



# ACCREDITATION EVIDENCE

**Title:** Exercise Science Program Review

**Evidence Type:** Corroborating

**Date:** 2021-2022

**WAN:** 22-0453

**Classification:** Resource

**PII:** No

**Redacted:** No



# Response CERTIFICATION

**Name of Institution:** Western Wyoming Community College

**Date of Submission:** 2021-2022

## **Part 1. SIGNATURES ATTESTING TO RESPONSE**

By signing below, we attest to the following:

1. That Western Wyoming Community College has conducted an honest assessment of Response and has provided complete and accurate disclosure of timely information regarding Response with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. That Western Wyoming Community College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of Response reported on the Response Certification includes the review of all such programs.
3. That Western Wyoming Community College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

### **Accreditation Liaison**

**Name of Accreditation Liaison:**

**Signature:** \_\_\_\_\_

**Date:**

### **Chief Executive Officer**

**Name of Chief Executive Officer:**

**Signature:** \_\_\_\_\_

**Date:**

# **Exercise Science Academic Program Review**

**Name of Institution:** Western Wyoming Community College

**Year:** 2021-2022

# 1 Program Purpose

## 1 Program Activity

Describe specific education goals, objectives, and activities of the program. Provide a clear and organized description of three specific education goals, objectives, and activities of the program.

## Response





### Program Level Goals:

Students in the Exercise Science Associate's program will demonstrate a strong foundation in physiological science which will enable them to transfer to other institutions of higher learning for study and research in related fields. Our students will collaborate with other departments on campus (Biology, Math, Physics, Chemistry) to give them a broad background in all the physical and physiological sciences. Students will be educated on standard fitness principles and be able to apply the theory through hands on labs using some of the latest technology in cardiorespiratory testing, metabolic measurement, body composition analysis, strength and endurance assessment, flexibility testing, biomechanical assessment and neuromuscular analysis.

Students in our Fitness Leadership Certification Program will demonstrate a high level of skill in physiological testing, evaluation and application of training principles to personalizing exercise programs in a commercial fitness setting. These students will be well prepared to succeed on professional certification exams (specifically ACE and ACSM). Additionally, our students will have a strong base in application of scientific principles to fitness training, allowing them to demonstrate leadership roles in the fitness industry as knowledge based practitioners.

The Exercise Science Activity and Wellness Courses will serve the wellness needs of students, staff and the community. Participants in these courses will be trained in specific exercise skills, methodology and benefits to health for both personal satisfaction and requirements for WWCC graduation. The goal of these courses is to encourage lifetime participation in physical activity and healthy lifestyle. Additionally, this program will serve as an opportunity for our exercise science majors to apply their academic training to hands-on, real-life situations.

### Associated Outcomes

-  [79-Professional Skills Development](#)
-  [80-Knowledge of Physiology](#)
-  [81-Fitness Opportunities](#)
-  [145-Key Performance Indicators](#)



## **2 General Education and Other Disciplines**

Explain how the program serves the general education program. Provide a clear and organized explanation of how the program serves the general education program.

### **Response**

---

Through Spring 2022, the Exercise Science Physical Activity (PEAC) and Wellness courses (HLED 1140 Nutrition and HLED 1003 Wellness) were used by students across campus for general education requirements. The goal of these courses is to encourage lifetime participation in physical activity and to teach basic nutrition and wellness principles that can be used for life.

Beginning Fall 2022, Western will join the Interstate Passport program allowing students to block transfer their lower division courses. The following courses have been approved to satisfy the Interstate Passport general education requirements: HLED 1140; KIN: 1009, 1110, 2130; PEAC: 1308, 1309 and 1387.

PEAC 1308, 1309, 1387 will satisfy the Western Experience requirement.

KIN 1110 Exploring Mindbody Movement is a new course developed for the updated Exercise Science program curriculum that will begin Fall 2022 program that will satisfy the Creative Expression requirement.

HLED 1140 and KIN 1009 and 2130 will satisfy the Program Specific Critical Thinking requirement.

HLED 1003 should also be included as part of the Critical Thinking requirement and is in the process of getting approval to meet that requirement.

### **3 Market Demand**

Document market demand and/or state/industry need for careers stemming from the program. Provide and document two sources showing the market and/or state/industry demand for graduates of this program.

#### **Response**

---

In a current search (January 13, 2022) on Indeed (a popular nationwide job posting site), showed 7,156 entry level jobs with the search criteria of Exercise Science. These types of jobs include Exercise Physiology Techs, Exercise Specialist, Program/Fitness Managers, Health Coach, and Exercise Physiologists.

A search on the US Bureau of Labor and Statistics for Exercise Physiologist job outlook projects a 13% growth in the field from 2020 to 2030.



