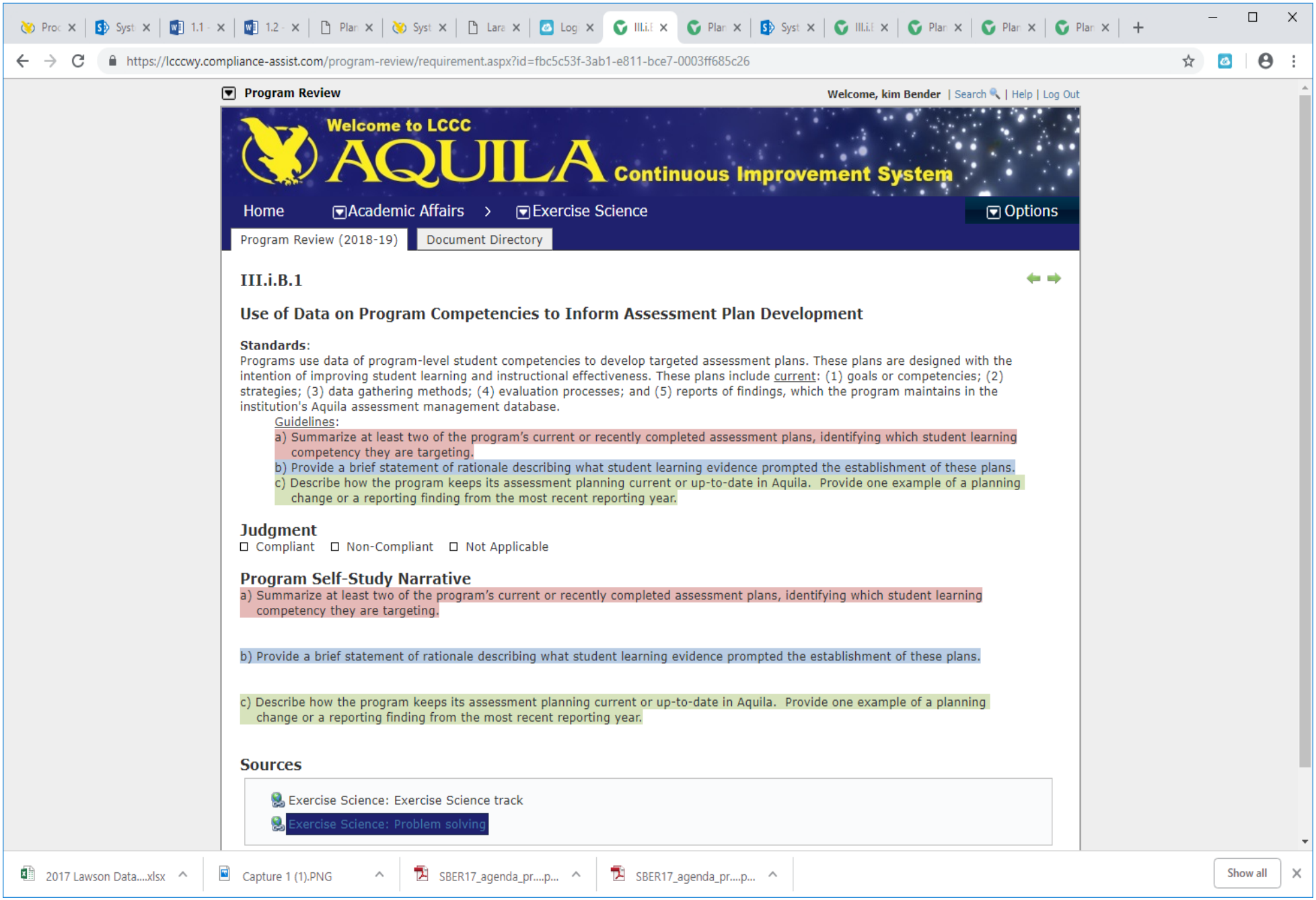
https://lcccwy.compliance-assist.com/program-review/requirement.aspx?id=fbc5c53f-3ab1-e811-bce7-0003ff685c26
Program Review
Welcome, kim Bender | Search | Help | Log Out
Welcome to LCCC
AQUILA
Continuous Improvement System
Home
Academic Affairs
Exercise Science
Options
Program Review (2018-19)
Document Directory
III.i.B.1
Use of Data on Program Competencies to Inform Assessment Plan Development
Standards:
Programs use data of program-level student competencies to develop targeted assessment plans. These plans are designed with the intention of improving student learning and instructional effectiveness. These plans include current: (1) goals or competencies; (2) strategies; (3) data gathering methods; (4) evaluation processes; and (5) reports of findings, which the program maintains in the institution's Aquila assessment management database.
Guidelines:
a) Summarize at least two of the program's current or recently completed assessment plans, identifying which student learning competency they are targeting.
b) Provide a brief statement of rationale describing what student learning evidence prompted the establishment of these plans.
c) Describe how the program keeps its assessment planning current or up-to-date in Aquila. Provide one example of a planning change or a reporting finding from the most recent reporting year.
Judgment
Compliant
Non-Compliant
Not Applicable
Program Self-Study Narrative
a) Summarize at least two of the program's current or recently completed assessment plans, identifying which student learning competency they are targeting.
b) Provide a brief statement of rationale describing what student learning evidence prompted the establishment of these plans.
c) Describe how the program keeps its assessment planning current or up-to-date in Aquila. Provide one example of a planning change or a reporting finding from the most recent reporting year.
Sources
Exercise Science: Exercise Science track
Exercise Science: Problem solving
2017 Lawson Data....xlsx
Capture 1 (1).PNG
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SBER17_agenda_pr....p...
Show all

