" type="radio"/>
Internship, or a Field Experience	<input checked="" type="radio"/>	<input type="radio"/>
Independent Study (community-related project)	R	<input checked="" type="radio"/>
Capstone Course (community-related project)	R	<input type="radio"/>
Service-Learning (course-based)	R	<input type="radio"/>
Study Abroad, or an International Program	R	<input checked="" type="radio"/>
Interdisciplinary Collaborative Project (community related)	R	<input type="radio"/>
Student Leadership Activities (related to a team project)	R	<input type="radio"/>
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	<input checked="" type="radio"/>
Other activities (please list):		
attendance at national/regional conferences	R	<input checked="" type="radio"/>