## 2 Curriculum

### 1 Program Parallels

Describe how program content parallels current thinking/trends in the field/trade. Please provide two sources of documentation showing how the program content parallels current thinking/trends in the field/trade. Example: Journal articles, professional publications, national trend data.

### Response

The Exercise Science program strives to follow the standards established by the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

Each year ACSM publishes data from a worldwide survey gathered from individuals in the field that identify what the current trends are in the fitness field. Here is the link to this year's report: [https://journals.lww.com/acsm-healthfitness/Fulltext/2022/01000/Worldwide\\_Survey\\_of\\_Fitness\\_Trends\\_for\\_2022.6.aspx?context=FeaturedArticles&collectionId=1](https://journals.lww.com/acsm-healthfitness/Fulltext/2022/01000/Worldwide_Survey_of_Fitness_Trends_for_2022.6.aspx?context=FeaturedArticles&collectionId=1)

Of the top 20 trends for 2022, our Exercise Science program focuses heavily on 15/20, while discussing and addressing the other 5 as part of the program. The Exercise Science program utilizes established standards set by ACSM and ACE which are followed by the students as they work with volunteers, community participants and first responders, such as firefighters. Through our courses, the students are directly applying principles of strength training with body weight and free weights through both personal training and group exercise training, utilizing high intensity interval training and adjusting to accommodate to the population of older adults in our community programming. The students are able to practice health and wellness coaching principles as well as functional fitness, lifestyle medicine and the use of exercise in weight loss as they work with the community. The students are taught about the requirements for certification and licensure within the field and are given the opportunity to sign up for specialized training in their areas of interest including Yoga. In addition, we are adding a new course to the program - Exploring Mindbody Movement to encompass the important and continued trend of mindbody exercise popularity like yoga.

Similar trends were published by ACE in this article: <https://www.acefitness.org/education-and-resources/professional/expert-articles/8025/11-fitness-trends-for-2022/>

Online delivery of programming and workout classes surged during the pandemic. As part of the pandemic, course assignments were modified due to online coursework. This led to the development of assignments where the students would record themselves demonstrating how to complete exercises as well as recording full class workouts. These videos were then used as part of our community Wellness Challenge.

### Associated Outcomes

 [79-Professional Skills Development](#)

 [81-Fitness Opportunities](#)

## 2 Degree Requirements

Approved degree requirements. Insert the approved current degree requirements for the program and/or where program courses are used to fill General Education requirements.

### Response

#### Exercise Science, A.S.

	Proposed Degree Requirements	Interstate Passport Req.
Freshman Year - Fall Semester		
1	Western **** Experience Course	1 Western Credit Experience
2	ENGL 1010 English Composition I	3 Written Credits Communication Gen Ed
	BIOL 1010 General Biology	4 Natural Science Credits Gen Ed
	KIN 1009 Applied Fitness	3 Critical Credits Thinking Gen Ed
	KIN 1130 Teaching Individual/Group Fitness	3 Credits
	KIN 2470 Exercise Science Practicum I	.5 Credits
	Subtotal Credits	14.5
1	Freshman Year - Fall Semester Notes One of the PEAC approved in Western Experience is recommended.	

2 In addition to ENGL 1010, students may be required to also take ENGL 1011 (2 credits) due to placement, adding 2 additional credits to their graduation total.

Freshman Year - Spring Semester

	Physical Activity **** Elective (PEAC course)	1 Credit	
	HLED 1140 Nutrition	3 Credits	Critical Thinking Gen Ed
	MATH 1400 College Algebra	3 Credits	Quantitative Literacy Gen Ed
	KIN 2470 Exercise Science Practicum I	.5 Credits	
	PSYC 1000 General Psychology	3 Credits	Human Cultures Gen Ed
1	KIN **** Exploring Mindbody Movement	3 Credits	Creative Expression Gen Ed
	CMAP 1530 Excel Basics	1 Credit	
	Subtotal Credits 14.5		

Freshman Year  
- Spring  
Semester Notes

1 KIN \*\*\*\* Exploring Mindbody Movement is recommended for the Exercise Science major.

Sophomore Year - Fall Semester

	KIN 2130 Fundamentals of Exercise Science	4 Credits	Critical Thinking Gen Ed
	BIOL 2010 Human Anatomy & Physiology I	4 Credits	
1	CHEM 1000 or Introductory 1020 Chemistry or	4 Credits	Natural Science Gen Ed

General  
Chemistry I  
Human Society  
\*\*\*\* and the 3 Human Society  
Individual Credits and the  
Course Ed  
KIN 2471 Exercise Science .5  
Practicum II Credits  
Subtotal Credits 15.5

Sophomore  
Year - Fall  
Semester Notes

General Chemistry I, PHYS 1110 General Physics, and  
1 STAT 2050 Statistics are also requirements at most  
transfer institutions.

