Program Review

Bachelor of Science in Exercise Science

College of Health Professions

October 2015

MARSHALL UNIVERSITY
Date: October 15, 2015

Program: Bachelor of Science in Exercise Science

Date of Last Review: The program was initiated in September 2009; this is the program's first review

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

1. Continuation of the program at the current level of activity; or

2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or

3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or

4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or

5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Kumiko Toma

Recommendation: Signature of person preparing the report:

1 Gary McVean

Recommendation: Signature of Program Chair:

1 Michael Prewitt

Recommendation: Signature of Academic Dean:

1

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)

1 G. O. German

Recommendation: Signature of Chair, Faculty Senate/Chair, Graduate Council:

1

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs:

1

Recommendation: Signature of the President:

1

Recommendation: Signature of Chair, Board of Governors:

Date: October 9, 2015
Date: October 14, 2015
Date: October 14, 2015
Date: 2 Feb 16
Date: 2/18/2016
Date: 4/13/16
Date: 4/13/16
Date: 4/13/16
Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: Continuation of the program at the current level of activity

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

Exercise Science is one of four programs housed in the School of Kinesiology (SOK). These programs were transferred from the College of Education to the College of Health Professions (COHP) in July 2010. Prior to 2010 these programs existed as areas of concentrations, however, since becoming part of the COHP, each is now a separate degree program with the exception of Sport Management and Marketing which is in the process of converting to a degree program. As a result, enrollment in Exercise Science has increased substantially, and is one of the largest programs in the SOK with 255 majors (as of 10/14/15). The quality of the students in the major is very good with the average GPA of 3.08.

Over the past 5 years the faculty have made significant improvements to the curriculum and as a result program outcomes have improved as well. The Exercise Science faculty are highly qualified and each has excelled in their discipline not only in teaching but are active in research and service to the community.

I recommend without hesitation that the program continue at the current level of activity.

Michael Prewitt

Signature of the Dean

10/14/15

Date
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: Bachelor of Science in Exercise Science

College: Health Professions

Date of Last Review: The program was initiated in September 2009; this is its first review

I. CONSISTENCY WITH UNIVERSITY MISSION

Marshall University’s Undergraduate Exercise Science program demonstrates an alignment with the University’s mission of enhancing the quality of health care in the region. Because physical activity and wellness are human phenomena and serve the nation and region’s interest, our curriculum, within the School of Kinesiology, examines physical activity and wellness in a truly interdisciplinary manner. Our curriculum emphasizes students’ learning outcomes to (1) understand the function of the human body through evidence-based research and (2) develop personal ethics, personal and professional development, and leadership for health and fitness. To ensure students are able to work in a clinical healthcare setting and develop responsible work habits, our Undergraduate Exercise Science Program is embodied in an emphasis on developing a clinical and scientific attitude and a final, all-encompassing objective that nurtures careful, thoughtful, thorough, and responsible work habits in the clinical and professional setting. The core course work and laboratory experience prepares students for careers in adult fitness, hospital or corporate-based wellness programs, cardiac rehabilitation, strength and conditioning specialists, as well as professional careers (e.g., medicine, physical therapy, occupation therapy, dentistry, pharmacy, etc.).

II. Accreditation Information

1. Name of Accrediting Organization:

   N/A

2. Date of Most Recent Self-Study and Accreditation visit:

   N/A

3. Accreditation Status:

   Although our curriculum does not require accreditation, we are in the process of seeking accreditation by the Commission on Accreditation of Allied Health Education Programs
(CAAHEP), which is recognized by the Council for Higher Education Accreditation (CHEA) and is a member of the Association of Specialized and Professional Accreditors (ASPA).

4. Accreditoring Organization's Report:

N/A

III. Adequacy of the Program

1. Curriculum:

The Bachelor of Science Degree in Exercise Science is a broad based program designed to prepare students for careers as exercise specialists directing cardiac preventive and rehabilitative programs, personal training (strength and conditioning), and many other specialties. Through classroom learning, laboratory experience, and true hands-on experience in the exceptionally equipped Marshall University Exercise Laboratory, the undergraduate Exercise Physiology Program produces exceptional graduates who are well prepared for the professional work environment. The capstone experience consists of a minimum of 6 credit hours of internship experience (360 work hours). Students are encouraged to select internship experiences that correspond to their career goals. While some of our graduates are employed in hospitals, weight loss and fitness industries, and sport performance businesses and franchises, others continue studies in professional programs in medicine, physical/occupational therapy and physician assistant programs. Current Exercise Science students may select from one of two areas of emphasis for their degree.

Emphasis in Applied Exercise Physiology:
The Applied Exercise Physiology area of emphasis serves students who are not interested in pursuing further education in graduate and/or professional school. Through additional course work in business and management, the Applied Exercise Physiology Program produces exceptional graduates who are well prepared for the professional work environment in exercise and fitness business and profit/non-profit organization/community to promote health.

Emphasis in Clinical Exercise Physiology:
The Clinical Exercise Physiology area of emphasis provides students with exceptional knowledge in basic medical and scientific areas to students who are seeking professional careers in medical fields (medicine, physical therapy, occupation therapy, dentistry, pharmacy, etc.) and graduate degrees in Exercise Science. In addition to core course work, students study many science courses such as biology, chemistry, and physics. Through additional course work in science, the Clinical Exercise Physiology area of emphasis produces exceptional graduates who are well prepared for graduate school in a medical degree program (medicine, physical therapy, occupation therapy, dentistry, pharmacy, etc.) and advanced exercise physiology.

The four-year plans of our program are seen in Appendix I.
2. **Faculty:**

All courses within our curriculum are taught by three full-time faculty members. One faculty is a tenured Professor while the others are tenure-track Assistant Professors. Exercise Science is composed of three different disciplines: cardiovascular, endocrine/metabolic, and neuromuscular systems. Each of the faculty has been trained and specializes in one of these three disciplines. In addition, the faculty has different professional backgrounds, such as clinical exercise physiology, fitness business, and biomedical research in integrated physiology. Accordingly, our program has balanced and experienced faculty members and provides a high quality of undergraduate education in Exercise Science.

The faculty data are presented in Appendix II.

3. **Students:**

   a. **Entrance Standards:**

   Prospective students must meet the minimum criteria listed below to be considered for admission to the program.
   - Admission to Marshall University
   - Declared Exercise Science as a major, including preferred area of emphasis

b. **Entrance and Exit Abilities of past five years of graduates:**

Appendix III presents the average high school GPAs for the last five cohorts of students. The GPAs ranged from 3.38 to 3.92. During the same time, the mean composite ACT scores ranged from 21.4 to 23.6, Mean SAT Verbal scores ranged from 487.8 to 543.3, SAT Quantitative scores from 454.3 to 526.7, and SAT Analytic Writing scores from 470.8 to 498.8. Appendix IV shows that these graduates compiled respectable GPAs during their undergraduate program, with yearly means ranging from 2.99 to 3.39.

