



Lander University: Unit/Program Review Report

UNIT/PROGRAM NAME	Exercise Science
OFFICE OF PRIMARY RESPONSIBILITY	Department Chair, Physical Education and Exercise Studies
ASSESSMENT COORDINATOR	Gina Barton
SUBMISSION DATE OF THIS REPORT	August 21, 2009

- I. **UNIT/PROGRAM GOAL:** Develop an understanding of important concepts related to: 1) anatomy, physiology, and biomechanics of the human organism; 2) exercise science laboratory techniques; 3) exercise science research; and, 4) the promotion of healthy lifestyles.

Strategic Goal Supported	1. Learning						
Indicator of Success/ Student Learning Outcome AND Summary of Data	Indicator/ Learning Outcome		AY 2006-2007	AY 2007-2008	Fall 2008	Spring 2009	
	1.	Percent of Exercise Science students who had taken the Professional Knowledge Inventory (PKI) until a "total test score" of 70% or higher was achieved (test taken until mastered). Beginning Spring Semester 2008, the PKI was revised to provide student performance data specific to each of the four concept areas identified in the Unit/Program Goal.	100% (n = 30)	100% (n = 31)	N/A	N/A	
	2.	Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest of the PKI.	N/A	N/A	0% (0 of 9)	9% (2 of 22)	
	3.	Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or	N/A	N/A	22% (2 of 9)	23% (5 of 22)	

		higher on the exercise science laboratory techniques subtest of the PKI.					
	4.	Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the exercise science research subtest of the PKI.	NA	NA	22% (2 of 9)	23% (5 of 22)	
	5.	Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the promotion of healthy lifestyles subtest of the PKI.	NA	NA	22% (2 of 9)	27% (6 of 22)	
Assessment Instrument(s) and Frequency of Assessment	Instrument		Frequency				
	1.	Professional Knowledge Inventory (PKI) PKI taken until "total test score" is mastered (mastery = 70% or higher on "total test score")	The PKI is administered every Fall and Spring semester in PEES 499 to graduating seniors				
	2.	PKI subtest (anatomical, physiological, and biomechanical conceptual knowledge)	Every Fall and Spring semester in PEES 499 to graduating seniors				
	3.	PKI subtest (exercise science laboratory techniques)	Every Fall and Spring semester in PEES 499 to graduating seniors				
	4.	PKI subtest (exercise science research)	Every Fall and Spring semester in PEES 499 to graduating seniors				
	5.	PKI subtest (promotion of healthy lifestyles)	Every Fall and Spring semester in PEES 499 to graduating seniors				
Expected Outcome	Met (3)		Partially Met (2)		Not Met (1)		
	1.	>80% of "first time test takers" achieve a "total test score" of 70% or higher on the PKI	Between 70 and 80% (or all but one student) of "first time test takers" achieve a "total test score" of 70% or higher on the PKI		<70% of "first time test takers" achieve a "total test score" of 70% or higher on the PKI.		
	2.	>80% of "first time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.	Between 70 and 80% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.		<70% of "first time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.		

	3.	>80% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.	Between 70 and 80% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.	<70% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.
	4.	>80% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest	Between 70 and 80% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest	<70% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest
	5.	>80% of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest	Between 70 and 80% (or all but one student) of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest	<70% of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest
Review of Results and Actions Taken	1.	<p>Goal was met for "total test score" from AY 2007 to Spring 2008. Students took the test until mastery was achieved ("total test score" = 70% or higher)</p> <p>The faculty reviewed data in the summer of 2008 and from a discussion of student performace, it was discovered that some students who met the 70% expected outcome ("total test" score) did not perform well in a particular class or internship as reported by individual faculty members. Further review of student performance on the PKI concluded that this group of students did not perform well on items designed to measure physiological and biomechanical concepts, although all students achieved a total score of at least 70% on the total test.</p> <p>In response to this analysis, a scope and sequence workshop was held in the summer of 2008 to examine how these concepts are addressed in the overall exercise science curriculum. The faculy has revised three courses, anatomy, physiology, and biomechanics as part of ongoing workshops. The faculty will meet this fall prior to the beginning of classes to continue with the scope and sequence workshops to include the sequencing of learner outcomes in all areas of the exercise science curriculum.</p> <p>The faculty also concluded that the use of a "total test score" as a metric for gauging student competency was not adequate for guiding program improvement and revision. In addition, the test contained items addressing athletic training and physical education which lacked content validity for assessing student competency in exercise science. In response, the faculty revised the Professional Knowledge Inventory (PKI) to address specifically the following areas: 1) anatomy, physiology, and biomechanics of the human organism, 2) exercise science laboratory techniques, 3) exercise science research; and 4) the promotion of healthy lifestyles. These subtests now provide the basis for addressing this unit goal.</p>		

