



# Assessment Plan Composer Instructions

University of South Carolina

Office of Institutional  
Research, Assessment, and  
Analytics

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9/16/2016

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## Introduction

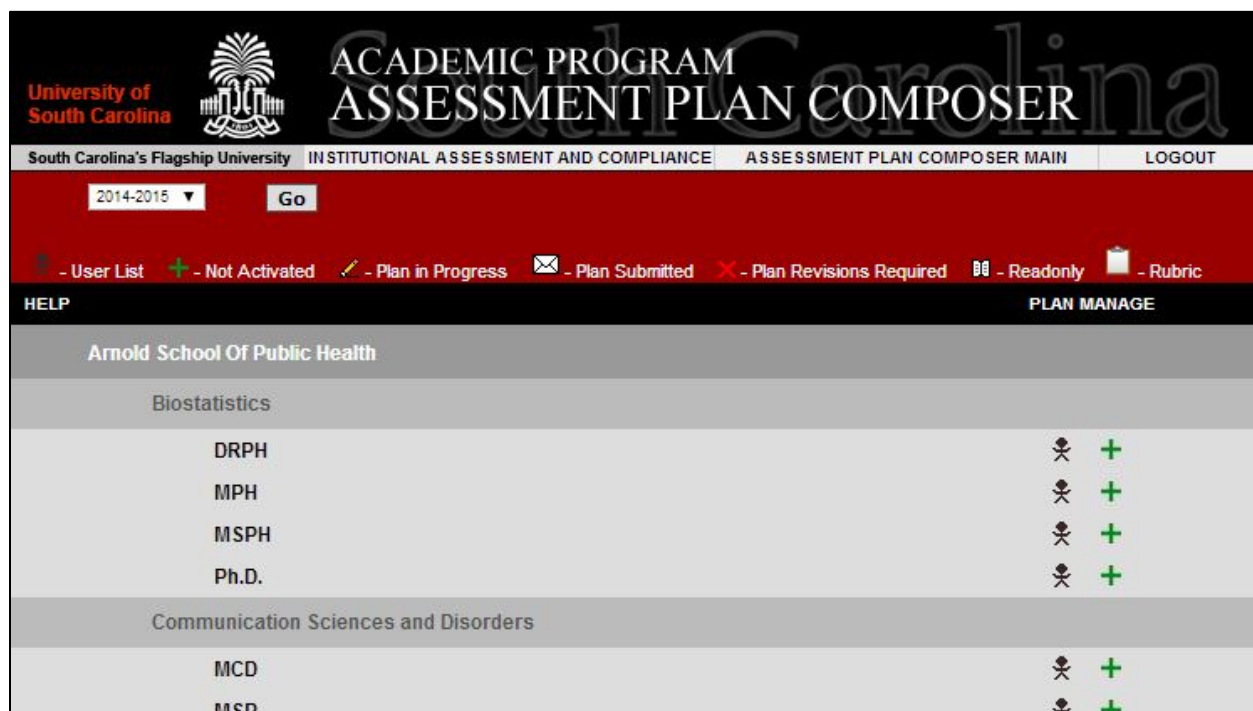
The Assessment Plan Composer is designed to guide those individuals developing an academic assessment plan for their unit so that it is submitted in the desired format. A user's access rights to this system are assigned by the Assessment Manager at the Office of Institutional Research, Assessment, and Analytics (OIRAA). Some users will have update rights while others will be read-only. To update or change access please contact Kimberly Walker at [youngkb@mailbox.sc.edu](mailto:youngkb@mailbox.sc.edu).













To access Assessment Plan Composer, type <https://assessmentplan.ipr.sc.edu> into any browser.

## Creating an Assessment Plan

The main screen of Assessment Plan Composer is a listing of Colleges / Departments / Programs for which the logged in user has been granted access to create an assessment plan, to update an assessment report, or to view and read an assessment document.

To create an assessment plan, click on the  (green plus sign) beside the program to which you have been assigned. If you do not see a program for which you should have access, please contact Kimberly Walker at (803) 777-0072.



Arnold School Of Public Health	
Biostatistics	
DRPH	 
MPH	 
MSPH	 
Ph.D.	 
Communication Sciences and Disorders	
MCD	 
MSP	 

Upon selecting a plan from the main screen, the user will be directed to the Plan Manager screen. It is here that the user develops the various parts of the academic assessment document. If there was a plan in the previous year for that departmental program, that plan will be used to create the current year's report; otherwise, a completely new plan will be created.

