

M.Ed. in Exercise Science

2006 NCA Progress Report #9

Introduction/Context: In this program, students develop skills to organize and lead exercise programs in a variety of settings, including cardiac rehabilitation centers, corporate- and hospital-based wellness programs, and private physical fitness enterprises. The primary focus of study is exercise physiology and its applications to physical activity programs.

Goals: The program's five primary goals are as follows:

1. Students will understand and be able to describe, apply, and synthesize knowledge of exercise physiology in relation to acute and chronic programs of exercise.
2. Students will be able to completely evaluate the physical fitness/conditioning status of individuals and write effective exercise prescriptions for them.
3. Students will understand current training techniques and be able to design programs to improve physical fitness and performance.
4. Students will be able to review research in exercise physiology and physical fitness development and be able to effectively describe, analyze, and critique this research.
5. Students will be able to effectively develop and manage programs in business and community settings.

Program faculty who reflected on what was considered to be "best practice" developed these goals. Departmental faculty were consulted and provided input, where necessary. Goals have been constant since this program commenced.

Outcomes: As they relate to the five goals noted above, the program's intended outcomes are tabled in the accompanying Status Report #9. These outcomes along with the previously mentioned goals were developed concurrently. Program and departmental faculties performed similar functions as indicated above. Outcomes have not been revised since initially developed.

Research: Evidence from the comprehensive examinations and practicum evaluations (which include the assessment of professional standards as contained in the Graduate Practicum Guidelines) is used to determine if goals and outcomes are being met. Although these evaluation tools have not been revised as they provide sufficient information for oversight, students also maintain a standards-based professional portfolio that is formally assessed as part of the practicum experience.

Findings: Data analysis has consisted primarily of frequency counts and percentages that were then aggregated and treated in a manner that reflect overall program outcomes. The sample size (N column) varies according to the number of practicum and comprehensive exam students across the three semesters covered by this review.

Review: Program faculty is polled once or twice a year depending on the circumstances. If major discrepancies exist between goals and outcomes, as in the case of students not performing well on the research question on the comprehensive examination, then departmental faculty may deal with the larger issue, e.g., creating a specialized research methods course.

Actions: Overall, data-based decision-making has reinforced the department's primary focus and initial direction as it relates to student learning. Program and departmental faculties have felt the need to take remedial actions only in isolated circumstances, e.g., preparation sessions were conducted to raise the percentage of students scoring 1.5 out of 3 or greater on the "research" question (see outcome 4a).

NORTH CENTRAL ASSOCIATION STUDENT ASSESSMENT PLAN

2006 College of Education and Human Services Status Report #9

Program: M.Ed. in Exercise Science

Summer 2004 / Fall 2004 / Spring 2005

PROGRAM OUTCOME	ASSESSMENT OUTCOME	N	RESULTS	ACTIONS TAKEN TOWARD PROGRAM/STUDENTS
(1) Graduates will understand and be able to describe, apply, and synthesize knowledge of exercise physiology in relation to acute and chronic programs of exercise.	(1a) 80% or more will have a rating of at least 3 out of 4 on item 3 of practicum evaluation instrument.	14	100% met criterion (mean = 3.57)	No action required.
	(1b) 90% or more will average 1.5 out of 3 or greater on "exercise science" questions of comprehensive examination.	9	89% (8 of 9) met criterion (mean = 1.67)	No action required.
(2) Graduates will be able to competently evaluate the physical fitness/conditioning status of individuals and write effective exercise prescriptions for them.	(2a) 80% or more will have an average rating of at least 3 out of 4 on items 3 and 4 of practicum evaluation instrument	14	100% met criterion (mean = 3.64)	No action required.
(3) Graduates will understand current training techniques and be able to design programs to improve physical fitness and performance.	(3a) 80% or more will have an average rating of at least 3 out of 4 on items 3 and 4 of practicum evaluation instrument.	14	100% met criterion (mean = 3.64)	No action required.
	(3b) 90% or more will score 1.5 out of 3 or greater on "training and conditioning" questions of comprehensive examination.	9	89% (8 of 9) met criterion (mean = 1.72)	No action required.
(4) Graduates will be able to review research in exercise physiology and physical fitness development and be able to effectively describe, analyze, and critique this research.	(4a) 90% or more will score 1.5 out of 3 or greater on "research" question of comprehensive examination.	9	67% (6 of 9) met criterion (mean = 1.33)	Preparation sessions were conducted during practicum orientation; specialized research methods course was implemented in Summer 2003.
(5) Graduates will be able to effectively develop and manage programs in business and community settings.	(5a) 80% or more will have an average rating of at least 3 out of 4 on items 1, 2, 6, 7, and 8 of practicum evaluation instrument.	14	100% met criterion (mean = 3.21)	No action required.
	(5b) 90% or more will score 1.5 out of 3 or greater on "program development" question of comprehensive examination.	8	100% met criterion (mean = 1.69)	No action required. NOTE: Question was selected for eight comprehensive exams.