Central Washington University  
Assessment of Student Learning  
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report:  2012-2013  College:  CEPS  
Department  Nutrition, Exercise and Health Sciences  Program:  Exercise Science  
(Undergraduate)

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

Our department assessed one student learning outcome this year. This appears as student learning outcomes 1 on the Student Learning Assessment Plan. This outcome was not assessed last year (2011-2012). The outcome appears below.

1. Student Learning Outcome 1 (Student Learning Assessment Plan). “Students will demonstrate knowledge of structural components and the interrelationships between these structural components in the human organism”. This outcome is related to the program/departmental Goal 1 “Students will demonstrate the knowledge, skills, and attitudes to be successful in the variety of fields encompassed within Exercise Science”. This goal is related to the College Goal 1 “Provide for an outstanding academic and professional growth experience for students at all CWU locations” and the University Goal 1 to “Maintain and strengthen an outstanding academic and student life on the Ellensburg campus”. This goal was selected as it is one of the foundations of exercise science and so, fundamental to the discipline and we wanted to see if the goal was met.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?  
B) Who was assessed?  
C) When was it assessed?

1. The student-learning outcome “Students will demonstrate knowledge of structural components and the interrelationships between these structural components in the human organism” was evaluated via EXSC 350 & 350L (F,W, Sp, Su), EXSC 351 and 351 L (F,W, Sp, Su), and EXSC 352 (F, W, Su). Students in these courses are primarily juniors but some seniors were enrolled in some of these courses as well. EXSC 350 (268 students for this period) evaluated this goal by written exams to demonstrate knowledge of human structural components.
This outcome was also evaluated by the laboratory course EXSC 350L (266 students) where students study organism functioning via cadaver and plastic models. EXSC 351 (252 students) evaluated the goal via written examinations about physiologic processes that govern organism homeostasis. The EXSC 351L laboratory course (237 students) evaluated the goal of knowledge of organism functioning via cadaver and plastic models. Mastery for this outcome was considered a grade of “C” or better for the components. EXSC 348 (144 students) evaluated knowledge of human structural components via written examinations. Mastery for this outcome was considered a grade of “C” or better.

3. What was learned?
In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

1. Student Learning Outcome 1 (Student Learning Assessment Plan). “Students will demonstrate knowledge of structural components and the interrelationships between these structural components in the human organism”

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 350L Lab Course</td>
<td>209/266 (78%)</td>
<td>57/266 (22%)</td>
</tr>
<tr>
<td>EXSC 350 Examinations</td>
<td>239/268 (89%)</td>
<td>29/268 (11%)</td>
</tr>
<tr>
<td>EXSC 351L Lab Course</td>
<td>218/237 (91%)</td>
<td>19/237 (9%)</td>
</tr>
<tr>
<td>EXSC 351 Examinations</td>
<td>182/252 (72%)</td>
<td>70/252 (28%)</td>
</tr>
<tr>
<td>EXSC 348 Examinations</td>
<td>139/144 (96%)</td>
<td>5/144 (4%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>987/1167 (84.5%)</strong></td>
<td><strong>180/1167 (15.5%)</strong></td>
</tr>
</tbody>
</table>

Overall the majority of students (84.5%) met this outcome for the assessment period while only 15.5% did not. The most difficult section seems to be EXSC351 examinations (72% passing). This is a comprehensive physiology course that requires students to put several concepts together to come up with an answer. Students seem to have difficulty doing this. EXSC 350 laboratory had a lower rate of passing (78%) as well. This is a rigorous cadaver laboratory where students must identify a multitude of structures. The EXSC 351 laboratory has weekly anatomy quizzes had a fairly high passing rate (91%) as did the EXSC 350 lecture course (89%).

4. What will the department or program do as a result of that information?
In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

The student-learning outcome evaluated was met during this assessment period. The percentage of students meeting expectations was 84.5% on average. This is an acceptable rating for a rigorous academic program with an applied aspect.

Please realize that the department made several changes in the courses evaluated here (EXSC 350, 350L and EXSC 351, 351L) that were implemented in Fall 2013. Those results will be evaluated in future reports.
5. **What did the department or program do in response to last year’s assessment information?**

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Starting with this evaluation (fall 2012) laboratory and lecture section for EXSC 350 and 350L as well as EXSC 351 and 351L are now separate courses. The passing rates for EXSC 350 and 351 (lectures) are about the same as they have been in the past. The EXSC 351 Laboratory section had a high passing rate of 91%. It is somewhat surprising that EXSC 350 Laboratory had a lower passing rate of 78% suggesting that students have difficulty in identifying human anatomical structure, the basis for many of our EXSC courses. Open laboratory sections are provided outside of class time, however the degree to which those open labs are utilized is not currently known. Perhaps that is something to look at in the future to evaluate the days and times offered to see if some open lab times are more convenient for student’s schedules.

6. **Questions or suggestions concerning Assessment of Student Learning at Central Washington University:**