



2024-2025

ANNUAL ASSESSMENT REPORT

Exercise Science

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2024-2025 Assessment Narrative on Findings

Exercise Science (BS)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

The Exercise Science program at William Woods University, housed within the School of Science and Health, offers a comprehensive study of human movement with concentrations in Strength and Conditioning, Pre-Athletic Training, and Pre-Physical Therapy. The curriculum blends scientific principles with practical skills in areas like exercise physiology and kinesiology, enhanced by access to the state-of-the-art Center for Human Performance and the Weider Fitness Center. Emphasizing hands-on learning and small class sizes, the program prepares students for diverse careers in the health and fitness industry or further graduate studies.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

There have been no changes to the mission statement in the exercise science program.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The Exercise Science program's dedication to preparing students for specific professions in strength and conditioning and movement science graduate programs directly aligns with William Woods University's mission of providing a student-centered, professions-oriented education that prepares learners for success. By emphasizing evidence-based principles, hands-on experiences, and internships, the program fosters intellectual inquiry and creativity while promoting inclusion through diverse career pathways. Ultimately, the Exercise Science program embodies the university's commitment to equipping students with the knowledge and skills necessary for professional achievement and further academic pursuits.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

Narrative:

1. The Exercise Science program's outcomes should directly reflect the knowledge and skills necessary for success in strength and conditioning professions and movement science graduate programs, aligning with the program's mission to prepare students through evidence-based learning and practical experiences. The fact that the outcomes were changed in the past year, coinciding with new faculty, suggests a deliberate effort to refine the program's learning objectives, likely to better align with current industry standards or the expertise of the new instructors. While current assessment data from students not taught under these revised outcomes might not fully reflect the program's progress toward its mission with the updated framework, future assessments based on these new outcomes will be crucial in determining the program's effectiveness in achieving its goals.

2. Given that the program outcomes were revised in the past year due to new faculty, and considering the assessment data, students met approximately 50% of these *newly revised* outcomes. However, it's important to note that this assessment includes data from students, including seniors, who may not have been fully instructed under this updated framework. Therefore, while this provides an initial indication, a more precise understanding of student achievement against the current outcomes will emerge with further assessment data collected from students who have progressed entirely under the revised curriculum. The focus this past academic year, 2024-2025, was on the core content. As a result, the following concentrations did not meet the outcomes: Pre-AT [Exercise Science - Pre-Athletic Training Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#) Pre-PT [Exercise Science - Pre-Physical Therapy Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#) and Strength and Conditioning [Exercise Science - Strength and Conditioning Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#). The focus for the 2025- 2026 academic year will be on developing the concentrations for assessment.

Evidence:

- [Exercise Science \(BS\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)
- [Exercise Science - Pre-Athletic Training Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)
- [Exercise Science - Pre-Physical Therapy Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)
- [Exercise Science - Strength and Conditioning Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)

- [Exercise Science Annual Assessment 2023-2024](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

The Exercise Science program at William Woods University offers a structured pathway starting with foundational sciences like Anatomy and Physiology and progressing through core courses in Exercise Physiology, Kinesiology, and Fitness Assessment. Students also complete coursework in related areas such as Nutrition before focusing on concentrations in Strength and Conditioning, Pre-Athletic Training, or Pre-Physical Therapy, culminating in a required internship for practical experience. Notably, there have been no changes to this course pathway or degree requirements during the current cycle, as the curriculum underwent a revision a year ago.

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

1. The measures selected to assess program outcomes include exams, practical examinations, and capstone projects, chosen for their ability to comprehensively evaluate theoretical understanding, practical application, and the synthesis of knowledge acquired throughout the semester. These methods were consistently used throughout the cycle to establish a baseline for reliable longitudinal data collection over a planned five-year period, allowing for accurate tracking of student learning and program effectiveness. Consequently, no changes were made to these assessment instruments during this cycle, and the current intention is to maintain these measures for the next assessment to ensure data consistency for long-term analysis.

2. As both faculty members are new, a conclusive summary of the program's assessment results and whether they demonstrate improvement or mastery of outcomes over this cycle is not yet feasible due to a lack of historical context and familiarity with the data. A more informed analysis will be possible in future cycles as faculty gain experience with the program's assessments and student performance.

