

2004-2005 Annual Academic Assessment for Exercise Science
Schreiner University

1. State the educational purpose of the assessment program:

The ideal EXSI graduate is a healthy, physically fit, and knowledgeable person. The graduate possesses appropriate knowledge and understanding in EXSI to read comprehensively in the field and to utilize that comprehension in a practical manner. Students should also be prepared to enter the field of employment having proven their practical skills in a local (i.e. classroom) setting as well as being encouraged to prove these skills on a standardized national level and in a working setting. Lastly, students should have knowledge of basic research techniques including literature review, hypothesis testing, data collection, and scientific writing, as well as being encouraged to develop verbal communication skills needed to disseminate the results of research to the public.

2. Educational goals, assessment for each goal, performance standards, and findings:

Upon graduating with a major in Exercise Science a student will be able to:

Goal 1: Demonstrate abilities in applying basic concepts of biomechanics/kinesiology, motor learning, and strength and conditioning.

Assessment:

2004-2005

Students in EXSI 3321: Kinesiology attained an average GPA of 2.64 in the class, with no failing grades recorded. 90% of students earned a C or above.

Students in EXSI 4323: Motor Learning attained an average GPA of 3.29 in the class, with one failing grade recorded. 90% of students earned a C or above.

Students in EXSI 2305: Strength and Conditioning attained an average GPA of 2.35, with two failing grades recorded. 82% of students earned a C or above. Note that this class often enrolls freshmen and non-majors.

Curriculum: *The benchmark of 80% with C or better was achieved. Curriculum continues to be enhanced.*

Faculty Development: *No changes this year*

Out-of-class Experience: *Currently, all upper level classes in EXSI require out-of-class experiences, mainly assuming the form of class projects. These projects involve interaction with other students, faculty and staff, in addition to others in the local community and beyond. For Goal #1, students demonstrate that they can successfully analyze the performance of motor skills and offer appropriate plans for the development, improvement, or maintenance of particular skills, as well as design programs for the enhancement of muscular strength.*

Goal 2: Demonstrate knowledge of exercise physiology, basic nutrition, human anatomy and human development.

Assessment:

2003-2004

In courses covering nutrition and exercise physiology (which includes application of anatomy and physiology concepts), 89% of students earned a C or better.

The average GPA in EXSI 4322: Physiology of Exercise was 2.0.

The average GPA in EXSI 4325: Sports Nutrition was 2.2.

2004-2005

Students in EXSI 4422: Physiology of Exercise attained a GPA of 2.4, with one failing grade recorded. 87% of students earned a grade of C or better.

Students in EXSI 4325: Sports Nutrition attained a GPA of 2.91, with no failing grades. 100% of students earned a grade of C or better.

Curriculum: *The benchmark of 80% with C or better was achieved. Curriculum continues to be enhanced.*

Faculty Development: *Faculty members regularly attend conferences on research in these areas in order to adequately instruct students on the latest information in the field.*

Out-of-class Experience: *Currently, all upper level classes in EXSI require out-of-class experiences, mainly assuming the form of class projects. These projects involve interaction with other students, faculty and staff, in addition to others in the local community and beyond. For Goal #2, students demonstrate that they can successfully establish conditioning programs for groups or individuals designed to maintain or improve the various fitness components such as cardiovascular endurance, muscular strength, body composition/weight management and flexibility. Students in EXSI 4422 perform all fitness testing for several HPER 1201 classes.*

Goal 3: Demonstrate knowledge of statistics, research design, computer technology and oral communications skills.

Assessment:

2003-2004

In courses covering statistics or research design, 100% of students earned a C or better. The average GPA for EXSI 4395: Research Applications was approximately 3.1, while the average GPA in EXSI 3320: Measurement and Evaluation was 2.65

2004-2005

Students in EXSI 3320: Measurement and Evaluation attained a GPA of 2.42, with one failing grade recorded. 92% of students achieved a grade of C or better in this class.

Students in EXSI 4395: Research Applications attained a GPA of 3.0, with 1 failing grade recorded. 93% of students earned a grade of C or better in this class.

