

Lincoln College

B.S. in Exercise Science

Assessment Plan being developed by newly hired Lead Faculty member (2017-2018)

Assessment Framework for Exercise Science

Like all programs, the proposed program will have developed master syllabi for all classes which indicate common course learning outcomes aligned to the Program Learning Outcomes of the major (following the College's overall model for assessment of student learning). A curriculum map (see Appendix C) has already been developed to allow the Lead Faculty member of the program to evaluate changes in course sequencing and course delivery after examining assessment data. Faculty members in the program will minimally be required to teach and deliver courses according to the department-sanctioned (and mapped) course learning outcomes.

The newly proposed program will initially use two direct measures of assessment for evaluating student learning for each learning outcome: All Learning Outcomes of the program will be assessed through the internship portfolio of each student in EXS 491 using a department-developed rubric applied by two faculty members to the portfolio. Additionally, all learning outcomes will be assessed through an embedded course rubric for the final project in EXS 495 which will be developed by the department through the new Lead Faculty member using standards established through the American College of Sports Medicine. Since students will take the American College of Sport Medicine exam for their specific interested field, pass rates will also be examined as a direct measure from that exam. Touchpoints of assessment and evaluation will occur throughout the program through embedded assessment rubrics developed according to industry standards and through the department faculty, especially at the conclusion of EXS 405 (Exercise Assessment and Prescription). The embedded assessment rubrics will be modeled after the College's highly successful GELO assessment program in which students are evaluated at 5 levels (did not meet, benchmark, milestone 1, milestone 2, and capstone). Indirect measures of assessment will also be used which will include: graduate survey data gathered through the institutionally conducted alumni surveys regarding employment, graduate study, and graduate perceptions of their learning; exit interviews with graduates in EXS 495 (the capstone research course); and an evaluative survey received from the internship site supervisors at the completion of each student's internship. These rubrics (direct measures) and exit interviews (indirect measures) will be developed by the department through the newly hired Lead Faculty member.

The direct measures will be analyzed on a cycle of A-E-C (Assess in Year One, Evaluate in Year Two, Change in Year Three), in which two student learning outcomes of the program will be assessed one year, results evaluated the next year, and changes made (as needed) in Year Three to the master syllabi, the delivery of the course, the curriculum map, and the curriculum as a whole. The A-E-C Cycle is a standardized assessment plan within Lincoln College's centralized assessment program as administered by the Assessment Committee. Indirect measures will analyze not only perceptions of student learning but the

teaching, services, and operations of the program as indicated above. In this respect, the indirect measures identified above will converge with the direct measures to determine appropriate adjustments to the curriculum and its delivery.

The assessment and evaluation of student learning in the new program will also be tightly-coupled with the institution's Academic Program Review process in which the department and the Assessment Committee work together to recommend changes to the curriculum, resource management, and general operations and services of the new program. Changes to the curriculum resulting from such evaluations are proposed through the department and approved through the institution's Academic Committee.

The indirect measures identified above will converge with the direct measures to determine appropriate adjustments to the curriculum and its delivery and the major's services as an invaluable tool in evaluating and responding to student persistence and completion rates. The College has recently purchased the Jenzabar EX Retention Module which gathers data regarding the student in all programs as they progress through their chosen degree. The Retention Module flags student behaviors and performance indicators (such as attendance, grades, etc.) throughout the semester. Such data will be analyzed by the Director of Student Success and Academic Advisement so that the College may intervene with the student to improve completion and persistence rates. The College has also joined the HLC Persistence and Completion Academy in the fall 2016 cohort to assure continued examination and response to persistence and completion rates.