



**Overview**

**Department:** Physical Education and Human Performance

**Report Preparer:** Dr. David Harackiewicz

**Program Name and Level:** Exercise Science – Undergraduate – Fall 2017

Program Assessment Question	Response
<p><b>URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>CCSU Department website</p>
<p><b>LO Changes:</b> Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.</p>	<p>No changes in the five learning outcomes</p>
<p><b>Strengths:</b> What about your assessment process is working well?</p>	<p>We focus on three areas of assessment in our exercise science undergraduate curriculum and this continues to be a strength of our assessment program.</p> <ol style="list-style-type: none"> <li>(1) EXS 470 Internship in Exercise Science site supervisor student evaluations,</li> <li>(2) Culminating student evaluation of our exercise science program,</li> <li>(3) Student results of the national ACSM Exercise Physiologist certification (EP-C).</li> </ol> <p>Results from academic year 2016-17 (N=41) will be compared with academic year 2015-16 (32). Our academic year consists of the Fall, Spring and Summer semesters since students also complete their Internship (EXS 470) in the summer.</p> <p>EXS 470 Internship in Exercise Science Site Supervisor Student Evaluation (<b>See Table 1</b> for sample evaluation and <a href="http://www.taskstream.com/ts/manager286/ExerciseScienceAssessmentReports">www.taskstream.com/ts/manager286/ExerciseScienceAssessmentReports</a> (Password: EXER) for more information on the data:</p> <ul style="list-style-type: none"> <li>• We receive site supervisor evaluations at the completion of the student internship. Site Supervisors responded to questions in seven areas: (1) Skills and abilities, (2) Relationships with clients/patients, (3) Relationship with staff, (4) Relationship with supervisor, (5) Professional competencies, (6) Computer skills, and (7) Personal traits and attitudes. A Likert Scale with the following ratings were used: 5-Outstanding, 4-Highly Satisfactory, 3-Average, 2-Below Average, and 1-Not Satisfactory. In addition the supervisor was asked to give a Professional Assessment on whether the student was a good candidate</li> </ul>

for employment. A 1 indicates that the student is a good candidate for employment, a 2 that the student needs more experience and a 3 that there is insufficient time to evaluate the student.

- Comparing last academic year 2016-17 with 2015-16:
  - Total mean score in category A of Skills and Abilities was **4.74** (2016-17) compared with **4.79** (2015-16) indicating that our students continue to have a high a high degree of skills and abilities in the various internship sites that were selected.
  - Total mean score in category B of Relationships with Clients/Patients was **4.84** compared with **4.85** indicating that our students continue to interact well with their clients/patients.
  - Total mean score in category C of Relationship with Staff was **4.90** compared with **4.88** indicating a good working relationship with other Part-time and Full-time staff members.
  - Total mean score in category D of Relationship with Supervisor was **4.92** compared with **4.91** indicating that our students had excellent rapport with their supervisor and their ability to work under their potential boss.
  - Total mean score in category E of Professional Competencies was **4.77** compared with **4.87** which indicates that the coursework and practical experiences they gained while attending school was very beneficial to their internship placement and the job tasks that they were assigned. This is an important category for our program because it reflects the sequencing of coursework that we provide and indicates that we are teaching the proper techniques and educational content important in the exercise science field.
  - Total mean score in category F of Computer Skills was **4.85** compared with **4.88** indicating that our students have a very good knowledge of computer software such as Microsoft office or other related programs. This is to be expected as most students excel in this area based on their consistent use of computers as part of their daily lives.
  - Total mean score in category G of Personal Traits and Attitudes was **4.81** compared with **4.79** indicating that our students have very good dispositions in the profession. They represent themselves and the university with high character and accountability.

The final question asks the Site Supervisor if the student will be (a) A good candidate for employment, (b) Needs more experience in a similar setting, or (c) Insufficient time to evaluate the internship student

- In 2016-17 93% of our students were rated as a good candidate for employment and 7% our students were rated as needing more experience in a similar setting. In 2015-16 91.5% of our students were rated as a good candidate for employment while 9.4% were rated as needing more experience. Based on the results of the last two years, our students are well-prepared for the field that they choose and would be good candidates for hire.

