

## Outcome Assessment: Sport and Fitness Administration

**College:** Piedmont College dedicates itself to the transformative power of education through reciprocal learning, the development of compassionate leaders, and the stewardship of our local and global communities.

**School of Nursing and Health Sciences Mission:** The R.H. Daniel School of Nursing and Health Sciences at Piedmont College shall be recognized as an exemplary professional academic program. The arts & sciences are the foundation upon which the students' intellectual endeavors are built, contributing to the provision of holistic care to clients that includes physical, psychosocial, spiritual, and environmental care. The School of Nursing and Health Sciences is dedicated to respect for diversity and to community outreach.

### **Program Mission:**

The sport and fitness administration program seeks to prepare undergraduate students for careers involving the organization, administration, and supervision of sport and fitness programs by providing the theoretical foundations for both business (management, marketing, accounting, and economics) and sport science (health promotion, fitness assessment and prescription, biomechanics, and sport nutrition) through exemplary classroom and laboratory instruction. Furthermore, the program is dedicated to respecting individual diversity, engaging the community through internships and service, and providing the pre-requisite courses for students wishing to pursue an MBA upon graduation.

### **Program Goals:**

1. The Program is committed to enrolling 10 quality students each year, retaining 80% of students each year, and graduating them four years after program admission.
  - a. **Piedmont Goal Reference: GOAL 8.** Piedmont College will provide students the resources to achieve their academic goals in a timely fashion and meet learning outcomes expected in their degree programs.
  - b. **Outcome (non-student learning):** The number of students who matriculate into each cohort and persist.
  - c. **Measures:**
    - 1)Number of students declaring an SFA major (10)
    - 2)Retention rate by cohort (80%)
    - 3)Graduation rate by cohort (80%)
2. The Program seeks to provide high quality instruction that integrates cognitive and psychomotor skills into active problem-solving abilities that will culminate in 90% of students having post-graduate placements (employment or graduate school) within six months of graduation.
  - a. **Piedmont Goal Reference: GOAL 1.** Piedmont College will attract and retain students, faculty, and staff, and engage alumni and friends, by providing experiences with the College that inspire in them a lifelong affinity with the institution.
  - b. **SLO 1: Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.**
    - 1.1 Propose and apply methods of injury prevention and risk reduction for both healthy and at-risk individuals.
    - 1.2 Design fitness plans for both healthy and at-risk individuals that meet their

performance or wellness goals.

- 1.3 Demonstrate oral, written, and visual communication strategies that are organized, coherent, accurate, and professionally prepared and delivered.
- 1.4 Develop and evaluate administrative strategies in the context of a sport, health, or fitness system (i.e. risk management, program delivery mechanisms, financial constraints, client privacy and outcomes, and general facility/resource management).
- 1.5 Develop promotional strategies and the related administration plan for healthy living and/or injury/disease prevention outcomes.

c. **Measures:**

- 1)Health Promotion Project (80% at 3.5 on the rubric)-QEP3
- 2)Fitness Assessment Project (80% at 3.5 on the rubric)
- 3)Alumni Survey (respondents will rate 80% of program attributes at 5.25 and 80% of the SLOs at 4.8)
- 4)Internship Reflection Paper (100% at 2.75 on the rubric)-QEP3
- 5)Capstone Reflection Paper (80% at 3 on the rubric)-QEP2

3. The Program is committed to supporting a minimum of one student in an internship or other experiential learning experience each year.

a. **Piedmont Goal Reference: GOAL 4.** Piedmont College will offer traditional and innovative academic programs that are rigorous in content and flexible in real-world application.

b. **SLO 2:** Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.

- 2.1 Apply clinical reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, formulate a differential diagnosis, provide care, and make appropriate referrals.
- 2.2 Use psychosocial techniques to enhance client care and determine when abnormal behaviors require referral.
- 2.3 Adapt therapeutic interventions using clinician– and client-oriented outcomes with consideration to the state of health and goals to maximize client participation and quality of life.
- 2.4 Implement, evaluate, and modify participation plans for both healthy and at-risk individuals that meet their performance or wellness goals through collaboration with allied healthcare providers.
- 2.5 Create, evaluate, and modify an environment conducive to safe activity participation.
- 2.6 Demonstrate cultural competence in the care of clients from diverse backgrounds.

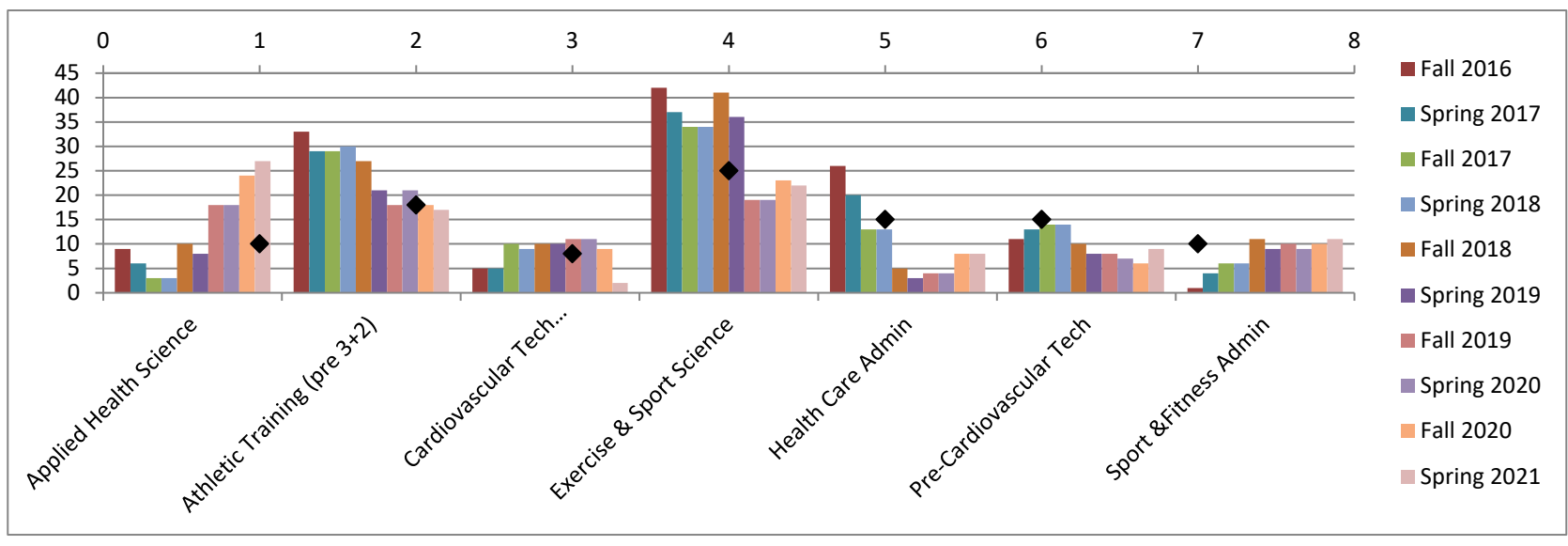
c. **Measures:**

- 1)Kinesiology Paper and Presentation (80% at 3.5 on the rubric)
- 2)Sport Nutrition Paper and Presentation (80% at 3.75 on the rubric)
- 3)Exit Survey (Respondents will score 80% of program attributes  $\geq 5.25$  on the rubric, a minimum of one graduate will have completed experiential learning prior to graduation, and 90% will have post-graduate placements within 6 months of graduating)

4. The Program is committed to increasing the number of qualified full-time faculty and providing professional mentoring.
  - a. **Piedmont Goal Reference: GOAL 6.** Piedmont College will educate the whole student through co-curricular programs, extra-curricular activities, and experiential learning endeavors.
  - b. **SLO 3:** Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
    - 3.1 Identify state and national regulations and demonstrate professional, moral, and ethical judgment when delivering client-centered care.
    - 3.2 Adapt evidence-based practice concepts when making clinical and administrative decisions and critically examining health science practice.
    - 3.3 Critically evaluate research findings to develop administrative strategies that apply the foundational concepts of accounting, management, marketing, economics, and project management.
    - 3.4 Use effective documentation to develop, participate in, and lead client-centered care.
    - 3.5 Use appropriate professional guidelines to develop, implement, evaluate, and modify emergency care strategies.
    - 3.6 Demonstrate a commitment to professional growth and development.
  - c. **Measures:**
    - 1)Research Methods Paper and Presentation (80% at 3.75 on the rubric)-QEP1
    - 2)Capstone Paper and Presentation (80% at 4.0 on the rubric)-QEP5
    - 3)Athletic Administration Project (80% at 3.75 on the rubric)-QEP5
    - 4)Piedmont 1101 Reflection Paper (80% at 2 on the rubric)-QEP4, QEP6

<b>Description</b>	Admission rate/declared majors					
<b>Outcome</b>	<b>Overall Program Effectiveness:</b> Number of students enrolled in the program each year.					
<b>Sample</b>	All Students declared as HLSC majors in fall and spring					
<b>Program</b>	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	<b>PG1;Non-SLO;M1</b>	<b>PG1;Non-SLO;M1</b>	<b>PG1;Non-SLO;M1</b>	<b>PG1;Non-SLO;M1</b>	<b>PG1;Non-SLO;M1</b>	<b>PG1;Non-SLO;M1</b>
<b>Target</b>	10 students enrolled	18 students enrolled	15 PCVT students 8 CVTE students	25 students enrolled	10 students enrolled	10 students enrolled

Results	Program	Semester in the Program												
		Target	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Avg. Enroll.
		Applied Health Science	10	8	9	6	3	3	10	8	18	18	24	27
Athletic Training (UG)	18	21	33	29	29	30	27	21	18	21	18	17	24.00	
Cardiovascular Tech (Clinical)	8	1	5	5	10	9	10	10	11	11	9	2	7.55	
Exercise & Sport Science	25	26	42	37	34	34	41	36	19	19	23	22	30.27	
Health Care Admin	10	17	26	20	13	13	5	3	4	4	8	8	11.00	
Pre-Cardiovascular Tech	15	10	11	13	14	14	10	8	8	7	6	9	10.00	
Sport & Fitness Admin	10		1	4	6	6	11	9	10	9	10	11	7.70	