## Plan Manager

The Plan Manager functions as a main menu in the development of the assessment plan and for the reporting of assessment 'results' and 'use of results'. From this screen, the user can follow the step-by-step process for entering and editing the required sections that make up the plan. Each sub-screen has a button 'Return to Plan Manager' at both the top and bottom of the screen to return to this main menu screen.

When a plan is finished, it may be submitted to the Office of Institutional Research, Assessment and Analytics for review, where it will be either accepted or sent back with comments requesting additional information. If a plan is in need of additional information or changes after being reviewed, the user will be notified via email (see '**Revisions Requested**').

The screenshot shows the 'Plan Manager' interface of the 'ACADEMIC PROGRAM ASSESSMENT PLAN COMPOSER'. The header includes the University of South Carolina logo and navigation links: 'South Carolina's Flagship University', 'INSTITUTIONAL ASSESSMENT AND COMPLIANCE', 'ASSESSMENT PLAN COMPOSER MAIN', and 'LOGOUT'. A red sidebar on the left contains a menu with options: 'Plan Manager', 'Mission Statement', 'Goals', 'Learning Outcomes and Assessments', 'View Full Assessment Plan', 'Toolbox', 'Instructions', and 'Logout'. The main content area is titled 'Plan Manager' and contains the following text: 'Directions: To develop your Assessment Plan, begin with Step 1 and continue through each step following instructions and filling out forms (the check list below may be used to help yourself remember where you left off). When you are completely finished, be sure to submit your plan using the button at the bottom of this page. The submitted plan will be reviewed by the Office of Institutional Research and Assessment and either accepted or sent back with comments requesting additional information. Civil and Environmental Engineering - Railway Engineering Certificate 2016 - 2017'. Below this, there are four steps: 'STEP 1 - Mission Statement' with a link '> Mission Statement' and a warning icon; 'STEP 2 - Future Assessment Plan' with links '> Goals' and '> Learning Outcomes and Assessments', each with a warning icon; 'STEP 3 - View Assessment Plan' with a link '> View Full Assessment Plan'; and 'STEP 4 - Submit Entire Plan for Approval'. At the bottom, a message states 'All warnings ⚠ must be corrected before this plan can be submitted' and a 'SUBMIT ASSESSMENT PLAN' button is visible. The footer contains 'USC LINKS: DIRECTORY MAP EVENTS VIP SITE INFORMATION'.



## Mission Statement

When creating a plan, the mission statement will be generated from the previous year (if there is one on file), whereupon it may be edited with any necessary changes. If no previous plan exists, the data entry field will be blank and a mission statement must be entered. Please note that an 8000 character

maximum is set on the mission statement field.

## Annual Report (This section will only exist if the plan from the previous year is on file.)

### Update Annual Report

The user will be required to enter comments on the 'Results' and 'Use of Results' for their assessment of the learning outcomes for each of their previous year's Learning Outcomes (If there is a previous years' plan). This can be done from the Annual Report page by first clicking on 'Assessment Results and Use of Results' beneath each learning outcome, and then clicking the  (pencil icon) to enter data into the 'Results' and 'Use of Results' fields in the plan manager. A document can be attached by clicking on the  (paper clip icon). The narrative in the 'Results' section should indicate the results for each measure listed in the 'Measures and Criteria' section and whether the Learning Outcome was met. The narrative in the 'Use of Results' section should address any changes that were implemented because of information collected through the assessment methods.

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### Annual Report

[Return to Plan Manager](#)  
  
**Mechanical Engineering - BSE 2016 - 2017**  
  
To view and update assessments for this report, click on "Assessment Results & Use of Results" beneath the appropriate learning outcome.  
  
**Goal 1**  
The graduates from Mechanical Engineering program are expected to demonstrate with a three to five years of graduation the ability to apply mathematics, science and engineering principles to solve mechanical engineering problems  
  
**Curriculum:**  
  
Students will gain the required abilities in the program by completing  
CHEM 111, CHEM 112, PHYS 211, PHYS 211L, PHYS 212, PHYS 212L,  
EMCH 101, EMCH 111, EMCH 201, EMCH 327, EMCH 330, EMCH 332,  
EMCH 354, EMCH 361, EMCH 362, EMCH 363, EMCH 371, EMCH 394,  
EMCH 427 and EMCH 428  
  
**Learning Outcomes:**  
  
1. The graduates shall have the ability to identify, analyze, design and realize mechanical and thermal systems to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.  
▼ [Assessment Results & Use Of Results](#)  
  
2. The graduates shall have the ability to use contemporary computational techniques and tools.  
▼ [Assessment Results & Use Of Results](#)  
  
