CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)
Name of the program__ Exercise Science_____
Dean' signature_____ *Gordon Schmidt*_____
Expected Date of Submission 6/30/2023
Department Chair or Director: Alex Rothstein, Program Coordinator, Exercise Science/ Mindy Haar, Chair_

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 22-23 based on your three-year plan(AY22_25)
   1. **Examine an individual's current physical fitness status.**

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2.Formulate a needs analysis to maximize their physical fitness improvement based on their current status and goals.

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

    1. **Examine an individual's current physical fitness status.**

Direct Assessment Learning Outcome 1: In EXSC 310 80% of students will get at least a B during their Institute for Clinical Competence (ICC) exam. ICC is an experiential learning and testing opportunity for students, where students are given the opportunity to work with paid actors who simulate real life scenarios and are graded by the actors on their professionalism, teachers on their content mastery, and peers on demeanor and overall presentation. It is a unique opportunity for students to engage is real life, low risk, scenarios that they will encounter professionally.

Results: All 7 students completing the ICC exam received an <u>A</u> on their exam. This is a rigorous assessment by multiple parties of student performance and thus, the high scores confirmed the outcome.

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      2.Formulate a needs analysis to maximize their physical fitness improvement based on their current status and goals.

Direct Assessment Learning Outcome 2: In EXSC 410 80% of students will get at least a B during their presentation on their experiential learning internship. The presentation assignment is a group presentation in the senior practicum class which has become the speech intensive course. It is based on the student's internship experience and a culmination of the knowledge they have gathered throughout their classes at NYIT. The grading rubric can be found in Appendix 1.

Results: 6 students participated in this presentation and all 6 received an <u>A</u> on their presentations.

Indirect Assessment of all Learning Outcomes: An exit survey is provided to all graduating students at the end of their final semester. The survey highlights each PLO and asks students for the rate on a scale of 1-5 (with 5 the highest) how well the program met each of the PLOs during their time at NYIT. Benchmark for success was that 80% of students will rate meeting the learning outcomes with at least a 3. The survey also asked them to rate on a scale of 1- 10, their experiential learning opportunities.

Results: Three out of four graduating students completed the formal exit survey. Two students rated their ability to enter the workforce and perform the program PLOs as a 4 out of 5 and one student rated themselves a 5 out of 5 prepared. Two of the three students rated their experiential learning opportunities an 8 out of 10 and one student rated them a 10 out of 10.

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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.

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 and continue to encourage achievement of these outcomes.

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

Faculty have been 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. This report will be shared with faculty members during regular meeting.

Appendix 1: Rubric for grading student presentations

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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	Capstone 4	Milestones 3	2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, body, and transitions) is not observable within the presentation
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is	Language choices are unclear and minimally support the effec Language in presentation is not appropriate to audience.

			appropriate to audience.	
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal e understandability of the presentation, and speaker appears und
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or	Insufficient supporting materials (explanations, examples, illu quotations from relevant authorities) make reference to inforn minimally supports the presentation or establishes the presente topic.

			analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in

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Appendix 1