

Institutional Effectiveness 2023-2024

Program: Exercise Science MA

College and Department: College of Education, Department of Exercise Science

Contact: Christy Killman

Mission:

The mission of the department of Exercise Science is to promote enhanced quality of life (wellness) and strengthen educational pursuits by creating, advancing, communicating, and applying knowledge and skills, through innovative preparation of scholars, researchers, educators, and professionals to meet the needs of a diverse society.

Mission Brief: Be prepared for service to enhance quality of life for a diverse society.

Vision: Prepare future professionals to be effective and engaged through clinical rich and evidenced based programs.

Attach Curriculum Map (Educational Programs Only):

The updated curriculum map for the MA concentrations is attached. I will expound on these changes later on.

Attached Files: See Appendix 1

SLO1: Content Knowledge

Define Outcome:

Students will demonstrate understanding and application of content knowledge.

Assessment Methods:

During the final semester of study in the online Master of Arts degree in Exercise Science, each candidate must enroll in the new Capstone Project course where they will construct a project in their discipline/area of study that demonstrates their understanding and application of content knowledge. The Capstone Project course (EXPW 6550) takes the place of Comprehensive exams. This course went live with the new program of study in the 23-24 year, though no students completed the Capstone during the 23-24 academic year.

During the 23-24 academic year, students who were studying in the old program have been answering the comprehensive exam questions that align with their program of study. The faculty-created rubrics are attached.

Attached Files: See Appendix 2

Criteria for Success (Thresholds for Assessment Methods):

A rubric created by full-time graduate faculty is provided to candidates ahead of time so that they know how their answers will be scored. Candidates are expected to score 80% or higher in order to pass the exam and be recommended for graduation.

Rubric for core comprehensive exam question AND all concentration questions.

Topics Covered	Exemplary = 3	Acceptable = 2	Developing = 1	Unacceptable = 0
<u>Knowledge Base</u>	Demonstrated thorough understanding of multiple parts of pedagogical content. Discussed all portions of the question masterfully by providing foundational information of the topic.	Demonstrated considerable understanding of pedagogical content. Discussed majority of the question using foundational knowledge related directly to the topic.	Demonstrated some understanding of pedagogical content. Discussed some portions of the question and provided some foundational information of the topic.	Demonstrated little understanding of pedagogical content. Did not discuss all portions of the question. Did not provide foundational information of the topic.
<u>Learned Skills</u>	Exhibited learned skills of the content by applying the pedagogical knowledge to a “real life” scenario. Demonstrated mastery of the content beyond understanding by application.	Exhibited a general knowledge of learned skills of the pedagogical content by application in a “real life” scenario. Demonstrated knowledge beyond simple understanding but minor error(s) present in application.	Somewhat exhibits learned skills of the pedagogical content by attempting to apply the knowledge to a “real life” scenario. Errors in application or lack of demonstration of skill or understanding were present.	Did not exhibit learned skills of the content due to insufficient application of knowledge to a “real life” scenario. Omissions, Errors in application or lack of demonstration in learned skills.
<u>Quality Writing</u>	Demonstrated the ability to clearly and concisely answer each part of the question with mature and quality form. No	Demonstrated the ability to clearly and concisely answer each part of the question but left some parts unanswered or not	Demonstrated some ability to answer the questions, but did not have clear and concise answers. May not have had	Did not demonstrate ability to answer the questions with clear and concise answers. May not have

	spelling or grammatical errors present.	completely answered. Few spelling or grammatical errors present.	proper paragraphing or formatting. Some spelling and grammatical errors present.	had a proper paragraphing or formatting. Several spelling and grammatical errors present.
<u>Language Usage</u>	Conventions of language are adhered to with great detail and precision, no errors found.	Almost all of the conventions are adhered to with detail and precision, no more than one error.	Greater attention to the conventions/mechanics are needed – work is borderline acceptable – has more than three errors.	Mistakes in conventions of language are too numerous to accept – major editing is needed.
<u>APA Style</u>	APA guidelines are meticulously followed.	Adhere consistently to APA guidelines, however, one error present	Demonstrates little ability to adhere to APA guidelines, more than three errors present	Adherence to APA guidelines is sporadic or non-existent; more than four errors present
<u>References</u>	Thoroughly supported responses with scholarly/peer-reviewed references and/or course materials and/or other appropriate supporting documents. Reference sheet provided and correct.	Supported responses with some scholarly/peer-reviewed references, course materials and/or other appropriate supporting documents, but omissions or errors were present. Reference sheet provided and mostly correct.	Intermittently supported responses with scholarly/peer-reviewed references, course materials and/or appropriate supporting documents, but more than two errors were present. Reference sheet provided, but errors present.	No reference sheet provided and/or did not support responses with scholarly/peer-reviewed references and/or course materials.

Rubric – EXPW 6510 Comprehensive Exam

Part 1 – Research Question(s) and Overview.

_____ Correct research question(s) written.

_____ Stated accurate purpose of the study

_____ Correct problem statement written.

_____ Correct interpretation of the results and conclusions.

Part 2 – Hypotheses

_____ Stated the null hypothesis correctly.

_____ Stated the research hypothesis correctly.

Part 3 – Variables of the Study

_____ Correctly identified independent variable(s).

_____ Correctly identified dependent variable(s).

_____ Correctly identified confounding variable(s) (if any).

Part 4 – Methodology

_____ Fully described methods section.

_____ Clear description of participants.

_____ Clear description of instrument(s).

_____ Described procedures accurately (reproducible)

_____ Identified correct analysis

Part 5 – Validity

_____ Content validity fully described.

_____ Criterion validity fully described.

_____ Construct validity fully described.

Part 6 – Reliability

_____ Test – Re-test fully described.

_____ Inter-rater fully described.

_____ Intra-rater fully described.

_____ Internal consistency fully described.

_____ Parallel forms fully described.

Part 7 – Type I and Type II Errors

_____ Fully described how to avoid Type I errors.

_____ Fully described how to avoid Type II errors.

Part 8 – Quality of Writing

_____ Demonstrated the ability to clearly and concisely write strong topic and supporting sentences.

_____ Demonstrated the ability to write with either no spelling and grammatical errors or minimal spelling and grammatical errors.

Part 9 – APA Guidelines

_____ APA guidelines were meticulously followed with either no errors or minimal errors.

Part 10 – References

_____ Demonstrated the ability to support responses with scholarly/peer-reviewed references and/or course materials.

_____ Reference sheet provided with no or minimal errors.

Link to 'Tech Tomorrow' Strategic Plan:

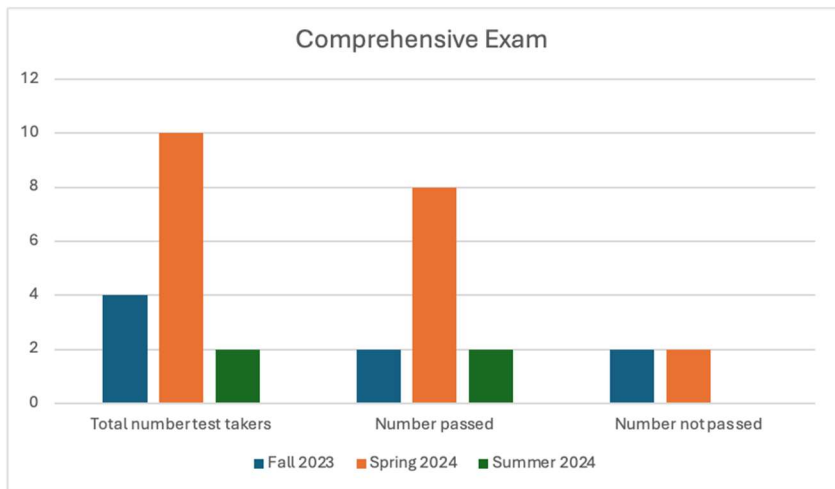
1.A Experiential Learning,2.A Technology Infused Programs,2.B Research, Scholar, Intellect, and Creativity,2.C Adult Learners,3.A Efficiency and Effectiveness

Results and Analysis:

There were 4 students who completed the comprehensive exams in the fall semester 2023. Of the 4, two passed all sections: core, research and concentration. The two who did not pass all 3 sections, securing their content knowledge, signed up to take the comp exam again in the spring semester.

In spring 2024 ten students completed the comprehensive exam, including the 2 from the fall. The 2 who were retaking passed on the second attempt. Of the other 8, 6 passed all 3 questions and 2 did not pass, pushing them out at least 1 semester to retake the exam.

In the summer 2024, the 2 who did not pass in the spring retook the exam and passed. Therefore, 12 students completed the MA program and graduated during the 23-24 academic year.



Use of Results to Improve Outcomes:

This method of assessing content knowledge is on it's way out for the online MA in Exercise Science. Likely 1 more cycle of comprehensive exams will be administered, and the shift to the Capstone Class is already moving forward.

SLO2: Research

Define Outcome:

Students will complete CITI training with a grade of 80% or higher.

Assessment Methods:

Upon entering the MA program, students must take EXPW 6230 – Seminar in Exercise Science, which is an orientation to this graduate program, graduate school, and research. As part of this course, students must complete the CITI (Collaborative Institutional Training Initiative) training module. Because CITI is dedicated to promoting trust in research, it is essential for graduate students to understand the importance of that trust.

Criteria for Success (Thresholds for Assessment Methods):

In keeping with CITI scoring, students must complete the training with a score of 80% or higher to gain the assigned points for the course grade. Students have multiple opportunities to complete the training if needed.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

There were 15 students in the fall 2023 section of EXPW 6230 - Seminar in Exercise Science, and 5 students in the spring 2024 section for a total of 20 students taking the Seminar class during the academic year. Because each student has multiple opportunities to complete the CITI training, we have 100% completion.

Use of Results to Improve Outcomes:

Potentially, this measure of research knowledge does not paint the best picture. Especially according to the new program of study. With greater research knowledge requirements with the addition of a qualitative research course and the capstone project, moving forward, the graduate faculty needs to identify additional methods of assessing research knowledge. We will make it a priority to include additional assessments for academic year 2024-25.

List of Appendices:

Appendix 1: Exercise Science MA Curriculum Map

Appendix 2: SLO1 Assessment Methods

Appendix 1: Exercise Science MA Curriculum Map

Exercise Science Graduate Curriculum Map 2023-2024

Elementary Middle PE	Adapted Physical Education	Sport Management	Lifetime Wellness
Core	Core	Core	Core
EXPW 6230	EXPW 6230	EXPW 6230	EXPW 6230
EXPW 6240	EXPW 6240	EXPW 6240	EXPW 6240
Research	Research	Research	Research
EXPW 6510	EXPW 6510	EXPW 6510	EXPW 6510
EXPW 6530	EXPW 6530	EXPW 6530	EXPW 6530
EXPW 6550	EXPW 6550	EXPW 6550	EXPW 6550
Concentration	Concentration	Concentration	Concentration
EXPW 6210	SPED 6010	EXPW 6710	EXPW 5940
EXPW 6140	SPED 6060	EXPW 6720	EXPW 6440
EXPW 6350	EXPW 6140	EXPW 6730	EXPW 6042
EXPW 6450	EXPW 6250 or elective	EXPW 6740	Elective
EXPW 6250 or elective	Elective	EXPW 6750	Elective
		EXPW 6760	

Exercise Science
Master of Arts Program Curriculum Map
2023-2024

Course	Title	Goals/Learning Outcomes		
		Content Knowledge	Citi Training	Research Methods
EXPW 5940	Fitness & Wellness	X		
EXPW 6042	Wellness Promotion	X		
EXPW 6100	Instruction in Physical Ed	X		
EXPW 6140	Adapted PE & Sport	X		
EXPW 6230	Seminar - Exercise Science		X	X
EXPW 6210	Curriculum in PE	X		
EXPW 6240	Assessment in Exercise Sci			X
EXPW 6350	Instructional Strategies	X		
EXPW 6450	Teaching Middle School	X		
EXPW 6510	Research Methods			X
EXPW 6530	Qualitative Research			X
EXPW 6550	Capstone Project			X
EXPW 6710	Leadership in SPMT	X		
EXPW 6720	<u>Lgl/Ethical/Risk Mgmt</u>	X		
EXPW 6730	Admin/Supervision Sport	X		
EXPW 6740	Sport Market & Promotion	X		
EXPW 6750	<u>Design/Mgmt Facilities</u>	X		
EXPW 6760	<u>Internship in Sport Mgmt</u>	X		

Appendix 2: SLO1 Assessment Methods

Health Promotion Question

Comp Question for Wellness/Health Promotion

In the United States, the top three “actual” causes of death are physical inactivity, poor diet, and tobacco use/smoking. These are all modifiable, behavioral killers. This is good news right? In Health Promotion/Fitness & Wellness we have the ability to help individuals change their health behaviors. To show your expertise, you will develop a Health Promotion Program to be implemented, choosing one of the top three killers in the United States (physical inactivity, poor diet, or smoking).

Answer ALL questions thoroughly. Note which section you are answering by using the corresponding letter/number to answer EACH portion. Use APA formatting for all portions of this question. Provide a reference sheet at the end with all sources used. In-text citations are required throughout.

