

ILLINOIS STATE UNIVERSITY

# **Undergraduate Exercise Science Program Assessment Plan**

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School of Kinesiology & Recreation

### **Mission Statement for the Exercise Science (ES) Program**

The Exercise Science major provides students with knowledge of the scientific principles underlying human movement and performance, and with experiences applying that knowledge. The knowledge and experiences prepare graduates for life-long learning and careers in fitness, sports performance, health/wellness, rehabilitative, and research-related areas.

#### **Upon completion of this degree, the exercise science student will:**

1. Acquire foundational knowledge pertaining to the study of human movement and physical activity.
2. Be able to apply foundational knowledge of human movement and physical activity.
3. Demonstrate the ability to assess human performance related characteristics of individuals from diverse populations.
4. Demonstrate the ability to design, implement, manage and evaluate safe and effective physical activity programs for individuals from diverse populations in a variety of settings.
5. Effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.
6. Be a proponent of leading a physically active lifestyle

**Program Goal #1**

*The Exercise Science program teaches students foundational knowledge in exercise science.*

<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
<b>Students will acquire foundational knowledge pertaining to the study of human movement and physical activity.</b>	<i>Evaluation data from exams and assignments</i>		Students enrolled in KNR 164	KNR 164 - Research Article Critique Rubric	Faculty teaching KNR 164	Every semester
	<i>Evaluation data from site supervisors</i>		Students enrolled in KNR 298.10	Site Supervisor's Evaluation Form	Site supervisors	Every semester
			Students enrolled in KNR 398.11	Site Supervisor's Evaluation Form	Site supervisors	Every semester
	<i>Evaluation data from ES students</i>		Students enrolled in KNR 398.11	Exit Survey for ES Majors	Survey distributed by faculty teaching 398.11	Every semester
			ES Alumni	Additional Questions for ES Students on the ISU Alumni Survey	University Assessment Services	Yearly
	<b>Students will be able to apply foundational knowledge of human movement and physical activity.</b>	<i>Evaluation data from exams and assignments</i>		Students enrolled in KNR 164	KNR 164 - Research Article Critique Rubric	Faculty teaching KNR 164
			Students enrolled in KNR 308	KNR 308 - Programming Project Rubric	Faculty teaching KNR 308	Every semester
			Students enrolled in KNR 309	KNR 309 - Final Practical Exam Rubric	Faculty teaching KNR 309	Every semester
<i>Evaluation data from site supervisors</i>			Students enrolled in KNR 298.10	Site Supervisor's Evaluation Form	Site supervisors	Every semester
			Students enrolled in KNR 398.11	Site Supervisor's Evaluation Form	Site supervisors	Every semester
<i>Evaluation data from ES students</i>			Students enrolled in KNR 398.11	Exit Survey for ES Majors	Survey distributed by faculty teaching 398.11	Every semester
			ES Alumni	Additional Questions for ES Students on the ISU Alumni Survey	University Assessment Services	Yearly

**Program Goal #2**

*The Exercise Science program offers students experiences which develop skills and abilities appropriate for future exercise science professionals.*

<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
<b>Students will demonstrate the ability to assess human performance related characteristics of individuals from diverse populations.</b>	<i>Evaluation data from exams and assignments</i>		Students enrolled in KNR 309	KNR 309 - Final Practical Exam Rubric	Faculty teaching KNR 309	Every semester
	<i>Evaluation data from site supervisors</i>		Students enrolled in KNR 298.10	Site Supervisor's Evaluation Form	Site supervisors	Every semester
			Students enrolled in KNR 398.11	Site Supervisor's Evaluation Form	Site supervisors	Every semester
	<i>Evaluation data from ES students</i>		Students enrolled in KNR 398.11	Exit Survey for ES Majors	Survey distributed by faculty teaching 398.11	Every semester
			ES Alumni	Additional Questions for ES Students on the ISU Alumni Survey	University Assessment Services	Yearly
	<b>Students will demonstrate the ability to design, implement, manage and evaluate safe and effective physical activity programs for individuals from diverse populations in a variety of settings.</b>	<i>Evaluation data from exams and assignments</i>		Students enrolled in KNR 308	KNR 308 - Programming Project Rubric	Faculty teaching KNR 308
			Students enrolled in KNR 309	KNR 309 - Final Practical Exam Rubric	Faculty teaching KNR 309	Every semester
<i>Evaluation data from site supervisors</i>			Students enrolled in KNR 298.10	Site Supervisor's Evaluation Form	Site supervisors	Every semester
			Students enrolled in KNR 398.11	Site Supervisor's Evaluation Form	Site supervisors	Every semester
<i>Evaluation data from ES students</i>			Students enrolled in KNR 398.11	Exit Survey for ES Majors	Survey distributed by faculty teaching 398.11	Every semester
			ES Alumni	Additional Questions for ES Students on the ISU Alumni Survey	University Assessment Services	Yearly