	CVTE		Semester in the Program					Retent. %	Avg. Enroll.	Target Enroll.
	Cohort Entrance Semester	Interview	Accept	FA	SP	SU				
	Fall 2015	1	1	1	1	1	1	1.00	8.00	
	Fall 2016	6	5	5	5	5	1	5.00	8.00	
	Fall 2017	9	9	9	8	7	0.77778	7.00	8.00	
	Fall 2018	10	10	10	10	10	1	10.00	10.00	
	Fall 2019	11	11	11	11	11	1	11.00	10.00	
	Fall 2020	5	5	5	5	5	1	5.00	10	
<b>Narrative</b>	APHS: Met (255% of target; 25.5 of 10 desired enrolled). Enrollment in this program has grown from 18 in fall 2019 to 27 in spring 2021. We attribute this to adding 3 tracks to better align with students' future goals, and to efforts made during PDMT1101 to help students identify those goals.									
	ATHL: Nearly Met (97% of target; 17.5 of 18 desired enrolled). With the full transition to the 3+2 in 2020, the undergraduate enrollment goal may need to be adjusted downwards to reflect 3 cohorts of students simultaneously, versus four (target of 18 instead of 25). When this is taken into account, the program met the goal (18 fall, 17 spring).									
	CVTE: Not Met (63% of target; 5 of 8 desired enrolled). Enrollment in the clinical year dropped dramatically this year to half the desired number of students. Of the 5 enrolled in the clinical year, only 2 are bachelor degree-seeking students.									
	Pre-CVTE: Not Met (50% of target; 7.5 of 15 desired enrolled). Pre-CVTE enrollments have dropped for the last two years. The program will be discontinued at the end of the 2021-2022 academic year.									
	EXSS: Nearly Met (90% of target; 21.5 of 25 desired enrolled). Enrollment in this program is falling (21 compared to 36 two years ago). Some of this "melt" is likely students identifying other programs in the department (APHS and SFAD) as options that better align with their future goals. It may also reflect more aggressive recruiting from BIOL to capture pre-physical therapy and physician assistant students in that area.									
	HCAD: Not met (80% of target; 8 of 10 desired enrolled). This goal was not met, as the program averaged 8 students this year. However, this is double the enrollment in 2019-2020. Much of this is due to less attrition from the NURS program. However since all of the courses taken by this program are also taken by others, there is no financial advantage to ending it.									
	SFAD: Met (105% of target; 10.5 of 10 desired enrolled). This program has maintained enrollment at its goal (10) for the third year in a row.									
<b>Plan</b>	<ul style="list-style-type: none"> <li>• Increase APHS target to 18 to capture its growth</li> <li>• Consider marketing strategies to increase on-campus visibility of all programs, but EXSS and HCAD especially</li> </ul>									
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>• New targets will be used in 2021-2022 data cycle (A. Dondanville)</li> <li>• Marketing strategies for on-campus recruitment will be developed in Fall 2021 (A. Dondanville and E. McKinney)</li> </ul>									

<b>Description</b>	Overall Program Effectiveness (Retention/Graduation Rates)																								
<b>Outcome</b>	Number of students persisting in the program and graduating each year.																								
<b>Target</b>	80% of students beginning the year in each cohort will persist to the next year and 80% of students will graduate within 4yrs of beginning at Piedmont; 100% of CVTE students will persist each semester and graduate 1 year after admission to the clinical program phase																								
<b>Sample</b>	All Students declared as HLSC majors																								
<b>Program Objectives Measured</b>	APHS <b>PG1;Non-SLO;M2,3</b>				ATHL <b>PG1;Non-SLO;M2,3</b>				CVTE <b>PG1;Non-SLO;M2,3</b>				EXSS <b>PG1;Non-SLO;M2,3</b>				HCAD <b>PG1;Non-SLO;M2,3</b>				SFAD <b>PG1;Non-SLO;M2,3</b>				
<b>Results</b>	<b>Semester in the Program</b>																								
	<b>Program</b>	<b>Target</b>	<b>Fall 2016</b>	<b>S to F</b>	<b>Spring 2017</b>	<b>F to S</b>	<b>Fall 2017</b>	<b>S to F</b>	<b>Spring 2018</b>	<b>F to S</b>	<b>Fall 2018</b>	<b>S to F</b>	<b>Spring 2019</b>	<b>F to S</b>	<b>Fall 2019</b>	<b>S to F</b>	<b>Spring 2020</b>	<b>F to S</b>	<b>Fall 2020</b>	<b>S to F</b>	<b>Spring 2021</b>	<b>F to S</b>	<b>Average Retent. %</b>	<b>Avg. Enroll.</b>	<b>Target Enroll.</b>
	Applied Health Science	10	9	1.125	6	0.667	3	0.5	3	1	10	3.333	8	0.8	18	2.25	18	1	24	1.333	27	1.125	131.3%	6.43	10
	Athletic Training (pre 3+2)	18	33	1.571	29	0.879	29	1	30	1.034	27	0.9	21	0.778	18	0.857	21	1.167	18	0.857	17	0.944	99.9%	6.93	25
	Cardiovascular Tech (Clinical)	8	5	5	5	1	10	2	9	0.9	10	1.111	10	1	11	1.1	11	1	5	0.455	5	1	145.7%	2.56	8
	Exercise & Sport Science	25	42	1.615	37	0.881	34	0.919	34	1	41	1.206	36	0.878	19	0.528	19	1	23	1.211	22	0.957	101.9%	8.64	28
	Health Care Admin	15	26	1.529	20	0.769	13	0.65	13	1	5	0.385	3	0.6	4	1.333	4	1	8	2	8	1	102.7%	4.48	10
	Pre-Cardiovascular Tech	15	11	1.1	13	1.182	14	1.077	14	1	10	0.714	8	0.8	8	1	7	0.875	6	0.857	9	1.5	101.1%	3.07	15
	Sport & Fitness Admin	10	1	1	4		6		6	1	11	1.833	9	0.818	10	1.111	9	0.9	10	1.111	11	1.1	110.9%	3.18	10
	<b>Narrative</b>	APHS: Met. This program retained at 112% (+20 percentage points). All students graduated on time.																							
Pre-ATHL: Met. This program retained at 94% (+8 percentage points).																									
CVTE: Met. This program retained at 100% (does not include students finishing in December due to COVID; no change) Pre-CVTE: Not Met (no pre-CVTE majors retained spring to fall due to closing the program)																									
EXSS: Met. This program retained at 96% (-25 percentage points due to students changing majors to APHS). One student chose not to graduate this year; instead, she will return to take pre-PA classes. All others graduated on time.																									
HCAD: Met. This program retained at 100%. (no change) All students graduated on time.																									
SFAD: Met. This program retained at 110%. (no change) One student will graduate in summer 2021; all others graduated on time.																									
<b>Plan</b>	<ul style="list-style-type: none"> <li>Continue to monitor enrollment numbers and trends to ensure program offerings meet student needs.</li> <li>Expand the HLSC club to attract higher membership and more quality participation</li> </ul>																								
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>Data trends will be monitored in fall 2021 (A. Dondanville)</li> <li>The HLSC club will be reinvigorated by attracting new/younger students through freshmen and sophomore level courses Fall 2020 (G. Ryan and B. Reynolds)</li> </ul>																								

<b>Description</b>	Health Promotion Project Paper																																															
<b>Outcome</b>	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																															
<b>Target</b>	80% of students will score $\geq 3.5$ on the rubric																																															
<b>Sample</b>	Students enrolled in HSCS2301																																															
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD																																										
<b>Objectives Measured</b>	<b>PG2;SLO1;M1</b> QEP3	<b>PG2;SLO1;M2</b> QEP3			<b>PG2;SLO1;M1</b> QEP3	<b>PG2;SLO1;M1</b> QEP3																																										
<b>Results</b>	<p style="text-align: center;">Targets</p> <table border="1"> <thead> <tr> <th></th> <th>Target</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>80</td> <td>100</td> <td>91</td> <td>80</td> <td>95</td> </tr> <tr> <td>APHS</td> <td>80</td> <td>100</td> <td></td> <td>67</td> <td>88</td> </tr> <tr> <td>ATRG</td> <td>80</td> <td></td> <td></td> <td></td> <td>100</td> </tr> <tr> <td>HCAD</td> <td>80</td> <td>100</td> <td>100</td> <td></td> <td></td> </tr> <tr> <td>SFAD</td> <td>80</td> <td></td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>OTHER</td> <td>80</td> <td></td> <td>86</td> <td>67</td> <td>100</td> </tr> </tbody> </table>				Target	2018	2019	2020	2021	All Students	80	100	91	80	95	APHS	80	100		67	88	ATRG	80				100	HCAD	80	100	100			SFAD	80		100	100	100	OTHER	80		86	67	100	<p style="text-align: center;"><b>Health Promotion Project Targets</b></p> <p><b>% Meeting Target</b></p> <p>Legend: 2018 (Red), 2019 (Green), 2020 (Purple), 2021 (Cyan), Target (Blue line with diamond)</p>		
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<p><b>Narrative</b></p>	<p>This goal was met, as 95% of overall students enrolled met the target rubric score (19/20). This represents a 15 point percentage point increase from last year. In general, this was a larger and academically stronger overall group than previous classes - especially with writing skills. Theory or model integration continues to be problematic for some students, which should be addressed in future offerings.</p> <p>APHS: 7/8          Pre-ATRG: 4/4          HCAD:          SFAD: 3/3</p>																																																																																																				



	Other: 5/5
<b>Plan</b>	<ul style="list-style-type: none"> <li>No changes are planned; this assignment will be given again in its current form.</li> </ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>These data will be next collected in spring 2022 (B. Reynolds)</li> </ul>

<b>Description</b>	Health Promotion Project PSA																																																																																		
<b>Outcome</b>	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																																																																		
<b>Target</b>	80% of students will score $\geq 3.5$ on the rubric																																																																																		
<b>Sample</b>	Students enrolled in HSCS2301																																																																																		
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD																																																																													
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		Average Score				
		Target	2018	2019	2020	2021
Average		3.5	4.27	4.77	4.49	4.66
Concept		3.5	3.63	4.82	4.56	4.65
Conent		3.5	4.13	4.82	4.22	4.65
Credits / Citations		3.5	4.25	4.73	4.44	4.90
Organization		3.5	4.5	4.82	4.33	4.55
Quality (video, graphics, sound)		3.5	4.63	4.36	4.33	4.20
Submission Format		3.5	5	4.91	5.00	4.95
Use of Evidence		3.5	4.75	4.91	4.56	4.75

### Health Promotion PSA Section Scores

Section	2018	2019	2020	2021
Average	4.27	4.77	4.49	4.66
Concept	3.63	4.82	4.56	4.65
Conent	4.13	4.82	4.22	4.65
Credits / Citations	4.25	4.73	4.44	4.90
Organization	4.5	4.82	4.33	4.55
Quality (video, graphics, sound)	4.63	4.36	4.33	4.20
Submission Format	5	4.91	5.00	4.95
Use of Evidence	4.75	4.91	4.56	4.75

**Narrative**

This goal was met, as 100% of overall students met or exceeded the rubric target (20/20). This represents an 11 point improvement from last year. This improvement is attributed to class time being dedicated to viewing examples of PSAs and for students to work through their ideas in small groups. This group also was very capable with technology, with many of the PSAs being completed as iMovies, which were much higher quality.

