

# Academic Program Assessment Report

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

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

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

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

**Submission Year**  
2021-2022

**Assessment Coordinator Name**  
Martin Carmichael

**Enter Assessment Coordinator Email**  
mcarmichael@lander.edu

## Program Goal

### Goal

#### Goal 1

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

#### Program Goal

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

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

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

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

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

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

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

## Student Learning Outcome

### Enter Outcome

Percent of Exercise Science students who are "first-time test takers" and achieved a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest of the Professional Knowledge Inventory (PKI).

### Timeframe for this Outcome

Academic Year 2020-2021

### Performance Target for "Met"

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

### Performance Target for "Partially Met"

70-79% (or all but one student) of "first-time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.

### Performance Target for "Not Met"

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

### Assessment Measure Used

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

### Frequency of Assessment

Every Fall and Spring semester in PEES 499 to graduating seniors

### Data Collected for this Timeframe (Results)

67%  
(22 of 33)

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

1

### Comments/Narrative

The expected outcome was not met for this subtest. Sixty-seven percent of the thirty-three students scored 70% or higher on the conceptual knowledge subtest in anatomy, physiology, and biomechanics of the human organism. There has been significant faculty turnover and we suspect student performance will improve with the long-term commitment from our new hires.

### Resources Needed to Meet/Sustain Results

50,000

### Explanation of How Resources Will Be Used

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

## Outcome 2

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

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

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

employment data).

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

PKI subtest (exercise science laboratory techniques)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

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

39.4%  
(13 of 33)

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

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 39.4 percent (n=13) of the thirty-three students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. The data indicated the average group score was approximately 60%. However, the range of scores is large and the amount of success we hope for isn't reflected in our outcome data.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

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

## Outcome 3

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

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

PKI subtest (exercise science research)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

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

42.4%  
(14 of 33)

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

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 42.4% (n=14) of the thirty-three students scored 70% or higher on the conceptual knowledge subtest in research. The data indicated the group mean score was 67%. However, the outcome score is an improvement from the previous year.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

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

**Outcome 4**

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on the promotion of healthy lifestyles subtest of the PKI.

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

PKI subtest (promotion of healthy lifestyles)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors

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

58%  
(19 of 33)

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

1

**Comments/Narrative**

The expected outcome was not met for this subtest. 58% (n=19) of the thirty-three students scored 70% or higher on the conceptual knowledge subtest in anatomy, physiology, and biomechanics of the human organism.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

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

## Goal Summary

### Goal Summary/Comments

There is still a lack of consistency in structure and content within some of our core courses. Newer faculty are in their 2nd year of teaching courses. 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.

Something that the faculty has continued to discuss, but had not yet implemented primarily due to turn-over, 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.

### 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 each of the outcomes.

### Upload Rubrics/Other Files

## Goal 2

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

### Program Goal

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

### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

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

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

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

93%  
(27 out of 29)

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

3

**Comments/Narrative**

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Professional Knowledge, of the Site Supervisor's Final Evaluation. This is a slight reduction from last year (100%).

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

## Outcome 2

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

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

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

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

93%  
(27 of 29)

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

3

**Comments/Narrative**

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Practical/clinical skills, of the Site Supervisor's Final Evaluation. This is a slight reduction from last year (100%).

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## **Outcome 3**

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

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

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



employment data).

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

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

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

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

100%  
(29 of 29)

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

3

**Comments/Narrative**

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

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 4

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

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

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

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

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

100%  
(29 of 29)

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

3

**Comments/Narrative**

The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Verbal skills, of the Site Supervisor's Final Evaluation. This is consistent with last year's analysis.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 5

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

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

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

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

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

100%  
(29 of 29)

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

3

**Comments/Narrative**

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

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

### Goal Summary/Comments

Each of the five outcomes related to this unit/program goal were met for the 2020-2021 AY. This

particular unit/program goal continues to be a strength of our program. The Internship Coordinators have 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 coordinators 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 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 predetermined areas from the Site Supervisor's Final Evaluation: Professional Knowledge, Practical/clinical skills, Work ethic/initiative, and Verbal/Written skills.

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

We have recruited an additional faculty member to share the coordinating responsibilities for our internship program. In addition, we have increased the rigor of our application/selection process by requiring students to submit a clean background check. These changes were implemented in an effort to ensure this program continues to be a highlight of our exercise science student experience.

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

## **Goal 3**

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

### **Program Goal**

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

### **Pillar of Success Supported**

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## **Outcomes**

### **Outcome 1**

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

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

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

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

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

Operational Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

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

**Performance Target for "Partially Met"**

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

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

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

**Frequency of Assessment**

At the end of every Spring semester.

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

58.8% (10 of 17 respondents) were either employed within the field of study or attending graduate school in a related field of study within one year of graduation.

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

1

**Comments/Narrative**

The expected outcome was not met. The number of former students responding to our survey has been low and we expect the actual number of students employed in a related field of study or attending grad school is higher than 58.8%. We have developed a plan to ensure a higher response rate by alerting students to the importance of the survey upon their arrival in the program (PEES 219) and reiterating this several more times (PEES 283, 202, 490 & 491) as they progress. In addition we plan on having our new administrative assistant keep a data base of contact information for our senior students.

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

## Goal Summary

**Goal Summary/Comments**

Our hope is that we are able to 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.

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

We began sending out emails to recent graduates in an attempt to track their current employment status however the response rate was less than expected. To improve our data collection, we have created an Outreach Coordinator who will work with our newly hired Administrative Asst. to collect contact information from all graduating seniors in the program and inform them of our desire to contact them in the future.

#### **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 2020-2021

#### **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)**

206.2

**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 206.2 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.

**Resources Needed to Meet/Sustain Results**

50,000

**Explanation of How Resources Will Be Used**

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

## Outcome 2

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

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

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

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

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

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is

greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

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

**Assessment Measure Used**

Enrollment & Graduate data from Academic Affairs office.

**Frequency of Assessment**

Annually

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

35.6

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

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

While the number of students within our program remains high, we continue to have rigorous standards including stringent selection criteria for entry into Level II of the program to ensure the high quality of our students. Despite these requirements, enrollment remains steady and the quality of our students continues to increase. In the Spring of 2017, 67% of our upper-level majors (Level II) had at least a 3.0 GPA. As of Fall 2021, 72.8% have a GPA of 3.0 or higher.

**Changes Made/Proposed Related to Goal**

The department purchased several new pieces of equipment to provide a better educational learning experience for our students. A reverse-transcription polymerase chain reaction instrument, an ultra-pure water purification system and a hydrostatic weighing tank were purchased to allow for the addition of new and exciting laboratory experiences for our students. Improvements in the infrastructure of existing labs also continues to be a priority and we have added motion analysis equipment to our Biomechanics lab along with an elevated performance platform to enrich experiences in this popular lab. We will continue to pursue funding opportunities that will allow us to always provide the most relevant and up-to-date experiences for our students.

**Upload Rubrics/Other Files**

**Dean's Email Address**

shuntbarron@lander.edu

**Approved by Dean?**

Yes



**Signature of Dean**

Sarah Hunt-Barron

**Comments from Dean's Review**

The PKI and the objective format of the questions continues to be a challenge for students; the other challenge may be that student's know they can repeat the exam multiple times to achieve the needed score. Why the emphasis on "first-time" test-takers? What if the test was given as a pre-,diagnostic test first in 499 and then offered again and the second time students took the test was the test score used to assess knowledge? Students attain this knowledge throughout the course of four years so it is possible - and likely - they forget some of the details prior to the start of their final course their final year in college.

**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.**