FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015**? **[Check all that apply]**

	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
X	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a. The Exercise Science Concentration submitted a revised curriculum to meet CAAHEP and ACSM Exercise Physiology Certification Standards which is under current review.

b.

c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- [ ] 1. Yes
- [X] 2. No (Go to **Q1.5**)
- [ ] 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- [ ] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

Q1.5. Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- [ ] 1. Yes
- [X] 2. No, but I know what the DQP is
- [ ] 3. No, I don't know what the DQP is.
- [ ] 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

A) Human Movement: To examine and analyze physical activity as it relates to the physiological, behavioral, and mechanical responses, as well as to the health promotion and disease prevention

B) Exercise testing and prescription: To demonstrate knowledge of the basic sciences and their applications to exercise science and develop the skills necessary to collect, analyze, interpret, and present data. To demonstrate the ability to measure physiological outcomes and exercise prescriptive techniques related to the skeletal, neuromuscular, metabolic, and/or cardio-respiratory systems. To be able to perform exercise testing and exercise prescription and programming for primary and secondary prevention and rehabilitation of chronic disease or sport injury

C) Health Management: To demonstrate an understanding of the importance of regular physical activity associated with good health management

Integrative Learning: To demonstrate the ability to integrate learned competencies and skills as part of prescribed integrative learning activities and experiences throughout the curriculum.

Q1.2.1. Do you have rubrics for your PLOs?

- [ ] 1. Yes, for all PLOs
- [ ] 2. Yes, but for some PLOs
- [x] 3. No rubrics for PLOs
- [ ] N/A, other (please specify):

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

The development of overall general curriculum competencies of the revised Exercise Science Program was developed to meet specific CAAHEP and ACSM Exercise Physiology certification criteria.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- [ ] 1. Yes
- [x] 2. No
- [ ] 3. Don't know
- [ ] 4. N/A

Q2.3. **Please provide the rubric(s)** and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

The exercise science program develop overall standard of performance based on the CAAHEP and ACSM Exercise Physiology Certification criteria. The criteria included a minimum of 21 semester or 28 quarter hours of exercise science courses that clearly identifies the following content:

- Exercise Physiology (this should be, at minimum, a 3.0 credit stand-alone course, or equivalent)
- Strength and Conditioning (course[s] should include principles of strength and conditioning, not simply a 1 credit hour activity course on strength training.)
- Applied Kinesiology or Biomechanics
- Anatomy and Physiology (this could be either a combined course or separate courses)
- Exercise Testing and Prescription (course[s] should include exercise testing and prescription for healthy populations and special considerations such as children, older adults, pregnancy, diseased populations, etc.)
- Special populations (course[s] should include pathophysiology on a range of conditions, including CVD, pulmonary, metabolic, older adults, pregnancy, etc.)
- Health Risk Appraisal (course[s] should include information on risk stratification or classification given a variety of health conditions.)

Q2.4. Please indicate the category in which the selected PLO falls into.

- [ ] 1. Critical thinking
- [ ] 2. Information literacy
- [ ] 3. Written communication
- [ ] 4. Oral communication
- [ ] 5. Quantitative literacy
- [ ] 6. Inquiry and analysis
- [ ] 7. Creative thinking
- [ ] 8. Reading
- [ ] 9. Team work
- [ ] 10. Problem solving
- [ ] 11. Civic knowledge and engagement
- [ ] 12. Intercultural knowledge and competency
- [ ] 13. Ethical reasoning
- [ ] 14. Foundations and skills for lifelong learning
- [ ] 15. Global learning
- [ ] 16. Integrative and applied learning
- [ ] 17. Overall competencies for GE Knowledge
- [x] 18. Overall competencies in the major/discipline
- [x] 19. Other: CAAHEP and ACSM Exercise Physiology Certification Criteria

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.5 (1) PLO	Q2.6 (2) Standards of Performance	Q2.7 (3) Rubrics
1. In **SOME** course syllabi/assignments in the program that address the PLO	X	X	
2. In **ALL** course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			

6. In the assessment or program review reports, plans, resources or activities	X	X	
7. In new course proposal forms in the department/college/university	X		
8. In the department/college/university's strategic plans and other planning documents	X		
9. In the department/college/university's budget plans and other resource allocation documents	X		
10. Other, specify: Exercise Science FORM B proposal (under review)			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- [ ] 1. Yes
- [x] 2. No (Skip to **Q6**)
- [ ] 3. Don't know (Skip to **Q6**)
- [ ] 4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- [ ] 1. Yes
- [ ] 2. No (Skip to **Q6**)
- [ ] 3. Don't know (Skip to **Q6**)
- [ ] 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- [ ] 1. Yes
- [ ] 2. No (Go to **Q3.7**)
- [ ] 3. Don't know (Go to **Q3.7**)

Q3.3.2. Please attach the direct measure you used to collect data.

Q3.3.1. Which of the following direct measures were used? **[Check all that apply]**

- [ ] 1. Capstone projects (including theses, senior theses), courses, or experiences
- [ ] 2. Key assignments from required classes in the program
- [ ] 3. Key assignments from elective classes
- [ ] 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
- [ ] 5. External performance assessments such as internships or other community based projects
- [ ] 6. E-Portfolios
- [ ] 7. Other portfolios
- [ ] 8. Other measure. Specify:

Q3.4. How was the data evaluated? **[Select only one]**

- [ ] 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
- [ ] 2. Used rubric developed/modified by the faculty who teaches the class
- [ ] 3. Used rubric developed/modified by a group of faculty
- [ ] 4. Used rubric pilot-tested and refined by a group of faculty
- [ ] 5. The VALUE rubric(s)
- [ ] 6. Modified VALUE rubric(s)
- [ ] 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?

- [ ] 1. Yes

Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

- [ ] 1. Yes

Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?