3. The graduates shall have the competence in design of experiments, experimental practices and data interpretation and their use to identify and solve engineering problems.  
▼ [Assessment Results & Use Of Results](#)  
  
4. The graduates shall have the ability to apply mathematics through linear algebra, multivariate calculus and differential equations to formulate and solve engineering problems.  
▼ [Assessment Results & Use Of Results](#)

Plan Manager  
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Assessments List

Return to Plan Manager

> Instructions

List of Assessments for the following goal

Goal 1:

(ARTE 525, 560) Students will understand concepts, methods and materials for use in the art education K-12 art classroom through curriculum writing practice, creating assessment models and instruments, examining classroom management styles, and studying pedagogical practices and strategies for teaching various kinds of learners in the K-5 (elementary) and 6-12 (secondary)art classroom.

Learning Outcome 1:

Students will successfully pass the Praxis I exams or present qualifying scores on their SAT exam.

Assessment 1

Measures and Criteria

Scores on the Praxis I or qualifying scores on the SAT

Methods

Data are collected through the use of rubrics using the attached criteria. Criteria are scored as not met, met, or exemplary.

Results  
(empty)

Use pencil icon to add Results. Use paperclip icon to attach a document.



Use Of Results  
(empty)

Use pencil icon to add Use of Results. Use paperclip icon to attach a document.



Edit

Comments

➡

➡



## Copy Annual To Future

The user may use this feature to copy any goals, learning outcomes, and assessments from the previous year's plan to the future plan being created. This feature is useful for those who only wish to make slight modifications to the previous year's learning outcomes and assessments. Once copied, the goals, learning outcomes, and assessments may be edited and/or deleted.

Check the box next to the learning outcome and assessments that you would like to copy forward. Next, click copy to future. The user will receive a notification at the top of the page that the copy was successful. Each goal will be on a separate page. To view the subsequent goal, click the 'View Next Goal' button at the top of the screen. By default, all learning outcomes and assessments will be copied; however, the user may override this by unchecking any learning outcome or assessment. *Please note that if a learning outcome is unchecked, its assessment will not be copied, either.*

The screenshot shows the 'Copy Annual to Future' interface. On the left is a red sidebar with navigation links: Plan Manager, Mission Statement, Update Annual Report, Copy Annual To Future (highlighted), Goals, Learning Outcomes and Assessments, View Full Assessment Plan, Toolbox, Instructions, and Logout. The main content area has the title 'Copy Annual to Future' and a 'Return to Plan Manager' link. Below the title is the instruction 'Choose Goals, Learning Outcomes and Assessments to copy over'. A 'View Next Goal' button is circled in red with an arrow pointing to it, labeled 'Step 3: View next goal until all goals have been copied to the future plan'. Below this is 'Goal 1' with a description: '(ARTE 525, 560) Students will understand concepts, methods and materials for use in the art education K-12 art classroom through curriculum, writing practice, creating assessment models and instruments, examination styles, and studying pedagogical practices and teaching various kinds of learning'. A 'Copy To Future' button is circled in red with an arrow pointing to it, labeled 'Step 2: Click "Copy to Future"'. Below the goal description is the 'Curriculum:' section with text about elementary and secondary methods. Below that is 'Learning Outcome 1' with a checked checkbox and description: 'Students will successfully pass the Praxis I exams or present qualifying scores on their SAT exam.' Below that is 'Assessment 1' with a checked checkbox and description: 'Measures and Criteria: Scores on the Praxis I or qualifying scores on the SAT'. A red circle is drawn around the 'Learning Outcome 1' checkbox, labeled 'Step 1: Select check boxes for any learning outcome (and/or assessments) that you would like to copy forward to the future plan.'

**Plan Manager**  
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**Goals**  
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**Logout**

### Copy Annual to Future

[Return to Plan Manager](#)

Choose Goals, Learning Outcomes and Assessments to copy over

[View Next Goal](#)

**Goal 1**

(ARTE 525, 560) Students will understand concepts, methods and materials for use in the art education K-12 art classroom through curriculum, writing practice, creating assessment models and instruments, examination styles, and studying pedagogical practices and teaching various kinds of learning

**Copy To Future**

**Curriculum:**

Elementary and Secondary methods and materials courses utilize what students have learned in elementary and secondary art classes to further develop arts units of instruction for to write an arts units of instruction centered on enduring learning and assessment models that measure learning. Students learn strategies for assessing and critiquing art in K-12 classrooms and how to develop senior cognition (aesthetics). Furthermore, students engage in new technologies, service learning, integrated learning, visual culture, creating social contexts for discussing, writing, and creating artworks. Students also study various methods for day-to-day management of a classroom with a plurality of learners.

