

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

**Academic Program**  
Exercise Science, B.S.

**Submission Due Date**  
2023-2024

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## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

Demonstrate an understanding of important concepts related to: 1) anatomy, physiology, and biomechanics of the human organism; 2) exercise science laboratory techniques; 3) fundamentals of scientific research; and, 4) the promotion of healthy lifestyles.

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

## Student Learning Outcome

### Enter Outcome

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 Professional Knowledge Inventory (PKI).

### Timeframe for this Outcome

Academic Year 2022-2023

### Performance Target for "Met"

At least 80% of "first-time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.

### Performance Target for "Partially Met"

70-79% (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.

### Performance Target for "Not Met"

<70% of "first-time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.

### Assessment Measure Used

PKI subtest (anatomical, physiological, and biomechanical conceptual knowledge)

### Frequency of Assessment

Every Fall and Spring semester in PEES 499 to graduating seniors

### Data Collected for this Timeframe (Results)

65%  
(20 of 31)

### Score (Met=3, Partially Met=2, Not Met=1)

1

### Comments/Narrative

The expected outcome was not met for this subtest. 65% (n=20) of the 31 students scored 70% or higher on the conceptual knowledge subtest in anatomy, physiology, and biomechanics of the human organism, but the data indicates a substantial improvement when compared to the previous academic year (65% versus 44%). The group mean score was 71%, also superior when compared to the previous academic year (71% versus 66%). Student performance has started to improve with the long-term commitment from our new hires.

### Resources Needed to Meet/Sustain Results

50,000

### Explanation of How Resources Will Be Used

The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments and smaller class sizes (by adding sections offered).

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the exercise science laboratory techniques subtest of the PKI.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

At least 80% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.

**Performance Target for "Partially Met"**

70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.

**Performance Target for "Not Met"**

<70% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.

**Assessment Measure Used**

PKI subtest (exercise science laboratory techniques)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

**Data Collected for this Timeframe (Results)**

58%  
(18 of 31)

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 58% (n=18) of the 31 students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. There was a modest improvement when compared to the previous academic year (58% versus 56%). The group mean score was 68% and remained largely unchanged when compared to the previous academic year (68% versus 69%). Student performance has started to improve with the long-term commitment from our new hires.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments and smaller class sizes (by adding sections offered).

**Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

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.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

At least 80% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest

**Performance Target for "Partially Met"**

70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest

**Performance Target for "Not Met"**

<70% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest

**Assessment Measure Used**

PKI subtest (exercise science research)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

**Data Collected for this Timeframe (Results)**

68%  
(21 of 31)

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 68% (n=21) of the 31 students scored 70% or higher on the conceptual knowledge subtest in research, but the data indicate substantial improvement when compared to the previous academic year (68% versus 56%). The group mean score was 77%, also superior when compared to the previous academic year (77% versus 74%). Student performance has started to improve with the long-term commitment from our new hires.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments and smaller class sizes (by adding sections offered).

## Outcome 4

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

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.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

At least 80% of "first time test takers" achieve a score of 70% or higher on the healthy lifestyles subtest

**Performance Target for "Partially Met"**

70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on the healthy lifestyles subtest

**Performance Target for "Not Met"**

<70% of "first time test takers" achieve a score of 70% or higher on the healthy lifestyles subtest

**Assessment Measure Used**

PKI subtest (promotion of healthy lifestyles)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

**Data Collected for this Timeframe (Results)**

74%  
(23 of 31)

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

The expected outcome was partially met for this subtest. 74% (n=23) of the 31 students scored 70% or higher on the conceptual knowledge subtest in promotion of healthy lifestyles. The data remained largely unchanged when compared to the previous academic year (74% versus 76%). The group mean score was 80%, also superior when compared to the previous academic year (80% versus 77%). Student performance has started to improve with the long-term commitment from our new hires.

**Resources Needed to Meet/Sustain Results**

50,000

### **Explanation of How Resources Will Be Used**

The addition of a full-time teaching position in the area of Exercise Science would allow for more consistent teaching assignments and smaller class sizes (by adding sections offered).