APHS: 8/8  
Pre-ATRG: 4/4  
HCAD:  
SFAD: 3/3  
Other: 5/5

**Plan**

- No changes are planned; this assignment will be given again in its current form.

**Timeline for Improvement**

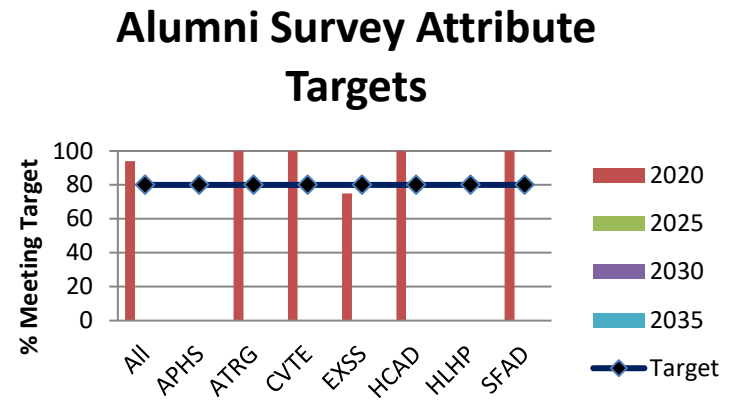
- These data will be next collected in spring 2022 (B. Reynolds)

<b>Description</b>	Fitness Assessment Project																																															
<b>Outcome</b>	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																															
<b>Target</b>	80% of students will score $\geq 3.5$ on the rubric																																															
<b>Sample</b>	Students enrolled in HSCS3321																																															
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD																																										
<b>Objectives Measured</b>	PG2;SLO1;M2	PG3;SLO2;M2		PG2;SLO1;M1		PG2;SLO1;M2																																										
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<b>Narrative</b>	This target was met, as 100% of students earned $>3.5$ on the rubric (15/15). This represents a small 5-point improvement from last year, and a 20-point margin over the target. Individual subsection scores were relatively consistent, with the exception of “evaluation”, which rose again by 0.06 points, but continues to be an area in which students struggle. This is the third year the project was ‘flipped’ to have students																																															

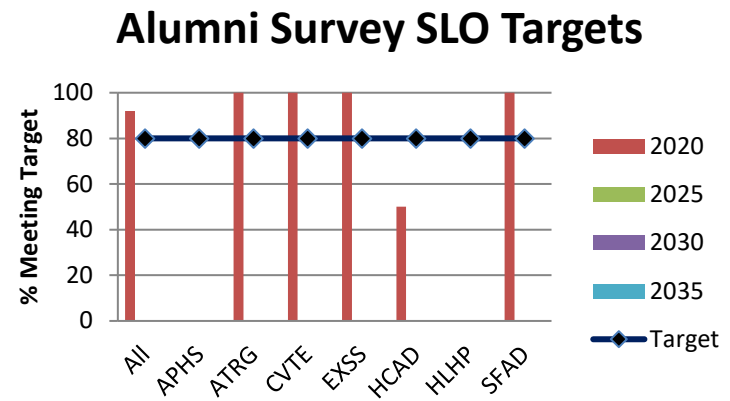
	<p>evaluate each other, with the addition of submitting one group paper and presentation. While the presentation scores dipped slightly, the overall effort was the best in several years.</p> <p>APHS: 5/5 Pre-ATRG: 3/3 EXSS: 3/3 SFAD: 3/3 Other: 1/1</p>
<b>Plan</b>	<ul style="list-style-type: none"><li>• This course will remain in the spring term to allow students to complete HSCS2221 (Kinesiology) in the fall. The submission of a group paper and presentation (parts 4a and 4b), will also be continued next year, as the students seem to help each other connect the dots better than working alone.</li></ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"><li>• Spring 2022 (A. Dondanville)</li></ul>

<b>Description</b>	Alumni Survey					
<b>Outcome</b>	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
<b>Target</b>	Respondents will score 80% of program attributes >5.25 (out of 6) on the rubric and rate 80% of SLOs >4.8 (out of 6)					
<b>Sample</b>	Students who have graduated (conducted every 5 years)					
<b>Program</b>	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	PG2;SLO1;M3	n/a	PG2;SLO1;M4	PG2;SLO1;M3	PG2;SLO1;M3	PG2;SLO1;M3
<b>Results</b>	Attributes: This target was met, 94% of all respondents rated program attributes greater than 5.25 (17 of 18). SLOs: This target was met, as 92% of all respondents rated program SLOs greater than 4.8 (12 of 13). Note: not all respondents completed this portion of the survey.					

	Target	2020	2025	2030	2035
All	80	94			
APHS	80				
ATRG	80	100			
CVTE	80	100			
EXSS	80	75			
HCAD	80	100			
HLHP	80				
SFAD	80	100			

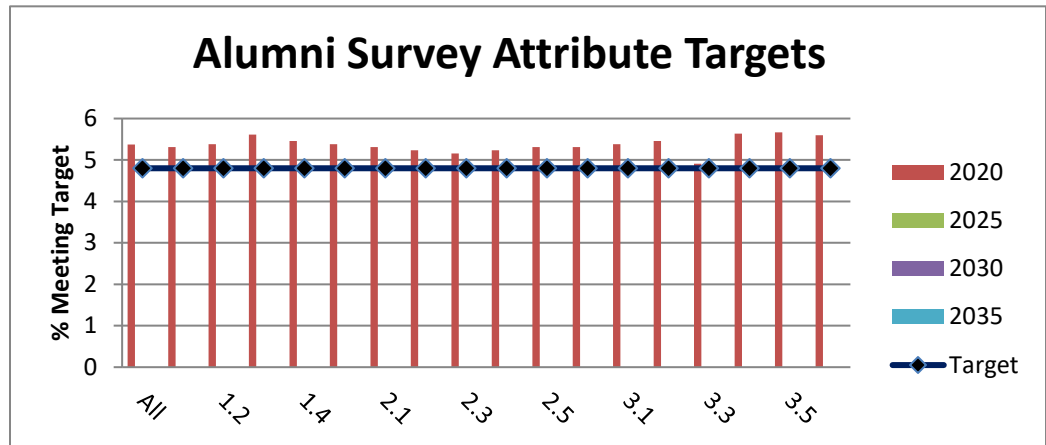


	Target	2020	2025	2030	2035
All	80	92			
APHS	80				
ATRG	80	100			
CVTE	80	100			
EXSS	80	100			
HCAD	80	50			
HLHP	80				
SFAD	80	100			



	Target	2020	2025	2030	2035
My major adequately prepared me for my current professional	5.25	5.72			
My major adequately prepared me to take credentialing exams	5.25	5.60			
The academic courses at Piedmont were diverse and provided	5.25	5.91			
The clinical and/or internship experiences helped me decide	5.25	5.88			
The Piedmont faculty understood current professional trends	5.25	5.63			
Average	5.25	5.76			

	Target	2020	2025	2030	2035
All	4.8	5.37			
1.1	4.8	5.31			
1.2	4.8	5.38			
1.3	4.8	5.62			
1.4	4.8	5.46			
1.5	4.8	5.38			
2.1	4.8	5.31			
2.2	4.8	5.23			
2.3	4.8	5.15			
2.4	4.8	5.23			
2.5	4.8	5.31			
2.6	4.8	5.31			
3.1	4.8	5.38			
3.2	4.8	5.45			
3.3	4.8	4.91			
3.4	4.8	5.64			
3.5	4.8	5.67			
3.6	4.8	5.60			



**Narrative** This is the first year of data collection, and overall, there was only one student of the eighteen who responded that felt the program (EXSS) didn't meet the mark on attributes and one of thirteen (HCAD) who rated the program SLOs poorly. It is interesting that each of these two students rated the other portion of the survey at or above the target level. Unfortunately, we feel that the response rate was too low (23%; 18 of 79).

Attributes:  
 APHS  
 ATRG: 4/4  
 CVTE: 7/7  
 EXSS: 3/4

SLOs:  
 APHS  
 ATRG: 4/4  
 CVTE: 2/2  
 EXSS: 4/4

	HCAD: 2/2 SFAD: 1/1	HCAD: 1/2 SFAD:1/1
<b>Plan</b>	<ul style="list-style-type: none"> <li>The survey will be sent to graduates again in Fall 2025.</li> </ul>	
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>HLSC: This survey will be distributed in Fall 2025. (A. Dondanville)</li> </ul>	

<b>Description</b>	Internship Reflection Paper																																																											
<b>Outcome</b>	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																																											
<b>Target</b>	100% of students will score $\geq 3$ on the rubric																																																											
<b>Sample</b>	Students enrolled in HSCS4499																																																											
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD																																																						
<b>Objectives Measured</b>	PG2;SLO1;M4 QEP3					PG2;SLO1;M4 QEP3																																																						
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<b>Narrative</b>	This target was met (100%), as all students enrolled in an internship (3/3) earned $>3.0$ on the rubric. This is the first year of data collection using this instrument for internship, and anecdotally, students did a great job connecting what they've learned in different classes to their internship site. This may also be partly due to having four required in-person meetings and 7 mini-reflections across the term to discuss what they were doing and how it related to their self-selected																																																											



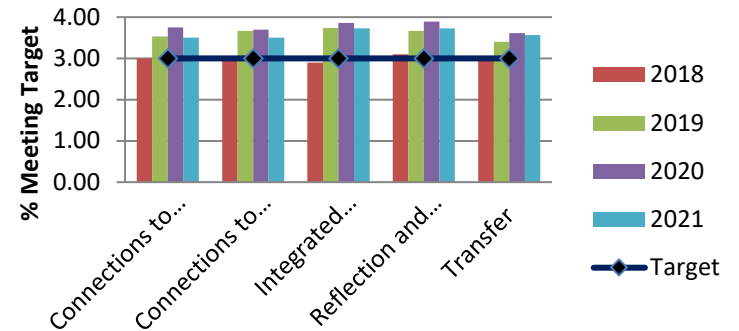
	goals. This assessment measure will be used again in 2021-2022. It is important to note that this measure is on a 4-point scale, while all others are on a 5-point scale.
<b>Plan</b>	<ul style="list-style-type: none"><li>• Continue this assessment as currently implemented in 2021, as the number of students completing internships is relatively small.</li></ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"><li>• Reassess in April 2022 (A. Dondanville)</li></ul>