4. **Resources:**

   a. **Financial:**

   The School of Kinesiology currently serves approximately 550 students and has four undergraduate and 4 graduate majors with 11 faculty, 8 graduate assistants, and one office administrative assistant. The allocated budget provides each major with adequate funding to deliver the academic program and support the laboratories. With the change of the budgeting process, moving to a zero based budget model, each program is now asked to provide a line item budget request necessary to deliver each program which is then combined into a School of Kinesiology budget request.
The programs in the School of Kinesiology are:

**Undergraduate**
- B.S. Athletic Training
- B.S. Biomechanics (New Program)
- B.S. Exercise Science
- B.A. Physical Education: Sport Management

**Graduate**
- M.S. Athletic Training
- M.S. Biomechanics (Begins Fall 2016)
- M.S. Exercise Science
- M.S. Sport Administration

The following table is the total 2014-2015 Allocation for all School of Kinesiology programs.

| Direct Expenditures | $79,857.00 |
| Labor (Adjunct, Graduate Assistants, Stipends) | $101,085.29 |
| Faculty Salaries (including fringe) | $879,317.95 |
| Total Allocated Budget | $1,060,260.23 |

b. **Facilities:**

Classrooms in Gullickson Hall and Henderson Center are available for our program. The Marshall University Exercise Physiology Laboratory (MUEPL) has been sufficiently equipped to provide comprehensive exercise science testing and activities. Students in our program have access to Cabell Huntington Hospital’s Clinical Exercise Physiology Laboratory (CEPL). CELP, located in the first floor of the Henderson Center, is one of the few such laboratories in the country that hosts on-site clinical programs to provide undergraduate and graduate students with hands-on opportunities to work in the clinical setting.

5. **Assessment Information:**

a. Please refer to Appendix V for a summary of our program’s assessment of student learning.

b. **Other Learning and Service Activities:**

There is nothing for this section.

c. **Plans for Program Improvement:**

We have observed that many students are not well prepared for ESS 345 *Exercise Physiology*. ESS 345 is the fundamental course in Exercise Science and students are required to complete pre-requisite courses (BSC 227 *Human Anatomy* and BSC *Human Physiology*) with the grade of C or better. However, students in the Physical Education program are not required to take these pre-requisite courses because of other requirements in the program. To provide the better learning experiences, during 2012 the Exercise Science minor program was established and ESS 211 *Exercise Leadership and Program Planning* became ESS 211 *Physiology of Fitness* for non-major students and
a part of Exercise Science minor program requirement. The Physical Education pro-
gram changed curriculum requirements for its students to substitute ESS 211 for ESS
345 Exercise Physiology (assessment 1). This change has improved student prepara-
tion.

Currently, ESS 345 is required by our program, as well as the Dietetic, Athletic Train-
ing, and Biomechanics programs. Although the pre-requisite course, BSC 228, is the
same, and only students who passed BSC 228 with a grade of C or above can take ESS
345, the difference of preparation level to ESS 345 is still observed. The Undergraduate
Exercise Science program coordinator/director will meet each of these program direc-
tors and discuss the best preparation for the students starting in Spring semester, 2016.

The pre-requisite for ESS 375 and 386 (assessment 2) was also changed in 2014. Only
students who pass ESS 345 with the grade of C or above can advance to ESS 375 and
386. Also, students in our program must now take ESS 386. These changes resulted in
improved outcomes at the assessment 2. Yet, there is the preparation difference among
students, which should be narrowed.

As student enrollment increases, better academic and career advising is necessary to
improve the students’ learning experiences. The program coordinator/director keeps
close communication with COHP’s academic advisor who advises freshman/sopho-
more students. The program coordinator/director met the freshmen during the 2015
Week of Welcome (WOW) COHP meeting. The program coordinator/director plans to
meet with freshmen individually during the 2016 freshman student orientation days and
explain the Undergraduate Exercise Science program. This meeting will give freshman
students the opportunity to ask questions of faculty and staff.

In addition, ESS 215 Introduction to Exercise Science was established as a program
requirement and will be offered beginning in Spring semester, 2016. This course intro-
duces topics in Exercise Science, career opportunities, and preparation. Our students
will take this course during the first year at Marshall University and gain broad
knowledge about the Undergraduate Exercise Science program.

Exercise Science program faculty will continue good communication and improve the
program and students’ outcomes.
d. Graduate Satisfaction:

![Graph showing Level of Satisfaction with the Quality at Marshall University](image)

Above graph was created from the graduation survey results (2010-2015). These data have poor numbers of participants compared to our actual number of graduates. This problem is University-wide. Dr. Mary E. Reynolds, PhD, Associate Vice President of Assessment and Quality Initiatives has been working to improve the numbers of participants by changing the methods of the graduation survey. We are looking forward to see if the new method improves the numbers of participants.

e. Please refer to Appendix IX for letters from the Office of Assessment providing feedback regarding the program’s assessment of student learning.

6. Previous Reviews: This program was initiated in September 2009; therefore this is the program’s first review.

7. Identify weaknesses and deficiencies: Not applicable.

8. Current Strengths/Weaknesses:

As the nation and society’s interest in wellness and fitness grow, the need of qualified exercise/medical specialists increases. Our undergraduate program closely monitors such needs, and faculty bring the most up-dated knowledge to classroom and advising. Our students have hands-on clinical experience at The Clinical Exercise Physiology Laboratory (CEPL) in Henderson Center (Marshall University Huntington campus). CEPL has collaborative relationships with the Department of Exercise Science, Marshall Health, Marshall University School of Medicine, and Cabell Huntington Hospital. It is one of the few laboratories in the country that hosts on-site clinical programs to provide students with hands-on opportunities to work in the clinical setting. Students and advisors work together to maximize students’ learning experiences, students establish solid and detailed post-gradu-
ation plans by their senior year. With such communication and personalized course selection, about one-third of senior students are accepted by post-baccalaureate programs, and another one-third of senior students are employed immediately after graduation. Additionally, our faculty has developed rapport with graduates from our program. Graduates have become peer-mentors and valuable information sources to our current students.

As Figure 1 in Appendix VII shows, student enrollment in our program has drastically increased in the past five years; we expect this increase to continue. Although we were fortunate to be able to add an excellent faculty member to our program last year, the class size has become large. One of our program’s characteristics is small class size to deliver material close in person. We need to accommodate increasing enrollment to maintain our current commitment and improve the quality of our program. Additionally, the job and graduate school placement rates are not 100%. We will continue our efforts towards providing high quality education and advising so that our graduates become great contributors to society.

IV. Viability of the Program:

1. Articulation Agreements:

   Our program has 2+2 curriculum agreement with Mountwest Community and Technical College, Huntington, WV.

2. Off-Campus Classes:

   There is no off-campus class in our program.

3. Online Courses:

   ESS 211 Physiology of Fitness is offered online. Anybody is eligible to take this course. ESS 211 is one of Exercise Science’s minor requirements. Through this course, students will gain knowledge of behavior change, components of exercise sessions, cardinal principles of conditioning, basics of fitness programming, and instructing individual and group exercise sessions.

4. Service Courses:

   The following courses are taken by students of our program and others.

   ESS 211 Physiology of Fitness
   Required by Physical Education program
   Required by Exercise Science minor
   Any students can take this course

   ESS 345 Exercise Physiology
   Required by Dietetic, Athletic Training, and Biomechanics programs
   Any students who satisfy the pre-requisite course can take this course since most Physical Therapy program require this course.
ESS 375 *Fitness Assessment and Exercise Prescription*
   Required by Athletic Training and Biomechanics programs
ESS 442 *Principles of Strength and Conditioning*
ESS 443 *Principles of Strength and Conditioning Lab*
   Required by Athletic Training and Biomechanics programs
   Elective for Exercise Science minor

5. **Program Course Enrollment:**

   Specific Exercise Science program course enrollments are presented in Appendix VI.

   Appendix VI lists all Exercise Science and Sport (ESS) courses, which include courses for Exercise Science, Sport Management/Marketing, and Sport Study.

