

# 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".

## Academic Program

Exercise Science

## Submission Year

2019-2020

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

## Assessment Coordinator Name

Leland Nielsen

## Enter Assessment Coordinator Email

lnielsen@lander.edu

*If more than one coordinator, please choose one for emails to be sent to.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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

#### Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization

- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

## 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 2018-2019

*Ex. Academic Year 2017-2018*

### 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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

### 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.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

### 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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

### Assessment Measure Used

### Frequency of Assessment

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

Every Fall and Spring semester in PEES 499 to graduating seniors

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

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

62%  
(10 of 16)

1

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The expected outcome was not met for this subtest. Sixty-two percent (n=10) of the sixteen students scored below 70% on the conceptual knowledge subtest in anatomy, physiology, and biomechanics. The data indicated the average score was 75.0%, which is actually above the target of 70% if scoring as a group. However, the range of scores is large and the amount of success we hope for isn't reflected in our outcome data.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

50,000

*Include estimate of cost.*

**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 2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

PKI subtest (exercise science laboratory techniques)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

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

56%  
(9 of 16)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

1

**Comments/Narrative**

The expected outcome was not met for this subtest. Fifty-six percent (n=9) of the sixteen students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. The data indicated the average score was 68.1%, which is very close to the target of 70% if scoring as a group. However, the range of scores is large and the amount of success we hope for isn't reflected in our outcome data.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

50,000

Include estimate of cost.

### 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 2018-2019

*Ex. Academic Year 2017-2018*

### 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

*The anticipated level of achievement for this Outcome to be considered "Met".*

### 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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

### Performance Target for "Not Met"

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

### Assessment Measure Used

PKI subtest (exercise science research)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex.*

### Frequency of Assessment

Every Fall and Spring semester in PEES 499 to graduating seniors

Capstone assignment).

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

31%  
(5 of 16)

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

1

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The expected outcome was not met for this subtest. Thirty-one percent (n=5) of the sixteen students scored 70% or higher on the conceptual knowledge subtest in research. The data indicated the average score was 63.9%, which is below the desired score for this outcome. However, the outcome score is up from 7% from the previous year and the average score (for the group) is up from 51% from the previous year.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

50,000

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

An additional faculty line would allow us to offer a Research II course that would provide an additional layer of knowledge in the area of research methods. One way it would do that would be to allow us to implement the information from Research Methods I into an actual research project that is student-led. The current class size of Research Methods I courses are far too large to include the requirement of an actual research project for each of the students enrolled.

## 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 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

PKI subtest (promotion of healthy lifestyles)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

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

88%  
(14 of 16)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The expected outcome was met for this subtest. Eighty-eight percent (n=14) of the sixteen students scored 70% or higher on the conceptual knowledge subtest in the promotion of healthy lifestyles. The data indicated the average score was 92.5%.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

50,000

*Include estimate of cost.*

**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

There is still a lack of consistency in structure and content within some of our core courses. Newer faculty have not had the opportunity to participate in a comprehensive review and revision of the Professional Knowledge Inventory (PKI) exam. When you expose students to a lack of consistency in teaching methods, experiences, and expectations, it is understandable that it may be reflected in an assessment that evaluates accumulated knowledge. I would expect that as consistency, competency, and familiarity are developed within our faculty group, we will see an improvement in PKI scoring for each of the subsections. We observed a score increase in 3 out of the 4 outcomes, which is encouraging. Despite this, only one of the 4 outcome goals has been met.

Something that the faculty has discussed, but not yet implemented, is the potential for using the PKI as a "pre-test" for incoming sophomores during PEES 219 (introductory course for Exercise Science majors) and using the PKI as a "post-test" for graduating seniors in PEES 499 (senior seminar course) as a tool to measure student learning over time and subsequently program effectiveness. This may partially address the problem of motivating students to prepare for and do as well as possible on the PKI. While there is not an extrinsic incentive for graduating students to give their best effort during the PKI other than not having to retake it, we are also considering the possibility of tying the PEES 499 grade to PKI performance. Even if there is a modest connection, it may add to the sense of urgency on the student's part to prepare and perform as well as they are able to.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal

With the goal of continuity in mind, we have had department discussions to address teaching assignments that coincide with the particular strengths of our young faculty. As comfort is built, we feel that teaching effectiveness will also increase. That should lead to improves in outcomes 1-4.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### Upload Rubrics/Other Files

*Please upload any rubrics or other documents used for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**



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

### **Pillar of Success Supported**

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## **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 2018-2019

*Ex. Academic Year 2017-2018*

**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

The anticipated level of achievement for this Outcome to be considered "Met".

**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 Professional Knowledge

The anticipated level of achievement for this Outcome to be considered "Partially Met".

**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

The anticipated level of achievement for this Outcome to be considered "Not Met".

