UNIT/PROGRAM NAME:	Exercise Science
OFFICE OF PRIMARY RESPONSIBILITY:	Department of Physical Education & Exercise Science
ASSESSMENT COORDINATOR:	Leland Nielsen
SUBMISSION DATE OF THE REPORT:	Monday, September 24, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:

To comply with institutional effectiveness expectations, units/programs MUST:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- These reports should demonstrate on-going planning and assessment in each area. The results assist in decision making about curricular and programmatic revisions.
- Describe your Unit/Program Goal. Think about adding new goals or modifying previously reported ones.
- Choose a "Pillar for Success" from Lander's Strategic Plan that your goal best aligns with.
- Timeframe: Each report should use data from the past year. For the Fall 2018 report you should use data from the Academic Year 2017-2018 or Calendar Year 2017. Historical data should be referenced in the Review and Summary of Expected Outcomes section if applicable.
- Use multiple assessments (Indicators of Success) for each Unit Goal if possible. *If this is a new goal, you may not have collected data yet. This is acceptable and should be indicated.
- Assessment Instruments: Develop and/or use methods and instruments that are uniquely suited to the Indicators of Success.
- Review and Summary of Expected Outcomes:
  - If you are using a goal that you have submitted in the past, please provide a narrative that includes an analysis of historical data and current data. It should include evidence of improvement or clarification of why improvement has not been accomplished. It should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results.
  - If you are using a new goal and you have collected data, please provide a narrative that includes an analysis of your data and a plan for improvement. This plan should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results. *If you are using a new goal and have not yet collected data, please provide a summary of why the goal has been added, how meeting this goal would improve your program/unit, and any expectations that you have for it.

TABLE OF CONTENTS AND SUMMARY

(Edit document below this Table of Contents and then press Ctrl+8 to update the Table of Contents.)

1. **UNIT/PROGRAM GOAL 1:** 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.

   1.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

   1.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-2018

   1.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[1]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1. 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).	62% (18 of 29)	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.	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.	<70% of "first time test takers" achieve a score of 70% or higher on the anatomy, physiology, and biomechanics of the human organism subtest.	1.00
1.3.2 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.	66% (19 of 29)	At least 80% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.	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.	<70% of "first time test takers" achieve a score of 70% or higher on the exercise science laboratory techniques subtest.	1.00
1.3.3 Percent of Exercise Science students who are "first time test takers" and achieved a score of 70% or higher on	7% (2 of 29)	At least 80% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest	70-79% (or all but one student) of "first time test takers" achieve a score of 70% or	<70% of "first time test takers" achieve a score of 70% or higher on the exercise science research subtest	1.00

[1] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

	the exercise science research subtest of the PKI.			higher on the exercise science research subtest	
1.3.4.	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.	79% (23 of 29)	At least 80% of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest	70-79% (or all but one student) of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest	<70% of "first time test takers" achieve a score of 70% or higher on tthe healthy lifestyles subtest — 2.00
1.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program. — Outcome 5: Score.

1.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: Outcome 1 Score = 1 + Outcome 2 Score = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2. Total of Outcome Scores 1-4 = 5 / 4 Total Outcomes = 1.25.

1.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

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

1.5.2.	PKI subtest (exercise science laboratory techniques)	Every Fall and Spring semester in PEES 499 to graduating seniors
1.5.3.	PKI subtest (exercise science research)	Every Fall and Spring semester in PEES 499 to graduating seniors
1.5.4.	PKI subtest (promotion of healthy lifestyles)	Every Fall and Spring semester in PEES 499 to graduating seniors
1.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

1.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/20/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

1.6.1. **OUTCOME 1 COMMENTS**: The expected outcome was not met for this subtest. Sixty-two percent (n=18) of the twenty-nine students scored below 70% on the conceptual knowledge subtest in anatomy, physiology, and biomechanics. The data indicated the average score was 69.7%, 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.

    1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: 50,000

    1.6.1.2. **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).

1.6.2. **OUTCOME 2 COMMENTS**: The expected outcome was not met for this subtest. Sixty-six percent (n=19) of the twenty-nine students scored 70% or higher on the conceptual knowledge subtest in laboratory techniques. The data indicated the average score was 68.3%, 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.

    1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2**: 50,000

    1.6.2.2. **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).

1.6.3.   **OUTCOME 3 COMMENTS**: The expected outcome was not met for this subtest. Seven percent (n=2) of the twenty-nine students scored 70% or higher on the conceptual knowledge subtest in research. The data indicated the average score was 51.0%, which is well below the desired score for this outcome.

    1.6.3.1.   **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3**: 50,000

    1.6.3.2.   **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.

1.6.4.   **OUTCOME 4 COMMENTS**: The expected outcome was partially met for this subtest. Seventy-nine percent (n=23) of the twenty-nine students scored 70% or higher on the conceptual knowledge subtest in promotion of healthy lifestyles. The data indicated the average score was 79.3%.

