



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: 10 September 2009

School/College: Arts and Sciences

Department/Program: Exercise and Sports Science Department

Person completing the Report: Jeremy Howell
Karen Francis

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

- a. Which Program Learning outcomes associated with Department Goal 1 were assessed during the Spring Semester of 2009.

Department Goal 1: To provide students with a an of understanding of the fundamental scientific underpinnings of human movement including the history and breadth of our field including all sub disciplines (exercise physiology, motor control, biomechanics, psychology, and physical culture), foster the ability to think scientifically about the study of exercise and sports science including knowledge of statistics, lifespan developmental changes of movement, and to apply these basic principles of human behavior to a specific movement activity.

Desired learning outcomes for Program Goal 1:

- a. Explain the relationship of applied principles of human movement within specific contexts and tasks
 - b. Demonstrate competence in basic anatomical an physiological processes
 - c. **Identify the history of exercise and sports science including sub disciplines, the evolution of key theoretical concepts and future directions**
 - d. **Application of basic statistical techniques and interpretation of results**
 - e. **Demonstrate knowledge and understanding of theories and models of development and the contribution of age and maturation on lifespan development of human movement**
- b. Who in your department/program was involved in the assessment of the above learning outcomes?

Please refer to previous documents submitted by Jeremy Howell, Exercise and



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Sports Science Department Chair in consultation with Karen Francis, Associate Professor of Exercise and Sports Science.

2. Please Answer the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Learning outcomes 1c, 1d, and 1e were assessed in Spring 09 semester using specific course assignments. Each of the selected courses is required for Exercise and Sports Science Students and requires a minimum grade of C- to progress to upper division courses. Since these grades are associated with the

Assessment Methods

- Students will complete Foundations of Exercise and Sports Science (ESS 120), Statistics (ESS 200), and Motor Development (ESS 220) with a grade of C- or better. Each of these courses are required for Exercise and Sports Science students and requires a minimum grade of C- to progress to upper division courses in the third and fourth year of the Exercise and Sports Science Degree.
- Faculty with expertise in each of these three targeted course areas presented an appropriate assessment that addressed specific learning outcomes. Departmental faculty reviewed syllabi and proposed assessments to verify assessment.
- Data from each assessment were collected and analyzed to reflect the percentage of students earning a C- or higher.



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| | Very Good Achievement of Outcome | Good Achievement of Outcome | Average Achievement of Outcome | Poor Achievement of Outcome | Very Poor Achievement of Outcome |
|--------|--|--|--|--|--|
| 1c. | More than 90% correct on specific assignment for ESS 120 | More than 80% correct on specific assignment for ESS 120 | More than 70% correct on specific assignment for ESS 120 | More than 60% correct on specific assignment for ESS 120 | Less than 60% correct on specific assignment for ESS 120 |
| N = 30 | 40% | 30% | 20% | 10% | 0% |
| 1d. | More than 90% correct on specific assignment for ESS 200 | More than 80% correct on specific assignment for ESS 200 | More than 70% correct on specific assignment for ESS 200 | More than 60% correct on specific assignment for ESS 200 | Less than 60% correct on specific assignment for ESS 200 |
| N = 20 | 20% | 45% | 30% | 0% | 5% |
| 1e. | More than 90% correct on specific assignment for ESS 220 | More than 80% correct on specific assignment for ESS 220 | More than 70% correct on specific assignment for ESS 220 | More than 60% correct on specific assignment for ESS 220 | Less than 60% correct on specific assignment for ESS 220 |
| N = 36 | 40% | 32% | 19% | 0% | 0% |

b. What did the faculty in the department or program learn?

Overall we are achieving the selected learning outcomes. The percentage of students that receive a grade of C- or higher, needed for advancement to the upper division core of our curriculum as well as maintaining their status as an ESS student by 95 percent. Specifically faculty reported the following: 1) 90% of our students are achieving learning outcome 1c, 2) 95% of our student are achieving learning outcome 1d, and 3) 100% of our students are achieving learning outcome 1e. These percentages are important indicators of performance and correlate with the high retention level for ESS students. for the selected learning outcomes. In particular, for outcome 1c, faculty teaching the ESS 120 course reported having 90% of the students achieving the core concepts.



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In general we have learned the following: 1) Indirect assessments are important tools to incorporate into our overall plan and may help us to understand more holistically the achievement of the proposed learning outcomes and hence the knowledge obtained by our graduating students, and 2) Exercise and sports science is an interdisciplinary field of study and therefore the complexity of this sub discipline nature creates an environment where it is essential for all faculty to be intimately involved in the assessment process at all levels. It may be beneficial for faculty to have a retreat where key professionals provide educational information that enables faculty to generate cohesive supplementary (elective) courses including rubrics that incorporate and enable us to apply information from all of the foundational principles from each sub discipline.

c. **What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

There are two summary statements that reflect how we can improve student learning: 1) incorporation of an additional general learning outcome on technology that addresses the students understanding of the wide variety of instrumentation and technological applications may help students better understand the appropriate uses for a professional practice, and 2) a few of our upper division electives do not meet the standard defined as courses that build on prerequisite knowledge obtained in the core curriculum. One might infer from this observation that consideration of elective opportunities at lower division levels may facilitate a better understanding of the connection between courses that provide foundational information outside the context of movement to those courses that provide the application of such information in the context of movement.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome



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Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).