Student Final Evaluation of the Exercise Science Program (See **Table 2** for average score on each question)

- At the completion of their internship, students completed a survey that asks thirteen questions about the quality of our program. The students respond to the first 8 questions using a 5 point Likert Scale with 1 being Strongly Disagree and 5 being Strongly Agree. Total Mean score in academic year 2016-17 was **4.46** compared to total mean score in academic year 2015-16 of **4.29** indicating a continued high

	<p>degree of satisfaction with our program for the past two years. In addition students are asked five open-ended questions. Responses to these open-ended questions can be found on <a href="http://www.taskstream.com/ts/manager286/ExerciseScienceAssessmentReports">www.taskstream.com/ts/manager286/ExerciseScienceAssessmentReports</a> (Password: EXER)</p> <p>EP-C Results (See <b>Table 3</b> for comparison of results against the national average)</p> <p>Our 2016-17 pass rate on the American College of Sports Medicine Certified Exercise Physiologist exam was <b>69%</b> compared with <b>72%</b> from the previous year. Although this was a slight drop, we will still exceed the national pass rate of 41% which also saw a slight drop. Based on these results, our students continue to show a good conceptual understanding of the knowledge, skills and abilities related to the exercise science profession. Allowing our students to take this certification exam after all coursework has been completed and preparing them through our practicum seminar class has helped us maintain a high pass rate</p>
<p><b>Improvements:</b> What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)</p>	<p>The previous assessments focusing on student performance will continue to be used in the 2017-2018 year in specific classes that relate to our learning outcomes. This will include an existing rubric that assesses student's practical skills of fitness testing, an existing rubric that evaluates student's exercise testing and exercise prescription of a client, a new rubric that addresses student's ability to evaluate case studies of special populations and a developing rubric that evaluates program design of performance fitness. We have also been using Taskstream as our database which will help in putting all students work and test results in one place. This includes EP-C results, site supervisor evaluations and internship site supervisor evaluations. We are also giving the students the option of taking the EP-C exam or the CSCS exam which is in line with students interested in the strength and conditioning field. The seminar class is preparing the students for the exam of their choice.</p>
<p><b>For Each Learning Outcome (LO) complete questions 1, 2 and 3:</b></p> <p><b>LO #1) Students will demonstrate the ability to acquire knowledge and skills in health screening procedures and conducting health-related physical fitness assessments including (a) cardiorespiratory, (b) muscular strength, endurance and flexibility, and (c) anthropometric and body composition measurements for healthy participants and those with controlled disease.</b></p>	
<p>1.1) <b>Assessment Instruments:</b> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>EXS 415 Fitness Assessment and Exercise Prescription (Practical Examination)</p> <p>See <b>Tables 4, 5 and 6</b> for Scoring Rubric that was used in grading their practical skills in health screening and fitness assessments (Rubric 1-2-3-4-5 Poor, Fair, Average, Good, Excellent)</p>
<p>1.2) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Dr. David Harackiewicz</p>
<p>1.3) <b>Results:</b> Since the most recent full report, list:  a. The conclusion(s) drawn  b. The changes that were or will be made as a result of those conclusion(s)</p>	<p><b>Conclusion: Table 7:</b> On the cardiorespiratory assessments students improved from an average of 4.1 in 2015-16 to 4.2 in 2016-17. On body composition assessments students maintained an average of 4.2 and on musculoskeletal assessments improved from an average of 4.4 to 4.5. Students scored between good and excellent on their practical skills of administering the ACSM fitness tests and shown slight improvement from the previous year in both cardiorespiratory and musculoskeletal assessments.</p>