**Program Goal #3**

*The Exercise Science program guides students to become competent, articulate exercise science professionals and proponents of physical activity and movement.*

<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
<b>Students will effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.</b>	<i>Evaluation data from exams and assignments</i>		Students enrolled in KNR 164	KNR 164 - Research Article Critique Rubric	Faculty teaching KNR 164	Every semester
			Students enrolled in KNR 308	KNR 308 - Programming Project Rubric	Faculty teaching KNR 308	Every semester
			Students enrolled in KNR 309	KNR 309 - Final Practical Exam Rubric	Faculty teaching KNR 309	Every semester
	<i>Evaluation data from site supervisors</i>		Students enrolled in KNR 298.10	Site Supervisor's Evaluation Form	Site supervisors	Every semester
			Students enrolled in KNR 398.11	Site Supervisor's Evaluation Form	Site supervisors	Every semester
	<i>Evaluation data from ES students</i>		Students enrolled in KNR 398.11	Exit Survey for ES Majors	Survey distributed by faculty teaching 398.11	Every semester
			ES Alumni	Additional Questions for ES Students on the ISU Alumni Survey	University Assessment Services	Yearly
	<b>Student will be a proponent of leading a physically active lifestyle.</b>	<i>Evaluation data from site supervisors</i>		Students enrolled in KNR 298.10	Site Supervisor's Evaluation Form	Site supervisors
			Students enrolled in KNR 398.11	Site Supervisor's Evaluation Form	Site supervisors	Every semester
<i>Evaluation data from ES students</i>			Students enrolled in KNR 398.11	Exit Survey for ES Majors	Survey distributed by faculty teaching 398.11	Every semester
			ES Alumni	Additional Questions for ES Students on the ISU Alumni Survey	University Assessment Services	Yearly

## Narrative

The undergraduate ES program formulated this plan throughout the 2010 – 2011 academic year. This revised plan represents the collaborative efforts of all ES faculty and was spearheaded by the Exercise Science Student Outcome Assessment Committee. Time was spent developing and revising program goals and learning outcomes, deciding on appropriate assessment methods, and determining how to effectively develop and implement our assessment plan.

The plan we devised follows the recommendations of the University Assessment Services. Specifically, our plan includes assessment methods used at the beginning, middle, and end of our degree program, as well as a post-graduate assessment. Further, we include both direct and indirect assessment methods, and gather information from multiple stakeholders (i.e., faculty, current students, alumni, and professional practice/internship supervisors out in the field about the status of our students' abilities/achievements relative to our objectives). Finally, the selected assessment methods each capture data on multiple learning outcomes. Copies of the assessment methods are included in the Appendix.

Our plan has also formalized procedures for regularly using the results of our assessments to identify strengths of our program and to make program improvements. More specifically, the Exercise Science Student Outcome Assessment Committee is charged with gathering and analyzing all relevant student outcome data as it is generated. Further, this group will provide a summary report of the data each semester and will present this to the entire ES faculty at a regularly scheduled faculty meeting. The goal of this will be highlight where the program is currently relative to our learning outcomes and to facilitate discussion about any necessary or desired changes to the program. Finally, this committee will assist the School of Kinesiology and Recreation Director in preparing an Annual Update for the University Assessment Services office.

