

**Program-Level Continuous Improvement Process (CI-Process) Basics**

<b>Program Basics</b>	<p><b>Program Name:</b> State formal program name from list of ADHE- or UCA-recognized programs.                  Bachelor of Science in <del>Kinesiology</del> Exercise Science</p>
	<p><b>Program Purpose:</b> State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The primary purpose of the Bachelor of Science in Kinesiology program is a non-teaching degree in Kinesiology (exercise science) which prepares graduates to serve the public through fitness and wellness programs in commercial, corporate, community, clinical and school-based settings.</p>
<b>Program Goals (Typically programs have 2-4 goals)</b>	<p><b>Goal 1:</b> Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers. Candidates in the Bachelor of Science in Kinesiology program will demonstrate core content knowledge, skills and abilities related to Kinesiology and/or related disciplines.</p>
	<p><b>Goal 2:</b>                  Candidates in the Bachelor of Science in Kinesiology program will be able to deliver developmentally appropriate instruction to clients and/or patients through face-to-face and mediated interventions.</p>
	<p><b>Goal 3:</b></p>
	<p><b>Goal 4:</b></p>
	<p><b>Goal 5:</b></p>
	<p><b>Goal 6:</b></p>
	<p><b>Goal 7:</b></p>
	<p><b>Goal 8:</b></p>

**Program-Level Continuous Improvement Process (CI-Process) Plan**

Closing the Loop Process	<b>Data Collection</b>	<b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b> 1. Goal 1- Data from national certification scores will be collected by the internship coordinator and submitted to Program Director in May and December of each year from exam results submitted by students. 2. Goal 2 - Data from internship presentations rubrics will be collected in May and December by the internship coordinator and submitted to the Program Director.
		<b>Timeline: Indicate when the data will be collected.</b> 1. Data from the previous academic year will be compiled and analyzed by a faculty member within the KPE department and submitted to the Chair of the Department and the Program Director in May. The Chair of the Department and the Program Director will analyze and write the report by October. 2. Data from the previous academic year will be compiled and analyzed by the Internship Coordinator and submitted to the Program Director.
	<b>Data Analysis</b>	<b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b> 1. The Internship Coordinator is responsible for organizing the data and submitting to the designated faculty member for data analysis. 2. The Internship Coordinator and Program Director are responsible for organizing and analyzing the data.
		<b>Timeline: Indicate when the data will be analyzed.</b> 1. All data will be analyzed and submitted to Program Director in May and December of each year.
	<b>Data Dissemination</b>	<b>Who &amp; How: Indicate who will share data will relevant faculty and how data will be shared.</b> 1. The Chair of the Department and the Program Director will meet with the Kinesiology and Physical Education department faculty to discuss the results and possible pedagogical and/or assignment changes.
		<b>Timeline: Indicate when the data will be shared.</b> 1. The Chair of the Department and the Program Director will meet with the faculty in August/September to review the data and initial analysis. Responses will be collected. 2.
	<b>Resulting Actions</b>	<b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b> 1. After the Chair of the Department and the Program Director has reviewed the responses, a subsequent meeting will be scheduled where changes will be designed if warranted. 2. The Chair of the Department and Program Director will submit the final report to the Office of the Dean by October. 3. A report will be submitted to the BS in Kinesiology Advisory Board during the August/September meeting.
		<b>Timeline: Indicate when the data and faculty feedback will be shared.</b> 1. If necessary, meetings will be scheduled with faculty members in August of each year. 2. Data feedback and any suggested changes will be shared with the Office of the Dean in October with the annual program assessment report. 3. Data feedback will be shared with the Advisory Board in August/September of each year.
	<b>Re-assessment/ Evaluation</b>	<b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b> 1. Suggested changes put forth and approved by the faculty in the fall term will be implemented no later than the following fall term.
		<b>Timeline: Indicate when the data will be collected following these changes.</b> 1. Changes proposed from the program assessment will be implemented in the following academic year.

