

Exercise and Sport Science Program's Response to the Review Team Report

By Saori Hanaki

Introduction and Commendations: The Exercise and Sport Science faculty and staff appreciate the time and efforts of the Review Team to evaluate the program. The Review Team identified several strengths of the program: 1) exceptional college and departmental administrative support; 2) facilities and equipment available; 3) a very collegial and supportive environment; 4) very approachable and accessible program faculty and staff; and 5) quality community-based experiences through internships.

Identified Recommendations for Change: The Review Team indicated several areas of improvement, which are included and addressed below. Implementation of our response and action plans based on the Review Team's recommendations will further improve the effectiveness of our program.

STANDARD A - MISSION STATEMENT

The Review Team identified no concerns.

- **Review Team's Comments 1:** The program's mission statement adequately summarizes the program's goals and outcomes, and the program faculty and staff are willing to make curricular changes to better prepare students.
- **Review Team's Comments 2:** Faculty and staff should be commended for the quality of their curriculum. The faculty are in tune with the profession and are willing to make curricular changes to better prepare students.
- **Program Response:** The program faculty and staff will continue assessing effectiveness of the program and make necessary adjustments to prepare students effectively.

STANDARD B – CURRICULUM

- **Element with Concern 1:** The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.
 - **Review Team's Comments 1:** Faculty workload is a concern due to potential burnout. The entire program is managed by two full-time faculty.
- **Element with Concern 2:** Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.
 - **Review Team's Comments 2:** Classes are routinely offered to allow students to graduate, but the number of seats available in some classes is a concern. The program needs to find ways to decrease the waitlist size for high-demand courses.
- **Program Response:** We realize the shortage of instructional personnel and less than ideal workload placed on the program faculty. We are considering adding another (3rd full-time) faculty line to the program, and the Dean of the college has identified that the ESS program has the highest priority for an additional line. Adding this line will lessen the workload placed on the current program faculty and allow opportunities to offer additional sections to reduce the waitlist size for high-demand courses.

- **Action Plan:** Upon the start of the new academic year as part of the new department (late summer - fall 2019), Department of Exercise and Nutrition Sciences, we intend to submit a proposal for the additional line to the program.
- **Assessment Objective:** In case an additional faculty-line is approved, additional courses/sections offered within the program will be identified.

STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT

- **Element with Concern 1:** Learning outcomes should describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation (overarching program goals).
 - **Review Team's Comments 1:** Quality learning outcomes are in place but not for long enough to gather sufficient data.
- **Element of Concern 2:** The program has a developed set of measures for assessment that are clearly defined and appropriately applied. Demonstrate that evidence of learning is being gathered on a regular basis and being used in a systematic manner on a regular basis to improve and further develop the program.
 - **Review Team's Comments 2:** The assessment of program outcomes is only listed as a concern because comprehensive data is not yet in place due to the recent approval of the ESS program (May 2016). The program has aligned the curriculum with the Standards and Guidelines for the Accreditation of Educational Programs of Exercise Science. Assessment measures need to be put in place and routinely evaluated going forward.
- **Program's Response:** The program recognizes that assessment of learning outcomes during the last 5-year period was suboptimal. This occurred as the result of a program restructure (becoming a new major/program, ESS from one of the emphases under Human Performance Management major/program) and recent turnovers of the program faculty. We have begun a process of better aligning the program curriculum with the knowledge, skills, and abilities (KSAs) set by the Committee on Accreditation for the Exercise Sciences (CoAES).
 - **Action Plan:** We aim to complete this process and identification of specific artifacts used for ongoing learning outcome assessment by the end of the 2019 fall semester.
 - **Assessment Objective:** By the end of 2019 – 20 academic year, the program has established a mechanism for systematic collection of artifacts and assessment of learning outcomes.

STANDARD D - ACADEMIC ADVISING

The Review Team has identified academic advising as the strength of the program.

- **Review Team's Comments:** The student advisor is very enthusiastic and demonstrates the desire to help students with their academic choices and progress. The academic advisor makes herself available at various times (mornings, days, and evenings) to accommodate students' schedules. Faculty are very willing to speak with students about professional goals and experiences.
- **Program's Response:** We aim to continue providing guidance to our students. As we move from the current department to the new department this summer, our current and

new academic advisors and the program faculty and staff have been working in collaboration to make the transition as smooth as possible.