☒ **Learning Outcome 1**

Students will successfully pass the Praxis I exams or present qualifying scores on their SAT exam.

☒ **Assessment 1**

**Measures and Criteria:**

Scores on the Praxis I or qualifying scores on the SAT




**Step 1: Select check boxes for any learning outcome (and/or assessments) that you would like to copy forward to the future plan.**


**Step 2: Click "Copy to Future"**

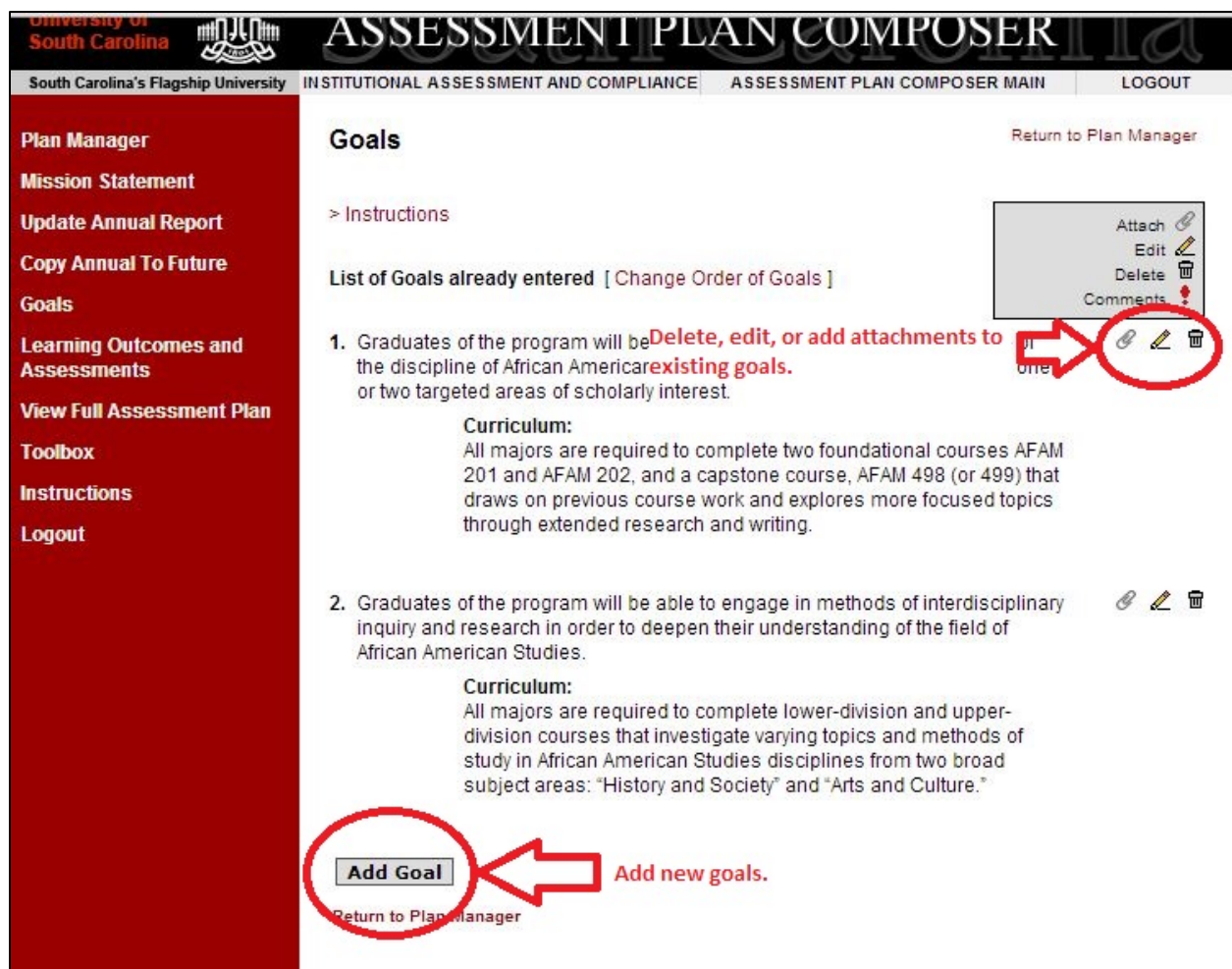
**Step 3: View next goal until all goals have been copied to the future plan**

## Future Assessment Plan

### Goals

If any goals have been copied forward from the previous year's plan, they will be visible in the Goals screen. From the 'Goals' page, the user can add new goals using the button on the bottom of the page, edit an existing goal by clicking the , attach a document by clicking the , or delete a goal by clicking the .

