

EWU Programmatic SLO Assessment

AY 2015-16 and “Closing the Loop” for AY 2014-15

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to “close the loop” in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year’s template) by EWU programs and other assessment resources: <http://access.ewu.edu/undergraduate-studies/faculty-support/student-learning-assessment/program-slo-assessment.xml>

Additional resources and support are available to:

- 1) Determine whether students can do, know or value program goals upon graduation and to what extent;
- 2) Determine students’ progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
- 3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hberglan@ewu.edu or 359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hberglan@ewu.edu), Office of Academic Planning, by September 15, 2016.**

Degree/Certificate: BS in Exercise Science
Major/Option: Exercise Science Pre-PT track, Exercise Science Pre-OT track, Exercise Science Exercise Science track
Submitted by: Wendy Repovich, PhD, Program Director
Date: September 1, 2016

Part I – Program SLO Assessment Report for 2015-16

Part I – for the 2015-16 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Be prepared for appropriate certification exams in the industry

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes forthcoming;
 SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

In the senior capstone course – EXSC 490, students take a mock certification exam for the American College of Sports Medicine (ACSM) Certification – Certified Exercise Physiologist – C-EP. This exam encompasses five domains – Health and Fitness Assessment; Exercise Prescription, Implementation (and Ongoing Support); Exercise Counseling and Behavioral Strategies; Legal/Professional; and Management. For a student to take the exam they must have a bachelor's degree in exercise science or related field. It is also the most general exam for the field of exercise science. Material for three other certifications is covered in the program. Two do not require a bachelor's degree, the third does but is specific to a strength training, athletic population. Students are encouraged to research each exam to determine which is most appropriate for their expected job when they graduate. Through all the courses and two specific pro-labs students are prepared for all four possible certifications.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. Findings:

The exam used is the same every year so comparison of classes can be done. Passage of the actual exam requires 70% so I also use 70% for the mock exam. With that score as the passing rate 53% of 32 students passed in winter 16, 65% of 55 students passed in spring 16. For the previous question on this evaluation of whether the SLO has been met around 70% passage is not really meeting the SLO but there was no option to indicate that we are continuing to evaluate the program content to strive for a higher pass rate. So far every student who has sat for the certification has passed but not all students require certifications for their expected career so not everyone takes the exam.

b. Analysis of findings:

The passage rate in winter was not as high as in past years, but doing the item analysis of the exam questions did not reveal enough information to require specific changes to the program, and in fact with the higher rate (and consistent rate) essentially the same as the previous two years it appears the winter students might have been an anomaly.

As the Program Director is retiring and none of the current faculty holds this specific certification there is going to be discussion within the remaining and one new faculty to see if this will remain the direction of the program. If there is a significant change then there will also need to be a major revision of the capstone course to go along with the revised SLOs.

5. **What program changes will be made based on the assessment results?**

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

There has been some work done in courses taught by different faculty to create common SLOs and to tie those SLOs to the Knowledge/Skills/Abilities (KSAs) created by the American College of Sports Medicine. This is the beginning of work toward mapping the courses to the Program SLOs, which has not been done in at least 7 or 8 years. As noted above if the faculty take the program in a different direction this may be a moot point for the list of KSAs.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

As the University Assessment Plan is now in place, the faculty will be working during fall quarter to determine the Program SLOs (revised or not), so that course mapping can be done and a more effective assessment plan created.

- 6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

The program faculty will be doing a reevaluation of the program and changes will be made as the revisions are done.

PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated “closing-the-loop” assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.”* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2014-15

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2. **Strategies implemented** during 2015-16 to improve student learning, based on findings of the 2014-15 assessment activities.

The curriculum committee for Exercise Science began working on developing common SLOs for all courses currently taught by more than one instructor. The course SLOs have been evaluated for the three kinesiology courses – PHED 349, Anatomical Kinesiology, PHED 350 Physiological Kinesiology, and PHED 352 Mechanical Kinesiology; and for EXSC 460 – Physiology of Exercise. Another course EXSC 455 Research and Analysis was evaluated and a decision made to change the text, and likely both the credits and content, but that will require CPAC approval, so was not under taken yet. The new faculty member will be teaching one of those sections so it was decided to wait till she started in the fall to have the discussion.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

Since the work was done during this year, the effect won't be noticed until 2016-2017 to evaluate the effectiveness of the changes.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

As mentioned above, one course EXSC 455 will be evaluated and possibly change both the content and credits. Second, as mentioned in the 2015-16 evaluation, the curriculum committee with a change in the program director, one faculty member leaving and another joining, this year will be spent in program evaluation and potentially changes to the curriculum that will go along with the new Assessment Plan work, and course mapping for the program SLOs

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.

6. Description of revisions to the assessment process the results suggest are needed.

Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf