

## Exercise Science and Sports Studies; Goal 2 from 13-14 Annual Report

Goal #2: A student that graduates from CSB/SJU with a minor degree in Exercise Science and Sport Studies will demonstrate the ability to effectively communicate information through disciplinary writing in the area of Exercise Science and Sport Studies.

*Item assessed:*

1. Student work from ESSS 306, 308, 310, and 396 [Method 1]
2. Survey of graduating seniors regarding the degree to which they achieved this goal [Method 2]

*Summary of assessment results:*

Method #1: Student Achievement Data

Course assignments designed to assess writing skills were collected from the department's four Category B courses in 2013-14 (see Appendix G). From each class list, a total of twelve students were randomly selected, three assignments from each Category B course were then submitted to be assessed using the department approved rubric adapted from Iowa State University College of Education rubrics.

Mary Stenson and Janna LaFontaine, and one full-time adjunct faculty member, independently assessed each of the twelve student assignments and assigned a score of 1 (Unacceptable), 2 (Acceptable), or 3 (Exceptional) to the five Writing content areas. Then the three faculty members shared with each other their scores along with the rationale for their scores. Following a discussion, a consensus was reached for each student's score in each of the five content areas. Mean content area scores are reported below.

Mean Writing Content Area Scores [Method #1]:

- 1) Purpose/Thesis: mean score of 2.16 out of 3
- 2) Content/Conceptualization: mean score 2.42 out of 3
- 3) Organization/Writing: mean score of 2.5 out of 3
- 4) Language/Grammar/Spelling/Mechanics: mean score of 2.0 out of 3
- 5) References: mean score of 2.5 out of 3

Method #2: Students' Perception of Learning

In 2013-14, all 16 graduating ESSS senior students completed the department's exit survey. Included in the survey were two questions pertaining to developing writing skills and using appropriate resources.

*ESSS courses helped me develop my ability to write effectively.* 86.7% answered agreed, 13.3% strongly agreed.

*ESSS courses helped me develop my ability to identify, locate, evaluate, and effectively and responsibly use and share exercise science and/or sport related information.* 43.8%

agreed, 56.3% strongly agreed.

#### Method #3: Graduates' Perception of Learning

ESSS department graduates were not surveyed in 2013-14. Therefore, there are no results to report relative to Method #3. Additionally, since the ESSS department will be undergoing program review in 2019-20, it was decided to delay surveying graduates until 2018-19.

#### Method #4: Independent Third Party Evaluation

For 2013-14, none of the ESSS students had a writing sample reviewed by an outside source. So, writing was not assessed using this manner of evaluation. There were no student articles and manuscripts accepted for publication.

#### *Analysis and future actions:*

Overall, ESSS students demonstrated acceptable to strong disciplinary writing skills. The three strongest areas were content/conceptualization, organization/writing and references. The results show that the students are doing well in writing within the Exercise Science discipline. We will continue to challenge students to write professionally in all of our courses. The senior student survey indicated that they recognized the value of effective writing and using quality, academic references.

As a department, we also learned that a variety of assignments may be used to assess the students writing skills. This year's sample included traditional undergraduate research manuscripts, lab reports and short research reports. The rubric was an effective tool for assessing the variety of student work.

#### **Does your program anticipate making any adjustments to its curriculum, pedagogy, or assessment practice based upon the analyses presented above? If so, please describe them.**

The ESSS department does not plan to make changes to the curriculum based on the Writing assessment results. However, the department has discussed adding writing samples from ESSS 390 (Sport Ethics) for the next review of the writing goal in order to fully evaluate our students, and not just from the exercise science courses. This will allow us to assess writing from more two academic disciplines.