		<p>The revised Professional Knowledge Inventory was administered in the fall semester of 2008 and the spring semester of 2009. Student performance data reveal that the majority of students are not scoring at least 70% on PKI subtests (see specific subtest review below in 2 - 5) with the majority of students scoring between 50-60% on each subtest. One consideration given for not meeting the success indicator is that a specified score for the PKI is not required for graduation which may lead to students not giving their full potential.</p>
	2.	<p>Spring 2009 The expected outcome was not met for this subtest. Nine percent (n = 2) of the students scored above 70% on the conceptual knowledge subtest in anatomy, physiology, and biomechanics. The data indicated the average score was 53%, an increase of 13% points from fall 2008. The faculty will continue to analyze these data this fall and will conduct an item analysis to inquire further about student performance (i.e., content validity of this subtest, question formatting). See Summary Section for further description of actions taken.</p> <p>Fall 2008 The expected outcome was not met for this subtest. No students scored above 70% on the conceptual knowledge subtest in anatomy, physiology, and biomechanics. The data indicated the average score was 40%, Not Met. One point for consideration is the analysis included results from "first time test takers" this year as opposed to analyzing data after students received a "total test score" of 70% or higher. See Summary Section for further description of actions taken.</p>
	3.	<p>Spring 2009 The expected outcome was not met for this subtest. Twenty-three percent (n = 5) of the students scored above 70% on the conceptual knowledge subtest in laboratory techniques. The data indicated the average score was 60%, an increase of 7% points from fall 2008. Due to a turnover of faculty and poor student performance data, scope/sequence workshops will continue to clarify, revise, and/or modify existing course outcomes for classes utilizing laboratory techniques (PEES 311, 362, and 406). See Summary Section for further description of actions taken.</p> <p>Fall 2008 The expected outcome was not met for this subtest. Twenty-two percent (n = 2) of students scored above 70% on the conceptual knowledge subtest in laboratory techniques. The data indicated the average score was 53%. See Summary Section.</p>
	4.	<p>Spring 2009 The expected outcome was not met for this subtest. Twenty-three percent (n = 5) of the students scored above 70% on the conceptual knowledge subtest in exercise science research. The average score was 60%, an increase of 3% points from fall 2008. Strategies to integrate more of the research process in classes that employ</p>