6. **Program Enrollment:**

   Program enrollment is presented in Appendix VII and Figure 1.

7. **Enrollment Projections:**

   Enrollment in the Exercise Science program is expected to continue growing. This projection is based on the following observations:

   (1) Exercise science is very popular among high school students. Especially, more female high school students are now interested in the occupations in strength and fitness training. Nationally, more women are becoming interested in weight lifting.

   (2) There is awareness of a link between an increase in exercise activities and job opportunities.
      a. Since the American College of Sport Medicine initiated the global campaign “Exercise is Medicine®” in 2009, the awareness of exercise as prevention and treatment for many chronic diseases has increased. As a consequence, the demand for trained and qualified exercise specialists in the medical field has increased. The job opportunities for our graduates are not limited in recreation and competition any more. This has attracted students from the Tri-state region where the rate of inactivity-related diseases is higher than the national average.
      b. In addition, resistance training is now recommended to the elderly because it improves their quality of life. The job opportunities for our graduates are not limited to working with the younger population.

   (3) A recent national program change in Athletic Training programs (3+2) makes our graduates eligible to apply to Master of Science in Athletic Training programs nationally. Subsequently, the job opportunities for our graduates increase.

   (4) Because more Exercise Science majors are accepted by post-baccalaureate programs and employed immediately after graduation, our program attracts more high school and transfer students.
V. **Necessity of the Program:**

1. **Advisory Committee:**
   
   Our program does not have an Advisory Committee.

2. **Graduates:**
   
   Job and graduate school placement rates are presented in Appendix VIII.

3. **Job Placement:**

   Currently, there is not a perfect job placement record. While our Clinical Exercise Physiology emphasis prepares students for post-baccalaureate programs, our Applied Exercise Physiology emphasis prepares students for employments in private/corporate fitness centers, health/life insurance companies, and exercise/medical equipment sales. In the future, we expect more students to opt for the Applied Exercise Physiology emphasis. Our program continues to advise and introduce various occupations to students through advising and the new course, ESS 215 *Introduction to Exercise Science*.

VI. **RESOURCE DEVELOPMENT (If applicable)**

Not applicable
## Appendix I

### Required/Elective Course Work in the Program

**Degree Program:** Exercise Science  
**Person responsible for the report:** Kumika Toma, Ph.D.

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
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<td>BSC 227, Human Anatomy (4)</td>
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<td>Clinical Exercise Physiology</td>
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<td>BSC 228, Human Physiology (4)</td>
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<td>BSC 120, Principles of Biology I (4)</td>
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<td>DTS 210, Nutrition (3)</td>
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<td>BSC 121; Principles of Biology II (4)</td>
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<td>ESS 215, Introduction to Exercise Science (3)</td>
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<td>CHM 211, Principles of Chemistry I (3)</td>
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<td>ESS 345, Exercise Physiology (3)</td>
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<td>ESS 375, Fitness Assessment and Exercise Prescription (3)</td>
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<td>CMH 217, Principles of Chemistry I lab (2)</td>
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<td>ESS 386, Adult Fitness (3)</td>
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<td>CMH 218; Principles of Chemistry II (2)</td>
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<td>ESS 401, Ethics in Sport (3)</td>
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<td>MTH 122, Trigonometry (3)</td>
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<td>PSY 201, General Psychology (3)</td>
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**Professional society that may have influenced the program offering and/or requirements:**
# FOUR-YEAR PLANS OF STUDY

## Clinical Exercise Physiology (Total 125 credit hours)

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Appendix II
Faculty Data Sheet
May 15, 2010 - May 15, 2015

Name: Robert Powell
Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 18, 2014

Status: Probationary

Highest Degree Earned: Ph D Date Degree Received: 2014

Conferring Institution: University of Pittsburgh, Pittsburgh, PA

Area of Degree Specialization: Exercise Physiology

Professional Registration/Licensure: Certified Diabetes Educator, Clinical Exercise Specialist, Certified Strength and Conditioning Specialist

Field of Registration/Licensure: National Certification Board for Diabetes Educators, American College of Sports Medicine, National Strength and Conditioning Certification

Date Obtained, Expiration Date
Obtained: January 1, 2012
Obtained: January 1, 2008
Obtained: January 1, 2006

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
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<th>Term/Year</th>
<th>Course</th>
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<th>Enrolled</th>
<th>% Response</th>
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<td>Cardiovascular Assessment</td>
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<tr>
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<td>ESS 660</td>
<td>Internship</td>
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<td>Spring 2015</td>
<td>ESS 442</td>
<td>Principles of Strength and Conditioning</td>
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<td>ESS 644</td>
<td>Cardiovascular Exercise Physiology</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) Scholarship/Research

Contracts, Grants and Sponsored Research

Intellectual Contributions


Powell, R. (2013). Comparative Effectiveness of Lifestyle Intervention Efforts in the Community: Results of the Rethinking Eating and ACTivity Study (REACT). *Diabetes Care*.


Presentations


P. (Presenter & Author), Oral Presentation, AADE14, Orlando FL, "Type 2 Diabetes and Insulin Therapy: Can Diabetes Educators be more Effective in Meeting the Educational Needs of their Patients?", Conference, peer-reviewed/refereed, published in proceedings, Accepted. (August 2014).

Powell, R., Lecture, Diabetes Training Camp, "Fitness and Diabetes.", Other. (2013).


Powell, R. (Presenter & Author), Poster, ACSM, "Determining Improvements in Self Efficacy for Exercise following a


Research Currently in Progress

Dr. Leonard White, Henry Driscoll, "Expanding the Medical Home to Enhance Provider Utilization of the Exercise Physiologist through Referral and Communication to improve Patient Outcomes”, Planning, Scholarly.

2) Service

Department

Barnett Research Award reviewer, Reviewer for faculty awards, (April 13, 2015).

College of Health Professions Recruitment Fair, presenter and recruiter, (September 22, 2014).

Green and White Day, Filled in for committe member, (September 20, 2014).

College

Spoke on behalf of the exercise science program (October 22, 2014).

University

Exercise is Medicine, Program Coordinator (January 1, 2015 - Present).

Professional


Community

Diabetes Training Camp (TM), Lead Exercise Physiologist, Lancaster, PA (June 10, 2013 - Present).

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Memberships

Clinical Exercise Physiology Association. (August 1, 2014 - Present).

American Association of Diabetes Educators, AADE. (2012 - Present).

American College of Sports Medicine, ACSM. (2008 - Present).


**Faculty Development Activities Attended**

Conference Attendance, "iPED Fall Teaching Conference". (August 19, 2014).

4) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**
### Appendix II

**Faculty Data Sheet**  
May 15, 2010 - May 15, 2015

Name: Terry A. Shepherd  
Rank: Professor

Start Date at Marshall as a Faculty Member: September 1, 1987

Status: Tenured

Highest Degree Earned: Ph.D  
Date Degree Received: 1987

Conferring Institution: University of Utah, Salt Lake City, Utah

Area of Degree Specialization: Exercise Physiology, Metabolism and Biochemistry of Exercise

Professional Registration/Licensure:  
Field of Registration/Licensure:  
Agency:  
Date Obtained, Expiration Date:

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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

| Term/Year | Course | Title | Enrolled | % Respons
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) Scholarship/Research

Artistic and Professional Performances and Exhibits

Shepherd, T. A.