	<p><b>Changes:</b> Practical skills and techniques have been emphasized in one lab class each week. In addition students are encouraged to practice their skills outside of the regular classroom. Using videos and demonstrations both during lecture and lab have added to the accuracy of students' testing skills.</p>
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<b>LO #2) Students will demonstrate the ability to acquire knowledge and skills to interpret health-related physical fitness assessment including (a) cardiorespiratory, (b) muscular strength, endurance and flexibility, and (c) anthropometric and body composition measurements for healthy participants and those with controlled disease.</b>	
2.1) <b>Assessment Instruments:</b> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	American College of Sports Medicine Certified Exercise Physiologist Examination (Certification examination – Health and Fitness Assessment section analysis)
2.2) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Dr. David Harackiewicz
2.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<p><b>Conclusion:</b> <b>Table 8:</b> On the section of the exam that measures this learning outcome students had 73% of the questions correct in 2015-16 compared with 76% of the questions correct in 2016-17.</p> <p><b>Changes:</b> In EXS 450 Practicum seminar students are given a simulated exam for both the EP-C and CSCS and each question is reviewed for student understanding at the end of the course. In addition students are given more case studies out of the ACSM’s Certification Review book for the EP-C with multiple choice questions that might be typical on the national exam. CSCS questions are given from the online test sample and students are graded on these weekly. The seminar class reviews both the job task analysis domains which serve as a blueprint for the job of an ACSM Certified Exercise Physiologist and the detailed content outline from the CSCS. Exam questions are based on the performance domains and associated job task analysis for the EP-C and the content outline of the CSCS. A new online Program called PrepU for the EP-C preparation which allows the students to answer practice quiz questions based on the progress of their understanding. PrepU uses data gathered from student performance to create personalized quizzes that focus on exactly what the student understands. After each quiz, PrepU adapts to continue helping students progress on their next quiz.</p>
<b>LO #3) Students will demonstrate the ability to acquire knowledge and skills to determine safe and effective strength and conditioning programs in achieving desired outcomes and goals for improving sport performance.</b>	
3.1) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 275 Training for Sport Performance ( <b>See Table 9</b> ) EXS 376 Theories of Strength and Conditioning (Case Study) Rubric is being developed
3.2) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Dr. Jason Melnyk
3.3) Since the most recent full report, list:	<b>Conclusion:</b> Rubric being developed in EXS 275 and in EXS 376

a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<b>Changes:</b> Rubric being developed in EXS 275 and in EXS 376
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<b>LO #4) Students will demonstrate the knowledge and skills to implement cardiorespiratory and musculoskeletal exercise prescriptions using the frequency, intensity, time and type (FITT) principle and weight management programs for the apparently healthy participants based on current health status, fitness goals and availability of time.</b>	
4.1) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 415 Fitness Assessment and Exercise Prescription (Final Project on Program Design) See <b>Table 10</b> for Scoring Rubric that was developed for the 2014-15 academic year (Rubric 0-1-2-3 Missing, Unacceptable, Acceptable, Exceeds) American College of Sports Medicine Certified Exercise Physiologist Examination (Certification examination – Exercise Prescription and Implementation section analysis)
4.2) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Dr. David Harackiewicz
4.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<p><b>Conclusion:</b> <b>Table 11:</b> On their final project students' average score was a 2.73 in 2015-16 and this increased to a 2.8 in 2016-17 <b>Table 8:</b> On the EP-C section of the exam that measures this learning outcome students had 67% of the questions in 2015-16 and 69% correct in 2016-17 <b>Final Project:</b> See Table 11; Students have a good understanding of program design in all components of fitness. <b>ACSM EP-C:</b> See Table 8; Students have a good understanding of exercise prescription concepts as measured by the national exam. There was an increase over the previous year by 2%.</p> <p><b>Changes:</b> In EXS 415 class more emphasis has been placed on understanding exercise prescription and implementation as students scored the lowest on that part of the exam. Programs design with clients using the FITT-VP principle has been a point of emphasis in class and will continue to be stressed the whole semester. In EXS 450 Practicum seminar students are given a simulated exam and each question is reviewed for student understanding at the end of the course. In addition students are given more case studies out of the ACSM's Certification Review book with multiple choice questions that might be typical on the national exam. The seminar will begin to review the job task analysis domains which serve as a blueprint for the job of an ACSM Certified Exercise Physiologist. Exam questions are based on the performance domains and associated job task analysis. As stated previously a new online Program called PrepU was introduced this fall which allows the students to answer practice quiz questions based on the progress of their understanding. PrepU uses data gathered from student performance to create personalized quizzes that focus on exactly what the student understands. After each quiz, PrepU adapts to continue helping students progress on their next quiz.</p>
<b>LO #5) Students will demonstrate the knowledge and skills to prescribe and implement exercise programs for participants with controlled cardiovascular, pulmonary and metabolic disease and healthy special populations (i.e. older adults, youth, pregnant women).</b>	
5.1) <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is	EXS 409 Clinical Exercise Physiology