[Exercise Science \(BS\)_2024-2025 Curriculum and Assessment Findings_2024-2025 Exercise Science - Pre-Athletic Training Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#) [Exercise Science - Pre-Physical Therapy Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#) [Exercise Science - Strength and Conditioning Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)

Evidence:

- [Exercise Science \(BS\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)
- [Exercise Science - Pre-Athletic Training Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)
- [Exercise Science - Pre-Physical Therapy Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)
- [Exercise Science - Strength and Conditioning Concentration_2024-2025 Curriculum and Assessment Findings_07-20-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

1. Program faculty actively participate in assessment by teaching the curriculum, administering exams, practicals, and capstones designed to measure program objectives, and then evaluating student performance on these assessments. This process ensures that faculty directly involved in instruction are responsible for determining the extent to which students achieve program outcomes. Since the assessment methods have remained consistent, no changes have been implemented to further encourage faculty participation in this ongoing cycle of teaching, administering, and evaluating student learning.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program’s assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

1. Based on the program's assessment results, faculty have identified specific action items to foster student success. For Objective 1, recognizing potential time constraints impacting exam performance, faculty will implement adjustments to the course schedule to allow students more dedicated study time and greater spacing between examinations. For Objective 5, aiming to enhance students' knowledge acquisition, faculty will integrate library resources more directly into the curriculum to expose students to a wider range of scholarly materials. While the impact of these changes on overall program improvement within this current cycle remains to be seen, these targeted interventions directly address areas

identified through assessment, demonstrating a proactive approach to enhancing student learning and outcomes.

Evidence:

- [Exercise Science \(BS\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

N/A

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

The program has integrated scholarly, real-world readings addressing social issues to connect learning to societal problems (2B) and foster new understandings of concepts (2F). This approach encourages students to identify key information (9A) and, where applicable, analyze numerical data to form their own conclusions (6A), thereby deepening their comprehension within a broader societal context and strengthening analytical skills.

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

Strength and Conditioning
Pre-Physical Therapy
Pre-Athletic Training

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

1. Program faculty actively fostered student scholarship by teaching EXS 422: Research in Sport Science, where they mentored 16 students in writing final research papers and creating poster presentations for the senior symposium. This highlights faculty dedication to engaging students in significant research activities.

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

N/A

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

1. William Woods University is supporting the Exercise Science department by adding one new faculty.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?
2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

1. Exercise Science is trending upward. Exercise Science is the second largest major on campus.
2. Faculty met with prospective students that arrived on campus. Together, over the 2024-2025 school year, faculty met with 40 prospective students along with participating in Woods 101 and Discovery Day.

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

The program has maintained acceptable student retention rates throughout the review cycle. This success is significantly supported by the strategies faculty employ to engage and support students, notably their commitment to individual meetings and accessibility for academic and personal guidance. When students do leave the program, it is generally attributed to factors beyond the faculty's direct control. This personalized approach cultivates a strong sense of belonging and support, contributing significantly to students' persistence within the Exercise Science program despite external challenges.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

1. Enrollment trends for courses within the program remain rising. Faculty have to open new sections of courses because the enrollment cap is met, due to the influx of students in the exercise science program.
2. The trend of DFW remain limited, as in line with expectations. There were minimal students within the DFW group.
3. N/A

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

1. 16 students graduated from the EXS program in Spring 2025. Yes, the program is continuing to grow along with the number of students graduating each year.
2. N/A

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

1. Students connect with the faculty well, fostering good student- educator relationships. Students also appreciate how much faculty are pouring into the program for their success.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

1. EXS faculty created 4-year plans for each student to know when and how they are going to graduate. EXS faculty meet with each EXS student, regardless of if the student is assigned to the specific EXS faculty they meet with.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

1. At the end of the year awards, an EXS student received a distinguished scholar for EXS majors.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

1. A key strength of the Exercise Science program at William Woods University lies in its dedicated faculty who provide individualized attention and support, contributing to successful student retention. However, a potential weakness could be the limited assessment data available to new faculty for comprehensive program evaluation. Opportunities for growth include leveraging the newly added faculty position to expand program offerings and research capacity, as well as further integrating the excellent Human Physiology Lab into the curriculum. A potential threat could be external factors impacting student enrollment and retention that are beyond the program's direct control, as generally observed when students leave the program.

Industry and Program Trends

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

There were no senior exit surveys. This will be implemented in the 2025-2026 school year.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

N/A