Semester and/or academic year for which the data applies:  Fall 2012 and Spring 2013

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate and administer testing protocols and prescribe exercises appropriate for a provided demographic/clientele. Domain I and II ASCM
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal #1
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Candidates will submit their certification scores to the internship coordinator.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. ETS exam ACSM
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. Students will have first time pass rates at or above the national pass rate. Students in the internship program for the last three semesters have shown to be at or above the national pass rates for the three nationally accredited certification exams (ACSM, NSCA, ACE).
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. All Bachelor of Science in Kinesiology candidates are required to pass the exam before enrolling in KPED 4371- Internship I.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Candidates will submit their scores to the Internship Coordinator prior to enrollment in KPED 4371 - Internship I in May and December of each year.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. Results on pass rates for certification exams were compiled in May 2013 for previous three semesters. Pass rates for BS in Kinesiology candidates for the certification exams was at 87% with the national pass rates for the three main certification exams (ACSM, NSCA, ACE) at 64.6%. Pass rates for specific exams: ACSM CPT student pass rate 75%; national pass rate at 68%. NSCA CPT student pass rate 63%; national pass rate at 63%. ACE CPT student pass rate 100%; national pass rate at 63%. The first time pass rate for candidates for the BS in Kinesiology was at 58%.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> X - Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> BS in Kinesiology Program Director <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> May 2013 and again September 2013 <b>Comments: Provide comments about data from Responsible Authority</b> We will continue to use these assessments during the 2013-2014 academic year. We are working on curricular changes which will affect our goals and outcomes.
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> <i>Kim Eskola, Program Director</i> <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>September 2013</i> <b>Comments: Provide comments about the data from the relevant faculty</b>
	<b>Conclusion</b>	<input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  Date
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  Date

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> Students will demonstrate a core content of knowledge in exercise physiology, biomechanics, assessment, prescription and anatomy. Domain I and II ACSM
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b> Goal #1
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> Candidates will submit their certification scores to the internship coordinator.
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> ETS exam ACSM
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b> Students will have first time pass rates at or above the national pass rate. Students in the internship program for the last three semesters have shown to be at or above the national pass rates for the three nationally accredited certification exams (ACSM, NSCA, ACE).
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> All Bachelor of Science in Kinesiology candidates are required to pass the exam before enrolling in KPED 4371- Internship I.
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> Candidates will submit their scores to the Internship Coordinator prior to enrollment in KPED 4371 - Internship I in May and December of each year.
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b> Results on pass rates for certification exams were compiled in May 2013 for previous three semesters. Pass rates for BS in Kinesiology candidates for the certification exams was at 87% with the national pass rates for the three main certification exams (ACSM, NSCA, ACE) at 64.6%. Pass rates for specific exams: ACSM CPT student pass rate 75 %; national pass rate at 68%. NSCA CPT student pass rate 63%; national pass rate at 63%. ACE CPT student pass rate 100%; national pass rate at 63%. The first time pass rate for candidates for the BS in Kinesiology was at 58%.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> BS in Kinesiology Program Director <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> May 2013 and again September 2013 <b>Comments: Provide comments about data from Responsible Authority</b> We will continue to use these assessments during the 2013-2014 academic year. We are working on curricular changes which will affect our goals and outcomes.
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> <i>Kim Eskola, Program Director</i>  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>September 2013</i>  <b>Comments: Provide comments about the data from the relevant faculty</b>
	<b>Conclusion</b>	X <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> Students will effectively communicate and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups. Domain III ACSM
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b> Goal #2
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> Internship presentation
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> KPED 4371- Internship Presentation rubric
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b> Students will score a minimum of 70 out of 100 on the internship presentation before graduation.
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> All students in KPED 4371 – Internship will complete the internship presentation.
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> Candidates will present their internship portfolio before graduating with the BS in Kinesiology degree in May and December of each year.
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b> Internship portfolio and presentation data were collected in May 2013. Candidates in the BS in Kinesiology program scored an average of 85.75% on the internship portfolio/presentation.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> X - Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> BS in Kinesiology Program Director <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> May 2013 and again September 2013 <b>Comments: Provide comments about data from Responsible Authority</b> We will continue to use these assessments during the 2013-2014 academic year. We are working on curricular changes which will affect our goals and outcomes.
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	<b>Conclusion</b>	X <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
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## ACSM COMPETENCY AREAS

<b>ACSM Certified Personal Trainer Competency Areas</b>	<b>%</b>
Exercise Prescription (Training) and Programming	28%
Exercise Physiology and Related Exercise Science	24%
Health Appraisal and Fitness Exercise Testing	13%
Clinical and Medical Considerations	10%
Nutrition and Weight Management	9%
Safety, Injury Prevention, and Emergency Procedures	8%
Human Behavior	4%
Program Administration, Quality Assurance, and Outcomes Assessment	4%