		<p>laboratory techniques (PEES 311, 362, and 406) will be discussed/developed. Consideration is also being given to replacing one of the Exercise Science electives with an applied research class. See Summary Section for further description of actions taken.</p> <p>Fall 2008 The expected outcome was not met for this subtest. Twenty-two percent (n = 2) of students scored above 70% on the conceptual knowledge subtest in exercise science research. The data indicated the average score was 57%. See Summary Section for further description of actions taken.</p>
	5.	<p>Spring 2009 The expected outcome was not met for this subtest. Twenty-seven percent (n = 6) of the students scored above 70% on the conceptual knowledge subtest in the promotion of healthy lifestyles. The average score was 66%, an increase of 7% points from fall 2008. Student performance is consistently higher on this subtest (a result of content inherent to ES and subsequently taught across the ES curriculum); however, students did not meet the success indicator. It is also recognized that an increase in adjunct faculty may contribute to not meeting the indicator. Training workshops for adjunct faculty will be held this fall to communicate course outcomes and provide instructional strategies to improve teacher effectiveness.</p> <p>Fall 2008 The expected outcome was not met for this subtest. Twenty-two percent (n = 2) of students scored above 70% on the conceptual knowledge subtest in the promotion of healthy lifestyles. The average score was 59%. See Summary Section for further description of actions taken.</p>
	Sum	<p>The PKI data base is a two-year data base for which data have been reviewed and actions taken. Within two years, faculty have revised the PKI to align with with each knowledge concept of Goal 1 so that the evaluation of student results will yield more content specific information. Faculty regard the AY 2008-2009 data as baseline data for future comparisons. An item analysis will be conducted at the end of this AY 2009-2010 to determine content validity of the PKI exam (i.e., question format, question alignment with each knowledge concept, and high/low performance quesitons) and will be used to revise test questions if warranted. In addition, procedures for the analysis of PKI results are also under discussion. Recently the analysis included data from graduating seniors who are "first time test takers" rather than an analysis of data from graduating seniors who "mastered" the exam (received >70% on "total test score"). Results yield different evaluations of program performance (or the success indicator) as indicated in results section between AY 2007-2008 and AY 2008-2009. Even though data reveal the program not meeting Goal 1, the faculty, at this time, regard data from "first time test takers" as a more valid measure of student knowledge/learning. This procedure of analysis will be reviewed again at the end of Fall 2009 semester.</p>

		<p>Faculty acknowledge poor student performance is a result of faculty turnover particularly in anatomy, physiology, and biomechanics. Scope/sequence workshops have been held in summer 2009 to revise course objectives/expected outcomes, course content, and course assessments for anatomy, physiology, and biomechanics (as these courses build upon each other). Sequencing of course content and student assessments for each of the three classes have been determined to promote student learning.</p> <p>Faculty will discuss using the PKI as a "pre-test" for incoming sophomores during PEES 219 (introductory course for Exercise Science majors) and using the PKI as a "post-test" for graduating seniors in PEES 499 (senior seminar course) as a tool to measure student learning over time and subsequently program effectiveness.</p>				
Outcomes	Indicator of Success Evaluation		Indicator of Success Score			
	1.	Met	3			
	2.	Not Met	1			
	3.	Not Met	1			
	4.	Not Met	1			
	5.	Not Met	1			
Additional Resources Required to Achieve or Sustain Results		\$0.00				

II. **UNIT/PROGRAM GOAL:** Demonstrate professional knowledge and skills necessary for satisfactory performance in a clinical setting.

Strategic Goal Supported	1. Learning					
Indicator of Success/ Student Learning Outcome	Indicator/ Learning Outcome		Fall 2008	Spring 2009		
	1.	Earn an average score of 4 or better on the Internship Site Supervisor's Final Evaluation for professional knowledge demonstrated during internship	3.55 (n = 22)	3.68 (n = 19)		
AND	2.	Earn an average score of 4 or better on the	4.09	4.16		

Summary of Data		Internship Site Supervisor's Final Evaluation for practicum/clinical skills demonstrated during internship	(n = 22)	(n = 19)			
	3.	Earn an average score of 4 or better on the Internship Site Supervisor's Final Evaluation for work ethic and initiative during internship	4.23 (n = 22)	4.42 (n = 19)			
	4.	Earn an average score of 4 or better on the Internship Site Supervisor's Final Evaluation for appropriate and correct use of verbal skills during internship	3.73 (n = 22)	3.95 (n = 19)			
	5.	Earn an average score of 4 or better on the Internship Site Supervisor's Final Evaluation for accuracy of written skills during internship	3.31 (n = 22)	3.63 (n = 19)			
	6.	Average score earned of all students will be 90 or greater on the Internship Portfolio.	97.27 (n = 22)	95.95 (n = 19)			
	Assessment Instrument(s) and Frequency of Assessment	Instrument		Frequency			
1.		Site Supervisor Evaluation Scoring Rubric (Professional Knowledge sub-section)	Every Fall and Spring semester in PEES 490 (Internship)				
2.		Site Supervisor Evaluation Scoring Rubric (Practicum/clinical skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)				
3.		Site Supervisor Evaluation Scoring Rubric (Work Ethic/Initiative sub-section)	Every Fall and Spring semester in PEES 490 (Internship)				
4.		Site Supervisor Evaluation Scoring Rubric (Verbal skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)				
5.		Site Supervisor Evaluation Scoring Rubric (Written skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)				
6.		PEES 490 Internship Portfolio Grading Rubric	Every Fall and Spring semester in PEES 490 (Internship)				
Expected Outcome	Met (3)		Partially Met (2)		Not Met (1)		
	1.	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Professional Knowledge, will be 4.0 or greater	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Professional Knowledge, will be between 3.99 and 3.0		On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Professional		