CALENDAR YEAR 2018 / ACADEMIC ASSESSMENT AND ACTION PLANNING

# 90% or higher of Exercise Science majors will score at 3 or higher on the LCCC Problem solving rubric.

This view always presents the most current state of the plan item.
Plan Item was last modified on 9/25/18, 4:11 PM
Your individual permission settings determine what fields and content are visible to you.

**Template:**

Assessment: Student Learning Competency

**Number:**

1.

**Student Learning Competency:**

Exercise Science majors will identify ways to maintain health throughout the human lifespan. Students will accomplish this by: 1) working with home school parents and providing their clients (adults) exercise regimes that are appropriate for the client's needs and abilities and 2) integrating nutrition into exercise workouts 3) pre and post testing of clients and themselves to see changes in health related fitness components of flexibility, muscular strength/endurance, cardiovascular endurance, and body composition.

**Title:**

90% or higher of Exercise Science majors will score at 3 or higher on the LCCC Problem solving rubric.

**Start:**

1/1/2018

**End:**

12/31/2018

**Progress:**

**Providing Department:**

Exercise Science (A.S.)

**Responsible Roles:**

**Program Processes: Strategies to Develop Students' Learning:**

The student will begin fostering problem solving skills at the beginning of their program and continue throughout. Exercise Science courses that address problem solving include PEAC 1295, HLED 1221, PEPR 2050, KIN 2135, KIN 2470, and KIN 2471.

The instructional methods being used that will help students learn how to solve problems include exams, labs, oral presentations, and practical assessments. Students will also practice problem solving skills by administering fitness assessments, prescribing exercise, and evaluating the effectiveness of that prescription. Our students are involved in job shadowing various positions that would be potential options for employment in the path which they have selected. Practicums give students hands-on experience in the field of Exercise Science.

**Methods of Evaluating Student Performance:**

While there are multiple places in our program that this outcome may be evaluated, there are two specific courses in which this outcome will be specifically addressed, identified, and evaluated within our program.

The first course is KIN 2471, which is taken the final semester of the program. The KIN 2471 course will evaluate the student's ability and readiness to develop exercise programs for potential clients. They learn how to prescribe appropriate exercise routines using pre-testing assessments. They will then present these findings to the class. The primary teacher of the course will be responsible for evaluating student outcomes, with frequent and liberal input and feedback from full-time Exercise Science staff.

The second course is KIN 2135 our Personal Trainer Education course.

**Expected Level of Learning Performance:**

For KIN 2172, 90% of students will score a 3 or higher on the LCCC Problem Solving Institutional Rubric on all aspects of the rubric.

For KIN 2135, 90% of students will pass the exam to earn their personal trainer certification.

**Uploaded Documents for Plan Design:**

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

**Data Display with Analysis & Summary of What Program Learned:**

Data has been collected for three semesters. This data is a baseline measure that will inform our plans for future years.

Data Table 1 corresponds to the collection tool: LCCC Problem Solving Rubric which is used for the KIN 2471 course.

| | Spring 16 | Fall 16 | Spring 17 | Fall 2018 |
|---|---|---|---|---|
| # of students | 3 | 2 | 6 | 2 |
| Task Analysis | 4 | 3.5 | 3.8 | 3.5 |
| Application | 4 | 3.5 | 3.6 | 3.5 |
| Execution | 4 | 3.5 | 4 | 4 |
| Reflection | 4 | 3.5 | 3.8 | 3.5 |
| Overall | 4 | 3.5 | 3.8 | 3.5 |

These classes are currently small in number but as more students are entering our program, the number of students who we can assess will increase. We are not sure that the LCCC problem solving rubric provides all the elements that we need to asses; we are exploring the development of a separate tool that will be used.