## **Goal Summary**

### **Goal Summary/Comments**

Some of our core courses still lack consistency in content and structure, particularly those courses that correspond to outcomes 1 through 3. New professors are in their fourth year of teaching. When students are faced with variations in teaching techniques, experiences, and expectations, it is plausible that this will be reflected in assessments that measure cumulative knowledge. As expected, teaching effectiveness is improving within our faculty group, with PKI scores improving in three of the four subsections.

We credit the positive score in outcome 4 (promotion of healthy lifestyles; remained as "partially met") to shared curriculum and teaching uniformity among instructors. The subject knowledge in the promotion of a healthy lifestyle offers a fundamental foundation for freshman/sophomore students, which is repeated throughout the years, allowing students to connect with upper-level classes and other academic experiences in the major. We attribute the partially met outcome to returning to this content area on a regular basis throughout the program.

### **Changes Made/Proposed Related to Goal**

The faculty has continued to discuss, but has not yet implemented, the possibility of using the PKI as a "pre-test" (for incoming sophomores during PEES 219, an introductory course for Exercise Science majors) and as a "post-test" for graduating seniors in PEES 499 (senior seminar course) as a tool to measure student learning over time and, thus, program effectiveness. This may help to address the issue of motivating students to prepare for and do well on the PKI.

Additionally, the faculty have provided an extrinsic incentive for graduating students to give their best effort during the PKI by awarding departmental scholarship funding to the student(s) with the highest score. Even if the connection is minor, it may increase the student's sense of urgency to prepare for and perform as well as they are competent.

During departmental meetings, faculty members continue to discuss, construct, and/or change teaching assignments that correspond to the specific skills of our young faculty members, as well as assignments that overlap essential content sections within the curriculum. We anticipate that consistency in content distribution will be established soon.

### **Upload Rubrics/Other Files**

## **Goal 2**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### **Program Goal**

Demonstrate professional knowledge and skills necessary for satisfactory performance in a clinical setting.

### **Pillar of Success Supported**

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

#### Enter Outcome

Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for professional knowledge demonstrated.

#### Timeframe for this Outcome

Academic Year 2022-2023

#### Performance Target for "Met"

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge.

#### Performance Target for "Partially Met"

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Professional Knowledge.

#### Performance Target for "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Professional Knowledge.

#### Assessment Measure Used

Site Supervisor Evaluation Scoring Rubric  
Professional Knowledge sub-section)

#### Frequency of Assessment

Every Fall and Spring semester in PEES 490  
(Internship)

#### Data Collected for this Timeframe (Results)

90%  
(26 of 29)

#### Score (Met=3, Partially Met=2, Not Met=1)

3

#### Comments/Narrative

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Professional Knowledge, of the Site Supervisor's Final Evaluation. The data show a small decrease when compared to the previous academic year (90% versus 97%).

#### Resources Needed to Meet/Sustain Results

## Explanation of How Resources Will Be Used

### Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for practical/clinical skills demonstrated

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Practical/clinical skills

**Performance Target for "Partially Met"**

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Practical/clinical skills

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Practical/clinical skills

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric  
(Practical/clinical skills sub-section)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

**Data Collected for this Timeframe (Results)**

85%  
(22 of 26)

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Practical/clinical skills, of the Site Supervisor's Final Evaluation. The data show reduction when compared to the previous academic year (85% versus 100%).



## Resources Needed to Meet/Sustain Results

## Explanation of How Resources Will Be Used

### Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for work ethic and initiative during internship

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Work ethic/initiative

**Performance Target for "Partially Met"**

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Work ethic/initiative

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Work ethic/initiative

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric (Work Ethic/Initiative sub-section)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

**Data Collected for this Timeframe (Results)**

89%  
(25 of 28)

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Work ethic/initiative, of the Site Supervisor's Final Evaluation. The data show a decrease when

compared to the previous academic year (89% versus 100%).

### Resources Needed to Meet/Sustain Results

### Explanation of How Resources Will Be Used

## Outcome 4

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### What type of Outcome would you like to add?

Student Learning Outcome

### Enter Outcome

Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for appropriate and effectiveness and accuracy of verbal communication during the internships

### Timeframe for this Outcome

Academic Year 2022-2023

### Performance Target for "Met"

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Verbal skills

### Performance Target for "Partially Met"

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Verbal skills

### Performance Target for "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Verbal skills

### Assessment Measure Used

Site Supervisor Evaluation Scoring Rubric (Verbal skills sub-section)

### Frequency of Assessment

Every Fall and Spring semester in PEES 490 (Internship)

### Data Collected for this Timeframe (Results)

93%  
(27 of 29)

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Verbal skills, of the Site Supervisor's Final Evaluation. The data show a small decrease when compared to the previous academic year (93% versus 100%).