**Appendix**  
*Assessment Methods*

1. KNR 164 – Research Article Critique Rubric
2. KNR 308 – Programming Project Rubric
3. KNR 309 – Final Practical Exam Rubric
4. KNR 289.10 and KNR 398.11 - Site Supervisor's Evaluation Form
5. Exit Survey for ES majors
6. Additional Questions for ES Students on the ISU Alumni Survey

*Exercise Science Student Outcome Assessment*  
**KNR 164 – Research Article Critique Rubric**

Evaluator: \_\_\_\_\_ Academic Year: \_\_\_\_\_ Semester: *Fall Spring*

Criteria	<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
<b>Sampling Knowledge/External Validity:</b>			
1) Recognition of sampling strategy, and the population/time/setting to which the study is generalized/targeted (either implied or actual). [ <i>ES Outcome Objective #1</i> ]	1	2	3
2) Recognition of the relation of the sampling strategy to the implied or actual population/time/setting, and observation of match/mismatch between them. [ <i>ES Outcome Objective #2</i> ]	1	2	3
3) Further discussion of the likelihood of the mismatch, should there be one, being a problem for study outcomes. [ <i>ES Outcome Objective #5</i> ]	1	2	3
<b>Measurement Issues/Construct Validity</b>			
1) Recognition of what the studies intend to measure (i.e., dependent measure(s), independent measure(s)). [ <i>ES Outcome Objective #1</i> ]	1	2	3
2) Understanding of operationalizations used in studies. [ <i>ES Outcome Objective #2</i> ]	1	2	3
3) Further discussion of the likelihood of the mismatch, should there be one, being a problem for the study outcomes. [ <i>ES Outcome Objective #5</i> ]	1	2	3
<b>Design Issues/Internal Validity</b>			
1) Recognition of the study's design. [ <i>ES Outcome Objective #1</i> ]	1	2	3
2) Recognition of whether the study's design permits a conclusion that relationship under investigation is causal. [ <i>ES Outcome Objective #2</i> ]	1	2	3
3) Further discussion of research limitations based on the study's design. [ <i>ES Outcome Objective #5</i> ]	1	2	3
<b>Other</b>			
1) Ability to communicate (written or verbally) key aspects of the research (e.g., rationale for study, methods used, results). [ <i>ES Outcome Objective #5</i> ]	1	2	3
2) Recognition of practical applications stemming from findings. [ <i>ES Outcome Objective #2</i> ]	1	2	3
<b>Comments</b>			



*Exercise Science Student Outcome Assessment*  
**KNR 308 – Programming Project Rubric**

**Evaluator:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_ **Semester:** *Fall Spring*

Criteria	<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
<b>Client Identification/Description:</b>			
1) Recognition of demographics [ <i>ES Outcome Objective #1245</i> ]	1	2	3
2) Recognition of obstacles [ <i>ES Outcome Objective #1245</i> ]	1	2	3
3) Need for intervention [ <i>ES Outcome Objective #1245</i> ]	1	2	3
<b>Prescreening</b>			
1) Recognition of risk factors [ <i>ES Outcome Objective #1234</i> ]	1	2	3
2) Effective interaction/communication [ <i>ES Outcome Objective #12456</i> ]	1	2	3
3) Recognition of legal issues [ <i>ES Outcome Objective #1245</i> ]	1	2	3
4) Assessment of health and fitness status [ <i>ES Outcome Objective #1234</i> ]	1	2	3
5) Establishment of goals and objectives [ <i>ES Outcome Objective #124</i> ]	1	2	3
<b>Program Design</b>			
1) Client empowerment [ <i>ES Outcome Objective #12456</i> ]	1	2	3
2) Goals and objectives effectively targeted by program [ <i>ES Outcome Objective #12456</i> ]	1	2	3
3) Program designed to improve health-related components of fitness [ <i>ES Outcome Objective #124</i> ]	1	2	3
<b>Follow-up</b>			
1) Supervision [ <i>ES Outcome Objective #12456</i> ]	1	2	3
2) Re-assessment [ <i>ES Outcome Objective #1234</i> ]	1	2	3
3) Modification [ <i>ES Outcome Objective #1245</i> ]	1	2	3
4) Goal revision [ <i>ES Outcome Objective #12456</i> ]	1	2	3
<b>Comments</b>			

