

# 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**  
Fall 2025: October 1, 2025

**Assessment Coordinator Name**  
Bruna Lynch

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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 2024-2025

### 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)

24%  
(6 of 25)

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

1

### Comments/Narrative

The expected outcome was not met for this subtest. 24% (n=6) of the 25 students scored 70% or higher on the conceptual knowledge subtest in anatomy, physiology, and biomechanics of the human organism. This represents a significant reduction compared to the previous academic year (24% versus 55%). The group mean score was 58%, which is also lower than the previous academic year (58% versus 65%).

### Resources Needed to Meet/Sustain Results

One additional FTE faculty position beyond the currently vacant line, and adjustments to course fees.

### Explanation of How Resources Will Be Used

The program is requesting additional FTE faculty positions in Exercise Science to reduce faculty overload, lower class sizes, and strengthen existing courses through curricular revisions and enhanced content delivery. These improvements are expected to enhance students' overall learning and preparation for the PKI. The program uses the PKI as a precursor to national certification exams, so improving student performance on the PKI will directly support higher certification exam pass rates and better preparation for professional practice.

The program is also requesting adjustments in course fees to create a dedicated budget line to cover the cost of students' first attempt at national certification exams. Allocating funds in this way will ensure sustainable financial support for all eligible students, reduce out-of-pocket expenses, and help maintain high certification pass rates that strengthen the program's outcomes and reputation.

## 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 2024-2025

**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)**

36%  
(9 of 25)

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

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 36% (n=9) of the 25 students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. This represents a significant reduction compared to the previous academic year (36% versus 53%). The group mean score was 62%, slightly lower than the previous academic year (62% versus 63%).

**Resources Needed to Meet/Sustain Results**

One additional FTE faculty position beyond the currently vacant line, and adjustments to course fees.

**Explanation of How Resources Will Be Used**

The program is requesting additional FTE faculty positions in Exercise Science to reduce faculty

overload, lower class sizes, and strengthen existing courses through curricular revisions and enhanced content delivery. These improvements are expected to enhance students' overall learning and preparation for the PKI. The program uses the PKI as a precursor to national certification exams, so improving student performance on the PKI will directly support higher certification exam pass rates and better preparation for professional practice.

The program is also requesting adjustments in course fees to create a dedicated budget line to cover the cost of students' first attempt at national certification exams. Allocating funds in this way will ensure sustainable financial support for all eligible students, reduce out-of-pocket expenses, and help maintain high certification pass rates that strengthen the program's outcomes and reputation.

### 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 2024-2025

**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)**

92%  
(23 of 25)

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

3

**Comments/Narrative**

The expected outcome was met for this subtest. 92% (n=23) of the 25 students scored 70% or higher on the conceptual knowledge subtest in research, indicating substantial improvement when compared to the previous academic year (92% versus 89%). The group mean score was 81%, also superior when compared to the previous academic year (81% versus 79%).

**Resources Needed to Meet/Sustain Results**

One additional FTE faculty position beyond the currently vacant line, and adjustments to course fees.

**Explanation of How Resources Will Be Used**

While this goal was met this year, the program is requesting additional FTE faculty positions in Exercise Science to reduce faculty overload, lower class sizes, and strengthen existing courses through curricular revisions and enhanced content delivery. These improvements are expected to enhance students' overall learning and preparation for the PKI. The program uses the PKI as a precursor to national certification exams, so improving student performance on the PKI will directly support higher certification exam pass rates and better preparation for professional practice.

The program is also requesting adjustments in course fees to create a dedicated budget line to cover the cost of students' first attempt at national certification exams. Allocating funds in this way will ensure sustainable financial support for all eligible students, reduce out-of-pocket expenses, and help maintain high certification pass rates that strengthen the program's outcomes and reputation.

**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 2024-2025

**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)**

64%  
(16 of 25)

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

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 64% (n=16) of the 25 students scored 70% or higher on the conceptual knowledge subtest in promotion of healthy lifestyles. However, this represents a slightly increase compared to the previous academic year (64% versus 61%). The group mean score was 75%, which is also higher than the previous academic year (75% versus 74%).

**Resources Needed to Meet/Sustain Results**

One additional FTE faculty position beyond the currently vacant line, and adjustments to course fees.

**Explanation of How Resources Will Be Used**

While performance showed a modest improvement, the program is requesting additional FTE faculty positions in Exercise Science to reduce faculty overload, lower class sizes, and strengthen existing courses through curricular revisions and enhanced content delivery. These improvements are expected to enhance students' overall learning and preparation for the PKI. The program uses the PKI as a precursor to national certification exams, so improving student performance on the PKI will directly support higher certification exam pass rates and better preparation for professional practice.