### Resources Needed to Meet/Sustain Results

### Explanation of How Resources Will Be Used

## Outcome 5

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

### Enter Outcome

Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for accuracy of written skills during internship

### Timeframe for this Outcome

Academic Year 2022-2023

### Performance Target for "Met"

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Written skills

### Performance Target for "Partially Met"

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Written skills

### Performance Target for "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the subsection of Written skills

### Assessment Measure Used

Site Supervisor Evaluation Scoring Rubric (Written skills sub-section)

### Frequency of Assessment

Every Fall and Spring semester in PEES 490 (Internship)

### Data Collected for this Timeframe (Results)

100%  
(18 of 18)

### Score (Met=3, Partially Met=2, Not Met=1)

3

**Comments/Narrative**

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Written skills, of the Site Supervisor's Final Evaluation.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

This specific unit/program goal remains a strength of our program of study. The Internship Coordinator will continue to add new site contracts, as well as work with site supervisors to obtain information regarding the Internship evaluation instrument, the scoring rubric, and to establish the dependability of the evaluation tool.

The lower scores on outcomes 1–4 could possibly be explained by the lack of familiarity with the Internship evaluation instrument, as well as inflated expectations of the new site supervisors. The Internship Coordinator has contacted the new site supervisors and will continue to discuss and clarify internship expectations for undergraduate students. Additionally, it is worth mentioning that the data provided here comes from the student's first internship experience (PEES 490), "room for error". Expectation is to get higher scores on the second internship experience (PEES 491).

**Changes Made/Proposed Related to Goal**

Internship instructors continue to revise the scoring rubrics on all internship assignments to increase rigor and strengthen student's written and verbal skills. These changes were implemented in an effort to ensure the continued success of the internship experience of the exercise science program.

**Upload Rubrics/Other Files**

### Goal 3

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Program Goal**

Determine the percentage of Exercise Science graduates that are either 1) employed within their field of study or 2) attending graduate school in a related field of study within one year of graduation.

**Pillar of Success Supported**

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Percentage of Exercise Science graduates that are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

At least 80% of Exercise Science graduates are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

**Performance Target for "Partially Met"**

70-79% of Exercise Science graduates are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

**Performance Target for "Not Met"**

<70% of Exercise Science graduates are either 1) employed within the field of study or 2) attending graduate school in a related field of study within one year of graduation.

**Assessment Measure Used**

Graduate survey deployed by Internship coordinator approximately 1-year post graduation.

**Frequency of Assessment**

At the end of every Spring semester.

**Data Collected for this Timeframe (Results)**

95% (19 of 20 respondents) were either employed within the field of study or attending graduate school in a related field of study within one year of graduation.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The expected outcome was met. The number of former students responding to our survey significantly increased by using different methods of communication (email and social media platforms). Students have been alerted about the importance of the survey upon their arrival in the program (PEES 219) and several more times (PEES 283, 202, 490 & 491) as they progress. In addition, the department's administrative specialist keeps a data base of contact information for our senior students.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

# Goal Summary

## Goal Summary/Comments

Our hope is that we are able to continue tracking the professional success of our graduates once they leave our program. We recognize that status after one year does not define professional success. However, we would like to be able to communicate with future students/parents, as well as the Admissions department, about our success in placing students within the field.

## Changes Made/Proposed Related to Goal

We will continue to reach out to graduates via email and social media platforms (Facebook and Instagram) as this has proven to be an effective means of contacting alumni. The program coordinator has been working with the Administrative Specialist to establish a comprehensive database of graduating seniors that will be used, in return, to track professional/employment status and/or graduate school enrollment.

## Upload Rubrics/Other Files

## Goal 4

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Major Enrollment

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

**Assessment Measure Used**

Enrollment & Graduate data from Academic Affairs office.