Contracts, Grants and Sponsored Research


Han Kim, J. (Principal), Tria Tirona, M. (Co-Principal), Grant, "A pilot randomized controlled trial of exercise intervention on body composition and prognostic biomarkers in", MU Medical School, Federal, $25,000.00, Currently Under Review. (October 15, 2014).


Intellectual Contributions

Shepherd, T. A. Effects of obesity on elevated glucose levels and blood pressure among high school students American Public Health Association Abstract.

Presentations

Shepherd, T. A., Lecture, Respiratory therapy, MU School of Respiratory Therapy, Medical Education Center MU, "Cardiopulmonary Exercise Testing", Other, Academic, Local, Invited. (October 6, 2014).


Shepherd, T. A. (Presenter & Author), Oral Presentation, 26th Mid-Atlantic Conf. on Worksite Wellness, Wellness


Shepherd, T. A. (Presenter Only), Lecture, COHP General Faculty Meeting, Marshall University COHP, MU, "Development Of An Exercise Physiology Laboratory for all COHP Faculty", Session, Non-Academic, Local, Invited. (August 23, 2012).


Directed Student Learning and Research

Sheppard, S., Research, Master's Thesis Committee Chair, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "A Comparison of Loaded Squat Jumps and Power Clean: Their Effect on Vertical Jump Height", In-Process. (August 1, 2013 - Present).


Cauton, J., Learning, Internship Advisor, Exercise Sci Sport & Rec Department, ESS, 481, 3 credit hours, "MU Ex. Phys. Lab Activities". (August 17, 2014 - December 17, 2014).

Simsiriwong, K., Learning, Internship Advisor, Exercise Sci Sport & Rec Department, ESS, 481, 3 credit hours, "MU Ex. Phys. Lab Activities". (August 17, 2014 - December 17, 2014).


Snyder, P., Learning, Oral Comprehensive Examination, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Examination", Completed. (December 12, 2014).


Petrie, J., Learning, Internship Advisor, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Internship", Completed. (May 1, 2014 - July 1, 2014).

Cottrill, D., Research, Master's Thesis Committee Chair, Exercise Sci Sport & Rec Department, ESS, 681, 6 credit hours, "Preventing Dehydration during Military Operations in the Heat:", Completed. (August 1, 2013 - May 7, 2014).


Murphree, K., Learning, Master's Thesis Committee Chair, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "Oral Examination", Completed. (December 6, 2013).

Riley, R., Learning, Master's Thesis Committee Member, Dietetics Department, ESS, 6 credit hours, "Written Comprehensive Examinations", Completed. (December 2, 2013).

Research, Master's Thesis Committee Chair, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "Preventing Dehydration during Military Operations in the Heat:", In-Process. (August 1, 2013 - December 1, 2013).

30 DTS students, 3 s., Learning, Supervised Teaching Activity, Dietetics Department, "Body Comp activities in the MUEPL", Completed. (November 11, 2013).

Herman, E., Learning, Oral Comprehensive Examination, Exercise Sci Sport & Rec Department, 6 credit hours, "Oral Examination". (August 19, 2013).

Gray, S., Learning, Oral Comprehensive Examination, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "Oral Examination". (August 4, 2013).

Whittaker, C., Learning, Supervised Research, Biological Sciences Department, 6 credit hours, "Caloric expenditure equivalents to VT", Completed. (May 20, 2013).

Herman, E., Learning, Supervised Teaching Activity, Exercise Sci Sport & Rec Department, ESS, 644, 3 credit hours, "Advanced Cardiovascular Physiology", Completed. (January 10, 2013 - May 10, 2013).

Chaney, E., Learning, Supervised Teaching Activity, Exercise Sci Sport & Rec Department, ESS, 644, 3 credit hours, "Advanced Cardiovascular Physiology". (January 10, 2013 - May 10, 2013).


Miller, K., Learning, Directed Individual/Independent Study, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "Oral Examination", Completed. (April 18, 2013).


Hamnett, T., Research, Oral Comprehensive Examination, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "Internship", Completed. (April 11, 2013).

Ross, J., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exams", Completed. (December 14, 2012).

Bates, A., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exams for internship", Completed. (November 29, 2012).


Niedermeier, A., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exams", Completed. (August 2, 2012).

Shirozu, Y., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exam", Completed. (July 30, 2012).

Parker, J., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exams", Completed. (July 26, 2012).

Lider, S., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exams". (April 27, 2012).

Weatherly, R., Learning, Internship Advisor, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Cardiac Rehabilitation Internship Oral Examination", Completed. (April 20, 2012).

Channey, A., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Examination for Cardiac Rehabilitation Internship", Completed. (April 20, 2012).

Copeland, M., Learning, Internship Advisor, Exercise Sci Sport & Rec Department, ESS, 6 credit hours, "Oral Examination for Cardiac Rehabilitation Internship", Completed. (April 19, 2012).

Copolo, M., Research, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 681, 6 credit hours, "VISUALIZATION OF THE PASSIVE SINK PHENOMENON IN NONEXERCISING LOWER EX-TREMITY MUSCLE USING 2 SAMPLING SITES: CONSEQUENCES FOR ASSESSMENT AND TRAINING", Completed. (April 19, 2012).

Copeland, M., Learning, Master's Thesis Committee Member, Exercise Sci Sport & Rec Department, ESS, 660, 6 credit hours, "Oral Exams", Completed. (April 19, 2012).

2) Service

**Department**

Search, Committee Chair, (April 7, 2013 - August 1, 2014).
Green and White Days, Faculty Mentor, (April 27, 2013).
Preview Day Session, Faculty Mentor, (April 12, 2013).
Book Fair, Book Fair, (March 8, 2013).
Preview Day Session, Faculty Mentor, (February 15, 2013).
"Meet Your Professor", Faculty Mentor, (December 7, 2012).
Green and White Days, Faculty Advisor, (October 20, 2012).
Green and White Days, Faculty Advisor, (September 22, 2012).
Faculty Advisor, (April 12, 2012).
Green and White Day, Faculty Advisor, (April 7, 2012).
Green and White Day, Faculty Advisor, (February 20, 2012).
tours/interviews with prospective student athletes, (January 6, 2012).
tours/interviews with prospective student athletes, (January 6, 2012).
Program Director: Green & White Showcase, (November 11, 2011).
Program Director: Green & White Showcase, (November 11, 2011).
Program Director, (September 17, 2011).
Program Director, (September 17, 2011).

**College**

Site Visitation for PT, Attendee, Meeting (November 4, 2014).
Lecture to the "Health Professions Class" (October 22, 2014).
Lab Tour, For Keth Perry (respiratory therapy) (August 12, 2014).
Lab Tour (June 3, 2014).
Promotion and Tenure, Committee Member (January 17, 2014 - May 17, 2014).
Wellness in the Arts, Committee Member (May 12, 2014).
Development of the ESS Graduate Program Niche Statement (February 1, 2014 - April 1, 2014).
Lab tour and meeting (March 25, 2014).
Lab tour and meeting (March 7, 2014).
Preview Days, Faculty Mentor (October 10, 2013).


COHP Curriculum Committee, Committee Member (October 1, 2011 - May 1, 2013).

PEIA Weight Management Program, Exercise Physiologist for the LIHCC/COHP coverage agreement (April 13, 2013).

New Faculty Recruiter (April 12, 2013).

PEIA Weight Management Program, Exercise Physiologist for the LIHCC/COHP coverage agreement (December 13, 2012).

Patriot Coal Spouse Conference, Health Fair Booth (October 11, 2012).