Data Table 2 corresponds to the ACSM Certified Personal Trainer Exam scores.

| | Spring 16 | Fall 16 | Spring 17 | |
|---|---|---|---|---|
| Student 1 | 69% | 95% | 78% | |
| Student 2 | 85% | 90% | 65% | |
| Student 3 | 83% | 85% | 93% | |
| Student 4 | 94% | 80% | 69% | |
| Student 5 | 84% | 82% | 69% | |
| Student 6 | 88% | 85% | 64% | |
| Student 7 | 68% | | 99% | |
| Student 8 | 70% | | 67% | |
| Student 9 | 90% | | 93% | |
| Student 10 | 80% | | 91% | |
| Student 11 | 71% | | | |
| Student 12 | 80% | | | |
| Average | 74% | 86% | 78.8% | |
| | | | | |

Table two shows that the class average on the practice Certified Personal Trainer Exam went up 12 percent from Spring-Fall of 2016. Also every student in the fall of 2016 passed the exam, where as in spring of 2016, 2 students did not pass the exam. Faculty members are unsure why this occurred but some options include: smaller class size, different students, and classroom modifications. This class was introduced at LCCC in spring of 2016. In fall of 2016 a few modifications were made. These included more assignments and less lab time.

In spring of 2017 the class average went back down and 5 of the 10 did not pass. One observation made was that of the 10 students, 2 graduated with a certificate, 2 are still majoring in exercise science, and the remaining 6 either transferred, left school, or changed major. It seems we just might not have had as dedicated exercise science students in spring of 2017.

The instructor also had informal interviews with all students that took the actual certified personal trainer exam. During this interview the instructor asked which sections of the exam they felt most unprepared for. All students mention risk classification. So in the spring of 2018 the instructor has dedicated one more class lecture to this topic. The instructor is also giving out multiple case studies so students can practice risk classification. An example of a case study is attached in the Plan Item Files.

**Process Changes, Program Improvements, or Adjustments to this Plan:**

Through conversations with students who have taken the Personal Trainer Certification exam, changes have been made to the KIN 2135 course. An example of these changes past students indicated that the process of evaluating and classifying potential clients based on health factors was an area in which they struggled.  That section of the course has been modified and more focus is being given to these section of the text. This change was implemented in spring of 2018.

**Uploaded Documents for Plan Results and Improvements:**

Linked Documents
There are no attachments.

Attached Files

Capture 1.PNG

Capture.PNG

**Baseline Data Source:**

After spring 2018, we will have baseline data to for KIN 2135.

For Kin 2471, the FA 2017 data has been entered:

| | Spring 16 | Fall 16 | Spring 17 | Fall 2018 |
|---|---|---|---|---|
| # of students | 3 | 2 | 6 | 2 |
| Task Analysis | 4 | 3.5 | 3.8 | 3.5 |
| Application | 4 | 3.5 | 3.6 | 3.5 |
| Execution | 4 | 3.5 | 4 | 4 |
| Reflection | 4 | 3.5 | 3.8 | 3.5 |
| Overall | 4 | 3.5 | 3.8 | 3.5 |

No Data Sources have been added.

**Reviewer Feedback:**

**Data Display and Analysis and Summary**

The program makes the following statement: *We are not sure that the LCCC problem solving rubric provides all the elements that we need to asses; we are exploring the development of a separate tool that will be used.*

The SLA team encourages the program to explore other or additional measurement tools, such as designing its own rubric that contains the below traits as shown in the plan's learning competency statement shown below. The problem solving rubric may not be a strong instrument to satisfy the competency's definition.

1) working with home school parents and providing their clients (adults) exercise regimes that are appropriate for the client's needs and abilities and
2) integrating nutrition into exercise workouts
3) pre and post testing of clients and themselves to see changes in health related fitness components of flexibility, muscular strength/endurance, cardiovascular endurance, and body composition.

**All Other Plan Sections**

The SLA team considers all other sections of the plan to be sufficiently meeting the planning standards.

As an FYI: The program does not need to complete the Baseline Data section as this space if for aligning the plan to Campus Labs Baseline Survey data.

**Progam Response:**

**Related Items**

*No connections made*