Sophomore Year - Spring Semester				
	BIOL 2015	Human Anatomy & Physiology II Wellness OR	4 Credits	
	HLED 1003 or KIN 2230	Sports and Exercise Psychology	3 Credits	
	COMM 1030 or 2010	Interpersonal Communication or Public Speaking	3 Credits	Oral Communication Gen Ed
	KIN 2235	Applied Exercise Science	4 Credits	
1	KIN 2135 or PEAC course	Personal Trainer Education or PEAC course	1 Credit	
	KIN 2471	Exercise Science Practicum II	.5 Credits	
		Subtotal Credits	15.5	
	Total Credits		60	

Sophomore  
Year - Fall  
Semester Notes

<sup>1</sup> HLED 1225 or current CPR/First Aid Certification  
required to take ACE Personal Trainer Exam

NOTE: All  
courses must  
be completed  
with a C or  
better to earn  
the AA degree  
in Exercise  
Science.

### 3 Faculty

#### 1 Faculty Orientation and Evaluation

Describe the orientation and evaluation processes for faculty, including adjunct faculty and part-time faculty.

#### Response

---

Up until Fall 2019, the program had been running with two full time faculty. Since Spring of 2020, the program has been running with only one full time faculty member. This individual has been employed at Western for 11 years. The one full time faculty, teaches all the courses in the major as well as some PEAC courses when able to fit into course load. The remaining department courses are taught by adjunct faculty.

The qualifications of full-time faculty are examined and determined to meet the needs of the program at the time of their hire. Full-time faculty participate in continuing education and re-certification opportunities on an annual basis. Faculty members' performance is evaluated by the Division Chair and acted upon by the Vice President of Student Learning. Course evaluations completed by students are considered in the annual evaluation.

The qualifications of adjunct faculty are examined at the time of hire. Adjunct faculty are not on a continual contract, but hired on a semester to semester basis. Education, certifications, past experience and teaching ability are considered prior to hire. Additionally, teaching and course content philosophy related to the mission of the department are considered. All adjunct faculty are required to have current certifications and/or years of related experience relevant to the courses they teach, and copies of all current certifications are maintained by HR. Current certifications, casual teaching observations, formal course evaluations by the Division Chair and student evaluations are considered prior to re-hire. The Department facilitator provides the main orientation reviewing course requirements, the utilization of Canvas as the online management system and general expectations of faculty.

## **2 Professional Development**

Describe the professional development opportunities available to faculty and the budgetary resources allocated to professional development.

### **Response**

---

Faculty are provided up to \$650 to be used for professional development. This is helpful, but only provides a fraction of the actual costs for professional development. The Faculty have the opportunity to pursue professional development specific to their areas of interest and to support their current certifications, licenses and areas to support their teaching content.

To maintain certifications and licensure, the current faculty attends national conferences in Exercise Science, Fitness and Nutrition. These include conferences sponsored by the governing bodies in each discipline including ACSM Health and Fitness Summit, SCW Fitness Manias, ISSN Sports Nutrition, Academy of Nutrition and Dietetics Food and Nutrition Conference Expo. These conferences provide the required CEC's to maintain the certifications currently held. In addition, to maintain licensure as an RD and licensure within the state of WY, the faculty member is required to practice and complete clinical hours.

### **3 Faculty Credentials**

Complete the Faculty Credentials table with one row for each faculty member.

#### **Response**

---

Kristine Clark, MS in Exercise Science, MS in Human Nutrition, 20+ years teaching university/college experience, Relevant Professional Experience 5+ years, Rank Professor, Full-time, Course Department Exercise Science

#### Certifications:

American Red Cross CPR and First Aid certification (renewed biannually)

ACSM Registered Clinical Exercise Physiologist (RCEP) (2003-present) - this certifications was combined with the CES in 2020.

ACSM Certified Clinical Exercise Specialist (CES) (2002-present)

Registered Dietitian (RD) (2008-present)

Licensed Dietitian (WY)

Board Certified Specialist in Sport Dietetics (CSSD) (2011-2021)

ACE certified Group Fitness Instructor (1998-present)

PhysicalMind Institute Pilates Mat & Standing certified 2003

Fitour Primary and Advanced Pilates Instructor Certified (2018-Present)

Schwinn Indoor Cycling Certified 2009



## 4 Continuous Improvement

### 1 Assessment Planning

Describe the program assessment planning methodology, and how program and/or student learning outcomes, assessment measures, and benchmarks are selected. Provide three program learning outcomes with their corresponding measures and benchmarks.

### Response

---

The goal of our program is to provide students with a solid foundation of understanding and knowledge in physiology of exercise and movement and the standards within the field. This is evaluated by their success in the coursework as well as those who choose to sit for one or more of the ACE (or ACSM) certifications exams at the end of the program.