PEIA Weight Management Program, Exercise Physiologist for the LIHCC/COHP coverage agreement (July 20, 2012).

Proposal For a New Exercise Physiology Laboratory, Developer (March 1, 2012 - March 25, 2012).

Committee on developing health information computer tracking for the state of WV., Attendee, Meeting (March 15, 2012).

Diversity Breakfast, Attendee, Meeting (February 17, 2012).


PEIA Weight Management Program, Exercise Physiologist for the LIHCC/COHP coverage agreement (February 3, 2012).


University

Preview Day Sessions, Presenter/Tour (January 18, 2013 - Present).

The Lumina Project, Acting as the Program Coordinator for the Graduate ESS program. (September 17, 2012 - Present).

Scores, Special Institutional Assignment (September 17, 2011 - Present).

INTO Pathways Program, Program development for INTO Pathways Program (January 1, 2011 - Present).

Recruiting Student Athletes, Tours/meetings with potential MU athletes (November 18, 2014).

Wellness in the Arts "Future of the Center for Wellness in the arts", Committee Member (October 15, 2014).

MCTC Mount West Lab Tour/Class, Provided Tour and Lecture (October 14, 2014).

Recruiting Student Athletes (October 6, 2014).

Recruiting Student Athletes (October 4, 2014).

Recruiting student athletes, Tours/meetings with potential MU athletes (April 10, 2014).

Scores, Scores participation (April 5, 2014).

Recruiting Student Athletes, Tours/meetings with potential MU athletes (March 24, 2014).

Recruiting Student Athletes (February 28, 2014).

Child Development Academy Lab Project, Program Organizer (March 7, 2013).

Degree Qualification Profile, Acting as the Program Coordinator for the Undergraduate ESS program. (January 1, 2012 - March 15, 2012).

**Professional**

The HIT Center, Board of Advisors of a Company, Huntington, WV, USA (September 17, 2012 - Present).


**Community**

MUEPL, Provider/technician, Huntington, WV, USA (July 30, 2014).

Fairland High School, Guest Speaker, Proctorville, Ohio, USA (May 20, 2014).

High School Science Fair, Worked with JHS student to collect data in the lab for a science fair project, Huntington, WV, USA (December 12, 2013).

Weight Loss for MU Student, Physiological testing, prescription, and long term monitoring of a MU student who is obese, MU: Huntington, WV, USA (February 15, 2012 - October 1, 2013).


Individual, Conducted Training Session, Huntington, WV, USA (December 27, 2012).

Fitness Assessment, Individual request from RMR and VO2, Huntington, WV, USA (February 28, 2012 - March 10, 2012).

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Professional Memberships**

American College of Sports Medicine, ACSM. ACSM is the primary association for exercise scientists and physicians. They publish research in the Official Journal of the American College of Sports Medicine (Medicine & Science in Sports and Exercise) and Exercise and Sport Sciences Reviews (January 1, 1987 - Present).

**Faculty Development Activities Attended**

Seminar, "CWA Inauguration Keynote Address by Dr. Altenmuller", Wellness in the Arts, Huntington, WV, USA. (October 13, 2014).

Workshop, "Copyright Workshop", Marshall University, Huntington, WV, USA. (September 9, 2014).


Conference Attendance, "MU Teaching Conference", MU, Huntington, WV, u. (August 19, 2014).

Workshop, "Degree works Training", Marshall University, Huntington, WV, USA. (August 8, 2013).

Workshop, "Pathways Project training", Mashall, Huntington, WV, USA, 0 credit hours. (January 29, 2013).

Workshop, "Pathways (Lumina) Project Activity 3", Marshall University, Huntington, WV, USA, 0 credit hours. (January 28, 2013).

Workshop, "Ken-Com Training", Ken-Com/Marshall University, Huntington, WV, USA, 0 credit hours. (January 16,
Tutorial, "Bod Pod Training", CosMed USA, Concord, CA, USA, 8 credit hours. (December 19, 2012).

Seminar, "Muscle Biopsy Techniques", Marshall University, Huntington, WV, USA, 0 credit hours. (December 5, 2012).

Workshop, "HLC Open Pathways Cemonstration Project Activity 3", Marshall University, Huntington, WV, USA, 0 credit hours. (October 5, 2012).

Workshop, "Pathways/Lumina Foundations Workshop", Marshall University, Huntington, WV, USA, 0 credit hours. (April 20, 2012).

Workshop, "Phase One Lumina Training", Marshall University, Huntington, WV, USA, 0 credit hours. (March 2, 2012).

Workshop, "Blackboard Collaborate Training", Marshall, Huntington, WV, USA, 1 credit hours. (February 8, 2012).


4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II
Faculty Data Sheet
May 15, 2010 - May 15, 2015

Name: Kumika Toma  Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 17, 2012

Status: Probationary

Highest Degree Earned: Ph D  Date Degree Received: 2009

Conferring Institution: Ohio University, Athens, OH 45701

Area of Degree Specialization: Muscle Biology and Exercise Physiology, Biostatistics

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>% Respon</th>
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<td>ESS 386</td>
<td>Adult Fitness</td>
<td>18</td>
<td>100</td>
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<tr>
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<td>ESS 623</td>
<td>Adv Ex Phys II</td>
<td>15</td>
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<td>ESS 345</td>
<td>Exercise Physiology</td>
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<td>38</td>
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NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) Scholarship/Research

Contracts, Grants and Sponsored Research

Toma, K. (Co-Principal), Grant, "Eccrine sweating mechanism: implications for hyperhidrosis and thermoregulation", NIH, Marshall University, $300,000.00, Currently Under Review.

Toma, K. (Principal), Grant, "Skeletal muscle mitochondrial analysis of statin-induced myopathy in human", WVHEPC, State, $5,000.00, Not Funded.


Toma, K. (Principal), Grant, "Histological analysis of statin-induced myopathy in human", MU faculty senate, Marshall University, $2,000.00, Funded. (November 2013 - Present).

Toma, K. (Principal), Grant, "Sex and Age Differences in Skeletal Muscle Responses to Unweighing and Recovery", NASA/internal, Marshall University, $5,000.00, Funded. (July 1, 2014 - December 31, 2015).
Intellectual Contributions


Toma, K. University programs review American Public University System.

Toma, K. Journal article review Journal of Sport and Health Science.

Toma, K. Journal article review Measurement in Physical Education and Exercise Science.


Presentations


Research Currently in Progress

Toma, Kumika. “Sex and Age Differences in Skeletal Muscle Responses to Unweighing and Recovery”, On-going, Scholarly.

Toma, Kumika, "Early detection of childhood obesity using combination of BMI and physical fitness", Writing Results, Scholarly.


Toma, Kumika, "Rowing performance and effects of weight limitation", Writing Results, Scholarly.

Toma, Kumika, "Sex and Age Differences in Skeletal Muscle Responses to Unweighing and Recovery", On-Going, Scholarly.

Toma, Kumika, "Skeletal muscle changes in hypercholesterolemia patient with statin treatment", On-Going, Scholarly.


Toma, Kumika, Thad E. Wilson, "Skin sympathetic nerve activity in various skin", Writing Results, Scholarly.

Directed Student Learning and Research

Watson, R., Research, Undergraduate Honors Thesis, Honors Department, "Factors Affecting Range of Motion and Duration of Outpatient Physical Therapy Following Total Knee Arthroplasty", In-Process. (September 2012 - Present).