<b>Description</b>	Capstone Reflection Paper																																															
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.																																															
<b>Target</b>	80% of students will score $\geq 3.0$ on the rubric																																															
<b>Sample</b>	Students enrolled in HSCS4450																																															
<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD																																										
<b>Objectives Measured</b>	<b>PG2;SLO1;M5</b> QEP2		<b>PG2;SLO1;M3</b> QEP2	<b>PG2;SLO1;M4</b> QEP2	<b>PG2;SLO1;M4</b> QEP2	<b>PG2;SLO1;M5</b> QEP2																																										
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Average Score

	Target	2018	2019	2020	2021
Connections to Discipline	3	3.00	3.53	3.75	3.5
Connections to Experience	3	3.00	3.67	3.69	3.5
Integrated Communication	3	2.90	3.73	3.86	3.73
Reflection and Self-Assessment	3	3.10	3.67	3.89	3.73
Transfer	3	3.00	3.40	3.61	3.57

### Capstone Reflection Section Scores



**Narrative**

This goal was met, as 100% of all students (11/11) scored >3 on the associated rubric. While this is a slight increase from last year (+5), individual content scores dropped. This is likely due to a different individual scoring students this year compared to last. Overall, we are pleased with the effort put forth on the assignment making connections between varied aspects of their education.

- APHS: 2/2
- CVTE: 2/2
- EXSS: 3/3
- HCAD: 1/1
- SFAD: 3/3

**Plan**

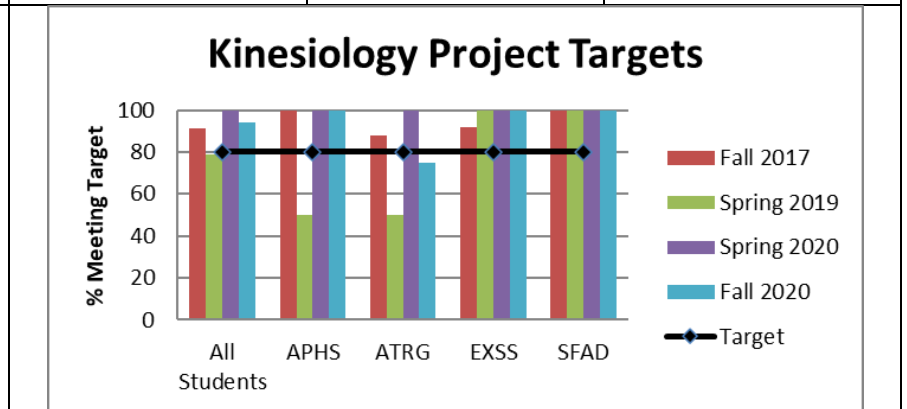
- Continue assessing undergraduate students in the capstone course (HSCS4450); no change in administration planned, but a new faculty member will lead the course in spring 2022 (G. Ryan).

**Timeline for Improvement**

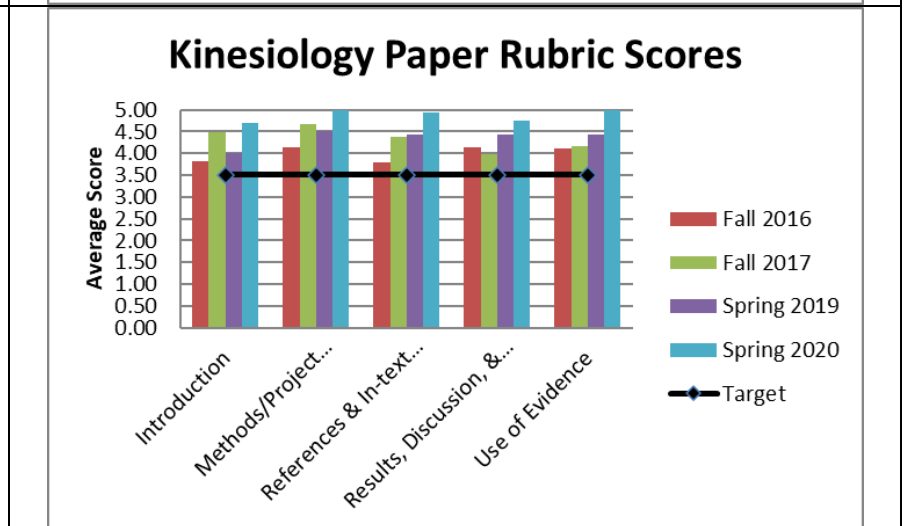
- Next data collection in spring 2022

<b>Description</b>	Kinesiology Project Paper					
<b>Outcome</b>	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
<b>Target</b>	80% of students will score $\geq 3.5$ on the rubric					
<b>Sample</b>	Students enrolled in HSCS2221					
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	PG3;SLO2;M1	PG3; SLO2; M1		PG3;SLO2;M1		PG3;SLO2;M1

		Targets				
	Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020	
All Students	80	91	79	100	94	
APHS	80	100	50	100	100	
ATRG	80	88	50	100	75	
EXSS	80	92	100	100	100	
SFAD	80	100	100	100	100	



		Average Score				
	Target	Fall 2016	Fall 2017	Spring 2019	Spring 2020	
General Style and Organization	3.5	4.21	4.17	4.64	4.94	
Grammar and Word Choice	3.5	4.29	4.30	4.57	4.94	
Introduction	3.5	3.82	4.48	4.00	4.69	
Methods/Project Description	3.5	4.14	4.67	4.50	5.00	
References & In-text Citations	3.5	3.79	4.37	4.43	4.94	
Recommendations	3.5	4.14	3.98	4.43	4.75	
Use of Evidence	3.5	4.11	4.17	4.43	5.00	

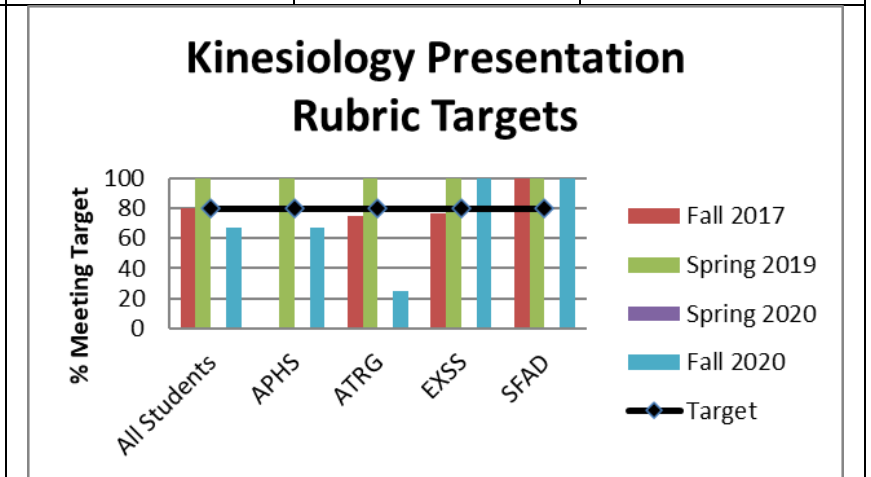


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<p><b>Narrative</b></p>	<p>This goal was met, as 94% of students met or exceeded the rubric target (14/15). While this represents an -6 point reduction over last year, it is the result of only one student not hitting the target. While all subscale scores improved (likely due to students using the writing center tutors), the content scores were relatively stable from previous administrations. Unfortunately, while it improved slightly, “anatomical analysis” still underperforms. The additional anatomy content appears to be helping students visually identify bones and muscles, but they still have difficulty connecting the muscle’s action to it’s location in the body and differentiating between concentric and eccentric contractions.</p> <p>APHS: 6/6 Pre-ATRG: 3/4 EXSS: 2/2 SFAD: 4/4</p>																																																																									
<p><b>Plan</b></p>	<ul style="list-style-type: none"> <li>The digital anatomy labs and quizzes developed in spring 2020, which utilized hot-spot and drag-and-drop technology, were retained this fall and supplemented with the use of manipulatives (mini-skeletons) during lectures and face-to-face labs. These will be retained in 2021.</li> <li>Additional emphasis will be placed on concentric/eccentric contractions as part of the muscle identification labs in 2021.</li> </ul>																																																																									
<p><b>Timeline for Improvement</b></p>	<ul style="list-style-type: none"> <li>This course and assignment will next be offered fall 2021 (A. Dondanville)</li> </ul>																																																																									

<b>Description</b>	Kinesiology Project Presentation					
<b>Outcome</b>	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
<b>Target</b>	80% of students will score $\geq 3.5$ on the rubric					
<b>Sample</b>	Students enrolled in HSCS2221					
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
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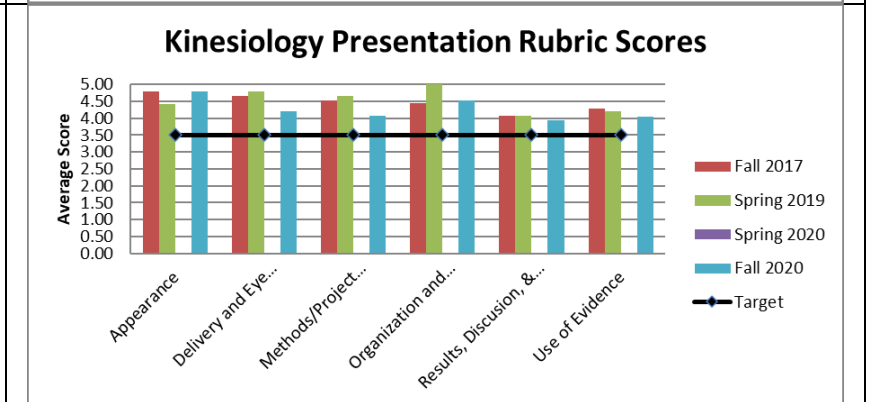
Targets					
	Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020
All Students	80	80	100	no data	67
APHS	80	0	100	no data	67
ATRG	80	75	100	no data	25
EXSS	80	77	100	no data	100
SFAD	80	100	100	no data	100

