### PART ONE:

<table>
<thead>
<tr>
<th>What are the learning objectives?</th>
<th>How, where and when are they assessed? Committee/person responsible?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>How will the results be used? Committee/person responsible?</th>
</tr>
</thead>
</table>
| 1. The graduate student will synthesize information from coursework and scholarly research on a self-chosen but directed, focused topic in physical education and present a graduate paper. | **How:** Master's Oral Examination – Submit Master paper.  
**Where:** Oral presentation based on a scholarly paper presented to a 3 member panel of Graduate Faculty.  
**When:** At the end of annual academic year – summer 2005 – 2006. Students have mentored their work with faculty throughout the writing process.  
**How:** Classroom assignments, exams and the preparation of a mini-thesis will be completed throughout the semester.  
**Where:** In the classroom.  
**When:** Throughout the semester.  
**Committee/person responsible:** Professor or advisor | **All panel members must be in agreement according to the graduate master oral rubric that the graduate student successfully completed the oral components of the Master's Exam.** | **In the cycle summer 2005, fall 2005, spring 2005, early summer 2006, 41 students met expectations. While none failed, extensive remediation was completed on 3 students. These students significantly re-worked their paper as a result of pre-orals mentoring.** | **All students successfully passed the courses which demonstrated competence for the learning objective.** | **1. To determine if the graduate student will be eligible for graduation (Certificate of Comprehensive Knowledge).  
2. To evaluate the individual candidates knowledge in a specific academic concentration – pedagogy, athletic administration, exercise science.  
3. To evaluate an individual candidates written and oral communication skills.  
4. To serve as a source of feedback to faculty members regarding the effectiveness of the program.  
5. To identify/spotlight program gifted individuals with the potential for further graduate and doctoral study.** |
PART TWO: Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program.

M.S. in Physical Education
All Concentrations

1. For the 2006-2007 academic year, it is the plan to start collecting the graduate master oral exam rubric from year to year in order to determine if any common concerns are emerging on graduate student trends. This will be used as valuable feedback to graduate coordinator and faculty to improve student learning in the future.

2. For the 2006-2007 academic year, the department chair will begin completing an exit interview will all graduate students who will be completing their degree in order to collect data about each graduating student. This information will be collected, integrated and used by faculty and other appropriate constituents to improve student learning. We will begin building our own database of all of our graduate students as they leave us and go out into the professional world. It is then our plan to institute a five year alumni follow-up beginning in five years using the data that we collect in 2006-2007.

Student's graduate papers are more focused, well-written, and comprehensive based on the revisions of the guidelines that were made last year.

4. Graduate students choose a mentor from the graduate faculty with an expertise in the area of the student's chosen topic. The student works with his mentor throughout the writing of the master's paper. We have also added a contract that both the graduate student and advisor must now sign which outlines the timelines of the orals.

5. Though all students passed the coursework in Research Methods and Statistics, areas which students did not comprehend as well or had minimal competence have been changed to enhance students' learning.
<table>
<thead>
<tr>
<th>What are the learning objectives?</th>
<th>How, where and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>How will the results be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop student competency in graded exercise testing, for “special populations,” especially the cardio-pulmonary patients.</td>
<td>How: Practicum, internship and class examinations and assignments. A rubric and common evaluations are used to assess the internship experience. Common evaluations are used for the majority of class assignments and exams. Where: Cardiac Rehabilitation Program at Sarah Bush Lincoln Health Center and the Adult Fitness Program at EIU When: Throughout the year, especially at midterm and end of year.</td>
<td>All students will successfully pass internships and class examinations and assignments. Students must receive a minimum of 80% for successful passing of the practicum and internship.</td>
<td>In the cycle 2005-2006, 100% of students passed their internships and class exams and assignments. An area of concern was 12-lead EKG’s and emergency medications</td>
<td>1. To determine if the graduate student will be eligible for graduation (Certificate of Comprehensive Knowledge). 2. To evaluate the individual candidates knowledge. 3. To evaluate an individual candidates written and oral communication skills. 4. To serve as a source of feedback to faculty members regarding the effectiveness of the program.</td>
</tr>
</tbody>
</table>

**Committee/Person Responsible**
Professors, EIU Adult Fitness Staff and SBLHC Mets Staff
PART TWO: Summarize your changes and improvements in curriculum, instruction, and learning that have resulted from implementation of your assessment program.

1. Improvements: Due to the changes that were implemented last year, graduate students are more knowledgeable about EXG arrhythmics and graded exercise testing. This is documented through the hospital competency check-list that hospital employees complete. The orientation and weekly meetings with the supervised experience courses has been invaluable. Through verbal communication between the graduate students, the hospital staff, and coordinator of experiences, all parties involved feel the internships are much more focused and challenging.

2. Changes in PED 5250 – EKG – more emphasis on 12-lead EKG’s and a weekly study session group was continued.

3. Changes in PED 5640 – GXT and Ex. Prescription – additional emergency procedures and medications content has been added to class. A guest speaker from SBLHC spoke on both topics and assignments have been added to address this issue.

4. Graduate Students in PED 5450 – Sup. Exp. in Adult Fitness – A rubric is currently being developed to better assess this course.

5. Students in PED 5655 – Sup. of Cardiac Rehab. The supervisor of experience continues to meet weekly with coordinator at SBLHC to discuss students’ progress. Students now take a competency test at the end of internship. The results are discussed with the students individually with the SBLHC Intern, Coordinator, and the EIU course instructor. Students also share any concerns they have of the internship experience.