



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College: Science, Technology, and Health

Department: **Exercise, Health, and Sport Sciences**

Degree Programs: BS Athletic Training
BS Exercise Science
BS Health Sciences
BS Recreation and Leisure Studies (filed separately)

Contact Person for the Assessment Plan: James E. Graves
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Current Date: August 8, 2020

List the date of the most recent academic program review/self-study:

BS in Athletic Training, Re-accredited by CAATE, 2017
BS in Exercise Science, Re-accredited by CAAHEP, 2014

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Formal assessment plans exist for Athletic Training, Exercise Science, and Recreation and Leisure Studies. The Department will be working on the development of a formal assessment plan for Health Sciences during the upcoming academic year.

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website:

BSAT: <https://usm.maine.edu/ehss/athletic-training-program>
BSES: <https://usm.maine.edu/ehss/exercise-science-program>
BSRLS: Program assessment in RLS is aligned with the knowledge and skill requirements listed through the National Council for Therapeutic Recreation Certification (NCTRC).
https://usm.maine.edu/sites/default/files/rls/Vision%20Statement_RLS.pdf

<https://www.nctrc.org/wp-content/uploads/2019/05/JobAnalysisReport.pdf>

Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If **NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

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

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

BSHS: <https://usm.maine.edu/node/76245/>

BSRLS: <https://usm.maine.edu/ehss/recreation-leisure-studies-program>

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

The Department of Exercise, Health, and Sport Sciences enrolled 405 students in its four degree programs during the 2019-2020 academic year (https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/HC_SCH_by_College_School_Degree_Fall.pdf). Combined, these students generated 5383 credit hours. We graduated an average of 103 students/yr during the 2017 – 2019 time period.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

- BSAT <https://usm.maine.edu/ehss/athletic-training-program>
- BSES <https://usm.maine.edu/ehss/exercise-science-program>
- BSHS
- BSRLS <https://usm.maine.edu/ehss/recreation-leisure-studies-resources>

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

- BSAT <https://usm.maine.edu/ehss/athletic-training-program>
- BSES <https://usm.maine.edu/sites/default/files/assessment/2018%20ASLP-EHSS.pdf>

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

BSHS learning outcomes for the BS in Health Sciences have not yet been established

BSRLS learning outcomes for the BS in RLS are described in the template and published separately.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Course level learning outcomes are assessed each semester.
 Program level learning outcomes are assessed every year.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**
 Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

A variety of assessment methods are employed and described in the program assessment plans described above.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input checked="" type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer

X__Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
X__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
X__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
X__Employer meetings/discussions on student outcomes	Fall	Spring	Summer
__Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
X__Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
X__Oral Performance/conference presentation	Fall	Spring	Summer
X__Portfolio of student work		Spring	Summer
X__Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
X__Research Papers (used for course & program assessment)	Fall	Spring	Summer
X__Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
X__Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
__Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
__Other: please explain Note: implementation of assessment methods varies by program area			

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc.).

Students are assessed in courses, internships, portfolio review, survey and licensure/certification exams and an exit exam.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

Please see data published on program web sites for numerical summaries.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Pass rate on BOC exam for Athletic Training students has improved.

Content of practica courses for Exercise Science students has been incorporated into SPM 260 and SPM 325.

SCI 140 and SPM 390 have been added to degree requirements.

Students report feeling well prepared for career, employment and graduate school.

A summary for the RLS program has been filed separately.

Identification of learning outcomes and an assessment plan for these outcomes is needed for the Health Sciences degree program.

Step 3: Using the Assessment results to Improve Student Learning

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

Program instructors/faculty

Faculty committee

Ad hoc faculty group

Dept Chair/Program Director/Dean

Faculty advisor

Students (assistants, interns)

Other: please explain – feedback from internship site supervisors/preceptors

- b. How did they evaluate, analyze, or interpret those results? (check all that apply)

Used a rubric or scoring guide(s) for an assignment, paper, etc.

Scored exams/tests/quizzes

Used professional judgments (no rubric or scoring guide)

Compiled or reviewed survey results

Reviewed qualitative methods (interviews, focus groups, open-ended responses)

External organization scored/analyzed data (licensure, comp exams)

Other: please explain

- c. Indicate how the program will use (or has used) the results (check all that apply):

Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)

Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)

Course pedagogy changes (teaching)

Personnel or resource allocation changes

Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)

Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)

Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)

Results indicated no action needed, students met expectations

Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

Course changes – see Step 2.d.

Course pedagogy changes – we've moved a lot online due to Covid-19. This will require new/revised assessment strategies.

Personnel changes – we've hired a new faculty member for Health Sciences. Will assist with the development of learning outcomes and assessment strategies for this major program.

Out of course experiences – see Step 2.d.

No action needed – we are moving in the right direction for the pass rate on the AT BOC exam.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

All implemented except the identification of learning outcomes and assessment strategy for HS. This work will begin fall 2020 and be completed by the end of the spring semester 2022.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

There is much activity associated with moving traditional f2f coursework online using the D2L Brightspace LMS at this time. Transitioning to online delivery requires thinking about new assessment practices at the course level.

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.