used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
5.2) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Dr. Sean Walsh
5.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<p><b>Conclusion:</b> Rubric was developed and implemented in AY 2015-16 (See <b>Table 12</b>) In 2016-17 results indicate that the majority of students' score either a 1 or a 2 on the case studies and only rarely are 3's seen.</p> <p><b>Changes:</b> No changes needed</p>

Interim reports: append clearly labeled supporting data tables, organized by LO



# APPENDIX

**TABLE 1: SAMPLE EVALUATION**

## INTERNSHIP SITE SUPERVISOR'S EVALUATION OF INTERNSHIP STUDENT

### EXS 470 – INTERNSHIP IN EXERCISE SCIENCE

**NAME OF INTERNSHIP STUDENT:** \_\_\_\_\_

**INTERNSHIP SITE:** \_\_\_\_\_

**INTERNSHIP SITE SUPERVISOR** \_\_\_\_\_

**APPRAISAL PERIOD:** \_\_\_\_\_

**POSITION OF INTERNSHIP SITE SUPERVISOR:** \_\_\_\_\_

Please evaluate the internship student named above for each of the following competency areas that apply to the student. Indicate on the provided line, the appropriate number which indicates the level of proficiency/competency for the student.

All evaluations will be submitted online using this same form. Instructions will be emailed to you by Dr. Mel Horton, [hortonm@ccsu.edu](mailto:hortonm@ccsu.edu) regarding evaluating the internship student using the online evaluation system.

**In addition to this evaluation please write a Performance summary (Supervisor Letter) which is a narrative to elaborate on your evaluation of the internship student. This can be completed online.**

**PLEASE PRINT OUT THE COMPLETED ONLINE SUPERVISOR EVALUATION AND HAND TO THE INTERNSHIP STUDENT DURING THE EXIT INTERVIEW.**

**RATING SCALE**

- 5 - Outstanding, superior, corresponds to an academic grade of A, or A-
- 4 - Highly satisfactory, corresponds to an academic grade of B+, or B
- 3 - Average level of performance, corresponds to an academic grade of B-, or C+
- 2 - Adequate, below average, corresponds to an academic grade of C, or C-
- 1 - Not satisfactory, corresponds to an academic grade of D
  
- NA - Not applicable

**A. SKILLS AND ABILITIES (WORK HABITS)**

- 1. Plans and organizes work efficiently and systematically \_\_\_\_\_
- 2. Accomplishes assigned tasks with a minimum of supervision \_\_\_\_\_
- 3. Works consistently at a high rate, "quantity" factor \_\_\_\_\_
- 4. Works accurately and thoroughly, "quality" factor \_\_\_\_\_
- 5. Interpersonal skills, expresses self well orally \_\_\_\_\_
- 6. Writing skills, expresses self-well in writing \_\_\_\_\_

**B. RELATIONSHIPS WITH CLIENTS/PATIENTS**

- 1. Shows a genuine desire to be helpful \_\_\_\_\_
- 2. Accepts individual differences without prejudice \_\_\_\_\_
- 3. Gives adequate instructions and explanations \_\_\_\_\_
- 4. Encourages client/participant in the rehabilitation process \_\_\_\_\_