**Exercise Science Student Outcome Assessment**  
**KNR 309 – Final Practical Exam Rubric**

**Evaluator:** \_\_\_\_\_ **Academic Year:** \_\_\_\_\_ **Semester:** *Fall Spring*

Criteria	<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	N/A
<b>Pre-test Procedures</b>				
1) Familiarizes subject with equipment [ES Outcome Objective #2]	1	2	3	N/A
2) Adjusts equipment appropriately [ES Outcome Objective #2]	1	2	3	N/A
3) Explains RPE scale [ES Outcome Objective #2]	1	2	3	N/A
4) Obtains informed consent[ES Outcome Objective #2]	1	2	3	N/A
5) Protocol explained to subject [ES Outcome Objective #2]	1	2	3	N/A
6) Selects an appropriate warm-up [ES Outcome Objective #2]	1	2	3	N/A
<b>Bruce Protocol (Stages 1-3)</b>				
1) Selects appropriate speed and grade [ES Outcome Objective #3]	1	2	3	N/A
2) Obtains HR, RPE, BP values [ES Outcome Objective #2, #3]	1	2	3	N/A
3) Ensures steady state is reached [ES Outcome Objective #2,#3]	1	2	3	N/A
4) Makes correct decision regarding test progression [ES Outcome Objective #2,#3]	1	2	3	N/A
<b>Bruce Protocol (Recovery)</b>				
1) Provides an appropriate recovery period [ES Outcome Objective #2,#3]	1	2	3	N/A
2) Selects an appropriate recovery speed and grade [ES Outcome Objective #2, #3]	1	2	3	N/A
3) Obtains HR, BP values [ES Outcome Objective #2,#3]	1	2	3	N/A
<b>YMCA Protocol (Stages 1-3)</b>				
1) Selects appropriate work rate [ES Outcome Objective #2, #3]	1	2	3	N/A
2) Obtains HR, RPE, BP values [ES Outcome Objective #2,#3]	1	2	3	N/A
3) Ensures steady state HR is reached [ES Outcome Objective #2, #3]	1	2	3	N/A
4) Makes correct decision regarding test progression [ES Outcome Objective #2,#3]	1	2	3	N/A
5) Monitors pedal rate [ES Outcome Objective #3]	1	2	3	N/A
<b>YMCA Protocol (Recovery)</b>				
1) Provides an appropriate recovery period [ES Outcome Objective #2,#3]	1	2	3	N/A
2) Selects an appropriate recovery work rate [ES Outcome Objective #2,#3]	1	2	3	N/A
3) Obtains HR, BP values [ES Outcome Objective #2, #3]	1	2	3	N/A
<b>Astrand Rhyming (Testing)</b>				
1) Monitors pedaling rate [ES Outcome Objective #3]	1	2	3	N/A
2) Obtains HR, RPE, BP values appropriately [ES Outcome Objective #2,#3]	1	2	3	N/A
3) Ensures steady state is reached [ES Outcome Objective #2,#3]	1	2	3	N/A
4) Makes correct decision regarding test progression [ES Outcome Objective #2,#3]	1	2	3	N/A
<b>Astrand Rhyming (Recovery)</b>				
1) Provides an appropriate recovery period [ES Outcome Objective #2, #3]	1	2	3	N/A
2) Selects an appropriate recovery work rate [ES Outcome Objective #2, #3]	1	2	3	N/A
3) Obtains HR, BP values [ES Outcome Objective #2,#3]	1	2	3	N/A
<b>Professionalism/Attitude</b>				
1) Interacts with client appropriately/professionally [ES Outcome Objective #3]	1	2	3	N/A
2) Monitors signs and symptoms [ES Outcome Objective #2, #3]	1	2	3	N/A
3) Overall professionalism/clarity/communication [ES Outcome Objective #3]	1	2	3	N/A
<b>Other</b>				
1) Timing of measurements was appropriate [ES Outcome Objective #3]	1	2	3	N/A
2) Tester was prepared (equipment, recording, etc.) [ES Outcome Objective #3]	1	2	3	N/A
3) Questions on info. sheet were answered correctly [ES Outcome Objective #3, #5]	1	2	3	N/A
4) BP measurement(s) was/were correct [ES Outcome Objective #2, #3]	1	2	3	N/A
<b>Comments</b>				

*Exercise Science Student Outcome Assessment*  
**KNR 298.10 and 398.11 - Site Supervisor's Evaluation Form**

To be completed by the site supervisor. Other site personnel are also encouraged to provide input. The site supervisor should review and discuss the evaluation with the student. Emphasize only those qualities of the student about which you feel you can make a reasonable judgment based upon personal observation.