The user can also update and add curriculum information in this section. If there is a curriculum map to be attached to the curriculum section it can be added using the  (paperclip icon).



**University of South Carolina** **ASSESSMENT PLAN COMPOSER**

South Carolina's Flagship University INSTITUTIONAL ASSESSMENT AND COMPLIANCE ASSESSMENT PLAN COMPOSER MAIN LOGOUT

**Plan Manager**  
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**Goals** [Return to Plan Manager](#)

> Instructions

List of Goals already entered [ [Change Order of Goals](#) ]

1. Graduates of the program will be able to engage in methods of interdisciplinary inquiry and research in order to deepen their understanding of the field of African American Studies. **Delete, edit, or add attachments to existing goals.**

**Curriculum:**  
All majors are required to complete two foundational courses AFAM 201 and AFAM 202, and a capstone course, AFAM 498 (or 499) that draws on previous course work and explores more focused topics through extended research and writing.

2. Graduates of the program will be able to engage in methods of interdisciplinary inquiry and research in order to deepen their understanding of the field of African American Studies.

**Curriculum:**  
All majors are required to complete lower-division and upper-division courses that investigate varying topics and methods of study in African American Studies disciplines from two broad subject areas: "History and Society" and "Arts and Culture."

**Add Goal** [Add new goals.](#)

[Return to Plan Manager](#)

Attach  
Edit  
Delete  
Comments




### Learning Outcomes and Assessments

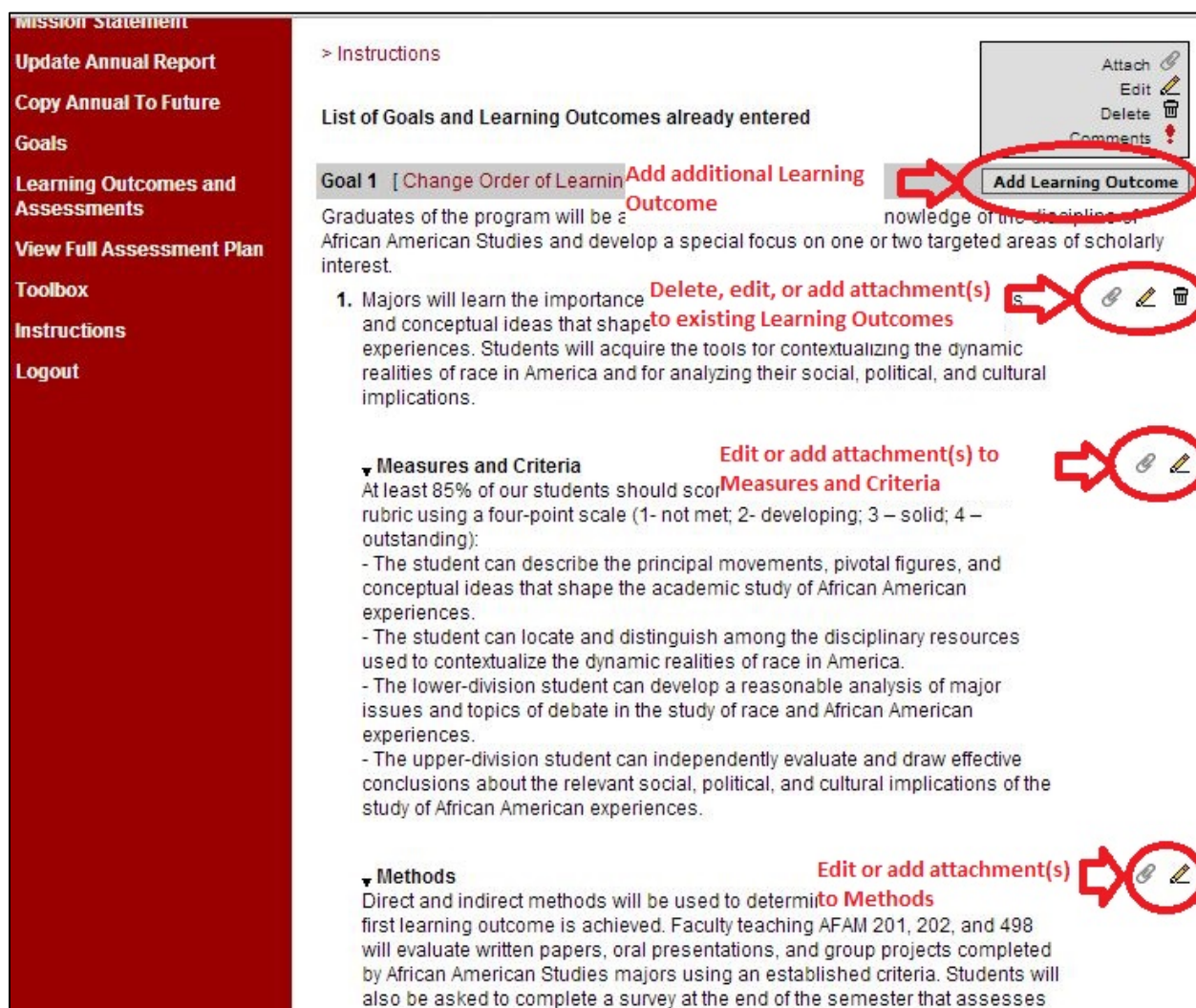
The 'Learning Outcomes and Assessments' link will direct the user to the 'Learning Outcomes' screen where, for each goal added, the user will be able to add new learning outcomes or edit and delete existing learning outcomes. If Learning Outcomes were copied forward from the previous year's plan, they will be viewed in this screen.



