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: _2013-2014_____ 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 2 on the Student Learning Assessment Plan. This outcome was not assessed last year (2012-2013). The outcome appears below.

1. Student Learning Outcome 2 (Student Learning Assessment Plan). “Students will demonstrate knowledge of the physiologic processes that govern organism functioning and maintain homeostasis with specific emphasis on humans”. 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 the physiologic processes that govern organism functioning and maintain homeostasis with specific emphasis on humans” was evaluated via EXSC 350 & 350L (F,W, Sp, Su), EXSC 351 and 351 L (F,W, Sp, Su), and EXSC 450 (W, Su). Students in EXSC 350 and 351 courses are primarily juniors, while those enrolled in EXSC 450 are primarily seniors. EXSC 350 (67 students for this period) evaluated this goal by written exams to demonstrate knowledge of human physiological
processes. This outcome was also evaluated by the laboratory course EXSC 350L (72 students) where students study organism functioning via cadaver and plastic models. EXSC 351 (73 students) evaluated the goal via written examinations about physiologic processes that govern organism homeostasis. The EXSC 351L laboratory course (59 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 450 (43 students) and EXSC 450L (44 students) evaluated knowledge of human physiological processes 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 2 (Student Learning Assessment Plan). “Students will demonstrate knowledge of the physiologic processes that govern organism functioning and maintain homeostasis with specific emphasis on humans”.

<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>64/72 (89%)</td>
<td>8/72 (11%)</td>
</tr>
<tr>
<td>EXSC 350 Examinations</td>
<td>55/67 (83%)</td>
<td>12/67 (17%)</td>
</tr>
<tr>
<td>EXSC 351L Lab Course</td>
<td>56/59 (95%)</td>
<td>3/59 (5%)</td>
</tr>
<tr>
<td>EXSC 351 Examinations</td>
<td>64/73 (87%)</td>
<td>9/73 (13%)</td>
</tr>
<tr>
<td>EXSC 450 Lab Course</td>
<td>41/44 (93%)</td>
<td>3/44 (7%)</td>
</tr>
<tr>
<td>EXSC 450 Examinations</td>
<td>37/43 (87%)</td>
<td>6/43 (13%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>317/358 (88.5%)</td>
<td>41/358 (11.5%)</td>
</tr>
</tbody>
</table>

Overall the majority of students (88.5%) met this outcome for the assessment period while only 11.5% did not. The most difficult section seems to be EXSC 350 examinations (83% passing). This is a difficult anatomy 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 (89%) 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 (95%). Overall, these courses seem to have fairly high passing rates.

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 88.5% on average. This is a fairly high rating for a rigorous academic program with an applied aspect, therefore future changes should be few.
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.

In response to the previous assessments, the Exercise Science faculty has updated many of the course offerings in the Exercise Science curriculum in order to better prepare students for employment in this field. This new curriculum has officially started in the 2014-2015 academic year. It will be interesting to see the effect of this updated and improved academic curriculum.

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