



# Program Assessment Report

IP - Health, Physical Education/Fitness (BS)

## General Information

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### **Mission and Vision**

Mission: The Department of Health, Physical Education and Recreation (HPER) shares the University and Professional Education Unit's vision of providing "inspirational teaching, relevant research, and meaningful service in an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment." The "interrelated and integrated conceptual framework" espoused by the University and Professional Education Unit is conducive to the development of highly qualified health, leisure and fitness professionals who are prepared and capable of serving as leaders and contributors in an ever-changing society.

### **Contact Person(s) Name and Phone Number**

Kristine Fleming 850-599-3135

Sarah Price 850-599-3135

### **Contact Person(s) Email**

Contact Person Email: Kristine Fleming - kristine.fleming@famuedu

Sarah Price - sarah.price@famuedu

### **College/School**

College of Education

### **CIP Code**

31.0501

## General Information

## Communication Proficiency (COAPRT 7.03 Managing Experiences)

**Objective/Outcome:** Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to providing experiences for visitors, guest, and participants in health, physical education pedagogy, physical activity, sport skills, and recreation. (COAPRT 7.03 Managing Experiences)

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Communication

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

**Start Date:** 10/09/2019

### Mapping

Boldly Striking (2022 - 2027) Strategic Priority 2: Academic Excellence: (X - Aligned)

- **Academic Excellence - Goal 2.2:** Nurture the professional development of faculty and staff across the career span and across disciplines to create a culture of sustainable excellence (X)

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)

IP - Health, Physical Education/Fitness (BS): (X - Highlight X to Align)

- **Goal 2:** Use effective stakeholders (Professionalism) (X)
- **Goal 3:** Use diverse teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background (Multiculturalism) (X)
- **Goal 5:** Work in school and/or community settings with varied levels of resources, establish appropriate learning environments, and demonstrate understanding of the plight of both rural and urban students, parents and community (Urban/Rural) (X)
- **Goal 6:** Demonstrate the ability to work with colleagues in a professional, ethical and moral manner, show respect for students, families and other stakeholders (Values) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> A 5-point rubric scale designed to evaluate written and oral communication skills on a select course assignment</p> <p><b>Criterion:</b> Eighty-five percent of students in LEI 4940 will receive a minimum score of 4 on a 5 point rubric designed to evaluate written and oral communication skills for the Symposium presentation, which describes the intern's project planning, implementation, and evaluation at the end of the semester. (COAPRT 7.03 Managing Experiences)</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p> <p><b>Related Documents:</b>  <a href="#">1B. LEI 4940 Internship Evaluation.docx</a>;  <a href="#">Written Oral Communication Rubric LEI 4940.docx</a></p>	<p><b>Submission Date:</b> 09/12/2025</p> <p><b>Result Summary:</b> 100% of students (n = 25) who completed the LEI 4940 Internship presented at the Symposium at the end of the semester. Of the students who presented, 84% received a score of excellent or good regarding their written and oral communication. The evaluation scale was on a 5-point rubric ranging from excellent (5) to poor (1).</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results indicate that 100% of 2024–2025 HLFS undergraduate students (n = 25) who completed the LEI 4940 Internship presented at the end-of-semester Symposium. Of these students, 84% received a score of excellent or good on their written and oral communication, as evaluated on a 5-point scale rubric (5 = excellent to 1 = poor). The slight decrease compared to the 2023–2024 HLFS undergraduate students, who demonstrated an improvement over the prior year, may be attributed to the decline in the consistency of applied practice opportunities throughout the program, as some students continued to adjust to the return of entirely in-person learning experiences following earlier COVID-19 disruptions.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 25</p> <p><b>Number of Successful Face to Face Students:</b> 21</p> <p><b>Number of Hybrid Students Assessed:</b> 0</p> <p><b>Number of Successful Hybrid Students:</b> 0</p> <p><b>Total Number of Students Assessed in all Populations:</b> 25</p> <p><b>Total Number of Successful Students in all Populations:</b> 21</p> <p><b>Improvement Narratives</b></p> <p><b>Improvement Narrative:</b> The Symposium presentation will continue to be used as a direct measure of written and oral communication. To address the shortfall in meeting the required benchmark of 85%, the program will incorporate faculty-led workshops focused on written and oral presentation skills. These strategies are intended to strengthen student preparation and ensure future cohorts consistently meet or exceed the established benchmark.</p> <p><b>Improvement Type:</b> Other (if other please specify in the field below)</p> <p><b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b>  <a href="#">FY 24 25 STARS HLFS Comm Dir.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Indirect - Other</p> <p><b>Assessment Measure:</b> A rubric designed to evaluate oral communication skills for the planning and implementation of a leadership activity among 30 students per class. The rubric is based on a 5-point scale. (COAPRT 7.03 Managing Experiences)</p>	<p><b>Submission Date:</b> 09/12/2025</p>

