

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
Fitness and Wellness, B.S.

Submission Due Date
Fall 2025: October 1, 2025

Assessment Coordinator Name
Diego Ferreira

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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

Students will demonstrate an understanding of important health-related fitness concepts related to: 1) anatomy and physiology; 2) exercise physiology; 3) nutrition; and, 4) strength and conditioning.

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 Fitness and Wellness students who are "first-time" test takers and achieved a score of 70% or higher on the anatomy and exercise physiology subtest on the Professional Knowledge Inventory (PKI).

Timeframe for this Outcome

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 exercise physiology subtest of the PKI.

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 exercise physiology subtest of the PKI.

Performance Target for "Not Met"

<70% of "first-time" test takers achieve a score of 70% or higher on the anatomy/physiology and exercise physiology subtest of the PKI.

Assessment Measure Used

PKI subtest (anatomy/physiology and exercise physiology conceptual knowledge), comprised of multiple choice questions written at various levels of understanding (according to Bloom's taxonomy).

Frequency of Assessment

Every Fall and Spring semester in EXSC 499 to graduating seniors.

Data Collected for this Timeframe (Results)

For the 6 students there is data for, none of the students met this criteria (0%).

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

1

Comments/Narrative

This past year, we modified the PKI structure to include additional questions for each category that evaluates the effectiveness of the curriculum (including this category). We also changed the method of delivery (now in Blackboard compared to a hard-copy with scantron) and increased the amount of time available to complete the exam. While this new format did not significantly improve this outcome, it did provide a more consistent format for all test takers and created a similar environment that our students will experience when they sit for a certification exam. The Fitness & Wellness major is still relatively new and has a small enrollment. As this program grows, our department will look for opportunities to provide additional checkpoints to ensure students are retaining foundational information.

For example, our department is currently working to create an assessment that will be administered prior to enrolling in upper-level program courses to ensure students are retaining information from foundational courses (such as anatomy and physiology). This will help us identify students that have deficiencies in these areas early on. We will determine a plan of remediation for students who do not score above a certain threshold to ensure they are able to successfully complete the program and graduate the program with the knowledge and skills expected of professionals in the field.

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 the department 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 establish high certification pass rates that strengthen the program's outcomes and reputation. By removing financial barriers to certification attempts, this funding structure is expected to increase student participation in national certification exams, thereby enhancing student engagement with curriculum content and improving learning outcomes throughout the program.

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 Fitness and Wellness students who are "first-time" test takers and achieved a score of 70% or higher on the nutrition subtest on the Professional Knowledge Inventory (PKI).

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 80% of "first-time" test takers achieve a score of 70% or higher on the nutrition subtest of the PKI.

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 nutrition subtest of the PKI.

Performance Target for "Not Met"

<70% of "first-time" test takers achieve a score of 70% or higher on the nutrition subtest of the PKI.

Assessment Measure Used

PKI subtest (nutrition conceptual knowledge), comprised of multiple choice questions written at various levels of understanding (according to Bloom's taxonomy).

Frequency of Assessment

Every Fall and Spring semester in EXSC 499 to graduating seniors.

Data Collected for this Timeframe (Results)

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

For the 6 students there is data for, only one of the 1 students met this criteria (17%).

Comments/Narrative

This past year, we modified the PKI structure to include additional questions for each category that evaluates the effectiveness of the curriculum (including this category). We also changed the method of delivery (now in Blackboard compared to a hard-copy with scantron) and increased the amount of time available to complete the exam. While this new format did not significantly improve this outcome, it did provide a more consistent format for all test takers and created a similar environment that our students will experience when they sit for a certification exam.

Currently, our Fitness and Wellness students can choose between 2 different nutrition courses. Our department is also considering whether one of those nutrition courses may be more appropriate for our students to take. While the concepts and topics covered in the two nutrition courses are the same/similar, students who do not take the nutrition course through our department may not be receiving the level of detail that they are being tested on, as one is only a 200-level course compared to our 300-level course.

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 the department 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 establish high certification pass rates that strengthen the program's outcomes and reputation. By removing financial barriers to certification attempts, this funding structure is expected to increase student participation in national certification exams, thereby enhancing student engagement with curriculum content and improving learning outcomes throughout the program.

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 Fitness and Wellness students who are "first-time" test takers and achieved a score of 70% or higher on the strength and conditioning subtest on the Professional Knowledge Inventory (PKI).

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 80% of "first-time" test takers achieve a score of 70% or higher on the strength and conditioning subtest of the PKI.

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 strength and conditioning subtest of the PKI.

Performance Target for "Not Met"

<70% of "first-time" test takers achieve a score of 70% or higher on the strength and conditioning subtest of the PKI.

