

2010-11 Program Assessment Update

Department & Program: PEHR Department, Exercise Science

submitted by: Wendy Repovich, program director

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2010-11.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Be prepared for appropriate certification exams in the industry.	Successful completion of PHED 333 – prepares students for the ACE Personal Trainer or Group Exercise certifications, PHED 335 – prepares students for the NSCA CSCS certification, and final exam in EXSC 490 – a mock certification exam for the ACSM HFS certification	<p>PHED 333 is offered every quarter. The passage rate (2.5 or higher) for the course over the entire year was 90% in 2010-2011.</p> <p>PHED 335 is offered every quarter. The passage rate (2.5 or higher) for the course over the entire year was 80% in 2010-2011.</p> <p>EXSC 490, the senior capstone for exercise science is taught in winter quarter. The passage rate (at 70%) for the mock exam winter 2011 was 58%. Another 19% were within 2 points of passing.</p> <p>All students who have actually taken a certification exam have passed on the first try.</p>	<p>Continue to monitor student success on the actual exams. The passage rate on the mock exam in the senior capstone has improved from a low of 17% the first year it was given and there is focused work in the course (using the discussion board in Blackboard) to help the students prepare along with practice questions made available.</p> <p>Since the test is given with a Scantron the questions with the greatest number of wrong answers are evaluated and the focus of the question is emphasized in class the following year.</p> <p>Feedback from students who have taken and passed the certifications has been that all the classes were helpful.</p>	<p>Annually following the mock exam in winter quarter, evaluate the results to make adjustments for the following year.</p> <p>For each of the three courses, the instructor must hold and be current with that particular certification. Since one of the instructors is a special faculty, the department must support their continuing education credits for the certification.</p> <p>Use comments on student evaluations to adjust teaching if there are recommendations that could strengthen the course.</p>	The improvement seen since the first time the mock exam was used suggests the program changes have been effective. The goal will be to increase the number of passing scores to 70%. Because all students who have taken the exams have passed on the first try this would suggest that student effort in the classes is impacting the passage rates too.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.