Program Outcome and Data tracking:

1. Passing of one of the ACE certification exams
2. Passing KIN 2400 Fundamentals of Exercise Physiology with a C or better.

In addition to developing a solid knowledge of physiology and how the body works, we want our students to develop the professional skills to be able to teach, train and work with other individuals to help them improve their health and fitness. These skills are evaluated throughout the coursework as well as through their practicum experiences.

1. Passing of one of the ACE certification exams
2. Program Competency Evaluation using a program developed rubric. The students are evaluated using the rubric to assess use of basic problem solving skills as well as basic employment skills. This was very helpful when there were two full time faculty as we were able to average our perspectives and observations of the students.

Our program desires to foster an environment of health, wellness and physical activity. This is done by offering physical activity courses (PEAC) and Nutrition and Wellness courses (HLED). In addition, our program maintains the Fitness Center (includes a cardio and machine weight room) that can be accessed through student and community memberships. Additionally, our department maintains an outdoor rental shop that allows students and staff of Western to be able to rent and utilize outdoor equipment throughout the year allowing individuals to experience outdoor activities they probably won't have access to without our rental shop. Finally, many free fitness opportunities are offered to the campus and local community by the Exercise Science students as they work to practice their skills in personal training, group fitness training, and research data gathering.

1. We track the number of PEAC courses and total number of individuals who are enrolled in a PEAC course each semester.
2. We track the number of individuals who sign up to use the Fitness Center and look at this from 3 groups: Students, Faculty/Staff and Community Members.

3. We track the number of individuals who participate and complete post-testing for the Wellness Challenge.

<b>Associated Outcomes</b>
 <a href="#">79-Professional Skills Development</a>
 <a href="#">80-Knowledge of Physiology</a>
 <a href="#">81-Fitness Opportunities</a>

## 2 Assessment Reporting

Describe how program assessment data is collected and reported; include program-level collection procedures and findings. Provide between two and five years of assessment findings.

### Response

Usage of the Fitness Center comes from the Business office at the end of each Spring for usage from the previous summer, fall semester and spring semester for the year.

Fitness Center Passes

Term	Employees	Students	Community
Summer 2018	20	12	66
Fall 2018	21	195	76
Spring 2018	37	267	88
Summer 2019	0	8	19
Fall 2019	31	191	24
Spring 2020	43	143	23
Summer 2020	0	0	0
Fall 2020	15	19	2
Spring 2021	13	24	7

There was a drastic decline in Fitness Center usage due to the COVID pandemic. Summer 2020 the fitness center was closed. The low number for the 2020-2021 year was likely due to a mask requirement for fitness center usage. The mask requirement was removed at the beginning of Fall 2021. However, the data for this past year has not been received yet.

Enrollment numbers for PEAC courses typically come from the Division Chair for the previous year. During the last Program review, average PEAC course offerings was 85 for an academic year.

2017-2018: 60 PEAC courses offered

2018-2019: 19 PEAC courses offered

2019-2020: 21 PEAC courses offered - 33 courses, but 12 cancelled to low enrollment

2020-2021: 20 PEAC courses offered - 31 courses, but 11 cancelled to low enrollment

2021-2022: 20 PEAC courses offered - 23 courses, but 3 cancelled to low enrollment

For the past 4 years, our PEAC courses offerings have been 23% of what was previously offered

prior to 2017.

Students who register and complete the ACE exam are based on self report from the students. Those students who have selected to complete one of the ACE exams have continued to be 100% successful in passing the exam on the first attempt for the past 5 years.

The remaining assessment data is collected from assignments/exams and overall course grade in the KIN courses. An additional program evaluation rubric has been used to evaluate students as an overall assessment of their progress each semester. The following is the five year average for Problem Solving Skills and Employment Skills based on our Department Rubric:

Problem Solving 93%

Employment Skills 87.5%

<b>Associated Outcomes</b>
 <a href="#">79-Professional Skills Development</a>
 <a href="#">80-Knowledge of Physiology</a>
 <a href="#">81-Fitness Opportunities</a>

### **3 Use of Assessment Results**

Describe how the program assessment results are used. Cite specific assessment findings and evidence of how the findings are used. Provide two to five specific examples demonstrating how assessment results have been used to make programmatic decisions.

#### **Response**

---

Because we have been tracking our PEAC enrollment, we have been able to observe the drastic decline in enrollment since our last program review. With changes in requirements across academic programs on campus (which also affects financial aid coverage, for example if a student does not have a PEAC requirement as part of their program, they have to pay for the cost and fees of the PEAC course out of pocket, we have been made aware that we have lost student enrollment as the result of this), we have observed a drastic decline of over 75% in the number of PEAC courses from ~85 courses a year, which we were consistently offering, to ~20 courses a year in the past 4 years. We have encouraged programs to add back in a PEAC requirement. While some of our PEAC courses will be included in the Interstate Passport requirement, it is only 3 different courses which have small caps, we would like to see a general PEAC requirement from all programs to build back up our PEAC offerings and provide greater fitness and wellness opportunities for the student population.