			Knowledge, will be <3.0
	2.	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Practicum/clinical skills, will be 4.0 or greater	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Practicum/clinical skills, will be between 3.99 and 3.0
	3.	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Work ethic/initiative, will be 4.0 or greater	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Work ethic/initiative, will be between 3.99 and 3.0
	4.	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Verbal skills, will be 4.0 or greater	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Verbal skills, will be between 3.99 and 3.0
	5.	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Written skills, will be 4.0 or greater.	On a 5-point scale, the average score of all student scores on the Site Supervisor Final Evaluation for the sub-section, Written skills, will be between 3.99 and 3.0.
	6.	On a 100-point scoring rubric, the average score for all student scores on the PEES 490 Internship Grading Rubric will be 90 or greater	On a 100-point scoring rubric, the average score for all student scores on the PEES 490 Internship Grading Rubric will be between 80 and 80.99.
Review of Results and Actions Taken	1.	Spring 2009 The expected outcome was partially met for the average score on the sub-section, Professional Knowledge, from the Site Supervisor's Final Evaluation. The average score for Professional Knowledge sub-section was 3.68 on a 5-point scale. See Summary Section for further review.	

		<p>Fall 2008 The expected outcome was partially met for the average score on the sub-section, Professional Knowledge, from the Site Supervisor's Final Evaluation. The average score for the Professional Knowledge sub-section was 3.54 on a 5-point scale. See Summary Section for further review.</p>
	2.	<p>Spring 2009 The expected outcome was met for the average score on the sub-section, Practicum/clinical skills, from the Site Supervisor's Final Evaluation. The average score for Practicum/clinical skills sub-section was 4.16 on a 5-point scale. See Summary Section for further review.</p> <p>Fall 2008 The expected outcome was met for the average score on the sub-section, Practicum/clinical skills, from the Site Supervisor's Final Evaluation. The average score for the Practicum/clinical skills sub-section was 4.09 on a 5-point scale. See Summary Section for further review.</p>
	3.	<p>Spring 2009 The expected outcome was met for the average score on the sub-section, Work ethic/initiative, from the Site Supervisor's Final Evaluation. The average score for Work ethic/initiative sub-section was 4.42 on a 5-point scale. See Summary Section for further review.</p> <p>Fall 2008 The expected outcome was met for the average score on the sub-section, Work ethic/initiative, from the Site Supervisor's Final Evaluation. The average score for the Work ethic/initiative sub-section was 4.23 on a 5-point scale. See Summary Section for further review.</p>
	4.	<p>Spring 2009 The expected outcome was partially met to met for the average score on the sub-section, Verbal skills, from the Site Supervisor's Final Evaluation. The average score for the Verbal skills sub-section was 3.95 on a 5-point scale. On a typical 5-point Likert scale, a score of 3.0 or higher is considered acceptable performance but since the Internship Portfolio is a culminating learning experience, the faculty expect above average performance, particularly on the Final Evaluation form, to determine program effectiveness and student competency. Verbal communication skills are critical to the clinical setting and faculty have set "near perfect" expectations for this indicator.</p> <p>Fall 2008 The expected outcome was partially met or the average score on the sub-section, Verbal skills, from the Site Supervisor's Final Evaluation. The average score for the Verbal skills sub-section was 3.73 on a 5-point scale. On</p>