Jenna, V., Research, Advisor, Exercise Sci Sport & Rec Department, "Utilization of unilateral heat to increase extremity bone length in mice". Completed. (January 2014 - May 2014).

David, C., Research, Dissertation Committee Member, Exercise Sci Sport & Rec Department, "Examination of two


2) Service

Department

Search committee, Committee Member, (December 2012 - August 2014).

Ad hoc Minor Program, Committee Chair, (October 2012 - December 2012).

College

Arts and Wellness collaboration, Arts and Wellness collaboration (May 12, 2014 - Present).

COHP faculty organization, Attendee, Meeting (August 19, 2013 - Present).

Learning and laboratory resources, Committee Member (August 19, 2013 - Present).

Huntington High School Career Fair presentation, Huntington High School Career Fair presentation (November 14, 2014).

Cabell Midland High School Health & Science Recruitment Fair presentation, Cabell Midland High School Health & Science Recruitment Fair presentation (September 22, 2014).

Pullman Square Summer Concert recruitment, Pullman Square Summer Concert (June 4, 2014).

COHP Research and Activity Day judge, volunteer, COHP Research and Activity Day judge, volunteer (April 21, 2014).

HOSA symposia presentation, Judge (March 14, 2015).

HOSA symposia presentation, Presentator (March 7, 2014).

HOSA symposia presentation, Presentator (March 1, 2013).

University

Green and White Day, Green and White Day (January 2013 - Present).

Preview Day, Preview Day (January 2013 - Present).

Honor tutorial thesis committee, Committee Member (October 2012 - May 2013).


Professional


American Public University System, Program reviewer, Charles Town, WV, USA (September 2, 2014 - September 30, 2014).


Measurement in Physical Education and Exercise Science, Reviewer, Journal Article, USA (July 8, 2013 - December 7,
2013).

Journal of Sport and Health Science, Reviewer, Journal Article, China (July 2012 - August 2012).

Community


Boy Scout Merit Badge, Instructor, Huntington, WV (February 14, 2015).


Boy Scout Merit Badge, Instructor, Huntington, WV (February 8, 2014).


Boy Scout Merit Badge, Instructor, Huntington, WV (February 15, 2013).

Ohio Science Fair, Super Judge, Athens, Ohio (June 2012).

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Memberships


American Physiological Society, APS. (2009 - Present).

American College of Sport Medicine, ACSM. (2005 - Present).

Faculty Development Activities Attended

Workshop, "HLC Open Pathways Project", Marshall University, Huntington, WV.

Workshop, "Quality Matters", Quality Matters, South Charleston, WV. (October 24, 2014).

Workshop, "Bb Collaborate Learning Manager", MU/Blackboard, Huntington, WV, 10 credit hours. (October 2, 2013 - October 19, 2013).

Workshop, "Budgeting Basics", MURC, Huntington, WV, 1 credit hours. (October 11, 2013).

Workshop, "MURC Overview/Lifecycle of a Grant", MURC, Huntington, WV, 1 credit hours. (September 27, 2013).

Workshop, "CITI medical research training", The Collaborative Institutional Training Initiative, Miami, FL, 3 credit hours. (September 6, 2013).

Tutorial, "DegreeWorks", MU, Huntington, WV, 1.5 credit hours. (August 17, 2013).

Tutorial, "TECI", MU, Huntington, WV, 1.5 credit hours. (August 17, 2013).


Tutorial, MU, Huntington, WV, 2 credit hours. (January 30, 2013).

Workshop, "OpenPathway Activity 3 Training", MU, Huntington, WV, 2 credit hours. (January 28, 2013).

Tutorial, "Grant application process", College of Health and Professions, Huntington, WV, 2 credit hours. (October 2012).
Tutorial, "Sexual Harassment Training", Marshall University, Huntington, WV, 2 credit hours. (October 2012).

On-line training and certification, "CITI Human Subject Research Training and Certificate", Collaborative Institutional Training Initiative, FL and WA, USA, 2 credit hours. (October 16, 2012).


Awards/honors (including invitations to speak in your area of expertise) or special recognition
There is no teaching assistant in undergraduate Exercise Science program.
Appendix III
Students’ Entrance Abilities for Past Five Years of Graduates: BS in Exercise Science

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
<th>Mean SAT Writing</th>
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<tr>
<td>2010-2011</td>
<td>26</td>
<td>3.39 (n = 24)</td>
<td>21.4 (n = 15)</td>
<td>498.6 (n = 7)</td>
<td>454.3 (n = 7)</td>
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<tr>
<td>2011-2012</td>
<td>17</td>
<td>3.38</td>
<td>21.7 (n = 13)</td>
<td>493.8 (n = 8)</td>
<td>513.8 (n = 8)</td>
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<tr>
<td>2012-2013</td>
<td>33</td>
<td>3.56</td>
<td>22.7 (n = 28)</td>
<td>504.0 (n = 10)</td>
<td>522.0 (n = 10)</td>
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<tr>
<td>2013-2014</td>
<td>44</td>
<td>3.63</td>
<td>22.1 (n = 39)</td>
<td>487.8 (n = 14)</td>
<td>507.9 (n = 14)</td>
<td>470.8 (n = 13)</td>
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<td>2014-2015</td>
<td>28</td>
<td>3.92</td>
<td>23.6 (n = 26)</td>
<td>543.3 (n = 6)</td>
<td>526.7 (n = 6)</td>
<td>496.7 (n = 6)</td>
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</table>
## Appendix IV
Exit Abilities for Past Five Years of Graduates: BS in Exercise Science

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
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<td>2014-2015</td>
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<td>3.39</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
### Appendix V: Assessment Summary

**Assessment Summary**

**Component Area/Program/Discipline: BS in Exercise Science**

<table>
<thead>
<tr>
<th>Program's Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards /Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will relate concepts related to Exercise Physiology and its application to exercise science and examine concepts related to exercise physiology. Decide the appropriate level of monitoring, exercise intensity, and type of exercise for apparently healthy individuals and patients with known disease.</td>
<td>Assessment Point 1: ESS 345: Comprehensive essay questions/case study questions on examinations relating to metabolic and cardiopulmonary exercise physiology.</td>
<td>Milestone</td>
<td>Because exercise physiology is a basic course and one of pre-requisites for most PT school, many students’ from other program take this class. Although pre-requisites for ESS 345 are same, some students seem to be either not prepared well for this extensive science class.</td>
<td>Establishment of ESS 211 offers an introductory fitness course for those who do not satisfy the pre-requisites. Instructors closely check registered students before the semester start and personally suggest to change to ESS 211 or complete the pre-requisites.</td>
</tr>
<tr>
<td>Assessment Point 2: ESS 375: Laboratory Assignment and Laboratory Report. Case Study Type Exam Questions On Presented Data.</td>
<td>Capstone</td>
<td>Although ESS 345 with the grade of C or better is a pre-requisite for this course, some students without satisfying the pre-requisite registered this course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students will understand the mechanisms of chronic disease in the U.S. Evaluate and recognize disease risk factors for the general population. Describe the roles of exercise in prevention and treatment of chronic disease.