Curriculum: *The benchmark of 80% with C or better was achieved. Curriculum continues to be enhanced.*

Faculty Development: *Faculty members are currently pursuing research projects involving students in all phases of the projects.*

Out-of-class Experience: *Currently, all upper level classes in EXSI require out-of-class experiences, mainly assuming the form of class projects. These projects involve interaction with other students, faculty and staff, in addition to others in the local community and beyond. For Goal #3, students demonstrate that they can successfully*

assess the skill and fitness levels of individuals or groups in an appropriate manner. Additionally, students can successfully design and select the proper measurement instruments, and follow up with accurate and meaningful collection of data, including proper interpretation and resultant evaluations. One student in the past year presented data from his research project at a regional meeting. This data was then presented by a faculty member at a national conference and will be submitted for publication during the fall semester. Additionally, seven students attended the Texas regional ACSM meeting in Dallas, TX.

Goal 4: Demonstrate ability to properly write in APA format and communicate the results of data collected in the lab or library.

Assessment:

2004-2005

On average, students earned 85% of available points on writing assignments for EXSI 4422, the only class with a substantial writing component. Students were also successful at verbal communication and presentation techniques, as evidenced by their performance in EXSI 4395, results listed under goal #3.

Curriculum: *The benchmark of 80% with C or better was achieved. Curriculum continues to be enhanced.*

Faculty Development: *As the curriculum becomes more demanding for the students, faculty members must be diligent in staying on the cutting edge of research.*

Out-of-class Experience: *Currently, all upper level classes in EXSI require out-of-class experiences, mainly assuming the form of class projects. These projects involve interaction with other students, faculty and staff, in addition to others in the local community and beyond. For Goal #4, students demonstrate that they can successfully perform research at the undergraduate level. Additionally, the EXSI students demonstrate that they can communicate these results in an effective manner to a targeted population. This communication ability will show evidence of traditional, as well as modern research techniques such as efficient use of the Internet and other electronic data sources and manipulations. All EXSI classes, lower level and upper level, now include and Information Literacy component. With the availability of a wide variety of modern instruments in the HPL, students can now perform higher level research.*

Goal 5: Demonstrate knowledge of widely used practical skills in the field of Exercise Science.

Assessment:

2004-2005

On average, students earned 85% of points available on the practical exam conducted during EXSI 4422.

Curriculum: *The benchmark of 80% of points available was met. Curriculum continues to be enhanced.*

Faculty Development: *The faculty continues to stay abreast of current research and writings.*

Out of class experience: *Students spend considerable time locating and reading relevant research as part of the writing assignments. Also, students must integrate feedback from the professor and writing center tutors into subsequent drafts of writing assignments.*

In addition, the EXSI program and faculty will:

Goal 6: Enhance students' desire and ability to sit for nationally recognized certification exams, including the NSCA Certified Strength and Conditioning Specialist and ACSM Health and Fitness Instructor.

Assessment:

2004-2005

Students taking national certification exams:

ACSM HFI: 1 of 1 successful

NSCA CSCS: 0 of 1 successful, with results pending for one other.

Curriculum: *With the introduction of the Certification Preparation class in 2004, students are strongly encouraged to take one of two national certification exams. The curriculum has been recently reviewed and found to have some deficiencies. These have been corrected by adding content to existing classes and the curriculum will be submitted for endorsement by the ACSM in the spring of 2006. This endorsement, if received, will substantially reduce the cost for students desiring to take the ACSM HFI exam, and may lead to this exam being required as a major field exam for all EXSI graduates.*

Faculty development: *One faculty member recently participated in a workshop for the ACSM HFI exam and is using the behind the scenes knowledge to improve student preparation for this exam*

Final comments:

The department feels confident that students are receiving an adequate education and are being prepared to enter the field of exercise science and pursue graduate education. Some deficiencies in the curriculum have been addressed and will lead to greater preparation. We hope that continued emphasis on undergraduate research will benefit our students by allowing them to apply classroom content in a real setting that can result in benefits to mankind.