

**Institutional Effectiveness
2022-2023**

Program: Ex Science, Phy Educ and Wellness MA

College and Department: College of Education, Department of Exercise Science

Contact: Christy Killman

Mission:

The mission of the department of Exercise Science is to promote enhanced quality of life (wellness) and strengthen educational pursuits by creating, advancing, communicating, and applying knowledge and skills, through innovative preparation of scholars, researchers, educators, and professionals to meet the needs of a diverse society.

Mission Brief: Be prepared for service to enhance quality of life for a diverse society.

Vision: Prepare future professionals to be effective and engaged through clinical rich and evidenced based programs.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

We are making changes to the graduate programs of study starting in the fall semester 2023. A more detailed curriculum map will be a product of these changes.

SLO1: CONTENT KNOWLEDGE

Define Outcome:

Students will demonstrate understanding and application of content knowledge.

Assessment Methods:

During the final semester of study in the online Master of Arts degree in Exercise Science, each candidate must answer comprehensive exam questions to demonstrate understanding and application of content knowledge in each area: Core, Research and Concentration. Each question is constructed with multiple parts so that candidates can be comprehensive in their demonstration of understanding and application of the learning.

Criteria for Success (Thresholds for Assessment Methods):

A rubric created by full-time graduate faculty is provided to candidates ahead of time so that they know how their answers will be scored. Candidates are expected to score 80% or higher in order to pass the exam and be recommended for graduation.

Topics Covered	Exemplary = 3	Acceptable = 2	Developing = 1	Unacceptable = 0
<u>Knowledge Base</u>	Demonstrated thorough understanding of	Demonstrated considerable understanding of	Demonstrated some understanding of	Demonstrated little understanding

	multiple parts of pedagogical content. Discussed all portions of the question masterfully by providing foundational information of the topic.	pedagogical content. Discussed majority of the question using foundational knowledge related directly to the topic.	pedagogical content. Discussed some portions of the question and provided some foundational information of the topic.	of pedagogical content. Did not discuss all portions of the question. Did not provide foundational information of the topic.
<u>Learned Skills</u>	Exhibited learned skills of the content by applying the pedagogical knowledge to a “real life” scenario. Demonstrated mastery of the content beyond understanding by application.	Exhibited a general knowledge of learned skills of the pedagogical content by application in a “real life” scenario. Demonstrated knowledge beyond simple understanding but minor error(s) present in application.	Somewhat exhibits learned skills of the pedagogical content by attempting to apply the knowledge to a “real life” scenario. Errors in application or lack of demonstration of skill or understanding were present.	Did not exhibit learned skills of the content due to insufficient application of knowledge to a “real life” scenario. Omissions, Errors in application or lack of demonstration in learned skills.
<u>Quality Writing</u>	Demonstrated the ability to clearly and concisely answer each part of the question with mature and quality form. No spelling or grammatical errors present.	Demonstrated the ability to clearly and concisely answer each part of the question but left some parts unanswered or not completely answered. Few spelling or grammatical errors present.	Demonstrated some ability to answer the questions, but did not have clear and concise answers. May not have had proper paragraphing or formatting. Some spelling and grammatical errors present.	Did not demonstrate ability to answer the questions with clear and concise answers. May not have had a proper paragraphing or formatting. Several spelling and grammatical errors present.
<u>Language Usage</u>	Conventions of language are adhered to with great detail and precision, no errors found.	Almost all of the conventions are adhered to with detail and precision, no more than one error.	Greater attention to the conventions/mechanics are needed – work is borderline acceptable – has	Mistakes in conventions of language are too numerous to accept – major

			more than three errors.	editing is needed.
<u>APA Style</u>	APA guidelines are meticulously followed.	Adhere consistently to APA guidelines, however, one error present	Demonstrates little ability to adhere to APA guidelines, more than three errors present	Adherence to APA guidelines is sporadic or non-existent; more than four errors present
<u>References</u>	Thoroughly supported responses with scholarly/peer-reviewed references and/or course materials and/or other appropriate supporting documents. Reference sheet provided and correct.	Supported responses with some scholarly/peer-reviewed references, course materials and/or other appropriate supporting documents, but omissions or errors were present. Reference sheet provided and mostly correct.	Intermittently supported responses with scholarly/peer-reviewed references, course materials and/or appropriate supporting documents, but more than two errors were present. Reference sheet provided, but errors present.	No reference sheet provided and/or did not support responses with scholarly/peer-reviewed references and/or course materials.