		a typical 5-point Likert scale, a score of 3.0 or higher is considered acceptable performance but since the Internship Portfolio is a culminating learning experience, the faculty expect above average performance, particularly on the Final Evaluation form, to determine program effectiveness and student competency. Verbal skills are critical to the clinical setting and "near perfect" expectations for indicator. Feedback will be disseminated to Spring Interns and Site Supervisors to improve in this area.
	5.	<p>Spring 2009 The expected outcome was partially met for the average score on the sub-section, Written skills, from the Site Supervisor's Final Evaluation. The average score for the Written skills sub-section was 3.32 on a 5-point scale. On a typical 5-point Likert scale, a score of 3.0 or higher is considered acceptable performance but since the Internship Portfolio is a culminating learning experience, the faculty expect above average performance, particularly on the Final Evaluation form, to determine program effectiveness and student competency. Faculty will evaluate the data to determine potential deficiencies in students' writing skills for the clinical setting.</p> <p>Fall 2008 The expected outcome was partially met or the average score on the sub-section, Written skills, from the Site Supervisor's Final Evaluation. The average score for the Written skills sub-section was 3.63 on a 5-point scale. On a typical 5-point Likert scale, a score of 3.0 or higher is considered acceptable performance but since the Internship Portfolio is a culminating learning experience, the faculty expect above average performance, particularly on the Final Evaluation form, to determine program effectiveness and student competency. Feedback will be disseminated to Spring Interns and Site Supervisors to improve in this area.</p>
	6.	<p>Spring 2009 The expected outcome was met. On a 100-point scoring rubric, the average score for all student scores on the PEES 490 Internship Portfolio Grading Rubric was 95.94 indicating excellent performance of clinical knowledge and skills. The faculty Internship Supervisor will analyze student data from the Internship Portfolio Grading Rubric to determine if further revisions to the Internship Portfolio Rubric are warranted and will use student data to disseminate generalized feedback to Fall 2009 and Spring 2010 interns. See Summary Section for further review.</p> <p>Fall 2008 The expected outcome was met. On a 100-point scoring rubric, the average score for all student scores on the PEES 490 Internship Portfolio Grading Rubric was 97.27 indicating excellent performance of clinical knowledge and skills. In its first year of implementation, the faculty Internship Supervisor will analyze student data from the Internship Portfolio Grading Rubric to determine if the rubric appropriately discriminates levels of student performance and will continue to use for Spring 2009 interns.</p>
	Sum	On a typical 5-point Likert scale, a score of 3.0 or higher is considered acceptable performance but since the student intern is evaluated with this same evaluation form at both mid-term and at the conclusion of the internship,

		<p>the student is given feedback and the opportunity to improve his/her skills prior to his/her final evaluation. Therefore, both the Faculty and Site Supervisors expect above average performance on the Final Evaluation form to determine program effectiveness and student competency in each of the pre-determined areas from the Site Supervisor's Final Evaluation: Professional Knowledge, Practicum/clinical skills, Work ethic/initiative, and Verbal/Written skills. This is the first year to use the revised Final Evaluation form and faculty will evaluate data to communicate expectations to students and site supervisors for AY 2009-2010 internships. Students and Site Supervisors are scheduled to meet prior to 2009-2010 internship experiences where the Mid- and Final Evaluation forms will be reviewed by Faculty Supervisor in detail with both parties. At the conclusion of AY 2009-2010, faculty will examine the reliability of the grading rubric used by the Site Supervisor's and will begin inter-rater reliability as deemed necessary. In addition, faculty are aware that the indicator of success may be set "too high" and unrealistic when determining program effectiveness. The indicator of success will be revisited with feedback from both Faculty and Site Supervisors at the conclusion of this years data cycle.</p> <p>The Internship Portfolio Grading Rubric is used to assess the student intern's ability to provide evidence of meeting student intern competencies as outlined in the Portfolio Grading Rubric. Again, a high indicator of success is set by the Faculty Internship Supervisor to determine program effectiveness. The standard is justified by the constant interaction between Site Supervisor and student intern as a way to promote student competency and "mastery" of skills outlined in the rubric. The AY 2009-2010 data will be compared to AY 2008-2009 data to see if revisions to the rubric are necessary and/or to re-evaluate the indicator of success.</p>	
Outcomes	Indicator of Success Evaluation	Indicator of Success Score	
	1.	Partially Met	2
	2.	Met	3
	3.	Met	3
	4.	Partially Met	2
	5.	Partially Met	2
	6.	Met	3
Additional Resources Required to Achieve or Sustain Results			

