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 "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Exercise Science, B.S.

Submission Year
2022-2023

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

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

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

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

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

Timeframe for this Outcome
Academic Year 2021-2022

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	**Frequency of Assessment**
PKI subtest (anatomical, physiological, and biomechanical conceptual knowledge)	Every Fall and Spring semester in PEES 499 to graduating seniors

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
44% (15 of 34)	1

Comments/Narrative
The expected outcome was not met for this subtest. 44% (n=15) of the 34 students scored 70% or higher on the conceptual knowledge subtest in anatomy, physiology, and biomechanics of the human organism. The group mean score was 66%. 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 2021-2022

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	**Frequency of Assessment**
PKI subtest (exercise science laboratory techniques)	Every Fall and Spring semester in PEES 499 to graduating seniors

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
56% (19 of 34)	1

Comments/Narrative
The expected outcome was not met for this subtest. 56% (n=19) of the 34 students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. The data indicated improvement when compared to the previous academic year (39.4%), and the group mean score was 69%. 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 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 2021-2022

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) 56% (19 of 34)	**Score (Met=3, Partially Met=2, Not Met=1)** 1

Comments/Narrative
The expected outcome was not met for this subtest. 56% (n=19) of the 34 students scored 70% or higher on the conceptual knowledge subtest in research. The data indicated improvement when compared to the previous academic year (42.4%), and the group mean score was 74%. 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 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 2021-2022

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 tthe healthy lifestyles subtest

Assessment Measure Used	**Frequency of Assessment**
PKI subtest (promotion of healthy lifestyles)	Every Fall and Spring semester in PEES 499 to graduating seniors

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
76% (26 of 34)	2

Comments/Narrative
The expected outcome was partially met for this subtest. 76% (n=26) of the 34 students scored 70% or higher on the conceptual knowledge subtest in promotion of healthy lifestyles. The data indicated improvement when compared to the previous academic year (58%), and the group mean score was 77%. 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).

Goal Summary

Goal Summary/Comments
There is still a lack of consistency in structure and content within some of our core courses, particularly those courses correlating with outcomes 1 through 3. Newer faculty are in their 3nd year of teaching courses. When students are exposed 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. As expected, teaching effectiveness are increasing within our faculty group, showing an improvement in PKI scoring in three of the four subsections.

We attribute the positive score change in outcome 4 (promotion of healthy lifestyles; change from "not met" to "partially met") to the shared curriculum and teaching consistency among faculty. The content knowledge in promotion of healthy lifestyle establishes a core foundation to freshman/sophomore students, which is repeated throughout the years, building connections with upper-level classes and other academic experiences in the major. We attribute the partially met outcome to be the result of revisiting this content area regularly throughout the program.

Changes Made/Proposed Related to Goal
Something that the faculty has continued to discuss, but has not yet been implemented primarily due to faculty turn-over, is the potential for using the PKI as a "pre-test" (for incoming sophomores during PEES 219, an 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 perform as well as possible on the PKI.

Additionally, faculty are discussing the possibility of providing an extrinsic incentive for graduating students to give their best effort during the PKI by offering departmental scholarship funding to the student(s) with the highest score in which the monetary value would be used to pay for certification exam costs. Even if there is a modest connection, it may add to the sense of urgency on the student's part to prepare for and perform as well as they are capable.

During departmental meetings, faculty continue to discuss, develop and/or revise teaching assignments that coincide with the particular strengths of our young faculty as well as assignments that overlap core content classes within the curriculum. It is our expectation that consistency in content delivery will soon be established and should lead to improvement 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 2021-2022

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)
97%
(34 out of 35)

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

Comments/Narrative
The expected outcome was met for the number of students scoring 4 or higher on the sub-section, Professional Knowledge, of the Site Supervisor's Final Evaluation. The data indicated improvement when compared to the previous academic year (93%).

Resources Needed to Meet/Sustain Results

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 2021-2022

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	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Practical/clinical skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100% (35 out of 35)	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.

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 2021-2022

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	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Work Ethic/Initiative sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100% (35 out of 35)	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

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 2021-2022

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	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Verbal skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100% (35 out of 35)	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.