STUDENT'S NAME	PRACTICUM AGENCY
STUDENT'S TITLES OR ASSIGNMENT / EVALUATION	
Check one:	(A letter grade at the midpoint of the experience is permissible, but not required. A letter grade on the final evaluation is required.)
<input type="checkbox"/> Final	<input type="checkbox"/> Mid Semester
<input type="checkbox"/> Grade	

1. First, rate the student in the following areas to the best of your knowledge by circling the number that corresponds with your evaluation.
2. Second, emphasize any particular strengths by UNDERLINING and any particular weaknesses by CIRCLING specific descriptors within each area.

**General Qualities**

1. PERSONAL QUALITIES – e.g., poise; tolerance; interest in and respect for others; appearance -neatness, cleanliness; pleasing voice; general demeanor - a good sport; self application - industrious, confident, thorough; physical condition; emotional stability.

Unsatisfactory	Poor	Average	Good	Superior
1	2	3	4	5

2. PROFESSIONAL QUALITIES – e.g., appears genuinely interested in the field; appears genuinely interested in the agency; willingly attends professional meetings; keeps abreast of professional literature; appreciates suggestions and criticism; dresses appropriately; prompt; carries work to completion; knows when to ask for help; distinguishes between significance and trivia; is a flexible/adaptable worker; selects proper level of activity; exhibits loyalty/upholds department policies.

Unsatisfactory	Poor	Average	Good	Superior
1	2	3	4	5

3. LEADERSHIP QUALITIES – e.g., realizes objectives; relates well with others; earns respect of co-workers and others; adapts to situations; analyzes problems and sees potential solutions; responds to individual client needs; plans work activity, organizes and schedules; prepares and cares for equipment; alert to health and safety; observes rules and regulations; respects others.

Unsatisfactory	Poor	Average	Good	Superior
1	2	3	4	5

4. COMMUNICATION SKILLS – e.g., listens attentively; inquisitive and attempts to learn all possible; speaks clearly and distinctly; uses correct pronunciation; is easy to understand; writes ideas simply and clearly; uses proper style, form, and grammar; submits neat, legible reports; contributes at meetings and conferences.

Unsatisfactory	Poor	Average	Good	Superior
1	2	3	4	5

**Qualities of an Exercise Science Professional**

The following are qualities specific to an exercise science professional. Please rate the student in these areas to the best of your knowledge by circling the number that corresponds with your evaluation.

1. Student exhibits basic knowledge pertaining to the study of human movement and physical activity (e.g., exercise physiology, motor learning, biomechanics, exercise psychology).

Unsatisfactory	Poor	Average	Good	Superior	Not Observed
1	2	3	4	5	

2. Student is able to apply knowledge of human movement and physical activity.

Unsatisfactory	Poor	Average	Good	Superior	Not Observed
1	2	3	4	5	

3. Student has the ability to assess human performance characteristics of individuals (e.g., fitness assessments).

Unsatisfactory	Poor	Average	Good	Superior	Not Observed
1	2	3	4	5	

4. Student demonstrates the ability to design, implement, manage and evaluate safe and effective physical activity programs.

Unsatisfactory	Poor	Average	Good	Superior	Not Observed
1	2	3	4	5	

5. Student engages in critical thinking and communication regarding contemporary issues related to human movement and physical activity.

Unsatisfactory	Poor	Average	Good	Superior	Not Observed
1	2	3	4	5	

6. Student actively promotes leading a physically active lifestyle (e.g., by example, promoting physical activity, etc.).

Unsatisfactory	Poor	Average	Good	Superior	N/A
1	2	3	4	5	

**SUMMARY STATEMENT** - please comment on particular strengths and weaknesses of this student.

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**TOTAL ESTIMATE OF ABILITY AND PROFESSIONAL PROMISE** - How would you rank this student in terms of your composite impression of her/his qualifications, performance and potential?