III. **UNIT/PROGRAM GOAL:** Demonstrate professional dispositions and appropriate communication skills to be successful in exercise related career

Strategic Goal Supported	1. Learning					
Indicator of Success/ Student Learning Outcome AND Summary of Data	Indicator/ Learning Outcome		Fall 2008	Spring 2009		
	1.	The average of all students scores on the Appropriate Professional Dispositions subsection of the PEES 499 Professional Disposition Scoring Rubric (evident through certifications, memberships, and volunteerism) will be 2.4 or higher.	2.70 (n = 9)	2.74 (n = 22)		
	2.	The average of all students scores on the Job-Interview Skills subsection of the PEES 499 Professional Disposition Scoring Rubric (evident through preparation, content of responses, grammar, and people skills) will be 2.4 or higher.	2.56 (n = 9)	2.73 (n = 22)		
	3.	The average of all students scores on the Resume subsection of the PEES 499 Professional Disposition Scoring Rubric (evident through content, structure, and grammar) will be 2.4 or higher.	2.67 (n = 9)	2.68 (n = 22)		
Assessment Instrument(s) and Frequency of Assessment	Instrument		Frequency			
	1.	Professional Skills and Disposition Scoring Rubric - Professional Disposition Subsection	Every Fall and Spring semester in PEES 499			
	2.	Professional Skills and Disposition Scoring Rubric - Job Interview Skills Subsection	Every Fall and Spring semester in PEES 499			
	3.	Professional Skills and Disposition Scoring Rubric - Resume Writing Skills Subsection	Every Fall and Spring semester in PEES 499			
Expected Outcome	Met (3)		Partially Met (2)		Not Met (1)	
	1.	The average score of all student scores on the three categories of the	The average score of all student scores on the three categories of the		The average score of all student scores on the three	

		Professional Disposition sub-section will be between 2.4 and 3.0	Professional Disposition sub-section will be between 2.0 and 2.4	categories of the Professional Disposition sub-section will be less than 2.0
	2.	The average score of all student scores on the four categories of the Job Interview skills sub-section will be between 2.4 and 3.0	The average score of all student scores on the four categories of the Job Interview skills sub-section will be between 2.0 and 2.4	The average score of all student scores on the four categories of the Job Interview skills sub-section will be less than 2.0
	3.	The average score of all student scores on the three categories of the Resume Writing sub-section will be between 2.4 and 3.0	The average score of all student scores on the three categories of the Resume Writing sub-section will be between 2.0 and 2.4	The average score of all student scores on the three categories of the Resume Writing sub-section will be less than 2.0
Review of Results and Actions Taken	1.	<p>Spring 2009 The expected outcome was met for the average of all three categories on the Professional Disposition sub-section of the Disposition Scoring Rubric. The average score of all students on category (a), memberships, was 2.55; on category (b), volunteerism, was 2.72; and, on section (c), certifications, was 2.96. Analysis of these data reveal students professional involvement in the field of exercise science, a strength of the program.</p> <p>Fall 2008 The expected outcome was met for the average of all three categories on the Professional Disposition sub-section of the Disposition Scoring Rubric. The average score of all students on category (a), memberships, was 2.44; on category (b), volunteerism, was 2.67; and, on section (c), certifications, was 3.0. Analysis of these data reveal students professional involvement in the field of exercise science, a strength of the program. We expect to see the same performance this spring.</p>		
	2.	<p>Spring 2009 The expected outcome was met for the average of all four categories on the Job Interview skills sub-section of the Disposition Scoring Rubric. The average score of all students on category (a) preparation/professional appearance, was 2.73; on category (b) quality of content when responding to interview questions, was 2.40; on section (c) grammar, was 2.86; and, on section (d) people skills, was 2.95. Faculty utilize outside professionals to assimilate job interviews with "real" employers. Analyses of these data prove this area to be a program strength and will continue to provide this experiential learning experience this fall.</p> <p>Fall 2008 The expected outcome was met for the average of three of the four categories on the Job Interview skills sub-</p>		