Assessment Measure	Result Summary
<p><b>Criterion:</b> Eighty percent of students enrolled in major related courses will complete a self-evaluation on oral communication after planning and implementing a leadership activity. A minimum score of 4 on a 5 point rubric designed to self-evaluate oral communication skills for the planning and implementation of a leadership activity will be considered. (COAPRT 7.03 Managing Experiences)</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024</p> <p><b>Related Documents:</b>  <a href="#">Partner Leadership Activity-Self-Evaluation.pdf</a></p>	<p><b>Result Summary:</b> Of the students who implemented a leadership activity (n = 9), 100% of students strongly agreed or agreed a clear voice was used when communicating the directions for the activity and 100% had full knowledge of the activity taught and was able to answer all questions asked. Prior to playing the game, 100% strongly agreed or agreed all of the rules and safety considerations were provided. After planning and implementing the activity, 78% strongly agreed or agreed in having more confidence in their ability to speak in front of small groups (20-25 people) during recreation and leisure activities. The self-evaluation scale was on a 5-point scale rubric ranging from strongly agree (5) and agree (4) to strongly disagree (1).</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Met</p> <p><b>Analysis of Results:</b> The 2023–2024 HLFS undergraduate students provide baseline results for the updated indirect communication measure, and the 2024–2025 HLFS students continued to use this approach. The updated measurement emphasizes real-time communication over pre-recorded activities requiring minimal technology knowledge. With the easing of COVID-19 protocols, students were given more opportunities to engage in face-to-face and real-time interactions to meet course requirements. The continued use of this measurement supports student engagement in activities that strengthen interpersonal and professional communication skills.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 9  <b>Number of Successful Face to Face Students:</b> 9  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 9  <b>Total Number of Successful Students in all Populations:</b> 9</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Students who plan and implement leadership will continue to be evaluated using the self-evaluation scale to measure communication proficiency. The evaluation scale is on a 5-point scale ranging from strongly agree (5) to strongly disagree (1). The ability to plan and implement an activity is reflective of COAPRT Standards (COAPRT 7.02 Designing Experiences).</p> <p><b>Improvement Type:</b> Other (if other please specify in the field below)  <b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b>  <a href="#">FY 24 25 STARS Report HLFS Comm Ind.pdf</a></p>

## Critical Thinking Proficiency (COAPRT 7.01 Foundational Knowledge)

**Objective/Outcome:** Students will demonstrate appropriate use of strategies and techniques related to planning, implementing, comprehending, synthesizing, summarizing, analyzing, and evaluating the thinking capabilities of students relative to designing programs and experiences related to health, leisure and fitness. (COAPRT 7.01 Foundational Knowledge)

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Critical Thinking

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

### Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)

IP - Health, Physical Education/Fitness (BS): (X - Highlight X to Align)

- **Goal 1:** Collect and use data gathered from a variety of sources to enhance solving problems (Problem Solving) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Course Embedded Assessment</p> <p><b>Assessment Measure:</b> A four-point rubric scale designed to evaluate written and oral communication skills on a select course assignment</p> <p><b>Criterion:</b> 85% of students in LEI 4543 will receive a minimum score of 4 or higher on the assessment measure using the 4-point rubric designed to evaluate the research paper.</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p> <p><b>Related Documents:</b></p>	<p><b>Submission Date:</b> 09/12/2025</p> <p><b>Result Summary:</b> Among the students (n = 18) who completed the LEI 4543 research paper, 11% earned a minimum score of 4 or higher on the assessment measure using the 4-point rubric designed to evaluate the research paper. The evaluation scale was based on a 4-point scale rubric ranging from excellent (4), proficient (3), developing (2), and beginning (1).</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Not Met</p>