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric  
(Professional Knowledge sub-section)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

96%  
(24 of 25)

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The expected outcome was met for the average score on the sub-section, Professional Knowledge, from the Site Supervisor's Final Evaluation. The average score for the Professional Knowledge sub-section was 4.72 on a 5-point scale. This is comparable to scores from previous years for this outcome.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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 practicum/clinical skills demonstrated

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**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 Practicum/clinical skills

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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 Practicum/clinical skills

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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 Practicum/clinical skills

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

**Frequency of Assessment**

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

Every Fall and Spring semester in PEES 490  
(Internship)

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

96%  
(22 of 23)

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

The expected outcome was met for the average score on the sub-section, Practicum/clinical skills, from the Site Supervisor's Final Evaluation. The average score for the Practicum/clinical skills sub-section was 4.83 on a 5-point scale. This is comparable to scores from previous years for this outcome.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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 2018-2019

*Ex. Academic Year 2017-2018*

**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

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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 Work ethic/initiative

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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 Work ethic/initiative

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

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

100%  
(25 of 25)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The expected outcome was met for the average score on the sub-section, Work ethic/initiative, from the Site Supervisor's Final Evaluation. The average score for Work ethic/initiative sub-section was 5.00 on a 5-point scale. This is comparable to scores from previous years for this outcome.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

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

*Include estimate of cost.*

#### **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 2018-2019

Ex. Academic Year 2017-2018

**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

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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 Verbal skills

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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 Verbal skills

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

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

92%  
(24 of 26)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The expected outcome was met for the average score on the sub-section, Verbal skills, from the Site Supervisor's Final Evaluation. The average score for the Verbal skills sub-section was 4.77 on a 5-point scale. This is comparable to scores from previous years for this outcome.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

## 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 2018-2019

*Ex. Academic Year 2017-2018*

**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

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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 Written skills

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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 Written skills

*The anticipated level of achievement for this Outcome to be considered "Not Met".*



**Assessment Measure Used**

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

95%  
(20 of 21)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

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

3

**Comments/Narrative**

The expected outcome was met for the average score on the sub-section, Written skills, from the Site Supervisor's Final Evaluation. The average score for the Written skills sub-section was 4.86 on a 5-point scale. This is comparable to scores from previous years for this outcome.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

## Goal Summary

Goal Summary/Comments

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Each of the five outcomes related to this unit/program goal were met for the 2018-2019 AY. This particular unit/program goal continues to be a strength of our program. The Internship Coordinator has enhanced the internship process by developing additional site contracts, adding rigor to the application process through additional requirements related to preparedness, and by increasing the minimum grade requirement that is to be considered as passing. All of these enhancements should serve to ensure continued success and performance for this unit/program goal. As done on a yearly basis, the internship coordinator will continue to work with Site Supervisors to gather information about the Internship evaluation instrument, the scoring rubric, and establish the reliability of the evaluation tool. Faculty continue to expect high ratings for the culminating experience of the Internship. Feedback to students was disseminated to students at Mid and Final evaluation periods.

On a typical 5-point Likert scale, a score of 4.0 or higher is considered acceptable performance but since the student intern is evaluated with this same evaluation form at both mid-term and at the conclusion of the internship, the student is given feedback and the opportunity to improve his/her skills prior to his/her final evaluation. Therefore, both the Faculty and Site Supervisors expect above average performance on the Final Evaluation form to determine program effectiveness and student competency in each of the pre-determined areas from the Site Supervisor's Final Evaluation: Professional Knowledge, Practicum/clinical skills, Work ethic/initiative, and Verbal/Written skills.

One observation from this program goal is the relatively lower score, yet still high overall, for the Professional Knowledge learning outcome. We believe that this score is relatively low when compared to the other four outcomes for two reasons. Reason one is that many of our students are completing internships with medical or clinical application, of which they will not be thoroughly exposed to until graduate school and beyond. With this being the case, there is always going to be a vulnerability for a lower professional knowledge score in that these students are often being exposed to new, uncharted experiences. Reason two is that we are seeing a very broad array of internships being completed with respect to the field of study. More students are interning at a chiropractic or athletic training sites, for example. These fields are not fields that are discussed to any great extent within the coursework. Therefore, it is more likely that their professional knowledge may be lower than fields that are more typical of Exercise Science majors (i.e., personal training, strength and conditioning, cardiac rehabilitation).

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*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

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

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While sweeping changes have not been made, screening and assessment tools used within the internship courses are reviewed (and modified as necessary) each semester. By doing this, we are able to ensure that both students and site supervisors are getting the maximum benefit possible from this experience.

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*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

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

*Please upload any rubrics or other documents used for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

Demonstrate professional dispositions and appropriate professional communication skills needed for success in exercise-related careers

### **Pillar of Success Supported**

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## 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**

The average of all students scores on the Appropriate Professional Dispositions subsection of the PEES 499 Professional Disposition Scoring Rubric.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

The average score of all student scores on the Professional Disposition sub-section (evident through certifications, memberships, and volunteerism) will be at least 2.4 out of 3.0

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

The average score of all student scores on the Professional Disposition sub-section (evident through certifications, memberships, and volunteerism) will be between 2.0 and 2.39 out of 3.0

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

The average score of all student scores on the Professional Disposition sub-section (evident through certifications, memberships, and volunteerism) will be less than 2.0 out of 3.0