Based on the department rubric used to evaluate general physiology knowledge and skill development across semesters, we have been able to use this data as well as general feedback from the students to make changes to the program course content and course sequencing. This data led to the change made this past academic year to move KIN 2130 from the first semester of the program to the second semester. The sequencing will change again for Fall 2022 - moving KIN 2130 to the Fall semester of the second year of the program. These changes have been the result of the rubric data, student class performance and informal feedback from the students. The observation of moving the course to the second semester of the program this year did result in a more positive outcome we were hoping for and it is believed that moving it to the 3rd semester of the program beginning next year will be even more positive for student outcomes.

#### **4 Assessment Reflection**

Provide an overall assessment summary, and three ideas about how future assessments will be improved.

#### **Response**

---

We will continue to evaluate physical activity course enrollment and Fitness Center pass purchases. We hope with the changes coming as the result of Interstate Passport that enrollment in PEAC courses will increase.

With the multiple changes to the course content and overall program changes in sequencing and course removal and additions, assessment data and collection needs to change to reflect and account for these changes in the program. We have also seen a decline in the number of students who choose to complete one of the ACE exams at the end of the program.

Moving forward here are the following changes to data collected for yearly assessment purposes:

1. Since completion of one of the ACE exams is not a requirement of the program, and has always been self reported by the students, it will no longer be part of the assessment data. Instead, an average grade of 75% or better between the KIN 2130 Fundamentals of Exercise Science and KIN 2235 Applied Exercise Science will be used to evaluate both Knowledge and Skills and would be comparable to the result of passing the ACE exam.
2. KIN 2400 Fundamentals of Exercise Physiology will no longer be taught beginning Fall 2022, so this data will no longer be available. Instead, an average grade of 80% or better in the Practical Training and an average grade of 80% or better in the Research portions of KIN 2235 will be used to evaluate the ability to apply exercise physiology knowledge.
3. It is believed that direct student recruitment to the Exercise Science program would not only increase the number of students in the program, but also increase student retention in the program. To better understand why students choose not to complete the program, moving forward the plan is to track the reasons why students are not completing the program. Past explanations have included: determining the program was not for them and/or choosing a different program to pursue; determining that the amount of math and science requirement is more than they want; financial reasons; personal reasons; deciding to transfer to a 4-year institution prior to completing the program.

## 5 Evidence

### 1 Data to Support Decision Making

What data does the program use to support decision-making? Give examples of the data used and cite specific decisions where applicable. Provide two to three examples of data-informed program decisions, each example should include specific relevant data and an explanation of how the data was used to inform decision-making.

### Response

---

In the past 5 years, the Exercise Science program has undergone program changes almost every year as dictated by administration. These changes were to comply with state or national requirements that the college was working to align with.

The latest change is to align with Interstate Passport requirements which go into effect Fall 2022. Informal data collected (informal survey and request for feedback) from alumni and current students was used to adjust course content and to modify course sequence.

As a result of these yearly changes, we do not have any consistent data to support or evaluate exactly how these changes have affected our program and course content.

The plan moving forward would be to begin evaluating data from Fall 2022 starting with the newest revision to the Program and curriculum and to evaluate that data after a 5 year period in 2027.

Our PEAC offerings have drastically been reduced due to a drop in the general education requirement for physical activity courses across majors on campus coupled with the loss of adjunct faculty due to moving from Rock Springs and the inability to find qualified replacement instructors. We have seen a drop in providing ~80-88 PEAC courses a year to ~20 a year. We hope that with the addition of some PEAC courses (currently there are 3 on the list and we plan to add more at the beginning of fall) as part of the IP requirements, that will go into effect Fall 2022, that we will see an increase in the demand for more PEAC courses.

## **2 Data to Support Program Engagement**

How does the program actively engage other programs for feedback? Provide examples of active engagement and specific feedback received. Provide two to three specific examples citing program engagement with other programs, each example should include feedback from the other programs.

### **Response**

---

The Exercise Science Program Faculty has fostered a close relationship with individuals, groups and organizations in the local community. This is evident through individual faculty activities and program level projects involving the Exercise Science students. The faculty regularly serve as a resource for the community, presenting to groups and providing fitness, nutrition and wellness related education. This strong relationship between the Exercise Science Faculty and the community has resulted in a number of practicum projects, benefitting the students in the Exercise Science program. The Exercise Science students serve as a resource for students and community groups by providing fitness evaluations, personal training, group fitness classes and conducting presentations. For example, the Exercise Science students have hosted and conducted the annual fitness tests for the Rock Springs Fire Department for over 10 years. The program also hosts a community Wellness Challenge every Spring semester now in the 20th year. The Program hosts an annual Run in honor of a faculty lost to cancer, to raise money for our local Cancer Center. Our relationship with the Rock Springs Fire Department has also established another relationship of helping with the yearly memorial of 9/11.

