

Institutional Effectiveness Report 2018-2019

Program: Exercise Science MA

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

Contact: Christy Killman, Chairperson

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.

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

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

Program Goals: This program will prepare students to apply knowledge and skills in their chosen area of study to contribute to enhanced quality of life for themselves and a diverse society.

Student Learning Outcomes:

1. TLW demonstrate understanding and application of content knowledge.
2. TLW complete CITI training with grade of 80% or higher.
3. TLW submit a final project containing a comprehensive literature review and recommendations for future study over a self-chosen topic.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

is dedicated to promoting trust in research, it is essential for graduate students to understand the importance of that trust. Students must complete the training with a score of 90% or higher to gain the assigned points for the course grade. Students have multiple opportunities to complete the training if needed.

During the research component of the MA program, there are 2 courses students must take, EXPW 6510 – Research Methods and EXPW 6520 – Research Project. As part of these 2 courses, students learn to search out peer reviewed research, articles and other, read and critique said items. Ad (u)-0.7 (e)-.8 (ia (m)-315(2.652 0 Td(a)-3.3 (d)-0.7 .n-1.3 (.)1 (A)1.9g0 (le)-3(o)4.2 (h12 0 Td91)10.6 (P

Results:

Comprehensive Exam – During the '18 -'19 academic school year a total of 21 records of comprehensive examination were submitted to the College of Graduate Studies. During fall 2018, five of eight candidates passed the exam with three failing at least one part. One student was retaking after not passing in summer 2018, and passed during the fall testing. All who did not pass, re-took and passed the failed portion in a later semester and completed the program. In spring 2019, ten students took the exam with nine passing and one not passing. The one who did not pass re-took the exam in the summer and passed along with two other students who also passed.

CITI training – Students are participating in the CITI training as part of the course EXPW 6230 – Seminar in Exercise Science. This training module was added because many students lack understanding of research, which this training provides. Because the expectation is in the first class all students take in the program, it provides a stronger foundation related to research as students move through their respective concentrations. In looking at the data, it is apparent that we need to keep different records related to student understanding and success. Students are allowed to retake the training and quizzes until they score 90% or higher.

There were 25 students in the fall section, 4

Research Project – Graduate students must submit graduate quality work that is evaluated by a rubric (attached) designed to assess student ability and understanding of research. During the fall 2018 semester there were 3 students enrolled in EXPW 6520, all of whom completed the class and the research project with the grade of “B” or better. During the spring 2019 semester there were 10 students, all of whom completed the class and project with the grade of “B” or better, and 4

the exam areas. Students should be able to demonstrate understanding of the content they study and apply content knowledge in the proper context upon graduation. Therefore, scoring 80 percent or higher on each of the 3 questions on the comprehensive exam proves that students understand and are able to apply what they learned in the MA program. Providing hints and assistance in some of the courses, and giving students sample questions and the rubrics before the exam begins assists students in preparing and should provide opportunities for success.

Appendices

1. Curriculum Map
2. Comprehensive Exam Rubric
3. Research Project Rubric

Appendix 1: Curriculum Map

Appendix 3: Research Project Rubric