| Assessment Point 1: ESS 345: Exam and homework question. | Milestone | Because exercise physiology is a basic course and one of pre-requisites for most PT school, many students' from other program take this class. Although pre-requisites for ESS 345 are same, some students seem to be either not prepared well for this extensive science class. |
| Assessment Point 2: ESS 385: Short answer/case study type exam question. Journal article search and presentation. | Capstone | Because many of our students are to work in medical/fitness field with customers and/or patients, they need to gain better communication skills. |
**Program Learning Outcome 1:** Students will relate concepts related to Exercise Physiology and its application to exercise science and examine concepts related to exercise physiology. Decide the appropriate level of monitoring, exercise intensity, and type of exercise for apparently healthy individuals and patients with known disease.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Terminology</strong></td>
<td>Introductory: Student uses the correct physiological terminology to describe the adaptations to the type of training presented</td>
</tr>
<tr>
<td></td>
<td>Advanced:</td>
</tr>
<tr>
<td><strong>Sequence/Logic</strong></td>
<td>Introductory: The precise physiological mechanisms that cause the adaptation is described in a reasonable manner while integrating at 2 of the systems involved in the adaptation</td>
</tr>
<tr>
<td></td>
<td>Advanced:</td>
</tr>
<tr>
<td><strong>Organization/Rhetoric/Delivery</strong></td>
<td>Introductory: The answer is clear, succinct, relevant, and scientifically correct</td>
</tr>
</tbody>
</table>

**Program Learning Outcome 2:** Students will understand the mechanisms of chronic disease in the U.S. Evaluate and recognize disease risk factors for the general population. Describe the roles of exercise in prevention and treatment of chronic disease.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognition/Discernment</strong></td>
<td>Introductory: The student will be able to recognize and select the appropriate risk factors related to disease</td>
</tr>
</tbody>
</table>
## Appendix VI

### Program Course Enrollment: BS in Exercise Science

| Sub | CRSE | TITLE | Type | Camp | SU10 | FA10 | SP10 | SU11 | FA11 | SP11 | SU12 | FA12 | SP12 | SU13 | FA13 | SP13 | SU14 | FA14 | SP14 | SU15 | FA15 | SP15 |
|-----|------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| ESS | 318  | Develop PE & Sport in US | None | Huntington | 55 | 20 | 6 | 55 | 33 | 30 | 3 | 27 | 26 | 2 | 35 |
| ESS | 301  | Intro Appl Anal & Physiol | E-Course | Online Course | 22 | 34 | 82 |
| ESS | 301  | Intro Appl Anal & Physiol | None | Huntington | 56 |
| ESS | 211  | Phys Fit Leadership | None | Huntington | 31 | 30 | 27 | 36 | 4 | 28 |
| ESS | 211  | Physical of Fitness | None | Huntington | 41 |
| ESS | 216  | Sport Sci & Exci - Phys | E-Course | Online Course | 31 | 39 | 35 |
| ESS | 216  | Sports Injury Prevention | None | Huntington | 32 | 28 |
| ESS | 216  | Sports in Society (CI) | E-Course | Online Course | 45 | 75 | 37 | 64 |
| ESS | 216  | Sports in Society (CT) | None | Huntington | 19 |
| ESS | 220  | Fitness and Wellness | E-Course | Online Course | 34 | 56 | 104 | 40 | 68 | 81 | 48 | 36 | 67 | 42 |
| ESS | 220  | Nutrition & Wellness | None | Huntington | 15 | 24 | 51 |
| ESS | 296  | Intro to Sport Management | E-Course | Online Course | 20 | 19 | 17 | 18 | 15 |
| ESS | 296  | Intro to Sport Management | None | Huntington | 18 |
| ESS | 296  | Prac Spts Mgmt & Med | None | Huntington | 20 | 20 | 19 | 18 | 17 | 16 | 18 | 16 |
| ESS | 301  | Ball Sport & Phys Activity | None | Huntington | 23 | 21 | 31 | 6 | 15 | 25 | 25 |
| ESS | 305  | Early Child Phys Ed & Ftn | None | Huntington | 53 | 51 | 48 | 29 | 28 | 25 | 67 | 56 | 50 | 14 | 23 | 50 |
| ESS | 305  | Early Child Phys Ed & Ftn | Off-campus | None | 43 | 26 | 19 | 30 |
| ESS | 314  | Phys Ed Elementary School | None | Huntington | 11 | 18 | 11 |
| ESS | 321  | Biomechanics | None | Huntington | 11 | 39 | 30 |
| ESS | 345  | Exercise Physiology | None | Huntington | 1 | 39 | 48 | 14 | 49 | 41 | 14 | 44 | 19 | 45 | 34 | 19 | 34 | 40 |
| ESS | 345  | Exercise Physiology Lab | None | Huntington | 25 | 9 |
| ESS | 356  | Ryth & Movement Children | None | Huntington | 14 | 6 | 15 | 24 |
| ESS | 359  | Motor Learning | E-Course | Online Course | 10 | 38 | 16 | 24 |
| ESS | 359  | Motor Learning | None | Huntington | 14 | 25 |
| ESS | 375  | Exercise Prescription | None | Huntington | 6 |
| ESS | 375  | Fitness Assess & Excr Prescr | None | Huntington | 22 | 22 | 25 | 20 | 7 | 27 | 29 | 6 | 21 | 22 | 23 | 26 |
| ESS | 375  | Fitness Assess & Excr Prescr | Online Course | 25 |
| ESS | 380  | Sport Marketing | E-Course | Online Course | 52 | 75 | 8 | 12 | 25 | 22 | 48 | 63 | 25 | 23 | 52 |
| ESS | 380  | Sport Marketing | None | Huntington | 25 | 25 |
| ESS | 381  | Sport Finance & Economics | E-Course | Online Course | 25 | 8 | 40 | 27 |
| ESS | 381  | Sport Finance & Economics | None | Huntington | 15 | 23 | 22 | 20 | 19 | 3 |
| ESS | 385  | Devol Adult Fitness Prog | None | Huntington | 22 | 7 | 26 | 42 | 19 | 16 | 17 | 18 |
| ESS | 385  | Adult Fitness | None | Huntington | 2 |
| ESS | 385  | Special Ftn Interm | None | Huntington | 12 | 24 | 7 | 24 | 14 | 7 | 28 | 18 | 8 | 31 | 6 | 19 | 24 |
| ESS | 410  | Admin & Org in Sport | None | Huntington | 8 | 21 | 29 | 32 | 4 | 29 | 25 |
| ESS | 410  | Admin & Org in Sport | None | Huntington | 1 |
| ESS | 410  | Admin & Org in Sport | None | Huntington | 15 | 9 | 10 |
| ESS | 430  | Sport Law | E-Course | Online Course | 59 | 40 | 24 | 31 | 17 | 11 | 46 | 11 |
| ESS | 430  | Sport Law | None | Huntington | 15 |
| ESS | 435  | Adapted PE & Mainstream | None | Huntington | 7 | 11 | 19 | 16 | 17 | 2 | 24 |
| ESS | 440  | Women in Sport | None | Huntington | 5 |
| ESS | 442  | Sport of Strength & Cond | None | Huntington | 16 | 23 | 24 | 35 | 6 | 38 | 10 | 26 | 21 |
| ESS | 447  | Advanced Phys Ed Ped | None | Huntington | 14 | 21 | 41 | 19 |
| ESS | 475  | Sports Med Mgmt | None | Huntington | 24 | 18 | 22 | 17 | 20 | 17 | 2 | 15 | 12 | 2 | 19 | 7 |
| ESS | 476  | Theor Pract Assessment | None | Huntington | 6 |
| ESS | 476  | Theor Pract Assessment | None | Huntington | 7 | 5 | 18 | 7 | 35 | 5 | 38 | 1 | 28 |
| ESS | 490  | Sport Science | None | Huntington | 29 |
Appendix VI lists all Exercise Science and Sport (ESS) courses, which include courses for Exercise Science, Sport Management/Marketing, and Sport Study.
**Appendix VII**  
**Program Enrollment: BS in Exercise Science**