		<p>section of the Disposition Scoring Rubric. The average score of all students on category (a) preparation/professional appearance, was 2.56; on category (b) quality of content when responding to interview questions, was 2.33 (partially met); on section (c) grammar, was 2.56; and, on section (d) people skills, was 2.77. Faculty utilize outside professionals to assimilate job interviews with "real" employers. Analyses of these data demonstrate students meeting program expectations in three of the four areas and partially meeting program expectations for category (b) quality of content when responding to interview questions. Faculty will utilize this information to inform instructional strategies for Spring 2009 and will expect to see improvement in this category.</p>	
	3.	<p>Spring 2009 The expected outcome was met for the average of all three categories on the Resume Writing sub-section of the Disposition Scoring Rubric. The average score of all students on category (a) content, was 2.64; on category (b) structure, was 2.73; and, on section (c) grammar, was 2.68. Student scoring of this sub-section is graded on a mastery scale (students are allowed to turn their resume in for evaluation and resubmit). Although individual category averages are high, it would be expected students would receive a rating of 3.0 under this type of mastery grading system. Further analysis of the scoring rubric will take place this fall by the faculty.</p> <p>Fall 2008 The expected outcome was met for the average of all three categories on the Resume Writing sub-section of the Disposition Scoring Rubric. The average score of all students on category (a) content, was 2.56; on category (b) structure, was 2.78; and, on section (c) grammar, was 2.67. Student scoring of this sub-section is graded on a mastery scale (students are allowed to turn their resume in for evaluation and resubmit). Although individual category averages are high, it would be expected students would receive a rating of 3.0 under this type of mastery grading system. Analysis of these data may lead to revised instructional strategies for this specific sub-section.</p>	
	Sum	<p>All three sub-sections of the Professional Disposition Scoring Rubric prove to be a program strength. Student accountability by the faculty to stay professionally active will continue AY 2009-2010 through the requirement of professional membership and involvement in student organizations. Since one of our Departmental faculty is the president for the state's professional association, leadership opportunities are constantly afforded to the Exercise Science students. In fact, the same faculty member is in charge of the Department's student professional organization (PEES club); student leadership has already been initiated this year prior to the start of school with the conduction of a PEES club meeting, nomination of officers, and membership duties outlined for this AY 2009-2010.</p>	
Outcomes		Indicator of Success Evaluation	Indicator of Success Score
	1.	Met	3
	2.	Met	3

	3.	Met	3
Additional Resources Required to Achieve or Sustain Results	\$0.00	Explanation	

IV. UNIT/PROGRAM SUMMARY

Unit/Program Goal	Strategic Goal Supported	Unit/Program Goal Outcome		Additional Resources Required to Achieve or Sustain Results
		Score	Evaluation Met: 3.00 – 2.01 Partially Met: 2.00 – 1.01 Not Met: 1.00 – 0.01 Not Evaluated: 0.00	
1. Develop an understanding of important concepts related to: 1) anatomy, physiology, and biomechanics of the human organism; 2) exercise science laboratory techniques; 3) exercise science research; and, 4) the promotion of healthy lifestyles.	1. Learning	1.40	Partially Met	\$0.00
2. Demonstrate professional knowledge and skills necessary for satisfactory performance in a clinical setting.	1. Learning	2.50	Met	\$0.00
3. Demonstrate professional dispositions and appropriate communication skills to be successful in exercise related career	1. Learning	3.00	Met	\$0.00
UNIT/PROGRAM TOTALS		2.30	Met	\$0.00

Unit/Program Summary:

Program improvements resulting from data collection and analysis in the 2008-2009 academic year:

1) The sequencing of content in three core courses was revised to align course content and expectations across the entire sequence. This major undertaking established a much stronger knowledge foundation in anatomy, physiology, and biomechanics. The courses were

examined based on poor performance of students on the Sub-test 1 of the Professional Knowledge Inventory.

2) The faculty replaced one elective course in the exercise science program of study with a required course that engages students in conducting research in a clinical setting. This was done in response to poor student performance on Sub-tests 2 and 3 of the Professional Knowledge Inventory.