    1.6.4.1.   **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4**: 50,000

    1.6.4.2.   **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).

1.6.5.   **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    1.6.5.1.   **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

    1.6.5.2.   **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
During the 2017-2018 AY, two of the four tenure-track positions in Exercise Science were held by first-year faculty. The result is a lack of consistency in structure and content within some of our core courses. In addition, the new 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.

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.

1.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5**: With the goal of continuity in mind, we have had department discussions to address teaching assignments that coinside 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.

2. UNIT/PROGRAM GOAL 2: Demonstrate professional knowledge and skills necessary for satisfactory performance in a clinical setting.

2.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 1. High Demand, Market-Driven Programs

2.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-2018

2.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[2]**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1. Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for professional knowledge demonstrated	100% (37 of 37)	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	70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge	<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge	3.00
2.3.2 Percent of Exercise Science students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for practicum/clinical skills demonstrated	97% (36 of 37)	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	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	<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Practicum/clinical skills	3.00
2.3.3 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	97% (36 of 37)	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	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	<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Work ethic/initiative	3.00

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[2] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

2.3.4.	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	97% (36 of 37)	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	70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Verbal skills	<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Verbal skills	3.00
2.3.5.	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	100% (32 of 32)	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	70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Written skills	<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Written skills	3.00

2.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: Outcome 1 Score = 3 + Outcome 2 Score = 3 + Outcome 3 Score = 3 + Outcome 4 Score = 3 + Outcome 5 Score = 3. Total of Outcome Scores 1-5 = 15/ 5 Total Outcomes = 3.00.

2.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	Site Supervisor Evaluation Scoring Rubric (Professional Knowledge sub-section)	Every Fall and Spring semester in PEES 490 (Internship)
2.5.2.	Site Supervisor Evaluation Scoring Rubric (Practicum/clinical skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)
2.5.3.	Site Supervisor Evaluation Scoring Rubric (Work Ethic/Initiative sub-section)	Every Fall and Spring semester in PEES 490 (Internship)
2.5.4.	Site Supervisor Evaluation Scoring Rubric (Verbal skills sub-section)	Every Fall and Spring semester in PEES 490 (Internship)

2.5.5.   Site Supervisor Evaluation Scoring Rubric (Written skills sub-   Every Fall and Spring semester in PEES 490 (Internship)
section)

2.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/24/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

2.6.1.   **OUTCOME 1 COMMENTS:** 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 4.62 on a 5-point scale. This is comparable to scores from previous years for this outcome.

   2.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

   2.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.2.   **OUTCOME 2 COMMENTS:** 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 4.84 on a 5-point scale. This is the highest average score since we began collecting data on this outcome (previous high was 4.78 in AY 2012-2013).

   2.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.

   2.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.3.   **OUTCOME 3 COMMENTS:** 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 4.84 on a 5-point scale. This is comparable to scores from previous years for this outcome. See Summary Section for further review.

   2.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

2.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.4. **OUTCOME 4 COMMENTS:** 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 4.84 on a 5-point scale. This is comparable to scores from previous years for this outcome. See Summary Section for further review.

2.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

2.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.5. **OUTCOME 5 COMMENTS:** 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 4.97 on a 5-point scale. This is comparable to scores from previous years for this outcome. See Summary Section for further review.

2.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

2.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Each of the five outcomes related to this unit/program goal were met for the 2017-2018 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 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 field of study. More students are interning at chiropractic or athletic training sites, for example. These fields are not fields that are discussed to any great extent within 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).

2.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5**: 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.

3. **UNIT/PROGRAM GOAL 3:** Demonstrate professional dispositions and appropriate professional communication skills needed for success in exercise-related careers

3.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 1. High Demand, Market-Driven Programs

3.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year (2017-2018)

3.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[3]**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1 The average of all students scores on the Appropriate Professional Dispositions subsection of the PEES 499 Professional Disposition Scoring Rubric.	2.55	The average score of all student scores on the Professional Dispostion sub-section (evident through certifications, memberships, and volunteerism) will be at least 2.4 out of 3.0	The average score of all student scores on the Professional Dispostion sub-section (evident through certifications, memberships, and volunteerism) will be between 2.0 and 2.39 out of 3.0	The average score of all student scores on the Professional Dispostion sub-section (evident through certifications, memberships, and volunteerism) will be less than 2.0 out of 3.0	3.00
3.3.2 The average of all students scores on the Job-Interview Skills subsection of the PEES 499 Professional Disposition Scoring Rubric.	2.60	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 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 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	3.00
3.3.3 The average of all students scores on the Resume subsection of the PEES 499	2.57	The average score of all student scores on the Resume Writing sub-section (evident through content, structure, and	The average score of all student scores on the Resume Writing sub-section (evident through content, structure, and	The average score of all student scores on the Resume Writing sub-section (evident through content, structure, and	3.00

[3] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

	Professional Disposition Scoring Rubric.		grammar) will be at least 2.4 out of 3.0	grammar) will be between 2.0 and 2.39 out of 3.0	grammar) will be less than 2.0 out of 3.0	
3.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
3.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

3.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Outcome 1 Score = 3 + Outcome 2 Score = 3 + Outcome 3 Score = 3. Total of Outcome Scores 1-3 = 9 / 3 Total Outcomes = 3.00.