Unsatisfactory	Poor	Average	Good	Superior
1	2	3	4	5

Site Supervisor's Signature & Date	Student's Signature & Date
University Supervisor's Signature	Date

*Exercise Science Student Outcome Assessment*  
**Exit Survey for ES Majors**

**We are interested in finding out how much you feel you learned as a student in the Exercise Science Program. Please rate yourself in each of the following areas on a scale from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”).**

1. I am very satisfied with the preparation I received during my degree program in Exercise Science.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2. I feel the preparation I received during my degree program in Exercise Science has prepared me well to compete in the current job market.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3. I feel I have gained basic knowledge pertaining to the study of human movement and physical activity (e.g., exercise physiology, motor learning, biomechanics, exercise psychology).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

4. I have the ability to apply knowledge of human movement and physical activity.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

5. I have the ability to assess human performance related characteristics of individuals (e.g., fitness assessments).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5



**Finally, please complete some basic information about yourself and any additional comments about the program you would like to make. Thank you for your time!**

Senior Internship Semester    FALL    SPRING    SUMMER    20\_\_\_\_

NAME: \_\_\_\_\_

New Email Address (not ilstu): \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

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**Additional Comments:**



*Exercise Science Student Outcome Assessment*  
***Additional Questions for ES Students on the ISU Alumni Survey***

1. Please rate your satisfaction with the department's efforts to provide you with a quality internship experience. (Likert Scale)
2. How effective was the School of KNR in preparing you for your career in Exercise Science? (Likert Scale)
3. What three major competencies do you feel are necessary for an Exercise Science-related career?
4. Have you been employed in exercise science at any time since receiving your bachelor's degree? If yes, answer question 5, 6, 7, and 8. If no, skip questions 5-8 and answer question 9.
  - a. Yes
  - b. No
5. How long have you been employed:
  - a. Less than 6 months
  - b. 6 months to 1 year
  - c. 1 year to 2 years
  - d. 2 years to 4 years
  - e. More than 4 years
6. Are you currently employed in some aspect of Exercise Science?
  - a. Yes
  - b. No
7. Please indicate which area of exercise science you have worked or are currently working in:
  - a. Clinical
  - b. Commercial
  - c. Community
  - d. Corporate
  - e. Sports enhancement
  - f. Pre-professional (PT,OT)
  - g. Graduate program in exercise science (e.g., exercise physiology, sport & exercise psychology, biomechanics, motor control, motor learning)
8. Please rate each of the following courses as to how helpful/useful they are to you now in your career. (Likert Scale for each)
  - Kinesiology Core:
    - a. KNR 181 and 182 Human Anatomy & Physiology
    - b. KNR 240 Principles & Applications of Fitness Training
    - c. KNR 254 Soc-Psy Perspectives in Physical Activity
    - d. KNR 257 Motor Learning and Performance
    - e. KNR 280 Exercise Physiology
    - f. KNR 282 Biomechanics of Human Movement
  - Major Coursework
    - g. KNR 154.40 Stress Management and Instructional Methods
    - h. KNR 164 Introduction to Exercise Science
    - i. KNR 285 Resistive Training Instructional Methods
    - j. KNR 286 Group Exercise Instructional Methods
    - k. KNR 307 Exercise in Health and Disease
    - l. KNR 308 Exercise Programming
    - m. KNR 309 Principles & Techniques in Physiological Testing
    - n. KNR 310 Fitness Management

9. Why not?
- Salary too low
  - Jobs not available
  - Preferred other work/profession
  - Other reasons. Please explain.

We are interested in finding out how much you feel *you learned as a student in the Exercise Science Program*. Please rate yourself in each of the following areas on a scale from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”).

10. I gained basic knowledge pertaining to the study of human movement and physical activity (e.g., exercise physiology, motor learning, biomechanics, exercise psychology).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

11. I learned how to apply knowledge of human movement and physical activity.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

12. I gained the ability to assess human performance related characteristics of individuals (e.g., fitness assessments).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

13. I learned how to design, implement, manage and evaluate safe and effective physical activity programs.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

14. I learned how to engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15. I became an active proponent of leading a physically active lifestyle (e.g., by example, promoting physical activity, etc.).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5