

CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY23-24)

Name of the program Exercise Science

Dean' signiture *London Schmidt*

Expected Date of Submission 6/29/2024

Department Chair or Director: Alex Rothstein

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for year 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 23-24 based on your three-year plan(AY22_25)

Direct measure learning outcome 3: Assess an individual's capacity, limitations and overall progression based on previous exam and needs analysis.

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Direct measure learning outcome 4: Evaluate the acute and chronic adaptations an individual experiences during a training program.

2. **METHOD:** Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).

Direct Measures:

Benchmark: In EXSC 320 80% of students will get at least a B on their final presentations assessing the use of biomechanical tools to assess individual's health and performance.

Benchmark: In EXSC 410 80% of students will get at least a B on their final presentations presenting how they used their knowledge from EXSC courses in their experiential learning settings to evaluate clients/patients.

Both courses were taught by program coordinator, Alex Rothstein, who is also heavily involved with student research within the department

Indirect assessment consists of an exit survey provided to all graduating students at the end of their final semester. The survey will highlight the PLO and will individually ask students for an evaluation of how well the program met each of the PLO during their time at NYIT.

3. **ANALYSIS** of the assessment results: provide criteria based disaggregate and aggregate data analysis.

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Direct Measures: More than 80 % of students got at least a B in EXSC 320 and EXSC 410 and at least a B on their final project and presentations.

See appendix for details on assignments.

Indirect Measure: 4 students completed the formal exit survey. Two students rated their ability to enter the workforce and perform the PLO listed below as a 5 out of 5 and two students rated themselves a 4 out of 5 prepared.

4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

Based on the direct and indirect assessments we believe we achieved and exceeded expectations for our goals.

The students

5. CLOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of [PDSA](#)

The program will maintain the courses and education experiences for students to participate in to continue to encourage achievement of these outcomes.

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II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

Full time faculty members, Alex Rothstein and Amerigo Rossi, as well as part-time faculty members are made aware of program outcomes and contribute feedback on a regular basis.

Faculty members are also engaged in all student activities and outcomes including Exercise Science club events, quiz bowl team training sessions and competitions, and conference attendance. Faculty also encourage student feedback from all events and learning opportunities and have incorporated student participation in research opportunities culminating in 14 poster presentation in the spring 2024 semester and one platform presentation.

Appendix 1:

For EXSC 320 final project:

Students will decide on a physical movement of their choosing.

In the presentation the movement must be well defined/demonstrated and/or a combination of the two.

It is recommended that the movement be broken down into phases or steps and it should be explained how the steps were decided on and categorized.

They will choose 1-3 tools in the lab to use to analyze a subject in preparation of, during, and/or after the movement.

Students will be expected to learn how to use the equipment they choose and teach the basics of the tool(s) to the class.

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- The basics include but are not limited to:
 - What information does this tool measure?
 - How does it measure it?
 - How can one learn how to use this tool?
 - How can this information be valuable to the professional?

At least two peer reviewed sources are required to be used for the presentation and overall project, but it is recommended that more are used to validate all decisions.

	Full Credit Possible	Grade Given:	Partial Credit Due to:
Athletic Movement is Clearly Defined	5 pts		Movement not clearly defined
Athletic Movement well broken down into phases	5 pts		Movement not adequately broken down
All tools and tests are clearly explained.	10 pts		Tools not clearly explained
Adequate number of tools are explained.	5 pts		Too few tools used

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Group properly demonstrates how to use tools and why we use tools	10 pts		Limited number of demonstrations and explanations for uses of tool(s)
Presentation Quality	10 pts		Overall quality, energy, expertise, preparation was inadequate
Presentation Appearance	10 pts		Slide and presentation design
All Group Members Participated Equally in Presentation and Demonstrated Adequate Knowledge of Client and Training Approach	5 pts		Group members did not participate equally
All Group Members Were Able to Respond Well to Questions	10 pts		All group members were not able to contribute to answering questions
Flow of Presentation, Any Missing Elements	5 pts		Presentation was not put together in a fluid manner or missing elements
Adequate outside resources with citations included	10 pts		Presentation did not include enough high quality outside resources
Strong biomechanical rationale and explanation for all decisions	15 pts		Presentation lacked biomechanical and/or evidence-based backing

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For EXSC 410

The goal of this presentation is to introduce your fieldwork placement and explain the goals and objectives of the organization, the population being served, the typical services offered, and your role and responsibilities in this site. Take an experience from your fieldwork placement and present on the experience including what the experience was, why did you and your supervisor take the path you took and back the experience with 2-3 research articles. Lastly, summarize your fieldwork placement experience and relate your fieldwork experience to topics discussed over the course of the semester and topics learned from other EXSC classes.

Last updated 7/8/24






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Final Audit Report

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