3.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment

3.5.1.	Professional Skills and Disposition Scoring Rubric - Professional Disposition Subsection	Every Fall and Spring semester in PEES 499
3.5.2.	Professional Skills and Disposition Scoring Rubric - Job Interview Skills Subsection	Every Fall and Spring semester in PEES 499
3.5.3.	Professional Skills and Disposition Scoring Rubric - Resume Writing Skills Subsection	Every Fall and Spring semester in PEES 499
3.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
3.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

3.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/24/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

3.6.1. **OUTCOME 1 COMMENTS**: 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-nine percent (n=17) of the twenty-nine students scored a 3 out of 3 while thirty-eight percent (n=11) scored a 2 out of 3.

    3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: Click here to enter dollar amount/other resources required.

    3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.2. **OUTCOME 2 COMMENTS**: 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-eight percent (n=14) of the twenty-nine students scored a 2.7 or higher, indicating an "A" grade, while twenty-eight percent (n=8) scored between a 2.4 and a 2.6 (corredsponding to a "B" grade) out of 3.

    3.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2**: Click here to enter dollar amount/other resources required.

3.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.3. **OUTCOME 3 COMMENTS:** The expected outcome was met for the average of all student scores in the Resume Writing sub-section of the Disposition Scoring Rubric. For the Resume Writing sub-section, thirty-eight percent (n=11) of the twenty-nine students scored a 2.7 or higher, indicating an "A" grade, while thirty-one percent (n=9) scored between a 2.4 and a 2.6 (corredsponding to a "B" grade) out of 3.

3.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

3.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

3.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

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.

3.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5**: 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.

4. UNIT/PROGRAM GOAL 4: To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 1. High Demand, Market-Driven Programs

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** 2017-2018

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[4]**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1 Major Enrollment	220.6	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.	Not Applicable	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.	3.00
4.3.2 Completions (Degrees Awarded)	43.0	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.	Not Applicable	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.	3.00
4.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a	Outcome 3: Score.

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[4] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

		level of attainment which "Meets" the expectations of the unit/program.	level of attainment which "Partially Meets" the expectations of the unit/program.	level of attainment which "Does Not Meet" the expectations of the unit/program.	
4.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
4.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

4.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: Outcome 1 Score = 3 + Outcome 2 Score = 3. Total of Outcome Scores 1-2 = 6 / 2 Total Outcomes = 3.00.

4.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment

4.5.1.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
4.5.2.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
4.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
4.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
4.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

4.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/24/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

4.6.1. **OUTCOME 1 COMMENTS**: 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.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: 50,000

4.6.1.2. **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.

4.6.2. **OUTCOME 2 COMMENTS**: 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.

4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.

4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
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.

4.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** 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.

5. UNIT/PROGRAM GOAL 5: 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.

    5.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 4. Graduates Who Are Gainfully Employed or Admitted to Graduate School

    5.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Spring 2018-Spring 2019

    5.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[5]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1 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.	Click here to enter Outcome 1 Summary Data.	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.	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.	<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.	Outcome 1: Score.
5.3.2 Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.

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[5] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.
5.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

5.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
5.5.1.	Graduate survey to be deployed by Exercise Science program director approximately one year post-graduation.	At the end of every Fall and Spring semester
5.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 5/3/2019
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

5.6.1.   **OUTCOME 1 COMMENTS**: We began gathering graduate contact information at the end of Spring 2018. The end of Spring 2019 will be the first collection of data for this particular outcome.

    5.6.1.1.   **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: Click here to enter dollar amount/other resources required.

    5.6.1.2.   **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.2. **OUTCOME 2 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2**: Click here to enter dollar amount/other resources required.

    5.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.3. **OUTCOME 3 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3**: Click here to enter dollar amount/other resources required.

    5.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.4. **OUTCOME 4 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4**: Click here to enter dollar amount/other resources required.

    5.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.5. **OUTCOME 5 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5**: Click here to enter dollar amount/other resources required.

      5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
While results are not available at this point, 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 to future students/parents, as well as Admissions, about our success in placing students within the field.

5.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** The result of this outcome could potentially dictate a change in how we prepare our students for careers after graduation.