Users must have goals entered in order to add Learning Outcomes. The 'Add Learning Outcome' command button will appear on the header line of each goal for which the learning outcome can be added.

After adding the new learning outcome, click 'Save', then 'Close Window'. After adding a new learning outcome, the user must scroll down the 'Learning Outcomes' page (new learning outcomes appear below all previously entered learning outcomes) to the newly added learning outcome in order to add the Measures and Criteria and Methods.

Learning Outcomes are managed using the  (pencil icon) for editing, the  (paperclip icon) for attaching a document, or the  (trashcan icon) for deleting. Learning outcomes can be rearranged by clicking 'Change Order of Learning Outcomes' next to the Goal.



**Mission Statement**  
**Update Annual Report**  
**Copy Annual To Future**  
**Goals**  
**Learning Outcomes and Assessments**  
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**Logout**

> Instructions

List of Goals and Learning Outcomes already entered

**Goal 1** [Change Order of Learning Outcomes] **Add additional Learning Outcome**

Graduates of the program will be able to demonstrate knowledge of the discipline of African American Studies and develop a special focus on one or two targeted areas of scholarly interest.

1. Majors will learn the importance and conceptual ideas that shape experiences. Students will acquire the tools for contextualizing the dynamic realities of race in America and for analyzing their social, political, and cultural implications.

**Measures and Criteria**  
 At least 85% of our students should score on the rubric using a four-point scale (1- not met; 2- developing; 3 – solid; 4 – outstanding):  
 - The student can describe the principal movements, pivotal figures, and conceptual ideas that shape the academic study of African American experiences.  
 - The student can locate and distinguish among the disciplinary resources used to contextualize the dynamic realities of race in America.  
 - The lower-division student can develop a reasonable analysis of major issues and topics of debate in the study of race and African American experiences.  
 - The upper-division student can independently evaluate and draw effective conclusions about the relevant social, political, and cultural implications of the study of African American experiences.

**Methods**  
 Direct and indirect methods will be used to determine if the first learning outcome is achieved. Faculty teaching AFAM 201, 202, and 498 will evaluate written papers, oral presentations, and group projects completed by African American Studies majors using an established criteria. Students will also be asked to complete a survey at the end of the semester that assesses

Attach  
 Edit  
 Delete  
 Comments

**Add Learning Outcome**

**Delete, edit, or add attachment(s) to existing Learning Outcomes**

**Edit or add attachment(s) to Measures and Criteria**

**Edit or add attachment(s) to Methods**

## View Full Assessment Plan

This will display the formatted assessment plan as it has been entered. The previous year's plan (Annual Report) with the newly added Results and Use of Results will appear at the top. The next year's plan (Future Assessment Plan) with the new goals, learning outcomes, measures and criteria, and methods, will appear at the bottom. Please note that this will open in a new tab or window. Close the tab or window to return to the Plan Manager Page.

**Mechanical Engineering - BSE**  
**2016 - 2017 Assessment Plan**

I. ANNUAL REPORT FOR YEARS 2015 - 2016

**Mission Statement**

The mission of the Department of Mechanical Engineering (DME) is to provide students with a sound mechanical engineering education, advance the understanding and application of mechanical engineering principles, enhance the economic development of the State of South Carolina, and improve the quality of life of our citizens through teaching, research, service, and outreach programs.