\*percentages are approximate

**\*\*For exams after July 1, 2013, use the following Exam Content Outline.\*\***

<b>ACSM Certified Personal Trainer Job Task Analysis</b>	<b>%</b>
Domain I: Initial Client Consultation & Assessment	26%
Domain II: Exercise Programming & Implementation	27%
Domain III: Exercise Leadership & Client Education	27%
Domain IV: Legal, Professional, Business & Marketing	20%

## NSCA COMPETENCY AREAS

To earn the NSCA's personal trainer certification (NSCA-CPT), candidates are required to pass a challenging written examination that includes four sections. The first section contains 32 scored questions, the second section contains 45 scored questions, the third section contains 45 scored questions and the fourth section contains 18 scored questions.

The exam consists of four sections:

1. Client Consultation/Fitness Assessment Section
2. Program Planning Section
3. Exercise Techniques Section
4. Safety/Emergency Issues Section

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## Exam Breakdown

Domain	Percent of Exam Section	Number of Questions
Client Consultation/Assessment	23%	32
Program Planning	32%	45
Techniques of Exercise	32%	45
Safety, Emergency Procedures and Legal Issues	13%	18
Non-Scored Questions*	-	10
<b>Total</b>	<b>100%</b>	<b>150</b>
Number of video questions (already included in the total)		35
<b>Length of exam</b>		<b>3 hours</b>

*\* For more information on non-scored questions, please refer to the NSCA-CPT Exam Candidate Handbook*

**Client Consultation/Assessment:** Initial interview, health appraisal/medical history review, fitness evaluation, basic nutrition and weight management

**Program Planning:** Goal setting, program design, training adaptations and special populations

**Exercise Techniques:** Resistance machines, free weights, cardiovascular machines and non-machine exercise techniques

**Safety, Emergency Procedures and Legal Issues**

## ACE COMPETENCY AREAS

### ACE PERSONAL TRAINER EXAM CONTENT OUTLINE

**Domain I: Client Interviews and Assessments – 31%**

**Domain II: Program Design and Implementation – 33%**

**Domain III: Progression and Modifications – 19%**

**Domain IV: Professional Conduct, Safety, and Risk Management – 17%**

**KPED 4371 – Internship Presentation**

Candidate's Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<b>CATEGORY</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
	0-4 Points	5-7 Points	8-10 Points
<b>Description of facility and significant experiences of Internship</b>	Describes the facility but does not make connections with internship experience.	Identifies key aspects of the facility and makes connection to internship experience.	Demonstrates a relationship between the facility and the internship experience through comparisons and synthesizes meaningful connections
	0-4 Points	5-7 Points	8-10 Points
<b>Connections to Discipline</b>	When prompted, presents examples, facts, or theories from one or more courses in their field of study to internship experience.	Independently connects examples, facts, or theories from one to two courses in their field of study to internship experience	Independently synthesizes or draws conclusions by combining examples, facts, or theories from multiple courses in their field of study to internship experience
	0-4 Points	5-7 Points	8-10 Points
<b>Connection of Learning Goals to Internship Experience</b>	When prompted, adapts and applies one to two learning goals to their internship experience.	Adapts and applies, independently, one to two learning goals to their internship experience.	Adapts and applies, independently, two or more learning goals to their internship experience.
	0-4 Points	5-7 Points	8-10 Points
<b>Organization of Presentation</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	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 clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
	0-4 Points	5-7 Points	8-10 Points
<b>Language of Presentation</b>	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not 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 imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
	0-4 Points	5-7 Points	8-10 Points
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	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 compelling, and speaker appears polished and confident.
	0-4 Points	5-7 Points	8-10 Points
<b>Supporting Material</b>	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's	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	A variety of types 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



	credibility/authority on the topic.	credibility/authority on the topic.	on the topic.
	0-4 Points	5-7 Points	8-10 Points
<b>Central Message</b>	Central message can be deduced, but is not explicitly stated in the presentation.	Central message is clear and consistent with the support material.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).
<b>SCORE:</b>			

*Reference:*

AAC&U. VALUE Rubrics. [http://www.aacu.org/value/rubrics/index\\_p.cfm?CFID=41491006&CFTOKEN=47815061](http://www.aacu.org/value/rubrics/index_p.cfm?CFID=41491006&CFTOKEN=47815061).