5. Ability to motivate clients/patients to achieve their desired goals \_\_\_\_\_

**C. RELATIONSHIP WITH STAFF**

1. Works well with professional colleagues \_\_\_\_\_

2. Works well with administrative support services staff \_\_\_\_\_

3. Participates appropriately and actively in staff meetings \_\_\_\_\_

**D. RELATIONSHIP WITH SUPERVISOR**

1. Exhibits a friendly, appropriate attitude \_\_\_\_\_

2. Acts professionally with the supervisor \_\_\_\_\_

3. Receives criticism and suggestions well \_\_\_\_\_

4. Accepts assignments willingly \_\_\_\_\_

**E. PROFESSIONAL COMPETENCIES**

1. Competent in administration of physical, health fitness assessments \_\_\_\_\_

2. Competent in writing exercise prescriptions \_\_\_\_\_

3. Competent in conducting group exercise classes \_\_\_\_\_

4. Competent in conducting a case study \_\_\_\_\_

5. Exhibits knowledge about aerobic exercise programs \_\_\_\_\_

6. Exhibits knowledge about resistance/weight training programs \_\_\_\_\_

7. Exhibits a professional attitude at all times \_\_\_\_\_

8. Adheres to personnel policies and regulations \_\_\_\_\_

**F. COMPUTER SKILLS**

1. Exhibits a knowledge of basic computer skills \_\_\_\_\_

2. Ability to utilize the software programs at your facility \_\_\_\_\_

**G. PERSONAL TRAITS AND ATTITUDES**

1. Exhibits leadership qualities \_\_\_\_\_

2. Is courteous, cordial, and considerate of people \_\_\_\_\_

3. Is reliable, dependable and trustworthy \_\_\_\_\_

4. Exhibits enthusiasm' for the field of health fitness/promotion \_\_\_\_\_

5. Adapts to emotional difficult situations well \_\_\_\_\_

**H. PERFORMANCE SUMMARY (SUPERVISOR LETTER)**

1. Please attach a typed written description of the performance of the internship student from your perspective.

**I. PROFESSIONAL ASSESSMENT, PLEASE CHECK ONE**

1. Student is a good candidate for employment \_\_\_\_\_

2. Student needs more experience in a similar setting \_\_\_\_\_

3. Insufficient time to evaluate the internship student \_\_\_\_\_

**J. RECOMMENDED FINAL GRADE**

Please circle one of the following grades

A    A-    B+    B    B-    C+    C    C-    D+    D    D-    F

**INTERNSHIP SITE SUPERVISOR (SIGNATURE);**

\_\_\_\_\_

DATE: \_\_\_\_\_

**INTERNSHIP STUDENT (SIGNATURE);**

\_\_\_\_\_

DATE: \_\_\_\_\_

## Table 2 (Student final evaluation of the exercise science program)

Likert Scale for first 8 questions:

5 = Strongly agree

4 = Agree

3 = Somewhat agree

2 = Disagree

1 = Strongly Disagree

<u>Questions</u>	<u>N = 42</u>	<u>2016-17 (mean)</u>	<u>2015-16 (mean)</u>
1. The coursework portion adequately prepared me for my present position.		4.38	4.17
2. The clinical/practical portion adequately prepared me for my present position.		4.55	4.37
3. The program adequately prepared me for the certification exam.		3.90	3.37
4. Program faculty were available for assistance.		4.67	4.54
5. Program faculty were sensitive to student needs, and treated students equally and with respect.		4.48	4.46
6. Program faculty were supportive of the students, and provided constructive evaluations.		4.60	4.54
7. Program officials were competent, knowledgeable, and well-prepared for instruction.			
Questions and independent thinking were encouraged.		4.57	4.57
8. Program policies and procedures were clearly defined and enforced.		4.57	4.31
9. What do you feel were the strengths of the program? (open-ended)			
10. What do you feel were the weaknesses of the program? (open-ended)			
11. If you could make changes in the program, what would you change? (open-ended)			
12. What portions of the program would you keep, and why? (open-ended)			
13. Overall comments about your education. (open-ended)			