The program is also requesting adjustments in course fees to create a dedicated budget line to cover the cost of students' first attempt at national certification exams. Allocating funds in this way will ensure sustainable financial support for all eligible students, reduce out-of-pocket expenses, and help maintain high certification pass rates that strengthen the program's outcomes and reputation.

## Goal Summary

**Goal Summary/Comments**

The decline in student performance on the anatomy, physiology, biomechanics, and exercise science laboratory techniques subtests, as well as the lack of significant improvement on the promotion of healthy lifestyles subtest, appears related to four main factors. First, students complete these courses by the first semester of their junior year but take the PKI in their final semester, leaving a long gap that likely contributes to knowledge loss. Second, the Spring 2025 cohort (17 of 25 students) was the first to take the PKI in a new online format aligned with ACSM standards, which increased the number of questions from 100 to 150 and introduced an unfamiliar testing environment. Third, the cohort experienced two weeks without in-class instruction due to Hurricane Helene, which disrupted learning and may have further affected preparation for the PKI. Fourth, all tenure-track faculty are currently teaching on overload, limiting the time available for consistent content reinforcement and individualized support.

We attribute the positive outcome in Exercise Science Research to the consistent use of active learning methods in the course, including article discussions and group projects. Additionally, the instructor has implemented content-specific revisions based on findings from previous program assessments, which have contributed to improved student performance. Finally, the subject matter in the Exercise Science Research course is reinforced throughout the junior and senior years, allowing students to master these core concepts in upper-level courses and other academic experiences within the major.

**Changes Made/Proposed Related to Goal**

To address these issues, faculty will incorporate cumulative review opportunities into upper-level courses (such as Physiological Adaptations of Aging, Exercise Testing and Prescription, and Principles of Strength and Conditioning) through low-stakes quizzes, case studies, and/or PKI-style practice questions. They will also include more ACSM-style questions and computer-based assessments throughout the curriculum to reinforce learning and build familiarity with the online testing environment. In addition, the university will transition from separate anatomy and physiology courses to an integrated two-course sequence (Anatomy and Physiology I and II), which is expected to improve learning outcomes by helping students connect structure and function, providing a more logical progression of content, enhancing engagement and retention, and aligning with best practices at peer institutions.

The program is requesting one additional full-time faculty (FTE) positions beyond the currently vacant line in Exercise Science to reduce overload, lower class sizes, and strengthen courses through curricular revisions and enhanced content delivery. These improvements are expected to enhance students' overall learning and preparation for the PKI. Because the program uses the PKI as a precursor to national certification exams, improved PKI performance will directly support higher certification exam pass rates and better preparation for professional practice.

The program is also requesting adjustments in course fees to create a dedicated budget line to cover students' first attempt at national certification exams. This will reduce out-of-pocket expenses and ensure sustainable financial support, helping maintain high certification pass rates and strengthening program outcomes.

Faculty are encouraged to reflect on teaching practices and explore innovative strategies, such as active learning, problem-based learning, case studies, group projects, and interactive content, to enhance student engagement and understanding.

Faculty are also considering a pre-PKI assessment based on foundational courses, such as anatomy and physiology, to provide early feedback on areas needing additional reinforcement.

Finally, the Program Coordinator is anticipated to receive course release to address CAAHEP responsibilities. This would allow intentional review of PKI results and meetings with instructors to use data to enhance instructional practices and curricular decisions. Implementation of this plan is contingent upon hiring additional faculty members to support workload and scheduling needs.

## **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**

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

**Timeframe for this Outcome**

Academic Year 2024-2025

**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 491  
(Internship)

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

92%  
(22 of 24)

**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. Data for this outcome remained consistent (above 90%) compared to the previous academic year (92% 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 2024-2025

**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 491  
(Internship)

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

96%  
(22 of 23)

**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. Data for this outcome remained consistent (above 90%) compared to the previous academic year (96% versus 94%).

**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 2024-2025

**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 491 (Internship)

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

100%  
(25 of 25)

**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. Data for this outcome remained consistent compared to the previous academic year (100% 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 2024-2025

**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 491 (Internship)

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

100%  
(25 of 25)

**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 indicate improvement when compared to the previous academic year (100% versus 97%).

## 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 2024-2025

**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 491 (Internship)

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

100%  
(25 of 25)

**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. Data for this outcome remained consistent

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

### **Resources Needed to Meet/Sustain Results**

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

## **Goal Summary**

### **Goal Summary/Comments**

This program goal is a strength of our curriculum. The Internship coordinator will keep adding new internship site contracts and work with instructors, advisory board members, and site supervisors to get feedback on the evaluation tool and scoring rubric to ensure they are relevant and reliable.

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

The internship coordinator and instructors will continue to review and refine the evaluation tool and scoring rubrics for all internship assignments to maintain rigor and further strengthen students' professional disposition and workplace skills.