Assessment Measure Used

PKI subtest (strength and conditioning conceptual knowledge), comprised of multiple choice questions written at various levels of understanding (according to Bloom's taxonomy).

Frequency of Assessment

Every Fall and Spring semester in EXSC 499 to graduating seniors.

Data Collected for this Timeframe (Results)

Of the 5 students there is data for, only 1 met this criteria (20%).

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

1

Comments/Narrative

This past year, we modified the PKI structure to include additional questions for each category that evaluates the effectiveness of the curriculum (including this category). We also changed the method of delivery (now in Blackboard compared to a hard-copy with scantron) and increased the amount of time available to complete the exam. While this new format did not significantly improve this outcome, it did provide a more consistent format for all test takers and created a similar environment that our students will experience when they sit for a certification exam.

This section of the PKI also presents some challenges on the scoring in the PKI. Students may take the Strength & Conditioning course during the semester they take the PKI, which means they may not be evaluated fairly if they have not learned certain concepts. While many of the questions for this section of the exam are taught in other courses, the students may not have mastered those concepts by the time of the first PKI attempt. Our department may re-evaluate the use of this section as a program evaluation outcome if the scores do not improve, or consider advising students to take this course earlier in their program.

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 the department 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 establish high certification pass rates that strengthen the program's outcomes and reputation. By removing financial barriers to certification attempts, this funding structure is expected to increase student participation in national certification exams, thereby enhancing student engagement with curriculum content and improving learning outcomes throughout the program.

Goal Summary

Goal Summary/Comments

This degree is relatively new. This is the second cohort we have data for. Many of the students whose data is included in this report are from our initial cohort of Fitness and Wellness majors. The curriculum for the Fitness and Wellness is currently being evaluated to determine how the students from this major should be evaluated effectively. There are discussions within the Department of Exercise Science and Human Performance to include additional major-specific courses as part of the major instead of having a large number of electives.

Changes Made/Proposed Related to Goal

Conducting comprehensive curriculum review to identify optimal course sequencing for core fitness concepts. Proposed changes include adding major-specific courses that address these needs to replace electives, and developing more targeted assessment methods for each of the four key concept areas.

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 health-related 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 Fitness and Wellness students who score a 4 or higher on the Internship Site Supervisor's Final Evaluation for professional knowledge and skills demonstrated in a health-related setting.

Timeframe for this Outcome

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"

At least 70-79% 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 "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section 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)

Of the 6 students there is data for, all 6 met this criteria (100%).

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

3

Comments/Narrative

Our students are expected to behave in a professional manner during internship. Our department reinforces this expectation throughout the program and during a pre-internship meeting. The second internship (where this data is collected) typically occurs in the final semester, where students have received most of the content necessary to be successful at their internship site. This is reflected by the feedback provided by internship site supervisors.

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 Fitness and Wellness students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 80% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting.

Performance Target for "Partially Met"

70-79% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting.

Performance Target for "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting.

Assessment Measure Used

Site Supervisor Evaluation Scoring Rubric (Practical Skills sub-section).

Frequency of Assessment

Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)

Of the 6 students there is data for, all 6 met this criteria (100%).

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

3

Comments/Narrative

Our students are expected to behave in a professional manner during internship. Our department reinforces this expectation throughout the program and during a pre-internship meeting. The second internship (where this data is collected) typically occurs in the final semester, where students have received most of the content necessary to be successful at their internship site. This is reflected by the feedback provided by internship site supervisors.

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 Fitness and Wellness students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for Work Ethic/Initiative subsection in a health-related setting.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

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

Performance Target for "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section 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)

Of the 6 students there is data for, all 6 met this criteria (100%).

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

3

Comments/Narrative

Our students are expected to behave in a professional manner during internship. Our department reinforces this expectation throughout the program and during a pre-internship meeting. We also reinforce the possibility of receiving a job offer if the site perceives the student demonstrates initiative.

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 Fitness and Wellness students who score a 4 or higher on the Internship Site Supervisor's Final Evaluation for "Appropriate and Effective Verbal Communication" during internships

Timeframe for this Outcome

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 Appropriate and Effective Verbal Communication

Performance Target for "Partially Met"

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Appropriate and Effective Verbal Communication

Performance Target for "Not Met"

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Appropriate and Effective Verbal Communication

Assessment Measure Used

Site Supervisor Evaluation Scoring Rubric (Appropriate and Effective Verbal Communication sub-section).

Frequency of Assessment

Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)

Of the 6 students there is data for, all 6 met this criteria (100%).