### **Table 3 (Assessment Strength)**

#### **ACSM Exercise Physiologist Certification**

#### **National and CCSU Pass Rates**

	<b>National Pass Rates</b>	<b>CCSU Pass Rates</b>	<b>CCSU Ave Score</b>
<b>2011-12</b>	<b>60% (N=2537)</b>	<b>76% (N = 29)</b>	<b>576</b>
<b>2012-13</b>	<b>59% (N=2307)</b>	<b>42% (N = 38)</b>	<b>546</b>
<b>2013-14</b>	<b>57% (N=1720)</b>	<b>80% (N = 30)</b>	<b>563</b>
<b>2014-15</b>	<b>43% (N=2752)</b>	<b>74% (N = 36)</b>	<b>578</b>
<b>2015-16</b>	<b>43% (N=3111)</b>	<b>72% (N=32)</b>	<b>562</b>
<b>2016-17</b>	<b>41% (N=3292)</b>	<b>69% (N=36)</b>	<b>578</b>

## Table 4 (Learning Outcome 1-Sample Rubric)

EXS 415: Exercise Testing & Prescription - Practical Examination – Cardiorespiratory Fitness Assessment

Rubric Scores: 1=Poor, 2= Fair, 3= Average, 4= Good, 5= Excellent

Exercise & Grading Criteria	Score	Comments
<b><i>Resting Blood Pressure</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Resting Heart Rate</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Use of RPE Scale</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>YMCA Submaximal Bike Test Protocol</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Exercise Blood Pressure</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	

## Table 5 (Learning Outcome 1-Sample Rubric)

EXS 415: Exercise Testing & Prescription - Practical Examination - Body Composition Assessment

Rubric Scores: 0=Missing, 1= Fair, 3= Average, 4= Good, 5= Excellent

Exercise & Grading Criteria	Score	Comments
<b><i>Skinfold Site Markings</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Skinfold Site Measurements</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Waist Circumference</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Height and Weight</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Bioelectrical Impedance Analysis</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	



## Table 6 (Learning Outcome 1-Sample Rubric)

EXS 415: Exercise Testing & Prescription - Practical Examination - Musculoskeletal Fitness Assessment

Rubric Scores: 1=Poor, 2= Fair, 3= Average, 4= Good, 5= Excellent

Exercise & Grading Criteria	Score	Comments
<b><i>Push-up</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Curl-up</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Handgrip dynamometer</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Sit and Reach Test</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	
<b><i>Functional Movement Screen</i></b>		
Explained assessment's value/reasons for the assessment	1 2 3 4 5	
Demonstrated and instructed clearly	1 2 3 4 5	
Positioned and cued client correctly	1 2 3 4 5	
Assessed with confidence and competence	1 2 3 4 5	

## Table 7 (Learning Outcome 1)

EXS 415: Exercise Testing & Prescription - Practical Examination

<u>Fitness Assessment Category</u>	<u>Average Score (2016-2017) (N=55)</u>	<u>Average Score (2015-16) (N=54)</u>
Cardiorespiratory	4.2	4.1
Body Composition	4.2	4.2
Musculoskeletal	4.5	4.4

**Table 8 (Learning Outcome 2 and 4)**

**ACSM Exercise Physiologist Certification Exam (Average Percent Correct)**

<b>Section Analysis</b>	<b>2016-17 (N=36)</b>	<b>2015-16 (N=32)</b>
<b>Health and Fitness Assessment</b>	<b>76%</b>	<b>73%</b>
<b>Exercise Prescription and Implementation</b>	<b>69%</b>	<b>67%</b>
<b>Exercise Counseling and Behavioral Strategies</b>	<b>71%</b>	<b>70%</b>
<b>Legal/Professional</b>	<b>78%</b>	<b>79%</b>
<b>Management</b>	<b>79%</b>	<b>78%</b>

## Table 9 (Learning Outcome 3)

### EXS 275 Group Workout Presentation (Individual Assessment Rubric)

	1	2	3
<b>Length of Workout</b>	<b>Very few exercises, little time spent performing exercises</b>	<b>Adequate flow of exercises/time spent, flow not matched to other groups.</b>	<b>Length appropriate, time spent exercising more than explaining. Good coordination across groups.</b>
<b>Exercise Corrections</b>	<b>No corrections or supervision given</b>	<b>corrected one or two students, no feedback to other group members</b>	<b>kept an eye on all group members, gave feedback when necessary</b>
<b>Difficulty adjustments (Regress/progress)</b>	<b>Demonstrated only one version of exercise without any modifications</b>	<b>Gave a modification for one or two exercises</b>	<b>gave modifications for all exercises</b>
<b>Motivation</b>	<b>Minimal presence, not loud or vocal to group,</b>	<b>Motivating to one or two students, did not excite entire group.</b>	<b>vocal, loud, clear, motivated all group members</b>
<b>Demonstrate technique</b>	<b>No visual demos. Only gave verbal instructions</b>	<b>Gave verbal and visual instructions but did not adequately demonstrate exercises so that it was clear to all members of group</b>	<b>Demonstrations included verbal/visual, very clear and easy to follow</b>