- [ ] 1. Yes

☐ 2. No ☐ 3. Don't know ☐ 4. N/A	☐ 2. No ☐ 3. Don't know ☐ 4. N/A	☐ 2. No ☐ 3. Don't know ☐ 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?	**Q3.5.1. If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? ☐ 1. Yes ☐ 2. No ☐ 3. Don't know
Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]?	**Q3.6.1.** How did you **decide** how many samples of student work to review?

Q3.6.2. How many students were in the class or program?	**Q3.6.3.** How many samples of student work did you evaluate?	**Q3.6.4.** Was the sample size of student work for the direct measure adequate? ☐ 1. Yes ☐ 2. No ☐ 3. Don't know

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7. Were indirect measures used to assess the PLO? ☐ 1. Yes ☐ 2. No (Skip to **Q3.8**) ☐ 3. Don't know	**Q3.7.1.** Which of the following indirect measures were used? **[Check all that apply]** ☐ 1. National student surveys (e.g., NSSE) ☐ 2. University conducted student surveys (e.g. OIR) ☐ 3. College/Department/program student surveys ☐ 4. Alumni surveys, focus groups, or interviews ☐ 5. Employer surveys, focus groups, or interviews ☐ 6. Advisory board surveys, focus groups, or interviews ☐ 7. Other, specify:
Q3.7.2 If surveys were used, how was the sample size decided?	
Q3.7.3. If surveys were used, briefly specify how you selected your sample.	**Q3.7.4. If** surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? ☐ 1. Yes ☐ 2. No (Go to **Q3.8.2**) ☐ 3. Don't know	**Q3.8.1.** Which of the following measures were used? ☐ 1. National disciplinary exams or state/professional licensure exams ☐ 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) ☐ 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) ☐ 4. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☐ 2. No (Go to **Q3.9**)
- ☐ 3. Don't know (Go to **Q3.9**)

Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Q4.3. For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. **Did not meet** expectation/standard

- [ ] 5. No expectation or standard has been specified
- [ ] 6. Don’t know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
- ☐ 2. No (Go to **Q6**)
- ☐ 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	**(2)** Quite a Bit	**(3)** Some	**(4)** Not at all	**(8)** N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Based on prior assessments performed in 2008-2013, problems areas were identified with the Exercise Science program. The following problems were identified:

A) ***Human Movement***: Students were having the most success with Goal 1, which was "*demonstrate a basic understanding of the human musculoskeletal system and its relation to sport and exercise*".

B) ***Exercise testing and prescription*** & C) ***Health Management***: The results indicated the that students were having the most difficulty in Goals B and C. The areas where students were having the most difficulty relate to KINS 152 - Exercise Physiology and KINS 153 - Cardiovascular Testing and Exercise Prescription. These 3 unit classes were developed in the 1970's at a time when Exercise Science was an emerging field and the knowledge required was limited. The professional guidelines that were used to create these courses were based on the first edition of professional guidelines for exercise testing and prescription, a book that had a total of 79 pages with a table of contents that contained few headings. The current eighth edition of these professional guidelines are 380 pages long and spans a much wider array of content knowledge than the first edition. Currently, KINS 152 and KINS 153 are insufficient in covering the knowledge and content that is required and as result are impacted negatively. The Exercise Science Committee is well aware of these shortcomings and will be revising its curriculum to fully meet professional guidelines and CAAHEP accreditation standards.

C) ***Integrative Learning***: There are numerous integrated projects in each Exercise Science course which require synthesis of the various domains. Integrated learning is also assessed in our exit examination. Aspects of the curriculum were revised based on the Exercise Science committee's analysis of student strengths and weaknesses.

Q7. What PLO(s) do you plan to assess next year?

	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
x	18. Overall competencies in the major/discipline
x	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a. The Exercise Science Program will be seeking accreditation and developing outcomes assessment for learning domains, evaluation systems (including type, cut score, validity, and reliability), outcomes, its analysis of the outcomes and an appropriate action plan based on the analysis.

b.

c.

Q8. Have you attached any appendices? If yes, please list them all here:
No attached appendices.

Program Information

P1. Program/Concentration Name(s): Kinesiology/Exercise Science **P1.1.** Report Authors: Roberto Quintana	**P2.** Program Director: Roberto Quintana **P2.1.** Department Chair: Steve Gray
P3. Academic unit: Department, Program, or College: Kinesiology & Health Sciences Department	**P4.** College: Health & Human Services
P5. Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:* 928 Kinesiology/Exercise Science	**P6.** Program Type: **[Select only one]** [x] 1. Undergraduate baccalaureate major [ ] 2. Credential [ ] 3. Master's degree [ ] 4. Doctorate (Ph.D./Ed.d) [ ] 5. Other. Please specify:
Undergraduate Degree Program(s): **P7.** Number of undergraduate degree programs the academic unit has: 3 majors with 7 concentrations and 2 options **P7.1.** List all the name(s): Health Science (4 Concentrations), Athletic Training, Kinesiology (3 concentrations and 2 options) **P7.2.** How many concentrations appear on the diploma for this undergraduate program? 3	***Master Degree Program(s):*** **P8.** Number of Master's degree programs the academic unit has: **P8.1.** List all the name(s): **P8.2.** How many concentrations appear on the diploma for this master program?
Credential Program(s): **P9.** Number of credential programs the academic unit has: 0 **P9.1.** List all the names: 0	***Doctorate Program(s)*** **P10.** Number of doctorate degree programs the academic unit has: **P10.1.** List all the name(s):

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	x	x	x	x	x	x	x	x	x	
P12. Last updated	x			x					x	

	1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?	X		
P14. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?	X		
P15. Does the program have any capstone class?	X		
P16. Does the program have **ANY** capstone project?	X		