\*no data collected in 2019-2020 due to COVID19



Average Score					
	Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020
Appearance	3.5	4.78	4.43	no data	4.80
Delivery and Eye Contact	3.5	4.66	4.79	no data	4.20
Methods/Project Description	3.5	4.52	4.64	no data	4.07
Organization and Visual Aids	3.5	4.45	5.00	no data	4.53
Results, Discussion, & Recommendations	3.5	4.07	4.07	no data	3.93
Use of Evidence	3.5	4.29	4.21	no data	4.03

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<p><b>Narrative</b></p>	<p>This target was not met, as only 67% (10/15) of students met the scoring threshold. The lower scores were primarily due to poor description of their chosen skill's performance and anatomic analyses. Four of the five students who fell below the mark did not finish their presentations, earning no credit for portions which were not covered during their allotted time. The fifth simply chose not to do both of those two rubric sections in her presentation.</p> <p>APHS: 4/6 Pre-ATRG: 1/4 EXSS: 2/2 SFAD: 3/3</p>																																																																									
<p><b>Plan</b></p>	<ul style="list-style-type: none"> <li>The presentation will be included in fall 2021, and will include slide limits (number of) and emphasis on including all four project areas.</li> </ul>																																																																									
<p><b>Timeline for Improvement</b></p>	<ul style="list-style-type: none"> <li>These plans will be enacted in fall 2021 (A. Dondanville)</li> </ul>																																																																									

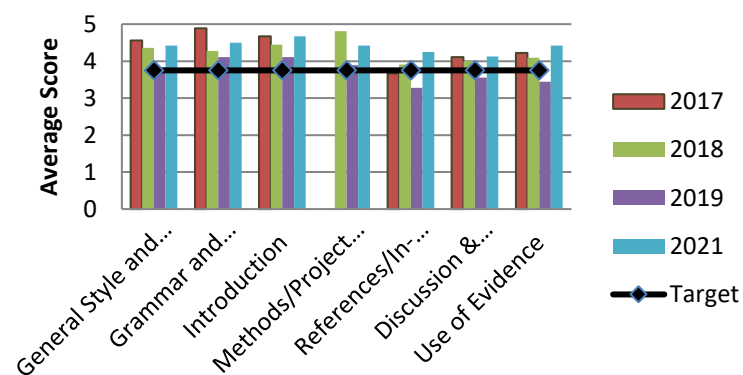
<b>Description</b>	Sport Nutrition Project Paper																																																																											
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<b>Target</b>	80% of preceptors will score $\geq 3.75$																																																																											
<b>Sample</b>	Students enrolled in HSCS4440																																																																											
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Average Scores

	Target	2017	2018	2019	2021
General Style and Organization	3.75	4.56	4.36	3.83	4.42
Grammar and Word Choice	3.75	4.89	4.27	4.11	4.5
Introduction	3.75	4.67	4.45	4.11	4.67
Methods/Project Description	3.75		4.81	3.89	4.42
References/In-text Citations	3.75	3.67	3.91	3.28	4.25
Discussion &	3.75	4.11	4	3.56	4.13
Use of Evidence	3.75	4.22	4.09	3.44	4.42

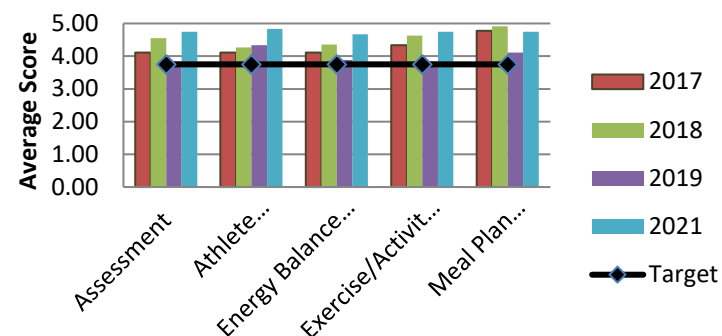
## Sport Nutrition Paper Rubric Scores



Average Content Scores

	Target	2017	2018	2019	2021
Assessment	3.75	4.11	4.55	3.83	4.75
Athlete BMI/BMR	3.75	4.11	4.27	4.33	4.83
Energy Balance Graph	3.75	4.11	4.36	3.89	4.67
Exercise/Activity Chart	3.75	4.33	4.63	3.83	4.75
Meal Plan Macronutrients	3.75	4.78	4.91	4.11	4.75

## Sport Nutrition Paper Content Scores



### Narrative

This target was met overall at 92% (11/13), which represents a 12-point improvement from last year. This largely due to the move from fall to spring. All but one student had completed exercise physiology, which allowed for more advanced concepts to be covered in detail. It was clear that students' comprehension of advanced concepts contributed to this change. While all HLSC major students met the target, two students with other majors did not. This could be due to less preparation in the main professional-content.

APHS: 5/5  
EXSS: 4/4  
SFAD: 2/2  
Other: 0/1

### Plan

- Continue to assign HSCS3301 (Exercise Physiology) as a course prerequisite.

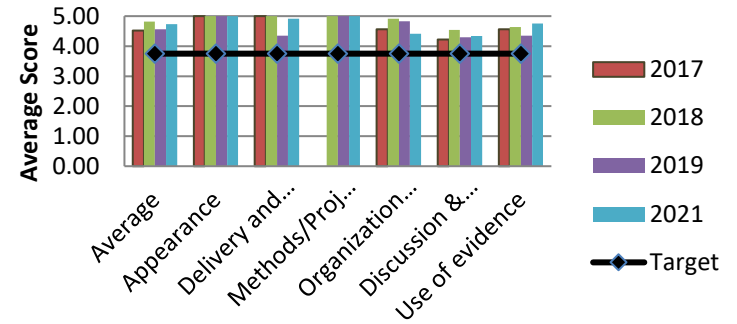
	<ul style="list-style-type: none"> <li>The assignment will be given as is again.</li> </ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>The next data collection period is spring 2022 (G. Ryan)</li> </ul>

<b>Description</b>	Sport Nutrition Project Presentation																																																																	
<b>Outcome</b>	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.																																																																	
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<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD																																																												
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<b>Results</b>	<p style="text-align: center;">Percent meeting target</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td>All</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>APHS</td> <td></td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>EXSS</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>SFAD</td> <td></td> <td></td> <td>100</td> <td>100</td> </tr> </tbody> </table>				2017	2018	2019	2021	Target	80	80	80	80	All	100	100	100	100	APHS		100	100	100	EXSS	100	100	100	100	SFAD			100	100	<p style="text-align: center;"><b>Sport Nutrition Presentation Targets</b></p> <p>The chart displays the percentage of students meeting the target for four categories: All (red), APHS (green), EXSS (purple), and SFAD (orange). A black line with diamond markers represents the target at 80%. All categories consistently meet or exceed the target across all years shown (2017, 2018, 2019, 2021).</p> <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>All</th> <th>APHS</th> <th>EXSS</th> <th>SFAD</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>100</td> <td>0</td> <td>100</td> <td>0</td> <td>80</td> </tr> <tr> <td>2018</td> <td>100</td> <td>100</td> <td>100</td> <td>0</td> <td>80</td> </tr> <tr> <td>2019</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>80</td> </tr> <tr> <td>2021</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>80</td> </tr> </tbody> </table>			Year	All	APHS	EXSS	SFAD	Target	2017	100	0	100	0	80	2018	100	100	100	0	80	2019	100	100	100	100	80	2021	100	100	100	100	80
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Average Scores

	Target	2017	2018	2019	2021
Average	3.75	4.52	4.82	4.56	4.74
Appearance	3.75	5.00	5.00	5.00	5.00
Delivery and eye contact	3.75	5.00	5.00	4.35	4.92
Methods/Project Description	3.75		5.00	5.00	5.00
Organization and visual aids	3.75	4.56	4.91	4.82	4.42
Discussion & recommendations	3.75	4.22	4.55	4.29	4.33
Use of evidence	3.75	4.56	4.64	4.35	4.75

## Sport Nutrition Presentation Rubric Scores



**Narrative**

This target was met overall at 100% (12/12), and represents no change over the preceding 4 years. This is not surprising, given the good performance on the associated paper.  
 APHS: 5/5  
 EXSS: 4/4  
 SFAD: 2/2  
 Other: 1/1

**Plan**

- The instructor will consider how the grading rubric is being utilized to ensure the scoring adequately discriminates between different student performance levels.
- The assignment will be given as is again.

**Timeline for Improvement**

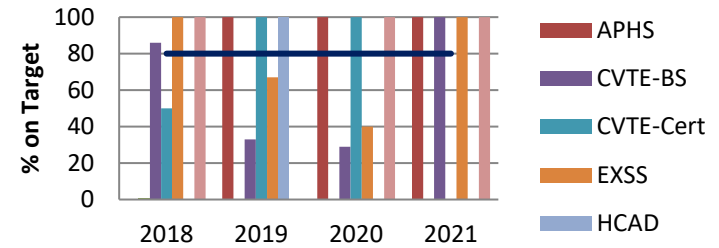
- The next data collection period is spring 2022 (G. Ryan)

<b>Description</b>	Exit Survey																																															
<b>Outcome</b>	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																															
<b>Target</b>	Respondents will score 80% of program attributes $\geq 5.25$ on the rubric, a minimum of one graduate will have completed experiential learning prior to graduation, and 90% will have post-graduate placements within 6 months of graduating (CVTE students within 3 months)																																															
<b>Sample</b>	Students enrolled in HSCS4450 and CVTE graduates in July																																															
<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD																																										
<b>Objectives Measured</b>	PG3;SLO2;M4		PG3;SLO2;M6	PG3;SLO2;M3	PG3;SLO2;M3	PG3;SLO2;M3																																										
<b>Results</b>	<p style="text-align: center;">Program Satisfaction Scores</p> <table border="1"> <thead> <tr> <th></th> <th>Target</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>5.25</td> <td>5.70</td> <td>5.89</td> <td>5.71</td> <td>6.00</td> </tr> <tr> <td>Preparation for field</td> <td>5.25</td> <td>5.83</td> <td>5.79</td> <td>5.64</td> <td>6.22</td> </tr> <tr> <td>Diverse Coursework</td> <td>5.25</td> <td>5.67</td> <td>6.11</td> <td>5.95</td> <td>5.89</td> </tr> <tr> <td>Professional Exploration</td> <td>5.25</td> <td>5.72</td> <td>5.79</td> <td>5.45</td> <td>5.78</td> </tr> <tr> <td>Faculty Current</td> <td>5.25</td> <td>5.39</td> <td>5.84</td> <td>5.55</td> <td>5.67</td> </tr> <tr> <td>Employment Prospects</td> <td>5.25</td> <td>5.89</td> <td>5.95</td> <td>5.95</td> <td>6.44</td> </tr> </tbody> </table>				Target	2018	2019	2020	2021	Average	5.25	5.70	5.89	5.71	6.00	Preparation for field	5.25	5.83	5.79	5.64	6.22	Diverse Coursework	5.25	5.67	6.11	5.95	5.89	Professional Exploration	5.25	5.72	5.79	5.45	5.78	Faculty Current	5.25	5.39	5.84	5.55	5.67	Employment Prospects	5.25	5.89	5.95	5.95	6.44	<p style="text-align: center;"><b>Program Satisfaction Scores</b></p> <p>The bar chart displays satisfaction scores for six categories: Average, Preparation for field, Diverse Coursework, Professional Exploration, Faculty Current, and Employment Prospects. For each category, four bars represent the years 2018, 2019, 2020, and 2021. A horizontal black line at the 5.25 mark represents the target score. In all categories, the scores for 2018, 2019, and 2020 are above the target, while the 2021 scores are slightly below or very close to the target.</p>		
	Target	2018	2019	2020	2021																																											
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Targets