## Table 10 (Learning Outcome 4)

EXS 415: Exercise Testing & Prescription – Final Project - Program Design

Student: \_\_\_\_\_ Client: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Rubric Scores: 0=Missing, 1= Unacceptable, 2= Acceptable, 3= Exceeds

Exercise & Grading Criteria	Score	Comments
<b><i>Cardiorespiratory Program</i></b>		
Correct use of Frequency	0 1 2 3	
Correct use of Intensity	0 1 2 3	
Correct use of Time	0 1 2 3	
Correct use of Type	0 1 2 3	
Correct use of Progression	0 1 2 3	
<b><i>Muscular Fitness Program</i></b>		
Correct use of Frequency	0 1 2 3	
Correct use of Intensity	0 1 2 3	
Correct use of Time	0 1 2 3	
Correct use of Type	0 1 2 3	
Correct use of Progression	0 1 2 3	
<b><i>Flexibility Program</i></b>		
Correct use of Frequency	0 1 2 3	
Correct use of Intensity	0 1 2 3	
Correct use of Time	0 1 2 3	
Correct use of Type	0 1 2 3	
Correct use of Progression	0 1 2 3	
<b><i>Weight Management Program</i></b>		
Correct use of Frequency	0 1 2 3	
Correct use of Intensity	0 1 2 3	
Correct use of Time	0 1 2 3	
Correct use of Type	0 1 2 3	
Correct use of Progression	0 1 2 3	

**Table 11 (Learning Outcome 2)**

**Program Design Final Project**

<b>Program Design Components</b>	<b>Average Score (2016-2017) (N=55)</b>	<b>Average Score (2015-16) (N=54)</b>
<b>Cardiorespiratory Fitness Program Design</b>	<b>2.8</b>	<b>2.7</b>
<b>Muscular Fitness Program Design</b>	<b>2.8</b>	<b>2.8</b>
<b>Flexibility Program Design</b>	<b>2.9</b>	<b>2.8</b>
<b>Weight Management Program Design</b>	<b>2.6</b>	<b>2.6</b>

## Table 12 (Learning Outcome 5)

Name: \_\_\_\_\_

### Clinical Exercise Physiology CASE STUDY Rubric

1: Demonstrates exceptional understanding of FITTVP for particular clinical population

2: Demonstrates satisfactory knowledge of FITTVP for particular clinical population

3: Demonstrates unsatisfactory knowledge of FITTVP for particular clinical population

F\_20,2,0 \_\_\_ I\_20,2,0 \_\_\_ T\_21,1,0 \_\_\_ T\_21,1,0 \_\_\_ V\_20,1,1 \_\_\_ P\_21,1,0 \_\_\_

1: Demonstrates exceptional understanding of medications for particular clinical population

2: Demonstrates satisfactory knowledge of medications for particular clinical population

3: Demonstrates unsatisfactory knowledge of medications for particular clinical population

Medications \_\_14,7,1\_\_

1: Demonstrates exceptional understanding of lifestyle factors for particular clinical population

2: Demonstrates satisfactory knowledge of lifestyle factors for particular clinical population

3: Demonstrates unsatisfactory knowledge of lifestyle factors for particular clinical population

Lifestyle Factors \_\_17,4,0\_\_

1: Demonstrates exceptional understanding of exercise adherence principles for particular clinical population

2: Demonstrates satisfactory knowledge of exercise adherence principles for particular clinical population

3: Demonstrates unsatisfactory knowledge of exercise adherence principles for particular clinical population

Exercise Adherence Principles \_\_15,5,1\_\_