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Professional Skills and Disposition Scoring Rubric  
- Professional Disposition Subsection

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499

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

2.50

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The expected outcome was met for the average of all student scores in the Professional Disposition sub-section of the Disposition Scoring Rubric. For the Appropriate Professional Dispositions sub-section, fifty percent (n=12) of the twenty-four students scored a 3 out of 3 while the other fifty percent (n=12) scored a 2 out of 3.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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**

The average of all students scores on the Job-Interview Skills subsection of the PEES 499 Professional Disposition Scoring Rubric.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

The average score of all student scores on the Job Interview skills sub-section (evident through preparation, content of responses, grammar, and people skills) will be at least 2.4 out of 3.0

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

The average score of all student scores on the Job Interview skills sub-section (evident through preparation, content of responses, grammar, and people skills) will be between 2.0 and 2.39 out of 3.0

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

The average score of all student scores on the Job Interview skills sub-section (evident through preparation, content of responses, grammar, and people skills) will be less than 2.0 out of 3.0

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Professional Skills and Disposition Scoring Rubric  
- Job Interview Skills Subsection

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499

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

2.62

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

The expected outcome was met for the average of all student scores in the Job Interview Skills sub-section of the Disposition Scoring Rubric. For the Job Interview Skills sub-section, forty-six percent (n=13) of the twenty-eight students scored a 2.7 or higher, indicating an "A" grade, while forty-three percent (n=12) scored between a 2.4 and a 2.6 (corresponding to a "B" grade) out of 3.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

## Goal Summary

### Goal Summary/Comments

While the Professional Disposition unit goal continues to be a program strength, we do not intend to continue to use it as an assessment piece moving forward. We are currently discussing the possibility of creating a separate unit goal that involves student success in obtaining professional certifications, which is a sub-section aspect within this unit goal. However, that is still being developed and will likely not be ready to assess for 1-2 years.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal

It is worth noting that the recognition of the need to address certifications for our students did come about, in part, from the assessment of this unit goal. So while this goal will not be utilized in the future, it did have an impact on decision making with regards to our curriculum.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### Upload Rubrics/Other Files

*Please upload any rubrics or other documents used for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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
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- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## 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 2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not Applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*



**Assessment Measure Used**

South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually

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

221.4

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**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 220 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, and cardiopulmonary rehabilitation.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

50,000

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

An additional full-time faculty member would allow us to sustain our high enrollment numbers while maintaining high teaching effectiveness. The large numbers have led to extremely large class sizes (up to 75 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 2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not Applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually

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

39.8

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

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

## **Goal Summary**

### **Goal Summary/Comments**

While the number of students within our program remains high, we have implemented a few departmental changes that will allow the quality of our students to remain high and not just the quantity. In 2015, we increased the program GPA requirement to 2.75 (Lander cumulative). There have been discussions about an increase to 3.0 in the near future, but the impact of that potential decision is still being evaluated. We also implemented two “repeat rules” that address a student’s inability to master content despite repeated course attempts. Despite these changes, enrollment remains steady and the quality of our majors has increased. In the Spring of 2014, 46% of our upper-level majors (Level II students) had at least a 3.0 GPA. In the Spring of 2017, 67% of our upper-level majors had at least a 3.0 GPA.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

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

We are planning to implement, for next year’s catalog, three revised curriculum tracks for our students to follow. The purpose of these tracks, relative to our current guides, will be to better link certain careers within the field of Exercise Science with the right combination of classes within a curriculum. That revised sequence will better prepare the students for a particular career by helping them focus on the specific requirements/characteristics needed for success. The current offerings can be considered “too broad” in some cases and we find that some students are not putting themselves in a position to pursue a particular career path, leaving them without proper direction. The new sequences will promote intentional discussions between students and advisors about potential careers.

*Describe changes that will be made in response to assessment results. Essential to “close the loop”.*

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

*Please upload any rubrics or other documents used*

for this goal.

## Goal 5

**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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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

- High-Demand, Market-Driven Programs
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- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

## 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 2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Graduate survey to be deployed by Exercise Science program director approximately one year post-graduation.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

At the end of every Spring semester.

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

57%  
(4 of 7)

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

1

**Comments/Narrative**

The expected outcome for Exercise Science graduates in the field or graduate school was not met. This is our first year gathering data for this outcome. While the response rate from our Spring 2018 graduates was not high, I expect that we will be able to collect more data points in the future since we are now able to communicate to our graduates that we intend to contact them regarding their status one-year post graduation. It is my feeling that this outcome will at least be partially met once we are able to collect a higher volume of data.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

It would be incredibly helpful if we were able to designate an alumni coordinator as a way to communicate and track our graduates. A more focused effort to communicate with our graduates would benefit the meaningfulness of this outcome.

*Include estimate of cost.*

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

Enhanced communication via email and phone from a designated individual.

## **Goal Summary**

### **Goal Summary/Comments**

Our hope is that we are able to track 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 Admissions, about our success in placing students within the field.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

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

The result of this outcome could potentially dictate a change in how we prepare our students for careers after graduation.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

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

*Please upload any rubrics or other documents used for this goal.*