Rubric – EXPW 6510 Comprehensive Exam

Part 1 – Research Question(s) and Overview.

_____ Correct research question(s) written.

_____ Stated accurate purpose of the study

_____ Correct problem statement written.

_____ Correct interpretation of the results and conclusions.

Part 2 – Hypotheses

_____ Stated the null hypothesis correctly.

_____ Stated the research hypothesis correctly.

Part 3 – Variables of the Study

_____ Correctly identified independent variable(s).

_____ Correctly identified dependent variable(s).

_____ Correctly identified confounding variable(s) (if any).

Part 4 – Methodology

_____ Fully described methods section.

_____ Clear description of participants.

_____ Clear description of instrument(s).

_____ Described procedures accurately (reproducible)

_____ Identified correct analysis

Part 5 – Validity

_____ Content validity fully described.

_____ Criterion validity fully described.

_____ Construct validity fully described.

Part 6 – Reliability

_____ Test – Re-test fully described.

_____ Inter-rater fully described.

_____ Intra-rater fully described.

_____ Internal consistency fully described.

_____ Parallel forms fully described.

Part 7 – Type I and Type II Errors

_____ Fully described how to avoid Type I errors.

_____ Fully described how to avoid Type II errors.

Part 8 – Quality of Writing

_____ Demonstrated the ability to clearly and concisely write strong topic and supporting sentences.

_____ Demonstrated the ability to write with either no spelling and grammatical errors or minimal spelling and grammatical errors.

Part 9 – APA Guidelines

_____ APA guidelines were meticulously followed with either no errors or minimal errors.

Part 10 – References

_____ Demonstrated the ability to support responses with scholarly/peer-reviewed references and/or course materials.

_____ Reference sheet provided with no or minimal errors.

Results and Analysis:

Comprehensive Exams:

Fall 2022:

Total # test takers = 8 (all new)

Number pass = 4
Not pass = 4 (3 retake in spring 2023; 1 retake in summer 2023)

Spring 2023:
Total # test takers = 11
New = 8
Retake = 3 (all passed this time)
Number pass = 9
Not pass = 2 (1 retake in summer 2023; 1 retake in fall 2023)

Summer 2023:
Total # test takers = 2
New = 1
Retake = 1 (passed this time)
Number pass = 2

Use of Results to Improve Outcomes:

SLO2: RESEARCH

Define Outcome:

Students will complete CITI training with a grade of 80% or higher.

Assessment Methods:

Upon entering the MA program, students must take EXPW 6230 – Seminar in Exercise Science, which is an orientation to this graduate program, graduate school, and research. As part of this course, students must complete the CITI (Collaborative Institutional Training Initiative) training module. Because CITI is dedicated to promoting trust in research, it is essential for graduate students to understand the importance of that trust.

Criteria for Success (Thresholds for Assessment Methods):

In keeping with CITI scoring, students must complete the training with a score of 80% or higher to gain the assigned points for the course grade. Students have multiple opportunities to complete the training if needed.

Results and Analysis:

CITI Training:

Fall 2022:
EXPW 6230: # students = 19
students pass CITI with 80% or higher on 1 or more tries = 19

Spring 2023

EXPW 6230: # students = 4

students pass CITI with 80% or higher on 1 or more tries = 4

Summer 2023

EXPW 6230 # students = 1

students pass CITI with 80% or higher on 1 or more tries = 1

Use of Results to Improve Outcomes:

Summative Evaluation:

Assessment Plan Changes:

Appendix 1: Curriculum Map, Exercise Science MA

Elementary Middle PE	Adapted Physical Education	Sport Management	Lifetime Wellness
Core	Core	Core	Core
EXPW 6230	EXPW 6230	EXPW 6230	EXPW 6230
EXPW 6240	EXPW 6240	EXPW 6240	EXPW 6240
EXPW 6250	EXPW 6250	EXPW 6250	EXPW 6250
Research	Research	Research	Research
EXPW 6510	EXPW 6510	EXPW 6510	EXPW 6510
EXPW 6520	EXPW 6520	EXPW 6520	EXPW 6520
Concentration	Concentration	Concentration	Concentration
EXPW 6210	SPED 6010	EXPW 6710	EXPW 5940
EXPW 6140	SPED 6060	EXPW 6720	EXPW 6440
EXPW 6350	EXPW 6140	EXPW 6730	EXPW 6042
EXPW 6450	Elective	EXPW 6740	Elective
Elective	Elective	EXPW 6750	Elective
		EXPW 6760	