	2018	2019	2020	2021
Target	80	80	80	80
APHS		100	100	100
CVTE-BS	86	33	29	100
CVTE-Cert	50	100	100	
EXSS	100	67	40	100
HCAD		100		0
SFAD	100		100	100

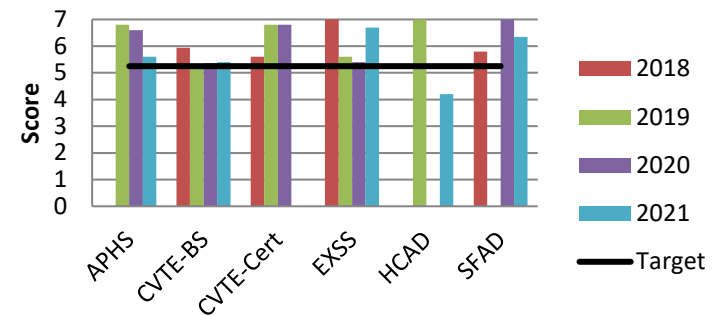
### Program Attributes Target Score



Average Score

	Target	2018	2019	2020	2021
APHS	5.25		6.8	6.6	5.6
CVTE-BS	5.25	5.94	5.2	5.37	5.4
CVTE-Cert	5.25	5.6	6.8	6.8	
EXSS	5.25	7	5.6	5.4	6.7
HCAD	5.25		7		4.2
SFAD	5.25	5.8		7	6.35

### Program Attributes Average Score



Did you complete an internship or work in your anticipated field while in school?

	2018	2019	2020	2021
None	4	2	0	1
Internship	4	1	5	4
Compass Points	7	3	6	5
Worked	6	2	8	0
Clinical Education	7	3	11	1

In the first 6 months following graduation, what will you do?

	2018	2019	2020	2021
Attend UG college	1	0	0	0
Attend grad school	7	6	3	2
Work as GA in field	2	6	3	0
Work as GA out of field	0	0	1	0
Work in field	7	7	12	5
Other work	4	2	0	1
Undecided/Not employed	2	4	3	1

	<p style="text-align: center;">Do you plan to complete additional degrees?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>7</td> <td>6</td> <td>2</td> <td>1</td> </tr> <tr> <td>BA/BS</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NURS</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>MS/MA/MAT</td> <td>4</td> <td>6</td> <td>6</td> <td>4</td> </tr> <tr> <td>MBA</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>PhD/EdD/Other Professional</td> <td>5</td> <td>6</td> <td>7</td> <td>2</td> </tr> </tbody> </table>		2018	2019	2020	2021	None	7	6	2	1	BA/BS	3	0	0	0	NURS	1	0	0	0	MS/MA/MAT	4	6	6	4	MBA	2	1	1	2	PhD/EdD/Other Professional	5	6	7	2	<p style="text-align: center;">Have you completed (or plan to complete) additional professional certifications before or after graduating from Piedmont College?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>10</td> <td>7</td> <td>9</td> <td>7</td> </tr> <tr> <td>Other</td> <td>2</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>CSCS/PES</td> <td>1</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td>Personal Trainer or Group Exer.</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>OrthoTech</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>CVTE</td> <td>3</td> <td>4</td> <td>5</td> <td>0</td> </tr> <tr> <td>BOC ATC</td> <td>4</td> <td>4</td> <td>3</td> <td>0</td> </tr> </tbody> </table>		2018	2019	2020	2021	None	10	7	9	7	Other	2	3	2	1	CSCS/PES	1	0	3	0	Personal Trainer or Group Exer.	1	1	1	0	OrthoTech	1	0	0	0	CVTE	3	4	5	0	BOC ATC	4	4	3	0
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<b>Narrative HLSC</b>	<p>The overall target was met, as 89% (8/9) of students rated the program attributes &gt;5.25 (11-points improved). Four of six programs with survey responses met or exceeded the target, but CVTE.BS (29%) and EXSS (40%) majors brought the average down. These two majors have historically rated the program lower than the others (33% and 67%, respectively, last year). It is possible that the traditionally very difficult non-HLSC courses that EXSS students take in the senior year (Physics, Organic Chemistry, and Biochemistry) could reduce students' overall perception/satisfaction with school. Similarly, CVTE.BS students are in class or clinicals 8hrs per day 5 days per week, which is also a heavier burden than they would have experienced previously. Lastly, 19/21 (90%) report having post-graduation placement secured (as of April 27, 2020).</p> <p>APHS: 5.6 (1)  CVTE.BS: 5.4 (1)  CVTE.ND:  EXSS: 6.7 (2)  HCAD: 4.2 (1)  SFAD: 6.35 (4)</p>																																																																												
<b>CVTE Clinical Year Narrative</b>	<p>The target was met, as 94% of all CVTE clinical year students rated program attributes &gt;4 on the rubric (9/10). Individual areas also remained stable in all but two areas. 1) Exam preparation increased 1.2 points from 3.7 to 4.9, and 2) Improved opportunities dropped 0.6 points from 5 to 4.4. The improved exam preparation scores are likely related to the creation of an exam study site in the college LMS, which offered students the ability to complete practice exams. And the low opportunities score is traced to one student who rated this category 0/5. Of note is that this student was placed on probation 3 times (1 beyond the program maximum) for failure to progress clinically and failing scores on clinical evaluations.</p>																																																																												
<b>Plan</b>	<ul style="list-style-type: none"> <li>EXSS: The EXSS major was modified in spring 2020 to eliminate the need for students to take either Organic Chemistry or Biochemistry (they may still choose to do so, however). The School of Arts and Sciences has also agreed to offer a non-calculus</li> </ul>																																																																												

	<p>based Physics sequence beginning in Fall 2021</p> <ul style="list-style-type: none"><li>• HCAD: This program is declining enrollment and may be discontinued (TBD by the CFO)</li></ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"><li>• Reassess all programs spring 2022 (all faculty)</li></ul>

<b>Description</b>	Research Methods Paper					
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
<b>Target</b>	80% of students will score $\geq 3.75$ on the rubric and individual section scores will average $\geq 3.75$					
<b>Sample</b>	Students enrolled in HSCS4410					
<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	<b>PG4;SLO3;M1</b> QEP1		<b>PG4;SLO3;M1</b> QEP1	<b>PG4;SLO3;M1</b> QEP1	<b>PG4;SLO3;M1</b> QEP1	<b>PG4;SLO3;M1</b> QEP1
<b>Results</b>	Percent on Target					
		Target	2017	2018	2019	2020
	All	80	63	48	85	100
	APHS	80	50		100	100
	CVTE	80	25	0	67	100
	EXSS	80	100	56	86	100
	HCAD	80	25	0	50	100
SFAD	80	100		100	100	
<b>Results</b>	Average Scores					
		Target	2017	2018	2019	2020
	All	3.75	3.82	3.9	4.33	4.38
	General Style and Organization	3.75	4.5	4.24	4.63	4.55
	Grammar and Word Choice	3.75	4.42	4.14	4.59	4.5
	Introduction	3.75	3.88	4.24	4.35	4.42
	Methods	3.75	3.58	4.29	4.39	4.51
	References/ In-text Citations	3.75	3.46	3.52	4.39	4.18
	Discussion & Recommendations	3.75	3.42	3.62	4.03	4.32
	Use of Evidence	3.75	3.73	3.76	3.9	4.21
<b>Narrative</b>	This target was met overall at 100% (11/11), which represents a +15 point increase over last year. The CVTE and HCAD students showed the most					



	<p>improvement, at +37 and +50, respectively. Anecdotally, more students reported using the writing center tutors than in previous terms, and the use of two HLHP graduate students as “mentors” appears to be helpful.</p> <p>APHS: 2/2 CVTE: 2/2 EXSS: 3/3 HCAD: 1/1 SFAD: 3/3</p>
<b>Plan</b>	<ul style="list-style-type: none"> <li>The additional practice activities in the course appear to have helped clarify which material belongs in each section of the paper. These will be continued in the fall 2021.</li> <li>This use of graduate HLHP students as informal mentors during group-work editing days appears to be helpful, and will continue (if possible) in 2021.</li> </ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>Maintain current course structure and scaffolding assignments in 2021. (A. Dondanville)</li> </ul>

<b>Description</b>	Research Methods Presentation					
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
<b>Target</b>	80% of students will score $\geq 3.75$ on the rubric and individual section scores will average $\geq 3.75$					
<b>Sample</b>	Students enrolled in HSCS4410					
<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	<b>PG4;SLO3;M1</b> QEP1		<b>PG4;SLO3;M1</b> QEP1	<b>PG4;SLO3;M1</b> QEP1	<b>PG4;SLO3;M1</b> QEP1	<b>PG4;SLO3;M1</b> QEP1