**Goal 1.**

The graduates from Mechanical Engineering program are expected to demonstrate with a three to five years of graduation the ability to apply mathematics, science and engineering principles to solve mechanical engineering problems

**Curriculum**

Students will gain the required abilities in the program by completing CHEM 111, CHEM 112, PHYS 211, PHYS 211L, PHYS 212, PHYS 212L, EMCH 101, EMCH 111, EMCH 201, EMCH 327, EMCH 330, EMCH 332, EMCH 354, EMCH 361, EMCH 362, EMCH 363, EMCH 371, EMCH 394, EMCH 427 and EMCH 428

**Learning Outcome 1.**

The graduates shall have the ability to identify, analyze, design and realize mechanical and thermal systems to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

**Measures and Criteria**

The assessment of Outcome 1.1 is realized using the three mechanisms described and presented below:

- Alumni Survey
- Senior Exit Survey
- Graded coursework (course portfolio content) from eight required DME courses.

**Methods**

Alumni Surveys are taken annually and Senior Exit Surveys are taken in the Fall and spring. For the surveys the following questions are asked of both groups

- Indicate your satisfaction with your level of competency regarding an ability to apply engineering terms, principles and theories.
- Indicate your satisfaction with your level of competency regarding an ability to identify, formulate and solve engineering problems.
- Indicate your satisfaction with your level of competency regarding an ability to design a system, component or process to meet desired needs and quality.

Results from these surveys are analyzed by the Department's Undergraduate Committee.

In addition students must perform satisfactorily in eight required DME course which have:

- Course-specific outcomes defined and presented in the course syllabus. Typically, each course has 4 or more course-specific outcomes defined. Each of the course-specific outcomes

## Submit Entire Plan for Approval

Your plan is not considered complete until submitted. Users must click the 'Submit Assessment Plan' button on the 'Plan Manager' page to submit the plan. A user cannot edit the plan once it has been submitted. If a user has submitted a plan, but wishes to make additional changes, please contact Kimberly Walker, Assessment Manager in the Office of Institutional Research, Assessment, and Analytics.

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### Plan Manager

**Directions:** To develop your Assessment Plan, begin with Step 1 and continue through each step following instructions and filling out forms (the check list below may be used to help yourself remember where you left off).  
When you are completely finished, be sure to submit your plan using the button at the bottom of this page. The submitted plan will be reviewed by the Office of Institutional Assessment and Compliance and either accepted or sent back with comments requesting additional information.


**African American Studies - BA 2014 - 2015**

**STEP 1 - Mission Statement**  
> [Mission Statement](#)

**STEP 2 - Annual Report**  
> [Update Annual Report](#)  
> [Copy Annual To Future](#)

**STEP 3 - Future Assessment Plan**  
> [Goals](#)  
> [Learning Outcomes and Assessments](#)

**STEP 4 - View Assessment Plan**  
> [View Full Assessment Plan](#)

**STEP 5 - Submit Entire Plan for Approval**  
[SUBMIT ASSESSMENT PLAN](#)  **Submit plan for approval**

## Revisions Requested

After submitting the Assessment Plan, it will be reviewed by the Office of Institutional Research and Assessment. If revisions are necessary, the plan status will be changed to 'Revisions Requested'. On the main screen of Assessment Plan Composer, the plan will have a ✖ (red X) beside it. If a rubric has been attached, the plan will have a 📋 (clipboard) beside it; click to open the rubric. The rubric will open in a new tab or window. Please open the rubric before opening the plan. There may be comments/feedback on both the rubric and within the plan. Clicking the ✖ (red X) will direct the user to the Plan Manager screen.

University of South Carolina

ACADEMIC PROGRAM ASSESSMENT PLAN COMPOSER

South Carolina's Flagship University INSTITUTIONAL ASSESSMENT AND COMPLIANCE ASSESSMENT PLAN COMPOSER MAIN LOGOUT

2013-2014 Go

- User List + - Not Activated - Plan in Progress - Plan Submitted ✖ - Plan Revisions Required - Readonly - Rubric

HELP PLAN MANAGE

Arnold School Of Public Health

Biostatistics

DRPH	✖	📋
MPH	✖	📋
MSPH	✖	📋
Ph.D.	✖	📋

Communication Sciences and Disorders

MCD	✖	📋
MSP	✖	📋
Ph.D	✖	📋

Click here to see comments and make revisions

View rubric

On the Plan Manager screen, the user can view comments/feedback by clicking on 'Comments on file' (exclamation mark). Clicking this link will display a list of goals and learning outcomes. The user may then see another 'Comments on File' link next to each learning outcome for which there are comments. Proceed with making any revisions in the same manner as creating the plan.