The PEES Advisory Board, established in February 2024, continues to provide guidance for the program. Board members represent a range of professional fields, including fitness, physical therapy, occupational therapy, athletic training, cardiopulmonary rehabilitation, recreation, and physical education. Their expertise supports the alignment of our internship evaluation tools with current industry standards, enhances networking opportunities for students, and ensures the ongoing relevance and effectiveness of the 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**

Facilities Positioned for Growth and Efficient Utilization

## **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 2024-2025

**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 Summer semester.

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

91% (20 of 22 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. We have received a high response rate from former students in our surveys by using different communication methods, such as 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 202, 283, 490, 491 & 499) 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, Instagram, LinkedIn) 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 2024-2025

#### **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)**

189.4

**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 189.4 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**

The program needs one additional FTE faculty position beyond the currently vacant line, as well as adjustments to course fees.

**Explanation of How Resources Will Be Used**

Additional full-time faculty (FTE) positions would allow the program to sustain high enrollment while maintaining a high level of teaching effectiveness. Current enrollment has resulted in large class sizes (exceeding 30 students in some core courses) and there are insufficient faculty to increase the number of sections offered. Additionally, the limited flexibility in course offerings can create a rigid course sequence for students, which may restrict their ability to progress efficiently through the program. The program is also requesting adjustments in course fees to create a dedicated budget line to cover the cost of students' first attempt at national certification exams. Allocating funds in this way will ensure sustainable financial support for all eligible students, reduce out-of-pocket expenses, and help maintain high certification pass rates that strengthen the program's outcomes and reputation.

## 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 2024-2025

**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)**

33.2

**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 33.2 per year. The high number of majors allows us to easily meet this particular unit goal.

**Resources Needed to Meet/Sustain Results**

The program needs one additional FTE faculty position beyond the currently vacant line, as well as adjustments to course fees.

**Explanation of How Resources Will Be Used**

Additional full-time faculty (FTE) positions would allow the program to sustain high enrollment while maintaining a high level of teaching effectiveness. Current enrollment has resulted in large class sizes (exceeding 30 students in some core courses) and there are insufficient faculty to increase the number of sections offered. Additionally, the limited flexibility in course offerings can create a rigid course sequence for students, which may restrict their ability to progress efficiently through the program. The program is also requesting adjustments in course fees to create a dedicated budget line to cover the cost of students' first attempt at national certification exams. Allocating funds in this way will ensure sustainable financial support for all eligible students, reduce out-of-pocket expenses, and help maintain high certification pass rates that strengthen the program's outcomes and reputation.

## 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 is committed to enhancing multiple aspects of the program to provide students with a superior educational experience:

- Laboratories: The availability of a hydrostatic weighing tank, metabolic carts, gas analyzers, biochemistry assay equipment, force plates, optical and electromagnetic motion capture systems, and electromyography (EMG) equipment has enhanced teaching and provided students with hands-on, engaging laboratory experiences.
- Research: Faculty offer students opportunities to engage in research across various fields, including biomechanics, physical activity and health, and nutrition and performance. Undergraduate research enhances classroom learning and fosters the development of higher-order thinking skills.
- Honor Graduate Cords: Graduating students can earn departmental honor cords. Faculty have established rigorous requirements, including a high departmental GPA, research participation, involvement in departmental events, relevant certifications, and completion of graduate-level coursework, internships, or tutoring. This recognition motivates students early in their academic journey and supports a more complete and enriching learning experience.
- PKI: The PKI has been reviewed and reformulated to serve as a preliminary assessment of student understanding before taking approved national certification exams. Faculty will continue adding questions to the question bank to keep the assessment current and comprehensive.
- Innovative Teaching: Faculty are encouraged to reflect on their teaching practices and available resources while pursuing professional development opportunities. Innovative teaching methods, including active learning strategies such as Problem-Based Learning, case studies, and group projects, as well as interactive content, effectively enhance student engagement and deepen understanding of core course material.
- Internships: The Internship Coordinator will continue to establish new internship site contracts and collaborate with instructors, advisory board members, and site supervisors to gather feedback on the evaluation tool and scoring rubric to ensure they remain relevant and reliable.
- Program Coordinator: The Program Coordinator is anticipated to receive a course release to address CAAHEP responsibilities. This would provide an opportunity to review PKI results and meet with each instructor to share and discuss data, with the goal of using these findings to inform and enhance instructional practices and curricular decisions. Implementation of this plan is contingent upon final approval and scheduling.
- CAAHEP Accreditation: The Exercise Science program recently underwent an on-site visit for CAAHEP accreditation and met all goals established by the national accreditor. The program received positive feedback and praise from the site visitors and is now officially accredited. Our program is one of only two accredited Exercise Science programs in South Carolina.

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

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

sbismarck@lander.edu

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

Yes

#### **Signature of Dean**

Stephen Bismarck

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

**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.**