The Exercise Science Program qualifies to receive funding from Perkins through the state. As part of requirements to stay compliant with Perkins funding, the program meets with constituents within the community every Fall and Spring semesters. These meetings are called Advisory Councils. In these Advisory Councils, members and professionals from the community that we work with through the program and/or that the students work with based on their individual interests within the fields, come to campus. During these meetings, the members of the Advisory Council provide feedback regarding areas we can improve on within the program to better prepare the students for their individual and group experiences.



## 6 Planning for the Future

### 1 Program Mission Statement

A Mission Statement should briefly describe the program. The program mission statement should closely align with the college mission statement.

### Response

---

The mission of the Exercise Science Program at Western is to train our students to apply the academic and practical knowledge learned in their coursework to careers and further educational opportunities. This includes an ability to practically apply a strong background in anatomy, physiology, nutrition, training theory and program personalization to careers in personal training, athletic training, physical therapy and scientific research.

Through the practical assignments of our KIN courses and our physical activity courses (PEAC), our program strives to engage the campus and the community in physical fitness and training for overall mental and physical health.

## **2 Program Vision Statement**

A Vision Statement should briefly describe program aspirations for the future.

### **Response**

---

To attract and recruit students specifically for the Exercise Science program.

With updated changes to the curriculum, program sequencing and alignment with interstate passport, we feel we have a very solid and strong Exercise Science program. Our current focus is to recruit students specifically interested in the major.

### **3 Planning Philosophy**

Describe the philosophy that guides future program planning. Provide descriptions of decision points and evidence used in the program planning process.

#### **Response**

---

With the exception of requirements from administration to comply with state or national programming, all changes and updates to the Exercise Science Program and curriculum have been made to either update the material to align with current standards in the field, or to streamline the curriculum creating a sequence of information that builds from one semester to the next. The majority of the recent changes to course content has been based on current student feedback as well as feedback from alumni.

First semester and first year courses, now have a focus of building a strong foundational understanding and knowledge of basic standards in the field. The second year courses will be focused on a deeper understanding of Exercise physiology principles through lab, practical and research experiences.

In the past, the students have expressed that starting with the deeper principles and lab reports was overwhelming in the first semester, which prompted the move to the second year of coursework.

When the need to drop a course was required to comply with Interstate Passport requirements beginning Fall 2022, this led to asking the student alumni of their thoughts on the Exercise Physiology course which has been our capstone course of the program. Students reported that they were required to complete an Exercise Physiology course when they transferred to a 4-year institution, therefore it made the most sense to drop this course from our program. However, the students responses were unanimous in that the content of the Exercise Physiology course should be part of the program. They stated that learning the content in our program allowed them to excel and be successful when they transferred. Many stating that they were able to work as peer tutors for the course helping other students to learn the material.

#### **4 Demonstration of Planning**

Provide specific examples of how your program planning philosophy informs the development/implementation of a plan. Provide two to three specific examples of how the program philosophy informs the development and implementation of program plans.

#### **Response**

---

Our program philosophy of planning is based on current industry standards, skills students need to be successful in projects and work in the community, as well as direct feedback from our students.

10 years ago, the program curriculum and course content was adjusted as it was observed that the students were lacking time and opportunity to learn how to train individually as well as training on how to teach group fitness courses. Skills which are heavily used in the community projects we host such as the Wellness Challenge. As a result, a new course was formed, Teaching Individual and Group Fitness, with the focus of teaching students function of muscles and purpose of exercises and understanding of what exercises are appropriate to work the targeted muscles and how to adjust the exercise to the level of the person they are working with.

Based on student feedback, a new curriculum sequence was initiated Fall 2021. We have observed and been told by the students that they were overwhelmed in their first semester and felt that the content and requirements of the Fundamentals course were a lot to handle in the first semester. Beginning Fall 2021, Fundamentals was moved to the Spring semester. A new/revised course, Applied Fitness (similar to Personalized Fitness - but developed specifically for the Exercise Science major), was put in its place for Fall semester with a focus on teaching the base components of fitness and how to apply the principles to themselves which would build into the Fundamentals course. After only one semester of implementation, in general it appears to have been effective for the purposes of improving the course sequence and first semester experience for the students.

## 7 Strengths and Limitations

### 1 Strengths

Clearly describe three of the program's strengths.