STANDARD E – FACULTY

- **Element of Concern 1:** Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.
Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.
 - **Review Team's Comments 1:** Faculty are very well qualified for the courses delivered by the ESS program.
The main concern here is the number of full-time faculty in relation to the number of majors and courses delivered by the program.
The review committee feels strongly that there is a considerable load of responsibility placed on the program director. She is responsible for a considerable student population with very few faculty tied directly to her program.
 - **Program's Response 1:** The program recognizes the inadequate personnel resources for instruction and its consequences including: 1) limited capacity in sharing administrative responsibilities among the program faculty and 2) inability to have faculty serving in other administrative duties, such as Department Chair, because it would reduce program functionality. As mentioned under *Standard B, Curriculum*, we are considering adding an additional full-time faculty line. The Dean of the college considers an additional faculty line for the program as a very high priority. With the added faculty line, some of the load and responsibility placed on the program director can be delegated across all program faculty members.
- **Element of Concern 2:** The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.
 - **Review Team's Comments 2:** With the interdisciplinary nature of the program, very few faculty directly report to the ESS program director.
If the program is seeking to retain faculty and increase enrollments, additional faculty are necessary.
 - **Program's Response 2:** As indicated above, we are considering an additional faculty line. With better aligning the curriculum with the CoAES's standards and KSAs and regular learning outcome assessment (as indicated under *Standard B, Curriculum*) combined with regular meetings of program teaching faculty will allow cohesiveness within the interdisciplinary nature of the program.
- **Element of Concern 3:** Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.
 - **Review Team's Comments 3:** The ESS program does not currently utilize adjunct faculty, but this should be explored.
 - **Program's Response 3:** While we acknowledge the review team's recommendation, the strong instructor-student connection and continuity of instruction throughout the curriculum have been identified as the strength of our

program (see *Standard D, Academic Advising*). We believe the use of adjunct faculty may result in weakening these strengths. Rather, we will explore utilizing advance-level students as laboratory assistants through their internship experience. This will not only provide additional assistance during the laboratory sessions, but it will also allow the student assistants to gain invaluable hands-on experience working on lab instruments.

STANDARD F - PROGRAM SUPPORT

The Review Team identified no concerns.

- **Review Team's Comments 1:** The ESS program is making great use of their administrative specialist, internship coordinator, and their academic advisor.
- **Review Team's Comments 2:** The committee commends the program for their excellent facilities. Students have extensive resources at their disposal. The classroom space, computer lab, and performance lab are all great assets to the program. The committee also appreciated the library support staff.
- **Program Response:** We aim to maintain effective program supports, particularly through the departmental restructure in the college.

STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES

- **Element of Concern:** If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.
- **Review Team's Comments:** The ESS program currently does not have an established external advisory program, but at a minimum utilize their internship program to elicit and document program feedback.
- **Program's Response:** ESS Program's internship program, which has been identified by the review team as a strong asset to the program community and industry, already utilizes a survey completed by the internship sites/community partners regularly.
 - **Action Plan:** By the end of the Fall 2019 term, we intend to establish a mechanism to continuously monitor and assess the results of the survey that has been utilized by the Internship Coordinator. Additionally, we plan to establish an external advisory committee composed of a few key internship sites/community partners and to have a formal discussion annually (at the end of the academic year).
 - **Assessment Objective:** By the end of 2019 – 20 academic year, the program faculty and the Internship Coordinator will have a summary including the results of the internship site survey and an advisory committee discussion.

STANDARD H – PROGRAM SUMMARY

Current review is the first formal review for the ESS program since its establishment, therefore, evaluation of this standard is not applicable.

OTHERS

Internship Recommendation

- **Review Team's Comments:** Students should be able to articulate what goals and objectives they have for their particular internship experience. Likewise, the supervisors at the internship sites should have a clear set of goals and objectives for the interns. A

database with a brief summary of each internship experience is mutually beneficial to both students and the internship providers. A suggestion would be to create a short video of each internship site.

- **Program's Response:** We agree with the review team's recommendation, and we are considering implementing a database with short video clips highlighting internship sites.
 - **Action Plan:**
 - Starting Fall 2019, more internship site supervisors will be invited to Exploring Exercise Science Professions (ESS 2200) course as guest speakers.
 - During the 2019 – 20 academic year, discuss with the internship coordinator the possibility of creating an assignment in the internship course (ESS 4980), in which a student intern produces a short video clip highlighting his/her internship experience. Develop and implement the assignment if the assignment is feasible. If assignment is not feasible, identify other mean of creating video clips with highlight of internship sites.
 - As the database with video clips becomes available, an assignment to view and summarize video clips of an internship site will be completed by the students in ESS 2200.
 - **Assessment Objective:** By the end of the 2019 – 20 academic year, either have an assignment to create a video clip developed OR identified another mean of creating video clips of internship sites.

Exposure to Real-World Experiences

Review Team's Comment: Students expressed that they would like to have more real-world-type experiences prior to their internships. The transition from the “book work” to the application of the information was difficult for them. It is suggested that the ESS program create a course or use an existing course to bring together ESS upper-division students and general WSU students. ESS students could be matched with WSU students to begin applying course concepts to willing volunteers.

Program's Response: The program agrees with the Review Team and will explore the possibility of implementing the idea shared by the Review Team. We feel that program first needs to establish (a) course(s) (ex. advanced level exercise prescription) that would prepare students in the program to effectively provide fitness and nutritional consultation to general WSU students. To offer such courses, the program needs to secure an additional faculty line.