

# Exercise Science (EXSC) B.S.

## *Expanded Statement of Institutional Purpose*

### **Institutional Mission Reference**

The exercise science curriculum offers students a solid academic preparation for further education in allied health fields such as physical therapy, corporate wellness, cardiac rehabilitation, and personal training. The exercise science faculty are committed to the highest quality of instruction for all students. The curriculum emphasizes the importance of health and fitness in the individual (related to "respect for the dignity and worth of the individual") and in society.

Vision Statement: To be a nationally recognized department known for its innovative programs and progressive leadership in preparing high quality graduates in the areas of athletic training, exercise science, physical education, recreation, and sports management.

### **Institutional Goal(s) Supported**

- a. Quality undergraduate academic programs
- b. Quality teaching
- c. Discovery of new knowledge through research
- d. Community service

## *Intended Educational (Student) Outcomes, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results*

### **Intended Outcome 1**

Students will be completing an exercise science academic program program that has been externally validated by the conclusion of 2000-2001.

**Method for Assessing Outcome 1 and Criterion for Success:** A curriculum portfolio will be assembled for review by a nationally/internationally recognized exercise scientist from the standpoint of adherence to recommended programmatic guidelines for undergraduate exercise science curricula. Mechanisms for validation of this evaluation process will be face and content validity.

**Summary of Assessment Data Collected for Outcome 1:** The EXSC undergraduate curriculum has initiated the American College of Sports Medicine (ACSM)/University Connection program for curriculum endorsement according to the knowledge, skills and abilities required for certification as a Health/Fitness InstructorSM. This process will be completed during AY 2003-2004.

**Use of Assessment Results from Intended Outcome 1 to Improve Academic Program:** Curriculum endorsement by ACSM will assist the EXSC faculty in curricular revision.

### **Intended Outcome 2**

Students will communicate effectively in writing.

**Method for Assessing Outcome 2 and Criterion for Success:** All students will pass the Exit Exam of Writing Proficiency. Students who fail the exit examination in their first attempt will be identified by the program coordinator. Individual plans of action will be established to correct the deficiencies. Half of the students failing the university exit examination of writing proficiency the first time will pass it upon their second attempt.

**Summary of Assessment Data Collected for Outcome 2:** The ESPER Chairman has initiated policy of sending the names of students who failed the exit writing examination to the appropriate program coordinator (HPE Teacher Prep, Recreation/Tourism Studies, Exercise Science, Sport Management) for follow-up. These students are also contacted confidentially by the Chairman and urged to discuss writing deficiencies with the appropriate coordinator and with the writing center. Although modest improvement in exit writing exam success was observed from 2001 (n=11 tests,  $\bar{x}\pm SD=55.6\pm 14.2\%$ ) to 2002 (n=11 tests,  $\bar{x}\pm SD=61.4\pm 12.3\%$ ), this improvement was not statistically significant ( $p=0.16$ ). Representatives of the writing center spoke at a recent ESPER faculty meeting in the aftermath of the adverse publicity on writing performance in the *Virginian Pilot*. Of 28 graduating seniors who completed an exit interview in the Fall of 2002, only 17 (61%) reported that they were "extremely satisfied" or "mostly satisfied" with the writing expectations in their curriculum. It is necessary to place increased emphasis on writing throughout all ESPER curricula.

**Use of Assessment Results from Intended Outcome 2 to Improve Academic Program:** More active involvement by EXSC faculty in exit writing examination follow-up will result in an improved exit writing examination pass rate in all ESPER curricula.

### **Intended Outcome 3**

Students will have basic computer proficiency in the use of spreadsheets, PowerPoint, and word-processing.

**Method for Assessing Outcome 3 and Criterion for Success:** Students will be assessed for their level of proficiency in EXSC 415 and EXSC 420 in terms of basic skills in spreadsheet design, PowerPoint presentation design, and word processing competencies. In alternate years, a committee of faculty will review a random sample of student work samples. Seventy-five percent of the work samples will be judged Satisfactory or higher. (Within the courses, deficiencies will be identified and remediated, resulting in a functional level of proficiency by the end of the semester.

**Summary of Assessment Data Collected for Outcome 3:** All EXSC 415 "Exercise Testing/Normal-Special Populations" students are required to use Microsoft Excel in analysis and presentation of laboratory data. All EXSC 415 and EXSC 417W "Advanced Kinesiology/Biomechanics" students are required to use word processors in the completion of weekly lab reports. Case studies for PE 368W "Internship-EXSC" must be completed with word processors. All EXSC 420 "Research Methods in Exercise Science" students are required to use SPSS output and PowerPoint to generate a presentation of research findings using hypothetical data. Students in EXSC 431 "Wellness Programming/Administration" must generate a PowerPoint presentation as part of course requirements

**Use of Assessment Results from Intended Outcome 3 to Improve Academic Program:** Familiarity with common computer applications will increase the quality of instruction in EXSC 415, 417W, and 420 and also compliment lower division requirements in oral communication, composition, and computer literacy.