

**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.</p> <p>Masters of Science in 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 MS in Exercise Science program is designed to develop an advanced level of knowledge and competence in the varied professional programs associated with the disciplines of pedagogy, fitness, and sport leadership. The degree is a multi-purpose degree that can prepare the candidate for careers in fitness, health promotion, and exercise science. This degree, with the thesis option, can also serve as preparation for a degree at the doctoral level.</p> <p>To meet the various demands, the program offers two tracks to a M.S. degree: Track 1) A comprehensive exam option to enhance graduate student’s content knowledge. Track 2) A thesis option for graduate students interested in exercise science research and who are considering pursuing further graduate studies.</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.</p> <p>Candidates of the MS in Exercise Science will demonstrate an advance level of written knowledge and comprehension in the areas of exercise science research and clinical practice.</p>
	<p><b>Goal 2:</b></p> <p>Candidates of the MS in Exercise Science will communicate an advance level of knowledge and comprehension in the areas of exercise science research and clinical practice.</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**

<b>Closing the Loop Process</b>	<b>Data Collection</b>	<b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b> Goals 1 and 2: Data from the comprehensive exam or thesis defense will be collected by the Graduate Program Director at the completion of the grading process.
		<b>Timeline: Indicate when the data will be collected.</b> Goals 1 and 2: Data will be collected at the end of each semester in which there is at least one student scheduled to graduate.
	<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> The Graduate Program Director is responsible for organizing the data and performing an initial analysis of the data.
		<b>Timeline: Indicate when the data will be analyzed.</b> All data will be analyzed at the end of the fall (December) and spring (May) semesters.
	<b>Data Dissemination</b>	<b>Who &amp; How: Indicate who will share data will relevant faculty and how data will be shared.</b> The Graduate Program Director will meet with the department's graduate faculty to share the data and discuss if appropriate modifications and changes are necessary.
		<b>Timeline: Indicate when the data will be shared.</b> Data will be shared at the beginning of the fall (August) and spring (January) semesters.
	<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> After data are shared and changes are discusses with the department's graduate faculty, the results will be shared with the Office of the CHBS Dean and included in the department's annual report.
		<b>Timeline: Indicate when the data and faculty feedback will be shared.</b> The feedback and changes will be included in the annual report in August 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> The process for collecting and analyzing data is not different. The assessment tool/instrument may change, and must be approved by the Graduate Program Director, Department Chair, and department's graduate faculty prior to implementation.
		<b>Timeline: Indicate when the data will be collected following these changes.</b> Changes will be implemented no later than the start of the following academic year.

Semester and/or academic year for which the data applies: \_\_\_\_\_

## 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 <b>Student Learning Outcome</b> is a specific and measurable indicator of student progress toward a program goal(s). The candidate's ability to effectively demonstrate written knowledge of exercise science research and clinical practice.
	<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/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. A written comprehensive examination or written thesis.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Scoring of the exam will be performed by a faculty committee. Evaluation of the written thesis will be performed by the thesis committee.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. 80% of students will score at least 80% on the written comprehensive examination and 80% of students completing a thesis will have a successful thesis defense. A score of 80% or greater exemplifies content proficiency and mastery, and parallels the requirements at peer institutions.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. Candidates enrolled in their final semester of coursework will be assessed. The written comprehensive exam exists outside of an academic course. The thesis will be assessed in KPED 6302.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Once, during the final semester enrolled in the program.
<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. One student completed the written examination in the Fall (2013) and three completed the examination in the Spring (2014). All completed the exam with a score above 80%. No student attempted at thesis during this time frame (2013-2014 academic year).
	<b>Result</b>	X Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. Graduate Program Coordinator  <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data  <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i>  <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. <i>Example:</i>  <b>Comments:</b> Provide comments about the data from the relevant faculty <i>Example:</i>
	<b>Conclusion</b>	<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: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.

Semester and/or academic year for which the data applies: \_\_\_\_\_

## 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 Outcome is a specific and measurable indicator of student progress toward a program goal(s). The candidate's ability to effectively communicate oral knowledge of exercise science research and clinical practice.
	<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 2
	<b>Assessment Activity/Artifact/ Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. An oral comprehensive examination or oral thesis defense.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Scoring of the exam will be performed by a faculty committee. Evaluation of the thesis defense will be performed by the thesis committee.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. 80% of students will score at least 80% on the oral comprehensive examination and 80% of students completing a thesis will have a successful thesis defense. A score of 80% or greater exemplifies content proficiency and mastery, and parallels the requirements at peer institutions.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. Candidates enrolled in their final semester of coursework will be assessed. The written comprehensive exam exists outside of an academic course. The thesis will be assessed in KPED 6302.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Once, during the final semester enrolled in the program.
<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. One student completed the oral examination in the Fall (2013) and three completed the examination in the Spring (2014). All completed the exam with a score above 80%. No student attempted at thesis during this time frame (2013-2014 academic year).
	<b>Result</b>	X Exceeded <input type="checkbox"/> 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> Graduate Program Coordinator  <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b>  <b>Comments: Provide comments about data from Responsible Authority</b>
<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>Example:</i>  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>Example:</i>  <b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i>
	<b>Conclusion</b>	<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: _____
<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>

Semester and/or academic year for which the data applies:

	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  <div style="text-align: right;">Date</div>