Continue the same process with the Future Assessment Plan. *Please note that after changes have been made to both the Annual Report and Future Assessment Plan, the user must again click 'Submit Assessment Plan' on the Plan Manager screen.*

The screenshot shows the 'Plan Manager' interface. On the left is a red sidebar with navigation links: Plan Manager, Mission Statement, Update Annual Report, Copy Annual To Future, Goals, Learning Outcomes and Assessments, View Full Assessment Plan, Toolbox, Instructions, and Logout. The main content area is titled 'Plan Manager' and contains the following sections:

- Directions:** To develop your Assessment Plan, begin with Step 1 and continue through each step following instructions and filling out forms (the check list below may be used to help yourself remember where you left off). When you are completely finished, be sure to submit your plan using the button at the bottom of this page. The submitted plan will be reviewed by the Office of Institutional Assessment and Compliance and either accepted or sent back with comments requesting additional information.
- Biostatistics - DRPH 2013 - 2014**
- STEP 1 - Mission Statement**
  - > Mission Statement
- STEP 2 - Annual Report**
  - > Update Annual Report **Click here to view comments** (with a red arrow pointing to a circled 'Comments On File' link)
  - > Copy Annual Report **and edit plan**
- STEP 3 - Future Assessment Plan**
  - > Goals
  - > Learning Outcomes and Assessments
- STEP 4 - View Assessment Plan**
  - > View Full Assessment Plan (circled in red with a red arrow pointing to it from the text 'Click here to view comments within plan entirety')
- STEP 5 - Submit Entire Plan for Approval**
- SUBMIT ASSESSMENT PLAN** (button)



[Plan Manager](#)  
[Mission Statement](#)  
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## Annual Report

[Return to Plan Manager](#)

To view and update assessments for this report, click on "Assessments" beneath the appropriate learning outcome.

### Goal 1

Graduates of this program are prepared to offer transformative leadership in public health research and practice.

**Curriculum:**  
HSPM 820 Public Health Leadership (3 hours), HPEB 820 Public Health Advocacy and Policy (3 hours), Advanced Evaluation (HPEB 818 or HSPM 818, 3 hours), Research Methods (BIOS 765, HPEB 802 [Click to view](#) } hours), and Public Health Practicum (BIOS 898, 6 hours [comments](#)

- Students will lead the process of creating an organization's vision, mission and goal-setting for the organization, guide decision making, influence and advise others in a way that benefits the organization, and build capacity to successfully carry out the mission of the organization.  
[Assessment Results & Use Of Results](#) [Comments On File](#)
- Students will influence policy and opinions on health issues and, by using effective communication strategies, be able to persuasively argue for policies that improve the health of the public.  
[Assessment Results & Use Of Results](#)
- Students will develop and implement formative, process, impact and outcome evaluations for the performance of a specific program or of the organization in relation to its vision and mission.  
[Assessment Results & Use Of Results](#)
- Students will conduct various types of research studies, interpret and communicate study results, synthesize information from multiple studies, assess the merits of research done elsewhere, and determine how research results can be applied to the organization.  
[Assessment Results & Use Of Results](#) [Comments On File](#)
- Students will demonstrate integration of the DrPH core competencies and expertise in their specific specialization through the Doctoral Public Health Practicum.  
[Assessment Results & Use Of Results](#)

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## Assessments List

[Return to Plan Manager](#)

> **Instructions**

List of Assessments for the following goal

**Goal 1:**  
Goal 1 Bachelors of Science students are expected to gain the required knowledge of theory and practice in the core areas of Exercise Science.

**Learning Outcome 1:**  
Bachelors of Science students will describe the relationship among physical activity, functional capacity, health and disease across the life span.

### Assessment 1


**Measures and Criteria**  
Assessment 1 Students will complete answers to cumulative exam questions discussing the relationship among physical activity, functional capacity, health and disease. All students must receive a minimum score of 70% when evaluated with the assignment's rubric.


**Methods**  
Methods A. Faculty teaching courses requiring cumulative exams will report scores by class to the Undergraduate Director. The Undergraduate Director will upload this information into a database. The Undergraduate Director will aggregate and analyze the data, and submit a report to the Department Chair.

**Results**

For the 2012-2013 academic year, the average pass rate for EXSC 191, 223, 224, 454, 507, 530, and 531 combined was 92%.

EXSC 191 is a basic course in physical activity and health. The course requires projects in health and nutrition in addition to exams. Pass rate for EXSC 191 averaged 96%, indicating students obtained the base knowledge to help prepare them for more advanced courses in Exercise Science.

  
Edit

  
Comments