- A) What is the context/setting? Who is the target population? Describe the rationale for both of these.
- B) List all stakeholders involved in all steps of the Health Promotion program and how/why they are involved.
- C) Discuss in-depth what types of measurement are specific to the implementation of this Health Promotion program? How will you utilize tools/activities within this program (ex/ pre- post-tests, how will you measure the effectiveness)?
- D) How is this program cost-effective and how will it be sustainable long-term?
- E) What are the inputs, outputs, and outcomes of this program? In other words, what/who will input time/activity/effort, what exactly will be output in terms of activities and participation, and what are the short- and long-term outcomes for the individual or community that you are targeting?
- F) What are the assumptions and external factors you need to consider? Please explain in detail.
- G) Describe in-depth what health behavior change theory you are basing this program on and how it influences the behavior, and in turn the health status, you are addressing. Provide a logical rationale for choosing your theory.
- H) Perform a SWOT (strengths, weaknesses, opportunities, threats) analysis on your program and describe each area.
- I) How would you tailor a Health Promotion program related to physical wellness including the FITT principle? Why is it important to include these when writing exercise prescriptions? (This may or may not be your example/program from above; this last section can be separate and just address FITT within physical wellness programs).

Motor Learning Comp Questions

1. Skill acquisition is partially dependent on the amount of practice and the structure of practice for the learner. Choose an activity and using the principles of practice and practice structures from Motor Learning answer the following questions.
 - A. Identify and describe the skill with detail along with the characteristics of the learner (age, athletic ability, etc.).
 - B. Describe the different types of practice appropriate for an advanced performer and one who is just learning the activity.
 - C. Discuss why the practice structure you select is appropriate using motor learning principles of practice schedules.
2. Learners advance through various stages of learning, when developing a skill. Whether a beginner or an expert. Use the stages of learning principles to answer the following questions.
 - A. Name the different stages of learning as well as explain the characteristics of the different stages of learning.
 - B. Use a scenario where an individual would go through the different stages and items that would take place during each of those stages.
 - i. Explain the scenario fully. (sport or skill - all information must be accounted for in explaining what is going on.)
 - C. Explain what happens to the learner in each the stages of learning for the scenario.
3. You are teaching someone how to perform a motor skill, such as catching a ball, performing a squat or dribbling a ball (hand or foot). Using various motor learning principles answer the questions below.
 - A. Identify and describe the skill with detail along with the characteristics of the learner.
 - B. Using effective instructional techniques (instructions, demonstrations, learning cues) outline the process in which each would be used to teach someone the skill that has been selected.
 - C. Using the memory process, explain how the learning takes the information presented to them and puts it into memory.
 - D. While the learner is performing the skill, feedback is used for various things. Provide example feedback statements as well as what those statement address.

PE Question Summer 2023

Physical Education Pedagogy Comprehensive Exam Question

Consider you are being hired to be one of 4 full time physical education teachers in a newly built grades 6-8 middle school. There are 1200 students in the school: 412 6th graders, 398 7th graders and 390 8th graders. Every student in the school will have PE every day all year long. Students will attend PE class with their grade level only, but it's still to be determined if they will rotate with 'homeroom' or be assigned classes individually (you decide this!). The PE 'team' has freedom to decide if they will rotate students or keep their own classes for all skills. There will be NO team teaching, and at no time will there ever be more than 38 students in a PE class.

You have been given \$12,000 to spend on equipment for your PE classes. The other teachers will receive the same. There are 2 gyms that have 'gym stuff' including volleyball standards and floor markings/lines for bowling, badminton and tennis. There is also a fully equipped weight room that is developmentally appropriate for middle school students.

Class periods are 55 minutes with 5 minutes between classes. It's up to you if students will dress out or not for your classes. (but you decide and tell me this and why you decided what you did)

Using this information and what you decide about anything not listed here, answer the following:

1. Name your school and assign 'names' for each teacher. If any has a specialization for teaching or coaching, include that info here.
2. Answer anything from above that says "you decide".
3. Create a schedule for the **PE program** including days, times, classes, unit/topic and location. (that means all teachers/classes)
4. Spend the money provided to stock **your** portion of the PE equipment closet with the appropriate and necessary equipment for a quality middle school program. Tell why you picked the things you did. Do not keep money for misc. or to pad the program throughout the year. Spend it all!
5. Discuss, in general, how you will include students with special needs in the program. Specifically, address and provide examples of how you will serve a student with ADHD and one with Intellectual Disability. (This is a good place to show off your APA writing style and use in text citations as appropriate.)
6. Discuss how you will make curriculum decisions (from start to finish) and provide an example of a quality self-created middle school curriculum covering each of the following areas (I should not find an exact likeness on the web). Aquatics, Fitness, Outdoor Adventure, Individual/Dual Sports, Recreational Activities and Team Sports (use textbooks and other materials to help you produce a quality document)
7. Include 1 lesson plan for 1 daily lesson from one of the units listed in question 6. (If you have one you are especially proud of for one of these

grades, then include that...no need to reinvent the wheel if you don't have to!)