Assessment Measure	Result Summary
<p><a href="#">Critical Thinking Rubric for Sports and Facility Management.docx</a></p>	<p><b>Analysis of Results:</b> The results indicate that among the 2024–2025 HLFS undergraduate students (n = 18) who completed the LEI 4543 research paper, only 11% earned a minimum score of 4 or higher on the 4-point rubric (4 = excellent, 3 = proficient, 2 = developing, 1 = beginning). The required criteria were unmet, suggesting student performance in written scholarship declined compared to prior years. Contributing factors may include limited use of academic writing support services, inconsistent application of research and writing skills developed in earlier courses, and a new instructor who taught the course. These circumstances may have impacted both instructional continuity and the integration of program-level expectations.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 18  <b>Number of Successful Face to Face Students:</b> 2  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 18  <b>Total Number of Successful Students in all Populations:</b> 2</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> A research paper will continue to be used as a direct measure of written scholarship. To address the shortfall in meeting the required benchmark, the program will embed structured writing support within LEI 4543, including sessions needed with the FAMU Writing Resource Center, online tutoring services, and scaffolded assignments that build research and writing skills throughout the semester. A faculty member who has completed instructional training in best practices or writing-enhanced courses will also teach the course moving forward. These strategies are intended to strengthen student performance and increase the percentage of students achieving a score of 4 or higher on the rubric in future assessment cycles.</p> <p><b>Improvement Type:</b> Other (if other please specify in the field below)  <b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b>  <a href="#">FY 24 25 STARS HLFS Crit Dir.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Indirect - Employer Survey  <b>Assessment Measure:</b> The agency supervisor evaluation is used to measure critical thinking skills related to subject matter.  <b>Criterion:</b> LEI 4940 Internship 90% of students will receive positive comments on the Internship evaluation regarding their ability to think critically by demonstrating higher-order thinking skills.</p>	<p><b>Submission Date:</b> 09/12/2025  <b>Result Summary:</b> Of the students who received an evaluation (n = 25), 84% received an average score of excellent or good on qualities related to critical thinking or higher-order thinking skills. The evaluation scale was on a 5-point scale rubric ranging from excellent (5) to poor (1).  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Not Met</p>

Assessment Measure	Result Summary
<p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p> <p><b>Related Documents:</b>  <a href="#">3B. LEI 4940 Internship Evaluation.docx</a></p>	<p><b>Analysis of Results:</b> The results indicate that 84% of 2024–2025 HLFS undergraduate students (n = 25) received an average score of excellent or good on qualities related to critical thinking and higher-order thinking skills. The slight decrease compared to the 2023–2024 HLFS undergraduate students, who demonstrated an improvement over the prior year, may be attributed to the decline in the consistency of applied practice opportunities throughout the program, as some students continued to adjust to the return of entirely in-person learning experiences following earlier COVID-19 disruptions. While students benefited from opportunities to apply theory to practice, additional emphasis on structured experiential learning and program-based critical thinking activities may be needed to strengthen outcomes in this area.</p> <p><b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 25  <b>Number of Successful Face to Face Students:</b> 21  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 25  <b>Total Number of Successful Students in all Populations:</b> 21</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Critical thinking and higher-order thinking skills will continue to be assessed using the 5-point evaluation rubric. The program will emphasize embedding structured applied learning opportunities, such as case studies, problem-solving activities, and program implementation projects, to help students further develop and demonstrate critical thinking competencies.  <b>Improvement Type:</b> Other (if other please specify in the field below)  <b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b>  <a href="#">FY 24 25 STARS HLFS Crit Ind.pdf</a></p>

### Scholarship Competency (COAPRT 5.01 Student Professional Preparation)

**Objective/Outcome:** Graduates will demonstrate the importance of scholarship by engaging in scholarly and creative activities, becoming professionally affiliated with health leisure and fitness profession and proactively seeking full-time post-graduate employment. (COAPRT 5.01 Student Professional Preparation)

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Discipline Specific Knowledge

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

#### Mapping

**Boldly Striking (2022 - 2027) Strategic Priority 2: Academic Excellence: (X - Aligned)**

- **Academic Excellence - Goal 2.3:** Position FAMU to emerge as a world-class leader in healthcare education, research and service to address disparities, emergent need and advance holistic well-being (X)

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Life Long Learning:** Students will be able to demonstrate an appreciation for further education and self-improvement. (X)

IP - Health, Physical Education/Fitness (BS): (X - Highlight X to Align)

