### Learning Outcome(s)

Students are able to use inquiry (analytical/critical thinking) skills and techniques to effectively investigate problems and communicate knowledge related to leading healthy active lifestyles.

**Aligns with University Learning Outcome(s):**

- Learn and Integrate
- Think and Create
- Communicate

### Assessment Tools and Procedures

<table>
<thead>
<tr>
<th>Direct Measure</th>
<th>Direct Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure: Signature assignments</td>
<td>Direct Measure: 80% B or higher on signature assessments</td>
</tr>
<tr>
<td>MVSC 570 1. Research Project, 2. Article Critiques; PEP 530 1. Grant Proposal, 2 Grant Presentation.</td>
<td>Indirect Benchmarks 80% of students identify the program and/or course as average or greater.</td>
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</tbody>
</table>

### Findings

**Indirect Findings**

For this outcome the respondents' (N=9, Qualtrics) mean score (3.67±0.47, 1=Strongly Disagree to 4=Strongly Agree; 3 Agree, 6 Strongly Agree) indicated an agreement that this outcome was met. Respondents indicated that faculty experiences, small student:teacher ratio, comprehensive nature of program, professors going above and beyond, faculty knowledge and care were strengths of the program. Suggested improvements were

**Direct Findings**

For fall 2016 we have scheduled a master teacher to instruct MVSC 570, who prior to the past three years was the lead instructor for the course. PEP 530 was offered a second time as a synchronous face to face and online course. The MS MLS Program is building online capacity so that students have an online option for this degree. MVSC 570 will be explored as a similar online option for the next offering. The MS MLS Program faculty will be meeting in the fall 2016 semester to explore how we can infuse more authentic hands on learning experiences into our required and emphasis specific courses. The authentic application item and related
that we should infuse more hands on experiences and offer assistantship positions at the masters level. All respondents agreed or strongly agreed that the program provided content knowledge needed for their career, and provided them with a sense of professionalism. All respondents, except one, indicated agreement or strong agreement that the program provided the needed professional skills and learning experiences needed for their career.

Face-to-Face Findings
One student was present for the focus group session and data are not included. The student that was present for the focus group had only completed one course in the MS MLS Program.

items, were the one’s that demonstrated lower scores by students (e.g., a student indicated that course assignments lacked authenticity and relevance). Overall, students perceived they met this learning outcome. The program assessment will move to using student survey data to obtain student feedback concerning program learning outcomes.
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<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Assessment Tools and Procedures</th>
<th>Benchmarks</th>
<th>Findings</th>
<th>Curricular and Co-Curricular Changes to be Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student understands the key components of wellness through a holistic perspective in relation to healthy active lifestyles.</td>
<td>Direct Measure</td>
<td>Direct Benchmarks</td>
<td>1. A=6, B=1; 100% &gt;= B 2. A=5, B=2; 100% &gt;= B 3. A=5, B=2; 100% &gt;= B</td>
<td>Students demonstrated strong mastery for understanding the components of health, wellness and activity through a holistic perspective. See an online option and the exploration taking place to build an online option within MS MLS. Students perceived that met this learning outcome, as agreed or strongly agreed. See comments above and below about holding a fall 2016 MS MLS faculty meeting to explore authentic experiences. See feedback above.</td>
</tr>
<tr>
<td><strong>Aligns with University Learning Outcome(s):</strong></td>
<td>Direct Measure: Signature assignments: PEP 530 1. Current Event/Article Presentation, 2. Grant Proposal, 3. Grant Presentation.</td>
<td>Indirect Benchmarks</td>
<td>80% of students identify the program and/or course(s) as average or greater.</td>
<td></td>
</tr>
<tr>
<td>Learn and Integrate</td>
<td><strong>Indirect Measure</strong></td>
<td>For this outcome the respondents' (N=9, Qualtrics) mean score (3.67±0.47, 1=Strongly Disagree to 4=Strongly Agree; 3 Agree, 6 Strongly Agree) indicated an agreement that this outcome was met.</td>
<td></td>
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<tr>
<td>Think and Create</td>
<td><strong>Face-to-Face Measures</strong></td>
<td><strong>Face-to-Face Findings</strong></td>
<td>One student was present for the focus group session and data are not included. The student that was present for the focus group had only completed one course in the MS MLS Program.</td>
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<td>Communicate</td>
<td><strong>Face-to-Face Measures</strong></td>
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</table>
| The student understands the need and has the ability to develop and model strategies to promote and enhance healthy active lifestyles. | **Direct Measure**
Direct Measure:  
Signature assignments: REC 575 1. Leisure Programming, 2. Case Study; PEP 570 1. Ethical Problem.  
**Indirect Measure**
Survey of Students in Course(s) and/or Recent Graduates | **Direct Benchmarks**
80% B or higher on signature assessments  
**Indirect Benchmarks**
80% of students identify the program and/or course(s) as average or greater. | **Direct Findings**
REC 575 1. A=3, B=1; 100% >= B  
PEP 570 1. A=6, B=4, C=2; 83% >= B  
**Indirect Findings**
For the ability to understand aspect, the respondents' (N=9, Qualtrics) mean score (3.78±0.42, 1=Strongly Disagree to 4=Strongly Agree; 2 Agreed, 7 Strongly Agreed) indicated an agreement that this outcome was met. For the ability to develop and model aspect the mean score was 3.56±0.96 (1 Disagreed, 1 Agreed, 7 Strongly Agreed). | Students demonstrated a moderately strong understanding and ability to develop and model strategies to promote a health active lifestyle. In order to provide graduate students will an additional programming option, the department has added a healthy active lifestyle assessment and intervention option to the curriculum. The new class has a strong implementation component that will provide authentic field work for broad topics of health and wellness promotion. PEP 570 and REC 570 have been offered as synchronous face to face and online options in order to build online program capacity. Most all students agreed or strongly agreed that... |