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2010-2011</th>
<th>Year 2 2011-2012</th>
<th>Year 3 2012-2013</th>
<th>Year 4 2013-2014</th>
<th>Year 5 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emphasis 1: Exercise Physiology</td>
<td>36</td>
<td>52</td>
<td>82</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>Area of Emphasis 2: Health and Wellness</td>
<td>10</td>
<td>16</td>
<td>13</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Area of Emphasis 3: Strength and Conditioning</td>
<td>11</td>
<td>16</td>
<td>17</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis 4: Sports Management/Marketing</td>
<td>1</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis 5: Clinical Exercise Physiology</td>
<td>----</td>
<td>----</td>
<td>13</td>
<td>62</td>
<td>97</td>
</tr>
<tr>
<td>Principal Majors Enrolled Area of Emphasis 6: Applied Exercise Physiology</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>No Areas of Emphasis</td>
<td>46</td>
<td>33</td>
<td>47</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td>----</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>104</td>
<td>118</td>
<td>178</td>
<td>183</td>
<td>197</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>26</td>
<td>17</td>
<td>33</td>
<td>44</td>
<td>28</td>
</tr>
</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: BS in Exercise Science
## Appendix VIII
Job and Graduate School Placement Rates: BS in Exercise Science

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>2013-2014</td>
<td>At least 1</td>
<td>At least 1</td>
<td>Unknown</td>
<td>18</td>
<td>Unknown</td>
</tr>
<tr>
<td>2014-2015</td>
<td>At least 1</td>
<td>At least 1</td>
<td>Unknown</td>
<td>15</td>
<td>Unknown</td>
</tr>
<tr>
<td>Five –Year Total</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
Known Job and Graduate School Placements

2013-2014 (Total graduates = 44)

Employment
- Phil Cline YMCA Huntington, Assistant Director of Kids in Motion (1)
- Northwestern Mutual, Health Assessor (1)

Graduate School
- Marshall University, School of Medicine (2)
- Marshall University, School of Physical Therapy (4)
- West Virginia University, Division of Physical Therapy (2)
- Ohio University, Division of Physical Therapy (2)
- East Tennessee State University, Department of Physical Therapy (1)
- Marshall University, Master of Science in Exercise Science (5)
- Kent State University, Master of Science in Exercise Physiology (1)
- Clemson University, Master of Business Administration (1)

2014-2015 (Total graduates = 28)

Employment
- Zoll, Life Vest (cardiovascular rehabilitation) sales (1)
- 9Round Fitness, Franchisee (1)

Graduate School
- Marshall University, School of Medicine (1)
- Marshall University, School of Physical Therapy (2)
- West Virginia University, Division of Physical Therapy (1)
- Indiana University, Physical Therapy program (1)
- Marymount University, Department of Physical Therapy (1)
- University of Charleston, Physician Assistant Program (1)
- Chatham University, Physician Assistant Program (1)
- Marshall University, Master of Science in Exercise Science (3)
- Marshall University, Master of Science in Health Informatics (1)
- Shawnee State University, Master of Science in Occupational Therapy (1)
- Palmer College of Chiropractic Davenport (1)
- Palmer College of Chiropractic Port Orange (1)
Spalding University, Master of Occupational Therapy (1)
Mississippi State University, Master of Exercise Physiology (1)
Appendix IX: Letters from the Assessment Office: BS in Exercise Science

Dr. Kumika Toma, Program Director
Undergraduate Exercise Science Program
College of Health Professions

Dear Kumika:

The University Assessment Committee reviewer and I have completed our evaluations of the BS in Exercise Science's assessment of student learning for academic year 2013 – 2014. This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from your reviewer.

Your assessment plan appears to be appropriate. I appreciate the issue with students being in classes without prerequisites having an impact on their performance. However, do you think it might be significant that most of the students did not meet the milestone benchmark for your first outcome's first trait (terminology) at assessment point 1, but not for the other two? This finding also held for assessment point 2 for that outcome, where all students met the capstone benchmark. This suggests to me that further investigation of what should be done to strengthen performance in the sequence/logic and organization/grammar/delivery traits should be considered. As you know, assessment is a continuous process and it is always acceptable to change parts of the assessment plan as informed by data.

Reports for academic year 2014 – 2015 are officially due on May 15. If you need additional time to complete data analysis, please let me know and I ask that your final report be submitted no later than September 15.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President for Assessment and Quality Initiatives

C: Dr. Mike Prewitt, Dean, COHP
   Dr. Gary McIlvain, Chair of Kinesiology
Office of Assessment & Program Review

August 5, 2013

Dr. Kumika Toma, Program Director
Exercise Science – Bachelor of Science
School of Kinesiology
College of Health Professions

Dear Kumika:

The University Assessment Committee reviewers and I have completed our evaluations of the BS in Exercise Science’s assessment of student learning for academic year 2012 – 2013, as submitted in the Open Pathways Project report last updated in May 2013. This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from reviewers. Please note that the reviewers’ comments are based on the reports you submitted in February 2013, so may not be appropriate for your final report.

Your program’s learning outcomes are appropriate to your field and require students to demonstrate higher levels of thinking/learning. However, I note that your program has only two learning outcomes. My assumption is that you are in the process of developing a few more. Your assessment plan shows a variety of assessment measures that are integrated throughout your curriculum, although you may be relying too heavily on exam questions. You have made a nice start on your rubrics, but some of the performance level descriptions are the same across levels, i.e. they don’t differentiate performance between milestone and capstone levels. You also might want to review the university’s rubrics, which you can find at www.marshall.edu/assessment/LearningOutcomes.aspx. Click on the hyperlink for each domain of critical thinking to access its rubric. I understand that this is a fairly new program and that you were not ready to collect data this year. I will look forward to your report of data collection, analysis of those data and planned actions in your next report.

During the academic year 2013 – 2014, programs will continue to report assessment results and plan actions using the online reporting form used last year. These reports will be due at the end of the academic year. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President
Assessment and Quality Initiatives

C: Dr. Mike Prewitt, Dean, COHP
   Dr. Gary McElvain, Chair, SOK
Dr. Terry Shepherd, Program Coordinator
Exercise Science
College of Health Professions

Dear Terry:

The University Assessment Committee and I have completed our evaluation of the BS in Exercise Science's assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

The one page report submitted indicates that the Assessment Plan will be developed during the Open Pathways Demonstration Project.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project's steering committee will provide more feedback regarding next steps in that project at summer's end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Michael Prewitt, Dean, COHP
Dr. Gary McIlvain, Chair, School of Kinesiology
Dr. Gary McIlvain, Chair  
School of Kinesiology  
COHP  

Dear Gary:

The University Assessment Committee and I have completed our evaluation of the BS in Exercise Science’s assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Learning outcomes are measurable and some measure higher orders of thinking. Measures need to be developed for each outcome. The grade students receive in a course is not a valid measure of the outcomes for a number of reasons. First, it is too holistic to inform program improvement and is likely influenced by factors (e.g. attendance) that do not reflect actual student work.

One reviewer noted that assessment tools appear to be substantial and that the program is required to meet criteria set by its accrediting body. Please see the rubric sent earlier for additional reviewer comments.

During the academic year 2011 – 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds  
Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Mike Prewitt, Dean, COHP