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

In answering this question, please identify:
- the specific student learning outcomes that were assessed
- reasons for assessing the outcomes, with the outcomes written in clear, measurable terms
- which CWU Strategic Plan Outcome do the student learning outcomes relate to? See: http://www.cwu.edu/strategic-planning/strategic-plan. For example:
  - Outcome 1.1.1: Students will achieve programmatic learning outcomes.
  - Outcome 1.1.3: Students and faculty will be increasingly engaged in the learning process in and outside the classroom.
  - Outcome 3.1.1: Sustain participation by faculty, students, and staff in quality research, scholarship, and creative expression

Our department assessed one student learning outcome this year. This appears as student learning outcomes 3 on the Student Learning Outcome Assessment Plan, Department NEHS, Program: Exercise Science. This outcome was not assessed last year (2013-2014). The outcome appears below.

**SLO for Exercise Science 3.** Students will be able to describe the impact of personal behaviors - lifestyle decisions (e.g.) physical activity and energy balance on human structural and functional integrity.

This outcome is related to University Objective 1.1.1. Students will achieve programmatic learning outcomes. It is also related to University Objective 1.1.3. Students and faculty will be engaged in the learning process in and outside of the classroom.

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 the student learning outcomes assessed?

A) What methods were used?

Concisely describe each specific method used in assessing student learning outcomes. For each assessment method specify:
- If that assessment method was direct (e.g. exams) or indirect (e.g. focus groups)
If the assessment method assessed performance, knowledge, and/or attitudes
The specific standard of mastery (criterion) against which you will compare your results. For example, “at least 85% of students pass the senior exit exam”

1. The student-learning outcome “Students will be able to describe the impact of personal behaviors - lifestyle decisions (e.g.) physical activity and energy balance on human structural and functional integrity.” was evaluated via direct methods for EXSC 480 (F, Sp), EXSC 450 and 450 L (F,W, Sp, Su), EXSC 455 (F,W, Sp, Su). And EXSC 456 (F,W,Sp,Su). Students in these courses are a mixture of Juniors and Seniors. EXSC 480 (8 students for this period) evaluated this goal by written and practical exams. Mastery for this outcome was considered a grade of “C” or better. EXSC 450 (36 students) and EXSC 450L (34 students) evaluated knowledge of the impact of behavior on structure and function via written examinations for EXSC 450 and hands on data collection and analysis for EXSC 450L. Mastery for this outcome was considered a grade of “C” or better. Students in EXSC 455 (37 students) evaluated this goal via written examinations and via practical skills examinations in EXSC 455L (34 students). Mastery for this outcome was considered a grade of “C” or better for the components. Students in EXSC 456 (40 students) evaluated this goal via written examinations and case studies. Mastery for this outcome was considered a grade of “C” or better for the components.

B) Who was assessed?

- The population assessed
- The number of students assessed (e.g., 53)
- Survey or questionnaire response rate (if appropriate)

This population was made up of Juniors and Seniors at CWU. There were 8 students in EXSC 480, 36 in EXSC 450, 34 in EXSC 450L, 37 in EXSC 455, 34 in EXSC 455L, and 40 in EXSC 456.

C) When was it assessed?

- When did the assessment take place (was it at the end of the degree, as students entered the program or during a specific term?)

Assessment was in the following schedule:
EXSC 480 (F,Sp)
EXSC 450: (F,W,Sp,Su)
EXSC 450L (F,W,Sp,Su)
EXSC 455 (F,W,Sp,Su)
EXSC 456 (F, W,Sp,Su)
3. What was learned?

- Were the standards of mastery met?
- Report results in specific qualitative or quantitative terms, with the results linked to the student learning outcomes you assessed, and compared to the standard of mastery (criterion) you noted above
- Include a concise interpretation or analysis of the results

SLO 3. “Students will be able to describe the impact of personal behaviors - lifestyle decisions (e.g.) physical activity and energy balance on human structural and functional integrity.”

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 450L Lab Course</td>
<td>30/36 (83%)</td>
<td>6/36 (17%)</td>
</tr>
<tr>
<td>EXSC 450 Examinations</td>
<td>29/36 (80%)</td>
<td>7/36 (20%)</td>
</tr>
<tr>
<td>EXSC 455L Lab Course</td>
<td>32/34 (94%)</td>
<td>2/34 (6%)</td>
</tr>
<tr>
<td>EXSC 455 Examinations</td>
<td>34/37 (92%)</td>
<td>3/37 (8%)</td>
</tr>
<tr>
<td>EXSC 480 Examinations</td>
<td>8/8 (100%)</td>
<td>0/8 (0%)</td>
</tr>
<tr>
<td>EXSC 456 Examinations</td>
<td>38/40 (95%)</td>
<td>2/40 (5%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>171/191 (89.5%)</strong></td>
<td><strong>20/191 (10.5%)</strong></td>
</tr>
</tbody>
</table>

Overall the majority of students (89.5%) met this outcome for the assessment period while only 10.5% did not. The most difficult section seems to be EXSC 450 examinations (80% passing). This is a difficult exercise physiology course that requires students to put several concepts together to come up with an answer. Students seem to have difficulty doing this. EXSC 450 laboratory had a lower rate of passing (83%) as well. This is a rigorous exercise physiology lab course that requires both data collection and analysis. Students have some difficulty with this process. Overall, these courses seem to have fairly high passing rates.

4. What will the department or program do as a result of that information?

- 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 has/will the department report the results and changes to internal and/or external constituents (e.g., advisory groups, newsletters, forums, etc.)

The passing rates seen here seem fairly high. Therefore, few changes are planned in the immediate future.

5. What did the department or program do in response to previous years’ assessment results, and what was the effect of those changes?
• Describe any changes that have been made to improve student learning based on previous assessment results
• Were those changes effective?
• Discuss any changes to your assessment plan or assessment methods

Some curriculum changes have occurred during this period assessment of those will be in the future.

6. Questions or suggestions? Contact Tom Henderson (henderst@cwu.edu) or Bret Smith (bpsmith@cwu.edu)