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

202.6

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The expected outcome of major enrollment was met by our program, with a 5-year rolling average of 202.6 students per year. Exercise Science continues to attract a high number of students, mostly due to the increased interest in clinically-based professions such as physical therapy, occupational therapy, cardiopulmonary rehabilitation, and athletic training.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

An additional full-time faculty member would allow us to sustain our high enrollment numbers while maintaining a high level of teaching effectiveness. The large numbers have led to large class sizes (exceeding 30 in some core courses) and we do not have enough faculty to increase the number of sections that we can offer. In addition, the lack of flexibility in course offerings can lead to a rigid course sequence for students that is very restrictive.

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

**Assessment Measure Used**

Enrollment & Graduate data from Academic Affairs office.

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

33.4

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The expected outcome of degrees awarded was met by our program, with a 5-year rolling average of 33.4 per year. The high number of majors allows us to easily meet this particular unit goal.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

While the number of students in our program continues to grow, we maintain strict standards, including demanding selection criteria for admittance into Level II of the program. Despite these criteria, enrollment is stable, and the quality of our students is improving.

**Changes Made/Proposed Related to Goal**

The department has been seeking to improve in a variety of areas in order to provide our students with a better educational learning experience:

- Laboratories: the recent acquisition of several new pieces of equipment, including a reverse-transcription polymerase chain reaction instrument, an ultra-pure water purification system, and a hydrostatic weighing tank, allows for the addition of new and exciting laboratory experiences for our students. Improvements to current lab infrastructure remain a focus, and we have added motion analysis equipment to our biomechanics lab, as well as an elevated performance platform, to enhance experiences in this popular lab.
- Research: Faculty has been offering opportunities for students to engage in research in a variety of fields, including biomechanics, physical activity and health, and nutrition and performance. Undergraduate research is a learning activity that broadens and enriches students' classroom learning while also supporting the development of a variety of abilities.



- Honor graduate cords: graduating students can earn departmental honor cords. Faculty members have worked hard to develop the honor cord requirements, which include a high departmental GPA, participation in research, participation in departmental events, certification, and completion of graduate level coursework, supplementary internship, or tutoring. This extrinsic reward has encouraged students earlier in their undergraduate studies, resulting in a more complete academic journey and enhanced learning.
- PKI: instructional effectiveness and consistency are rising within our faculty, resulting in higher PKI scores. Furthermore, faculty has established an extrinsic incentive for graduating students to put up their best effort during the PKI by awarding a departmental scholarship to the student(s) with the highest score.
- Internships: Internship instructors continue to review internship assignments in order to increase rigor and strengthen students' writing and spoken communication abilities.

We will continue to seek internal and external funding as well as important learning opportunities that will present students with the most relevant and up-to-date experiences.

### **Upload Rubrics/Other Files**

#### **Dean's Email Address**

shuntbarron@lander.edu

#### **Approved by Dean?**

Yes

#### **Signature of Dean**

#### **Comments from Dean's Review**

Please only cite and discuss changes made in the CURRENT academic year in future reports (in this case 2022-2023). This helps keep the focus on improvements for the current year. Also, professors in their fourth year of teaching are no longer new.

For Goal 1 - all comes: Looking at the percentage of students who do not pass the PKI the first time, how can we assess our instruction and evaluation processes to improve this number? Smaller class sizes (which currently average under 20) is not the only solution to this issue. How can the department reflect upon its own teaching practices and structures? What resources could we devote to pedagogical support for the unit to improve student outcomes? The idea of making the PKI a true pre-post is an excellent one; perhaps this is the year to implement that change. It could be a pilot for your data.

Overall, in future reports, consider how we can devote resources to assist current faculty. Also, please note that a FTE faculty member, with benefits, will cost well over \$50,000 (closer to \$100,000 - benefits run at least 44% of salary). Rather than ask for a dollar amount, consider using the language of a FTE Faculty Slot.

Consider how many outcomes are needed for each of the goals. How granular a level of tracking do you need, for example, on the PKI concepts tested? Does separating them out into separate outcome categories help with continuous improvement and result in more targeted improvement efforts? If so, multiple outcomes make sense. If not, reducing the number of outcomes may make sense within that goal.

Instead of setting minimum goals for five-year rolling averages in the major as required by the state (8), set goals that are a higher number of majors annually; for example, the number of majors will grow 1% annually. You can still have "not met" include falling under the state minimum for productivity, but this would then keep focus on growth, not reaching a minimum target.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**