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 2021-2022

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	**Frequency of Assessment**
Site Supervisor Evaluation Scoring Rubric (Written skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100% (35 out of 35)	3

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

Resources Needed to Meet/Sustain Results

Goal Summary

Goal Summary/Comments
Each of the five outcomes related to this unit/program goal were met for the 2021-2022 academic year. 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 increased the rigor of our application/selection process by requiring students to submit a clean background check. Additionally, internship instructors have revised the scoring rubrics on particular assignments (portfolio, resume, and final presentation) to increase rigor and strengthen student's written and verbal skills. These changes were implemented in an effort to ensure the continued success of the internship experience of the exercise science program.

Upload Rubrics/Other Files

Goal 3

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

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

Pillar of Success Supported
Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

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

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

Timeframe for this Outcome
Academic Year 2021-2022

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) 81% (22 of 27 respondents) were either employed within the field of study or attending graduate school in a related field of study within one year of graduation.	**Score (Met=3, Partially Met=2, Not Met=1)** 3

Comments/Narrative
The expected outcome was met. The number of former students responding to our survey significantly increased by using different methods of communication (email and social media platforms). Students have been alerted about the importance of the survey upon their arrival in the program (PEES 219) and several more times (PEES 283, 202, 490 & 491) as they progress. In addition, 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

Goal Summary

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

Changes Made/Proposed Related to Goal
We will continue to reach out to graduates via email and social media platforms (Facebook and Instagram) as this has proven to be an effective means of contacting alumni. Recently, we implemented an additional communication tool through the development and use of an electronic departmental newsletter (Smore) in an attempt to track the current employment status of alumni. The program coordinator has been working with our newly hired Administrative Assistant to establish a comprehensive database of graduating seniors that will be used, in return, to track professional/employment status and/or graduate school enrollment.

Upload Rubrics/Other Files

Goal 4

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

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

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

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

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2021-2022

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	**Frequency of Assessment**
Enrollment & Graduate data from Academic Affairs office.	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
200.4	3

Comments/Narrative
The expected outcome of major enrollment was met by our program, with a 5-year rolling average of 200.4 students per year. Exercise Science continues to attract a high number of students, mostly due to the increased interest in clinically-based professions such as physical therapy, occupational therapy, cardiopulmonary rehabilitation, and athletic training.

Resources Needed to Meet/Sustain Results
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 2021-2022

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	**Frequency of Assessment**
Enrollment & Graduate data from Academic Affairs office.	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
35.8	3

Comments/Narrative
The expected outcome of degrees awarded was met by our program, with a 5-year rolling average of 35.8 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.

Changes Made/Proposed Related to Goal
The department has been working to improve in different areas to provide a better educational learning experience for our students:
- Laboratories: the purchase of several new pieces of equipment in the past couple of years, such as a reverse-transcription polymerase chain reaction instrument, an ultra-pure water purification system and a hydrostatic weighing tank, allows for the addition of new and exciting laboratory experiences for our

students. Improvements 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.
- Research: faculty have offered opportunities of involvement in research in several different areas, such as biomechanics, physical activity and health, and nutrition and performance. The engagement in undergraduate research is a learning activity that broadens and deepens student's classroom learning and supports the development of a range of skills.
- Honor graduate cords: graduating students now have a chance to receive departmental honor cords. Faculty have diligently worked on the honor cord criteria, which includes a rigorous departmental GPA, involvement in research, engagement in departmental events, certification, and completion of graduate level coursework, extra internship or tutoring. We believe this extrinsic reward will motivate students earlier in their undergraduate pursuit leading to a more thorough academic journey and increased learning.
- PKI: teaching effectiveness and consistency are increasing within our faculty group, showing an improvement in PKI scoring. Additionally, faculty is discussing the possibility of providing an extrinsic incentive for graduating students to give their best effort during the PKI by offering a departmental scholarship funding to the student(s) with the highest score, and the monetary value would be used to pay for certification exam costs. Even if there is a modest connection, it may add to the sense of urgency on the student's part to prepare for and perform as well as they are capable.
- Internships: we have increased the rigor of application/selection process by requiring students to submit a clean background check, and internship instructors have revised the scoring rubrics on particular assignments (portfolio, resume, and final presentation) to increase rigor and strengthen student's written and verbal skills. These changes were implemented in an effort to ensure the continued success of the internship experience of the exercise science program.

We will continue to pursue internal/external funding and meaningful learning opportunities that will provide the most relevant and up-to-date experiences for students.

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address
shuntbarron@lander.edu

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.