**Aligns with University Learning Outcome(s):**
Communicate Clarify Purpose and Perspective Practice Citizenship

**Face-to-Face Measures**
Student In-Class or Scheduled Focus Group Discussion

**Face-to-Face Findings**
One student was present for the focus group session and data are not included. The student that was present for the focus group had only...
completed one course in the MS MLS Program.
this outcome was met. In our fall 2016 MS MLS faculty meeting we will explore signature assessments and learning outcomes that enrich our authentic student experiences. In addition, we have added a new health and wellness promotion course to the graduate curriculum to provide additional options for student engagement experiences. See feedback above.
Learning Outcome(s)

Students understand the value of effective leadership, marketing and/or ethics in working with individuals and/or groups to lead healthy active lifestyle experiences.

Aligns with University Learning Outcome(s):
Think and Create
Clarify Purpose and Perspective
Practice Citizenship

Assessment Tools and Procedures

Direct Measure
Direct Measure: Signature assignments: PEP 570 1. Personal Ethics Position Paper, Ethical Mock Problems; REC 575 1. Leadership Assignment, 2. Program Website Marketing Assignment.

Indirect Measure
Survey of Students in Course(s) and/or Recent Graduates

Face-to-Face Measures
Student In-Class or Scheduled Focus Group Discussion

Benchmarks

Direct Benchmarks
Direct Measure: 80% B or higher on signature assessments

Indirect Benchmarks
80% of students identify the program and/or course(s) as average or greater.

Findings

Direct Findings
PEP 570 1. A=7, B=3, C=1; 83% >= B PEP 570 2. A=6, B=1, C=4; 58% >= B REC 575 1. A=4; 100% >= B REC 575 2. A=3, B=1; 100% >= B

Indirect Findings
For this outcome the respondents' (N=9, Qualtrics) mean score (3.67±0.47, 1=Strongly Disagree to 4=Strongly Agree; 3 Agree, 6 Strongly Agree) indicated an agreement that this outcome was met.

Face-to-Face Findings
One student was present for the focus group session and data are not included. The student that was present for the focus group had only completed one course in the MS MLS Program.

Curricular and Co-Curricular Changes to be Made

For this learning outcome, signature assessments indicate that students did well in meeting the leadership and marketing aspects, but had some challenges with the ethics component. We will explore institutional and faculty-student strategies to assist the students who are not meeting expectations with the ethics learning outcomes. See comment above about PEP 570 and REC 575 as online options within the program. All students agreed or strongly agreed that this learning outcome was met; however, the survey doesn't separate each of the core components of leadership, marketing and ethics, as the signature assignments do. The MS MLS
Close the Loop Questions

Discuss your progress on the actions identified in your Assessment plan for 2014-15.

Progress on actions: 1. Instructional classrooms have been updated to provide infrastructure for delivering synchronous face to face and online courses. 2. With 2 years of student feedback identifying authentic experiences as an area of improvement, the full MS MLS faculty will meet in fall 2016 to identify a plan for strengthening this component of the curriculum. 3. Implementing a co-teaching environment for MVSC 570 produced a slight improvement in students meeting learning outcomes.

In what ways were the changes you made in 2014-15 effective in improving your program?

Effective in improving: 1. Increased the online capabilities so that we can begin to build online options within the program. We know have multiple courses in the program that provide synchronous face to face and online learning experiences.

Files Uploaded Between October 16, 2015 and October 15, 2016
Uploaded 14-OCT-2016: PScruggs_F842548090/MS MLS Benchmarks and Reporting for 2015 to 2016 October 12 2016.xlsx
Uploaded 14-OCT-2016: PScruggs_F-273062831/Assessment minutes 9_26_16.docx