<p><b>Results</b></p>	<p style="text-align: center;">Percent on Target</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>80</td> <td>73</td> <td>67</td> <td>79</td> <td>73</td> </tr> <tr> <td>APHS</td> <td>80</td> <td>100</td> <td></td> <td>100</td> <td>100</td> </tr> <tr> <td>CVTE</td> <td>80</td> <td>63</td> <td>20</td> <td>100</td> <td>50</td> </tr> <tr> <td>EXSS</td> <td>80</td> <td>100</td> <td>78</td> <td>79</td> <td>100</td> </tr> <tr> <td>HCAD</td> <td>80</td> <td>50</td> <td>0</td> <td>50</td> <td>100</td> </tr> <tr> <td>SFAD</td> <td>80</td> <td>100</td> <td></td> <td>100</td> <td>33</td> </tr> </tbody> </table>		Target	2017	2018	2019	2020	All	80	73	67	79	73	APHS	80	100		100	100	CVTE	80	63	20	100	50	EXSS	80	100	78	79	100	HCAD	80	50	0	50	100	SFAD	80	100		100	33	<p style="text-align: center;"><b>Research Methods Presentation Rubric Targets</b></p> <table border="1" style="display: none;"> <caption>Research Methods Presentation Rubric Targets Data</caption> <thead> <tr> <th>Category</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>73</td> <td>67</td> <td>79</td> <td>73</td> <td>80</td> </tr> <tr> <td>APHS</td> <td>100</td> <td></td> <td>100</td> <td>100</td> <td>80</td> </tr> <tr> <td>CVTE</td> <td>63</td> <td>20</td> <td>100</td> <td>50</td> <td>80</td> </tr> <tr> <td>EXSS</td> <td>100</td> <td>78</td> <td>79</td> <td>100</td> <td>80</td> </tr> <tr> <td>HCAD</td> <td>50</td> <td>0</td> <td>50</td> <td>100</td> <td>80</td> </tr> <tr> <td>SFAD</td> <td>100</td> <td></td> <td>100</td> <td>33</td> <td>80</td> </tr> </tbody> </table>	Category	2017	2018	2019	2020	Target	All	73	67	79	73	80	APHS	100		100	100	80	CVTE	63	20	100	50	80	EXSS	100	78	79	100	80	HCAD	50	0	50	100	80	SFAD	100		100	33	80												
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<p><b>Narrative</b></p>	<p>While this target was almost met overall at 73% (-7 point from threshold), it represents a -6 point decline from last year. There was little change for EXSS and APHS students, but CVTE declined -50 and SFAD -67 from last year to fall well below the target. Since the average score and most rubric areas remained the same or improved, the decline is attributed to students' inability to meet their allotted speaking time, with most exceeding it by nearly 50%.</p> <p>APHS: 2/2                  CVTE: 1/2                  EXSS: 3/3                  HCAD: 1/1                  SFAD: 1/1</p>																																																																																																	
<p><b>Plan</b></p>	<ul style="list-style-type: none"> <li>The additional practice activities in the course appear to have helped clarify which material belongs in each section of the project. These will be continued in the fall 2021.</li> <li>Students will be encouraged to take a timer up to the podium with them and consider limiting the number of slides next year.</li> </ul>																																																																																																	
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Improvement	
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<b>Description</b>	Capstone Paper																																																					
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.																																																					
<b>Target</b>	80% of students will score $\geq 4.0$ on the rubric and section scores will average $\geq 4.0$																																																					
<b>Sample</b>	Students enrolled in HSCS4450																																																					
<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD																																																
<b>Objectives Measured</b>	PG4;SLO3;M2 QEP5		PG4;SLO3;M2 QEP5	PG4;SLO3;M2 QEP5	PG4;SLO3;M2 QEP5	PG4;SLO3;M2 QEP5																																																
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		Average Score					
		Target	2018	2019	2020	2021	
		General Style and Organization	4	4.48	4.29	4.80	4.41
		Grammar and Word Choice	4	4.60	4.48	4.20	4.32
		Introduction	4	4.44	4.48	5.00	4.68
		Methods/Project Description	4		4.52	4.40	4.45
		References & In-Text Citations	4	4.90	4.67	4.00	3.91
		Discussion & Recommendations	4	3.32	4.00	4.80	3.93
		Use of Evidence	4	4.24	4.10	5.00	4.07

### Capstone Paper Section Scores

Section	2018	2019	2020	2021	Target
General Style and Organization	4.48	4.29	4.80	4.41	4.00
Grammar and Word Choice	4.60	4.48	4.20	4.32	4.00
Introduction	4.44	4.48	5.00	4.68	4.00
Methods/Project Description		4.52	4.40	4.45	4.00
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Discussion & Recommendations	3.32	4.00	4.80	3.93	4.00
Use of Evidence	4.24	4.10	5.00	4.07	4.00

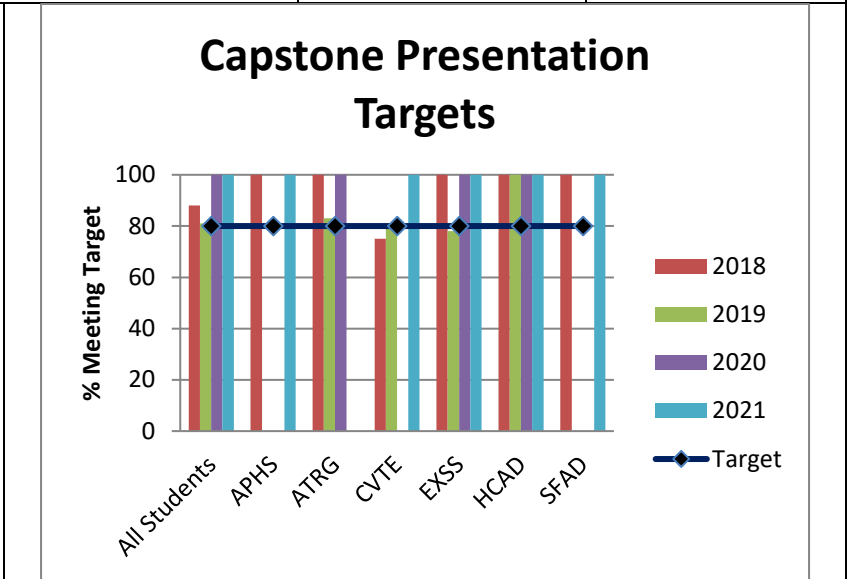
  

<b>Narrative</b>	<p>While this target was not met overall at only 55% on target (-45), this number reflects lack of student effort rather than lack of ability. The two areas that fell below the target did so by 0.09 and 0.07 points on the rubric (very close). In the fall (2020), students wrote the rough draft of this paper, and 11/11 met the target. Unfortunately, 5 of them chose to not address the noted shortfalls in that draft or add to it (basically submitting the same document in both courses with little effort to improve it). This is frustrating, as the group did considerably better than previous cohorts on data collection and analysis.</p> <p>APHS: 2/2  CVTE: 1/2  EXSS: 2/3  HCAD: 0/1  SFAD: 1/3</p>
<b>Plan</b>	<ul style="list-style-type: none"> <li>Continue to require this assignment in it's current form.</li> </ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"> <li>Additional emphasis on making improvements will be included in HSCS4450 in the spring 2022. (A. Dondanville or faculty as assigned)</li> </ul>

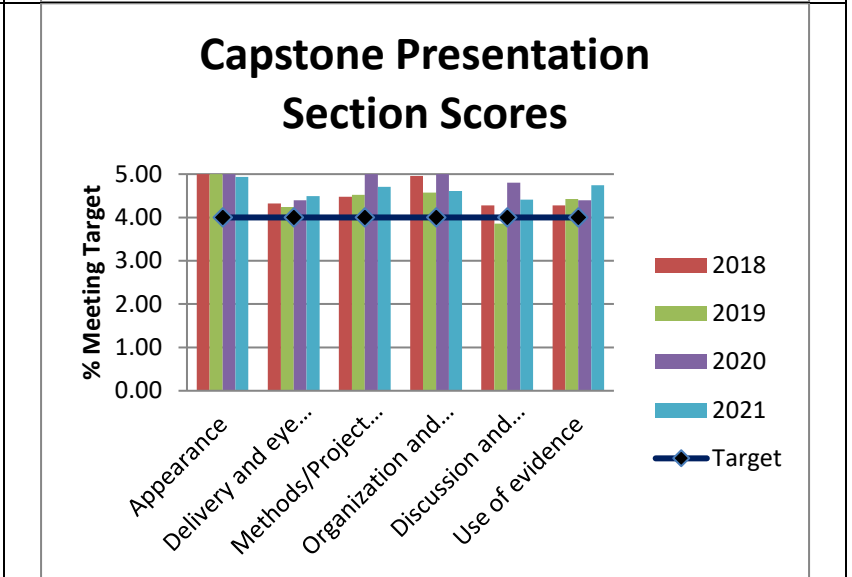
<b>Description</b>	Capstone Presentation
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards. (Evaluating Oral and Written Communication Skills, Use of Literature, and Research Methods through Formal Projects and Exercises.)
<b>Target</b>	80% of students will score $\geq 4.0$ on the rubric and section scores will average $\geq 4.0$
<b>Sample</b>	Students enrolled in HSCS4450

<b>Program</b>	APHS		CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	<b>PG4;SLO3;M2</b> QEP5		<b>PG4;SLO3;M2</b> QEP5	<b>PG4;SLO3;M2</b> QEP5	<b>PG4;SLO3;M2</b> QEP5	<b>PG4;SLO3;M2</b> QEP5

Targets					
	Target	2018	2019	2020	2021
All Students	80	88	81	100	100
APHS	80	100			100
ATRG	80	100	83	100	
CVTE	80	75	80		100
EXSS	80	100	78	100	100
HCAD	80	100	100	100	100
SFAD	80	100			100



Average Score					
	Target	2018	2019	2020	2021
Appearance	4	5.00	5.00	5.00	4.93
Delivery and eye contact	4	4.32	4.24	4.40	4.49
Methods/Project Description	4	4.48	4.52	5.00	4.70
Organization and visual aids	4	4.96	4.57	5.00	4.61
Discussion and recommendations	4	4.28	3.86	4.80	4.41
Use of evidence	4	4.28	4.43	4.40	4.74



**Narrative** While this goal was met at 100% on target (no change), this number does represent declines in all but one category (delivery and eye contact). All capstone presentations were graded by all HLSC faculty, with the mathematical average used for each rubric score. This is the first year that projects have been scored in this manner, and it may be a more nuanced representation of their actual ability (reduce bias in scoring).