### Response

---

1. The biggest strength of our program is the ability for the students to apply what they are learning in many hands on opportunities beginning in the first semester of the program. Most undergraduate programs do not provide these same opportunities of application and leadership that our students receive through every course throughout the program.
2. With the completion of the new building, our program really benefits from having a beautiful facility with up to date equipment. The equipment we have been able to obtain through various funds allow our program to provide the students with experiences that rival the opportunities students have at 4 -year institutions. Often students, do not get to use similar equipment until their time in graduate programs.
3. In general, our students have the opportunity to work with many professionals in the community of their choosing as well as the opportunity to work with various populations and community groups through group/class projects we are asked to complete or have already established including: Wellness Challenge, teaching in the elementary, junior high and high school, participating in local health and wellness fairs, providing fitness testing to different community groups including the Firefighters and in the past Solvey, Sweetwater Memorial Hospital staff, Crossfit members, and organizing and hosting a walk/run event.

## 2 Limitations

Clearly describe three of the program's limitations.

### Response

---

1. Recruitment: One of the biggest limitations of the program is lack of active recruitment to the program of students who have a strong desire to complete the program. Our program consists predominantly of athletes recruited to a specific athletic program. Many of these students become very strong students in our program, but many of the students are not prepared for the strong math and science requirements of the program and often transfer to a different program or choose to complete the multidisciplinary program. Unfortunately, our academic recruitment is not as strong as our athletic recruitment.

2. Staffing: As indicated in other sections of this review, currently the program is staffed with only one full time faculty. This limits the exposure of the students to different perspectives, teaching styles and general exposure to different experiences that come from different instructors. In addition, this limits the offering of the courses as well as limits the ability to be able to offer stability in our PEAC and HLED courses, as these courses then rely on adjunct faculty to cover these courses as the full-time faculty member course load is dominated by the core Exercise Science courses.

3. Consistency/Data Collection: Our program has undergone multiple changes in the past 5 years, mainly dictated by administration. These multiple changes in program has made it difficult to really be able to evaluate and determine how these changes have impacted our program. In general enrollment has been down across campus and all programs. The hope is the newest changes we have made will be the last for a while, so that upon the next program review we will be better able to evaluate how the newest changes have effected the success of the program.

### **3 Aspirational Program**

Identify a similar program at another institution as an aspirational point. Describe why this program was selected and why it is considered an aspirational reference point.

#### **Response**

---

The majority of our students transfer to USU or UW. We have worked for many years with UW to ensure our courses transfer to their program. We also have a relationship with USU and frequently take the students on a visit to USU at the request of the students. On the visit, we meet with faculty and staff in Athletics (physical therapy and athletic training) and faculty within the Exercise Science and Nutrition programs. The faculty let us tour the facilities and labs and this also provides an opportunity for the students to meet and begin to build relationships with the faculty many of them will be working with when they transfer.

Change to our program curriculum has often been in concert with one or both of these programs either at their request or as we have developed courses or made changes, we usually contact one or both of these schools to ensure these changes/additions will align with their programs.

## 8 Resource Adequacy

### 1 Human Resources

Identify and evaluate the adequacy, availability, and sustainability of program human resources.

#### Response

---

In 2020, the program went from 2 full time faculty to 1 full time faculty member. This is not an optimal way to run a program, especially a hands on program like Exercise Science. The students lose out on learning the material from different teaching methodology, backgrounds and perspectives and means they have the same instructor for almost half their courses. The program would greatly benefit by returning to a 2 faculty program.

As a result, The Exercise Science Program relies heavily on adjunct faculty. The FTE taught by adjunct faculty in the past few years makes up about 50% or more of the overall course load. The recruiting, scheduling and management of adjunct faculty is a significant administrative load. Additionally, adjunct instructors teaching 1-2 credits are less financially dependent on the income from teaching and thereby more likely to suddenly withdraw from their teaching commitment to the department. Frequent last minute cancellations of commitments to teach cause us to scramble to find qualified replacement instructors and often lead to cancellation of classes at the start of the semester. An additional full-time faculty member would decrease the large percentage of FTEs taught by adjunct instructors and alleviate the problems created when depending predominately on part-time instructors and reduce the workload associated with management a large adjunct group.

We depend on adjunct instructors to be able to offer courses listed as general education/interstate passport requirements. The success of these classes relies on qualified and competent adjunct faculty and it is in our interest that they are current and have the necessary certifications. In some cases, applicants have been unable to teach a class because they did not have the funds for the additional required certifications or their entire paycheck goes to staying current on certifications. A budget for the purpose of assisting adjunct faculty with their continuing educational expenses would be very helpful in retaining qualified adjunct instructors.



## **2 Information Technology Resources**

Identify and evaluate the adequacy, availability, and sustainability of program information technology resources.

### **Response**

---

In general, our technology resources are adequate for our day to day course needs. With COVID money, we were able to purchase laptops that can be used by students during class and lab work as needed. We have also been using these laptops in the Peer Tutor center for students to be able to complete proctored exams for our HLED courses that are being completed online.

