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| Program Name  | Date Completed   |
| <b>Exercise Science, Physical Education, and Recreation (EPER)</b>  | <b>May 2026</b>  |
| Report Completed By   | Report Contributors  |
| <b>Dr. Ryland Townsend</b>  | <b>Dr. Ryland Townsend</b><br><b>Dr. Tina Twilleger</b><br><b>Dr. Shawna Hanenberg</b> |
| Brief Statement of Program Mission and Goals  |  |
| <p><b>EPER Mission:</b> The Department of Exercise Science, Physical Education, and Recreation (EPER) is committed to developing competent, ethical, and evidence-based practitioners in the fields of exercise science, physical education, and recreation. Our students engage in rigorous academic study combined with practical, field-based, and laboratory experiences that prepare them for professional careers and advanced study. Graduates are equipped to promote health, fitness, and well-being across diverse populations and communities.</p> <p><b>Program Goals</b></p> <ol style="list-style-type: none"> <li>Provide coursework that prepares students to apply exercise science principles in professional settings with diverse and varied populations.</li> <li>Use evidence-based pedagogy, laboratory experiences, and applied assessments to connect students to professional standards and workforce expectations.</li> <li>Integrate current technologies and data-driven practices in exercise assessment, programming, and program evaluation.</li> <li>Expose students to professional ethics, cultural competency, and contemporary issues in exercise science and health promotion.</li> </ol> |  |

### Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

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| <b>A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.</b>  |
| <ol style="list-style-type: none"> <li>Possess content knowledge and skills necessary for their perspective fields of study</li> <li>Exhibits the ability to read and interpret scientific research with application of the scientific methods, statistics, study design and reporting</li> <li>Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest</li> <li>Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting;</li> </ol> |



5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

**B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?**

AY 2023-2024

**C. What were the recommendations for change in the previous cycle?**

From the 2024-2025 assessment report - "We would like to make the EPER 494 Fieldwork strictly a service learning experience with a reflection paper, hours and 5 discussions. All students will now be required to take the EPER 498 for 6 credits. We have implemented a seminar class, EPER 493 seminar, where we will now assess the portfolio and final paper. Therefore, we will assess EPER 493 for the portfolio and final written assignment. We will review the curriculum and determine the courses that require written and oral communication to assess if we need to add more training and application in this area. For the paper our students need to work on format and proper referencing as well as thinking about a plan for evaluating their project ahead of time. This can be implemented in the EPER 493 course. For the portfolio the students should be reminded in other courses to keep strong products of their work to put in the portfolio and to do certification and training to include in their portfolio. We will begin the process in EPER 101."

**D. How were the recommendations for change acted upon?**

We made the EPER 494 Fieldwork strictly a service-learning experience with a reflection paper, required hours, and five discussions. All students are required to take EPER 498 for 6 credits.

We implemented a seminar class, EPER 493 Seminar, where we assessed the portfolio and final paper. Therefore, EPER 493 was used to evaluate both the portfolio and the final written assignment. We reviewed the curriculum and identified the courses that required written and oral communication to determine whether additional training and application were needed in this area.

For the portfolio, students were reminded in other courses to keep strong examples of their work to include, as well as to complete certifications and training to add to their portfolio. We began this process in EPER 101.

**E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?**

Not enough time has passed to fully determine the impact of the changes we made to freshman-level courses such as EPER 101 and to senior-level courses including EPER 493 and EPER 498. However, we believe that shifting many of the major assignments into EPER 493 has allowed students to focus more deeply on their internship experience and better absorb the learning that occurs in the field.



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

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| <b>A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>   |
| <p><b>Three SLOs are reported on for AY 2025-2026 in EPER 498 (Exercise Science Capstone/Internship):</b></p> <p><b>SLO 1:</b> Demonstrate foundational knowledge of exercise science principles, including anatomy, physiology, and biomechanics, as applied to physical activity and fitness programming.</p> <p><b>SLO 2:</b> Apply evidence-based principles of exercise prescription, health risk appraisal, and behavior change to diverse client and population settings.</p> <p><b>SLO 3:</b> Interpret and apply data and research findings related to exercise science, health promotion, and program evaluation.</p> |
| <b>B. Semester and year this SLO was previously reported on before this cycle.</b>  |
| It was reported on the AY 2022 report, using AY 2019-2022 data  |
| <b>C. Describe the assessment method for this SLO(s).</b>   |
| <p>Faculty reviewed exit exam item performance patterns across sections. Discussions were held among EPER faculty regarding curricular alignment between prerequisite courses (Exercise Physiology, Health/Fitness Assessment, Nutrition) and EPER 498 capstone competencies.</p> <p>Exit exam item analysis conducted across eight sections (Summer 2023 through Fall 2025) identified 8 questions where students consistently struggled (below 70% correct) and 25 questions where students demonstrated mastery (100% correct). These results were used to guide SLO-level interpretation and recommendations.</p>           |
| <b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>  |
| A total of 20 students have taken the EPER 498 Exit Exams in the 2023-2025 period   |



Summer 2023: N=2 | Fall 2023: N=1 | Spring 2024: N=3 | Summer 2024: N=2 | Fall 2024: N=4 | Spring 2025: N=2 | Summer 2025: N=2 | Fall 2025: N=5

50 unique items were identified and 49 unique items were analyzed. One question was not clearly worded and was thrown out for analysis purposes.

**E. Explain the expected proficiency level and proportion of students who should reach this level.**

**Exit Examination:** The expected proficiency level is that at least 80% of students answer at least 70% of exam items correctly. For item-level analysis, an item average of 80% or higher indicates adequate student mastery of that content area.

**F. Provide Assessment results and number of students who met defined proficiency level.**

All students met adequate mastery. All students scored above 85% on the exam.

**G. Describe what the results or trends indicate about student performance.**

25 out of 49 items (51%) showed 100% correct responses across all sections in which they appeared.

- Bone, muscle, and joint classifications - 100%,
- Muscle & joint mechanics (kinesiology concepts) - 100%
- Ion signaling - 100%
- Muscular strength, power, and endurance - 100%

**Challenging Items:**

- Energy systems - 50.2%
- Risk classification (ACSM) & Hypertension thresholds (AHA) - 12.5%

**H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.**

The professor who previously taught the Exercise Physiology and Exercise Assessment courses held personal interpretations of the governing board guidelines. This instructor encouraged students to think critically about the individual rather than relying strictly on guideline cut-offs when classifying an individual, athlete, or client. Since this faculty member has now retired, and because our assessment results consistently highlight risk classification and threshold content as challenging areas, we will be making these guidelines a central focus of the courses moving forward. Students will benefit from this due to content on national certification exams (ACSM-EP, NSCA-CSCS) will ask this material.

We will implement a stronger emphasis on guideline-based risk classifications to help students excel in these sections. Our plan is to incorporate this emphasis into EPER 344 (Exercise Physiology) and EPER 436 (Exercise Assessment & Prescription) beginning in Summer 2026, with full instruction on these areas starting in Fall 2026. It may take until the 2027–2028 academic year for these curricular changes to be reflected in student performance on the EPER 498 exit exams.