	APHS: 2/2 CVTE: 2/2 EXSS: 3/3 HCAD: 1/1 SFAD: 3/3
<b>Plan</b>	<ul style="list-style-type: none"><li>• Continue to require this assignment in its current form.</li><li>• Continue with group scoring in spring 2022, where all faculty assess all presentations, with students earning the mean score in each category</li></ul>
<b>Timeline for Improvement</b>	<ul style="list-style-type: none"><li>• Group/mean scoring will be continued in spring 2022. (all faculty)</li></ul>

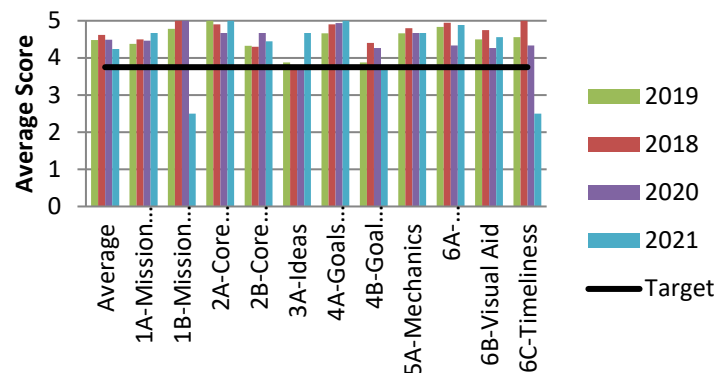
<b>Description</b>	Athletic Administration Project #1 & #2																																																																	
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.																																																																	
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<b>Sample</b>	Students enrolled in HSCS3430																																																																	
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Project #1 Average Score

	Target	2018	2019	2020	2021
Average	3.75	4.62	4.48	4.49	4.24
<b>1A-Mission Components</b>	3.75	4.5	4.38	4.47	4.67
<b>1B-Mission Practicality</b>	3.75	5	4.78	5	2.5
<b>2A-Core Value Relate</b>	3.75	4.9	5	4.67	5
<b>2B-Core Value Description</b>	3.75	4.3	4.33	4.67	4.44
<b>3A-Ideas</b>	3.75	3.7	3.88	3.8	4.67
<b>4A-Goals Relate</b>	3.75	4.9	4.66	4.93	5
<b>4B-Goal Description</b>	3.75	4.4	3.88	4.27	3.72
<b>5A-Mechanics</b>	3.75	4.8	4.66	4.67	4.67
<b>6A-Presentation Mission, Values, Goals</b>	3.75	4.95	4.83	4.33	4.89
<b>6B-Visual Aid</b>	3.75	4.75	4.5	4.27	4.56
<b>6C-Timeliness</b>	3.75	5	4.56	4.33	2.5

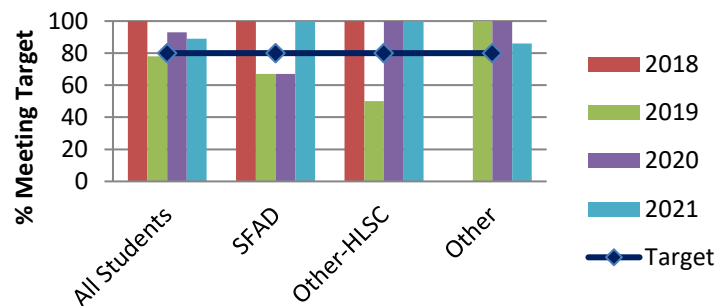
### Athletic Administration Project 1 Scores



Project #2 Targets

	Target	2018	2019	2020	2021
All Students	80	100	78	93	89
SFAD	80	100	67	67	100
Other-HLSC	80	100	50	100	100
Other	80		100	100	86

### Athletic Administration Project 2 Targets



		Project #2 Average Score				
		Target	2018	2019	2020	2021
score		3.75	4.54	4.51	4.56	4.7
Budget 1 (equipment)		3.75	4.63	5	4.97	5
Budget 2 (justification)		3.75	5	5	4.53	4.78
Budget 3 (supplier)		3.75	5	5	5	4.89
Order Form 1		3.75	4.63	4.56	4.1	5
Order Form 2 (reflection)		3.75	4	4.26	4.6	4.89
Game Schedule 1		3.75	4.48	4.26	4.64	4.33
Game Schedule 2 (reflection)		3.75	4.4	3.89	4.9	4.22
Team Travel Budget		3.75	4.95	4.83	5	5
Overnight Itinerary		3.75	4.27	4.06	4.07	4
Resume		3.75	4.18	3.72	4.07	4.61
Interview		3.75	4.95	5	4.33	5

### Athletic Administration Project 2 Scores

The bar chart displays average scores for 16 project components across four years (2018-2021) and a target score of 3.75. The y-axis represents the average score from 0 to 5. The x-axis lists the components. A horizontal black line indicates the target score at 3.75. Most components exceed the target, with scores ranging from approximately 3.72 to 5.0. The 'Resume' component shows a significant dip in 2019, falling below the target.

Legend:

- 2019
- 2020
- 2018
- 2021
- Target

**Narrative**

All students met the target (16/16). Students thoroughly completed the required aspects of both projects. The one SFAD major in the course met the target compared to the past two years when SFAD majors underperformed in the course. Average scores under a 3.75 in certain aspects of Project 1 are the result of a couple students not completing parts of the project.

SFAD: 1/1 and 1/1  
 Other (HLSC): 1/1 and 1/1  
 Other: 6/7 and 6/7

**Plan**

- Continue offering the assignment as designed.

**Timeline for Improvement**

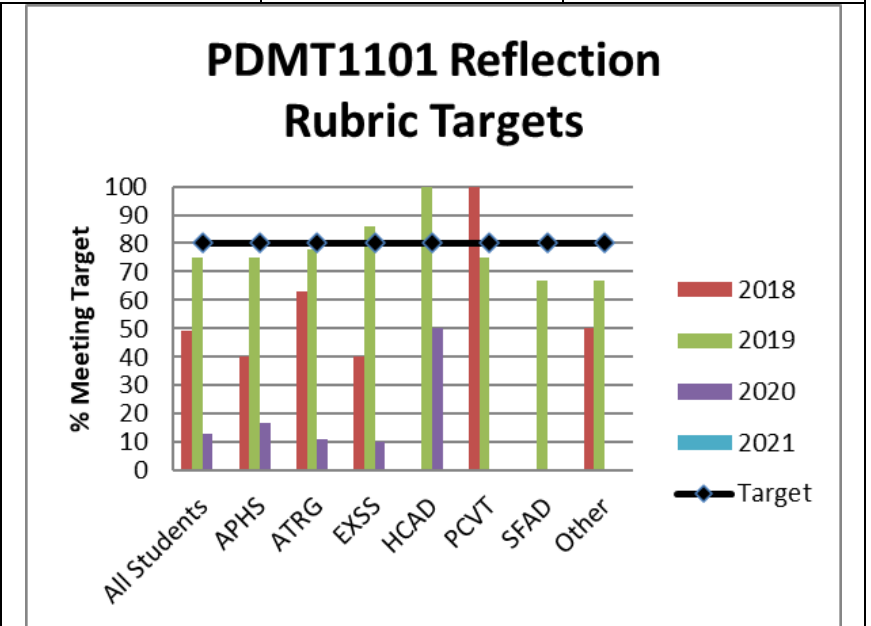
- No changes anticipated (G. Neeley)

<b>Description</b>	Piedmont 1101 Community Service Reflection Paper					
<b>Outcome</b>	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
<b>Target</b>	80% of students will score $\geq 2.0$ on the rubric					
<b>Sample</b>	Students enrolled in PDMT1101					
<b>Program</b>	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
<b>Objectives Measured</b>	<b>PG4;SLO3;M3</b> QEP4, QEP6	<b>PG4; SLO3; M1</b> QEP4, QEP6	<b>PG4;SLO3;M3</b> QEP4, QEP6	<b>PG4;SLO3;M3</b> QEP4, QEP6	<b>PG4;SLO3;M3</b> QEP4, QEP6	<b>PG4;SLO3;M4</b> QEP4, QEP6

**Results**

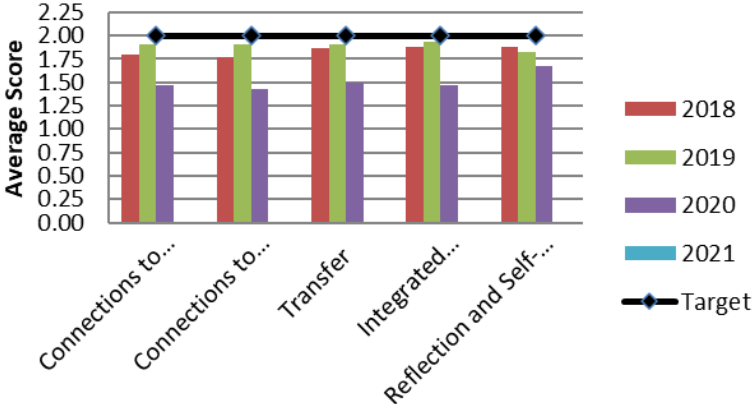
Percent on Target

	Target	2018	2019	2020	2021
All Students	80	49	75	13	
APHS	80	40	75	17	
ATRG	80	63	78	11	
EXSS	80	40	86	10	
HCAD	80	-	100	50	
PCVT	80	100	75	-	
SFAD	80	0	67	0	
Other	80	50	67	0	



Average Score					
	Target	2018	2019	2020	2021
Connections to Experience	2	1.80	1.91	1.47	
Connections to Discipline	2	1.77	1.91	1.43	
Transfer	2	1.86	1.91	1.5	
Integrated Communication	2	1.88	1.93	1.47	
Reflection and Self-Assessment	2	1.88	1.82	1.67	

### PDMT1101 Reflection Rubric Scores



**Narrative**

This goal was not met, as only 13% of all students (4 of 30) met or exceeded the target. This is a significant drop from last year (75%) and is far from the 80% goal. All five subscales dropped. These results closely align with the overall course grades, which were lower than any previous sections. In 2019, 70% of students earned an “A,” while the current section had 36% earn an “A.” Several factors could be contributing to these changes. First, many of the course lessons were provided via Zoom, which could have impacted the quality of the course. With more face-to-face contact, it is possible students could have more effectively learned and applied the skills necessary to complete high quality reflections. In addition, this group of students struggled to not only submit assignments by assigned due dates, but simply attend the class. Many students completed the course with several unexcused absences and missing assignments. One final reason for the significant changes in reflection scores is the instructor’s comfort with both the assignment and the application of the rubric. Both expectations for the assignment and how to apply the rubric have more clarity. Purposefully emphasizing the skills necessary to complete this assignment will be part of future offerings.

- APHS: 1/6
- Pre-ATRG: 1/9
- CVTE: no data
- EXSS: 1/10
- HCAD: 1/2
- SFAD: 0/2
- Other: 0/1

**Plan**

- This was the third year of data collection, so the assignment will be given in the same format for one more year.

**Timeline for Improvement**

- The assignment will be given in fall 2021 (J. Koshuta)