In 2020, we obtained funding to purchase a robot. This robot can be controlled remotely and has been used to teach remotely when the professor has been unable to be on campus. In addition, the robot has been used to monitor students when the professor needs to be in multiple places at the same time.

The campus has also purchased swivels and ipads for all full time instructors on campus and allows for synchronous delivery of class when students are unable to attend class in person.

The greatest technology difficulty is when we had to close campus during COVID and conduct all classes remotely. Since our courses are very hands on, this was probably the greatest challenge we have faced with technology. With the purchase of the ipad and swivel, future experiences like this should make the experience more smooth, but the challenge of conducting the hands on components and labs, should the need to teach completely remotely arise again, is still a challenge we will face.

### **3 Physical Resources**

Identify and evaluate the adequacy, availability, and sustainability of program physical resources.

#### **Response**

---

In 2014, the program benefited from a new building addition which allowed us to house our equipment and teaching spaces all in one area. Since the completion of the new addition, we have been able to upgrade the flooring in the Activity Space. The original flooring was not what was requested and was not appropriate or safe. The new flooring is a wood flooring which is more appropriate for the impact of the courses taught in this space and also allows us to more fully, safely and appropriately use the equipment we have. We have replaced the aging weight machines as well as added new cardio equipment and have in general replaced all the aged cardio machines.

There has been a space shuffling with athletics and we now have the space behind the spin room. This space would be best utilized by knocking down the wall and expanding the spin room area (the original plan for the space). This expanded space would expand floor space that can be utilized by students in the Spin and Weight Training classes and allow more space to spread out for individual movement and exercise allowing for more safe work space. The request for remodeling this space has been submitted to administration.

Through COVID money, Perkins grants and the use of student fees, the program has been able to continue to replace aging and unrepairable equipment. In addition, we have been able to replace outdated equipment with current state of the art equipment allowing our students to learn using the best equipment in the field.

#### **4 Financial Resources**

Identify and evaluate the adequacy, availability, and sustainability of program financial resources.

#### **Response**

---

Until recently, we were fortunate to obtain much of our funding from the state. With many budget cuts, the majority of that state funding was cut and now the program predominately relies on funding from student fees for classes. In addition, we also have been able to make large equipment purchases through Perkins funding. Much of our current lab equipment has been purchased through Perkins grant money. At this time, the costs to run labs include disposable items and upkeep of the current lab equipment which is covered by student fees at this time. We evaluate the student fees associated with classes on a yearly basis to ensure the costs associated with the class cover the equipment and replenishment of equipment needed to conduct the class. At this time, we have been able to meet the needs of replacing equipment/lab materials as needed to maintain the requirements needed for courses. The majority of our equipment is now ~1-5 years old. At this time, the goal will be to maintain the major equipment and to budget appropriately as the time comes to update and replace the major equipment.

The fitness center has a budget (funded by Fitness Center membership of faculty/staff, students and community members) specifically used for maintenance and repairs and for updating and replacing out-dated equipment. At this time, the majority of the equipment is now 1-5 years old. Membership prices were increased from \$15 to \$25/semester for students and \$50 to \$75/semester for community members. The usage has dropped the past couple of years due to COVID. Prior to COVID purchase of the fitness center membership had been fairly consistent. While this system has worked for us in the past, if membership purchases continue to be low, this may cause concern for the ability to have funds available in the budget to replace the large equipment in the future as it begins to age. As long as purchase and use of Fitness Center membership increases back to pre-COVID numbers, this budget should continue to sustain our equipment repairs, maintenance and replacement.

## 9 Organizational Impact

### 1 Positive Impact

Describe ways that the program has a positive impact on the institution.

### Response

---

As stated in previous sections, the Exercise Science Program partners with many organizations throughout the community building positive relationships and creating a strong community resource as to where the community can turn to for fitness, wellness and health education. In addition, our program provides many opportunities for the faculty and staff across campus as well as community members to benefit from free personal training and group fitness experiences during the academic year. These experiences are separate and in addition to the community experiences we offer through the Wellness Challenge and fitness testing of specific community groups.

## **2 Functional Improvements**

Describe a substantive change the program may undergo in the next two years to enhance the success of the institution.

### **Response**

---

The combination of the faculty's level of training and experience in addition to an excellent facility and up to date testing and lab equipment provides the students with the theoretical and practical experience unparalleled by other community colleges both in and out of the state. As a result, graduates from our program excel at their transfer institutions and often assume leadership roles in their programs.

An area of growth in the field that would benefit our program would be the re-activation of the Outdoor Recreation Major. This would require hiring a full time faculty to oversee the development and execution of this program. Part of why the program dissolved in the past was due to lack of faculty to maintain the course load. We have the base infrastructure and equipment to build this program back, but currently lack the faculty to offer the programming required.