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

3

Comments/Narrative

Our students are expected to behave in a professional manner during internship. Our department reinforces this expectation throughout the program and during a pre-internship meeting. Using professional language and communication skills is expected from our students by the time they reach their internship experiences.

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 Fitness and Wellness students who score a 4 or higher on the Internship Site Supervisor's Final Evaluation of "Accuracy of Written Skills" during internships

Timeframe for this Outcome

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 "Accuracy 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 sub-section of "Accuracy 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 sub-section of "Accuracy of Written Skills"

Assessment Measure Used

Site Supervisor Evaluation Scoring Rubric (Accuracy of Written Skills sub-section)

Frequency of Assessment

Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)

Of the 6 students there is data for, all 5 met this criteria (83%).

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

3

Comments/Narrative

Our students are expected to behave in a professional manner during internship. Our department reinforces this expectation throughout the program and during a pre-internship meeting. Using professional language and communication skills is expected from our students by the time they reach their internship experiences.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Our students are prepared for internship (as indicated by site supervisor evaluations). The content that they are learning in the classroom is adequately preparing them for their hands-on experiences. Students are required to complete 2 internships for this program, which allows them to observe and learn during their first internship, and become more involved during their second internship. Students are also provided feedback/evaluated at the midpoint of each internship to ensure they understand where they can make improvements.

Changes Made/Proposed Related to Goal

Given consistently strong performance, the current internship structure and evaluation process will be maintained. Minor refinements may include expanding the pool of internship sites and enhancing pre-internship preparation based on ongoing site supervisor feedback.

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 Fitness and Wellness who are employed within their field of study.

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 Fitness and Wellness graduates who are employed within the field of study

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 80% of Fitness and Wellness graduates are employed within the field of study

Performance Target for "Partially Met"

70-79% of Fitness and Wellness graduates are employed within the field of study

Performance Target for "Not Met"

<70% of Fitness and Wellness graduates are employed within the field of study

Assessment Measure Used

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

Frequency of Assessment

and the end of every Spring semester

Data Collected for this Timeframe (Results)

This past year we had 7 graduates. Of those 7 graduates, we were only able to find information about employment from 3. Of those 3, all three were in a field-related job (43%).

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

1

Comments/Narrative

As a department, we are currently discussing different strategies to obtain information from graduates relating to their plans following graduation. We are currently relying on students to follow-up using a survey. However, we have been relatively unsuccessful with students replying to emails or other communications following their graduation. Alternatively, we try to use social media to find out what our graduates are doing following graduation with little success.

Moving forward, we plan to use a survey during their last survey to collect as much information from the students to report this data.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

We have been slightly more successful gathering information about employment from students compared to last year. We will continue to try different strategies to gather this information.

Changes Made/Proposed Related to Goal

Enhanced outreach through email and social media platforms (LinkedIn, Facebook, Instagram) based on initial success with these methods. The program coordinator is working with the Administrative Specialist to establish a comprehensive alumni database for systematic tracking of employment status and 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)

Based on the Program Productivity Report for Program Assessment Reporting that was provided, the Fitness and Wellness program has 24 students who have declared as Fitness and Wellness majors.

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

3

Comments/Narrative

This degree is still relatively new. However, this major saw a large increase in the number of students declared for Fitness and Wellness this past year. The rolling average increased from 12 to 18.

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?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

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

Frequency of Assessment

Annually

office.

Data Collected for this Timeframe (Results)

There were 4 students who graduated this past year with a Fitness and Wellness degree.

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

1

Comments/Narrative

This degree is new, with initial enrollment primarily consisting of students who transferred from Exercise Science after not meeting those program requirements. The Fitness and Wellness major provided these students with an alternative pathway to complete their bachelor's degree. As program awareness increases and we recruit students who initially select Fitness and Wellness as their primary major, enrollment numbers are expected to grow. The increasing number of declared majors indicates potential for higher graduation rates in future assessment cycles.

Resources Needed to Meet/Sustain Results

One additional FTE faculty position beyond the currently vacant line.

Explanation of How Resources Will Be Used

The program is requesting additional FTE faculty positions in the department to reduce faculty overload, lower class sizes, and strengthen existing courses through curricular revisions and enhanced content delivery.

Goal Summary

Goal Summary/Comments

The Fitness and Wellness major is still relatively new. Our department is conducting a comprehensive evaluation of curriculum modifications and resource needs to ensure program effectiveness and graduate success. This assessment includes reviewing course sequencing, faculty expertise alignment, and industry partnership opportunities. As our department transitions under a new college structure, we are addressing operational challenges while maintaining focus on student learning outcomes and program quality.

Changes Made/Proposed Related to Goal

As a new program, baseline data is being established; modifications will be implemented based on assessment results from the first full cohort.

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.