8. Identify exit goals for each grade for each Unit listed in question 6.
9. Discuss how will you utilize the PE standards in the program?
10. How will your PE team assess the effectiveness of the program after year 1, year 3 and year 5 to start. How will you measure, what will you be looking for, what will you do with the information...stuff like that. (Be deliberate and specific in this answer, please)

Be sure to provide quality answers to each of the parts and cite any and all materials or works used to develop your answer. There are a few things I'm always looking for in these answers. Be thorough but answer the question. No need to tell me every single thing you know about physical education, just what I'm asking here. Be sure to give me enough information on any part to secure all the points. (consult the rubric to know what I'm talking about)

****NOTE**** While writing in APA format is one of the criteria on the rubric, I prefer you number your answers and use APA when appropriate within each section. Numbering makes it so much easier for me to grade.

Research Methods Question

1. After reading the article that was assigned in advance of the comprehensive exam; please answer the following questions
 - a. State the research question being studied by the authors. Write a brief overview of the research topic by explaining the purpose of the study, the purpose of the problem being studied, and the results and conclusions.
 - b. State the null and research hypotheses based upon the type of research design and statistics used in the study.
 - c. State the independent, dependent and potentially confounding variables (if any) in the study.
 - d. Describe the methods section in its entirety to test the null (describe the participants, instrument, procedures, and analysis).
 - e. Discuss and describe at least three ways to check for validity of findings.
 - f. Discuss and describe at least five ways to check for reliability of findings.
 - g. Describe methodology decisions that should reduce risk of Type I **OR** Type II errors in the study.

SPMT Comp Question Summer 2023

Sport Management Comp Question – Summer 2023

Imagine that you are the owner of a professional minor league football team in Cookeville, TN, called the, “*Cookeville Eagles*.” You are trying to build a better revenue venue to make your team fiscally stronger and to encourage and promote better attendance. As a result, you have decided to merge with the Tennessee Titans and play half of your game in Cookeville (using TTU’s stadium) and the other half in Nashville, TN (using the Titan’s stadium). Keep in mind, that your team is stationed in Cookeville, TN. The Titan’s owner and a few members of their executive board graduated from Tech and they desire to give back as alumni.

- A) List the five top stakeholders that you would involve upon this new endeavor.
- B) Describe each stakeholder’s role, responsibility, and why they were selected to be involved in this process.
- C) As the owner of the “*Cookeville Eagles*” you will need to identify what type of leadership style you will execute to begin this process. As a result, list the four types of common leadership styles that are used by sport practitioners in the field of sport management.
- D) As the owner, what type of leadership style would you demonstrate/incorporate, with the stakeholders, upon embarking this new endeavor? Discuss why you selected this this type of leadership style.
- E) Explain in detail what the SWOT analysis is and how it will affect both the Tennessee Titans and the Cookeville Eagles. BE SPECIFIC and VERY DETAILED with the SWOT analysis for this question. *(Do not skip the four steps involved in the SWOT)*
- F) Discuss and elaborate on why you are for or against the new minor league Cookeville Eagles Team.
- G) As with any new and old sport organization there are risks involved. As a result, you will need to define and explain what risk management entails *(do not skip this part of the question)*. Locate a professional National Football League (NFL) court case associate with risk management. The court cases can focus on one of the following: crowd control safety as it relates to the law, Americans with Disabilities Act (ADA) as it relates to facility management, security issues at a professional event, or emergency medical preparedness. Reminder, the court case needs to be NFL related. The goal is to help you be proactive as the future owner of the “*Cookeville Eagles*.”

Follow the format listed below:

- 1) State the plaintiff and defendant
- 2) Share and explain the actual case
- 3) State the problem
- 4) Share the verdict or final ruling in the case
- 5) State if you agree or disagree with the verdict, and why?
- 6) Imagine that you are the sport practitioner, what could have been done to prevent this case from occurring?

Note: No collaboration with other students on this exam. You WILL FAIL your comprehensive exam question in Sport Management if your answer is too similar or related to that of another student completing the same question. Also, make sure you cite and reference in APA for certain sections on this exam when using others information.