- **Goal 2:** Use effective stakeholders (Professionalism) (X)
- **Goal 5:** Work in school and/or community settings with varied levels of resources, establish appropriate learning environments, and demonstrate understanding of the plight of both rural and urban students, parents and community (Urban/Rural) (X)
- **Goal 6:** Demonstrate the ability to work with colleagues in a professional, ethical and moral manner, show respect for students, families and other stakeholders (Values) (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Portfolio Evaluation</p> <p><b>Assessment Measure:</b> A four-point rubric scale designed to evaluate the internship portfolio on select components (COAPRT 05.03.02 Student Professional Preparation)</p> <p><b>Criterion:</b> Using the Internship Portfolio, (part of LEI 4940) - 90% of students will receive a minimum score of 3 on a 4 point rubric designed to evaluate the student portfolio. (COAPRT 05.03.02 Student Professional Preparation)</p> <p>(1) Performance on simulated interview - minimum score of 3 on a 4 point rubric</p> <p>(2) Membership and/or attendance professional conference - minimum score of 3 on a 4 point rubric</p> <p>(3) Resume - minimum score of 3 on a 4 point rubric</p> <p>(4) Writing sample - minimum score of 3 on a 4 point rubric</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p>	<p><b>Submission Date:</b> 09/12/2025</p> <p><b>Result Summary:</b> 100% of students (n = 25) who completed the LEI 4940 Internship completed an internship portfolio. Of the students who completed the internship portfolio, 80% received a minimum score of 3 or higher on a 4-point scale rubric designed to evaluate the portfolio. The evaluation scale was on a 4-point scale ranging from outstanding (4) to below average (1).</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results indicate that 100% of the 2024–2025 HLFS undergraduate students (n = 25) who completed the LEI 4940 Internship submitted an internship portfolio. Of these students, 80% received a minimum score of 3 or higher on the 4-point rubric designed to evaluate portfolio quality, with scores ranging from outstanding (4) to below average (1). Compared to the 2023–2024 HLFS undergraduate students, the percentage of students meeting the benchmark decreased. Contributing factors may include lingering effects of COVID-19, which limited earlier opportunities for consistent, face-to-face application of theory to practice in a professional setting. Many students began their coursework during remote or hybrid learning periods and returned to in-person classes during their final years, which may have influenced needed preparation, performance, and professionalism to complete the portfolio.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 25</p>

Assessment Measure	Result Summary
	<p><b>Number of Successful Face to Face Students:</b> 20  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 25  <b>Total Number of Successful Students in all Populations:</b> 20</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> Students who complete the LEI 4940 Internship will continue to be evaluated using the internship portfolio rubric. The evaluation scale is on a 4-point scale rubric. The portfolio requirement is reflective of COAPRT Standards related to professional development  <b>Improvement Type:</b> Other (if other please specify in the field below)  <b>"Other" Improvement Type:</b> Maintain assessment in alignment with COAPRT  <b>Related Documents:</b>  <a href="#">FY 24 25 STARS HLFS Sch Dir.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Indirect - Student Satisfaction Survey  <b>Assessment Measure:</b> The University exit survey is used to measure student preparedness related to subject material and entering the field of Health, Leisure, Fitness. (COAPRT 5.01 Student Professional Preparation) (Active)  <b>Criterion:</b> 85% of students completing the program exit survey will indicate that they feel prepared to enter the field of Health, Leisure, Fitness Study. (COAPRT 5.01 Student Professional Preparation)  <b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020, 2018 - 2019  <b>Related Documents:</b>  <a href="#">HPER Exit Survey Questionnaire .docx</a></p>	<p><b>Submission Date:</b> 09/12/2025  <b>Result Summary:</b> Among the students who completed the University exit survey (n = 13), 100% of the students strongly agreed or agreed a sense of competency was obtained in the major field of study, 38%% were somewhat confident in finding a job related to the major area of study; however, the majority of students (85%) indicated plans to attend graduate school within the next two years. A 5-point scale rubric ranged from strongly agree (5) to strongly disagree (1).  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> The results indicate that 100% of the 2024–2025 HLFS undergraduate students who completed the University exit survey (n = 13) strongly agreed or agreed that they obtained a sense of competency in their major field of study. While 38% reported being somewhat confident in finding a job related to their major area, the majority (85%) indicated plans to attend graduate school within the next two years. These results reflect continued perceptions of competency among students, with a stronger emphasis on graduate study as the next step after completion. Contributing factors supporting these perceptions include required practicum hours, the 400-hour internship, and service-related coursework that allow students to apply theory to practice. During intrusive advising sessions with the HLFS Program Coordinator and faculty, students are encouraged to gain additional practical experience, refine resumes, and use internship and job search tools such as Handshake, further promoting preparation for graduate education and professional opportunities.  <b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 13  <b>Number of Successful Face to Face Students:</b> 13  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0</p>

Assessment Measure	Result Summary
	<p><b>Total Number of Students Assessed in all Populations:</b> 13  <b>Total Number of Successful Students in all Populations:</b> 13</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> The University exit survey will continue to be used to measure whether students feel prepared to enter the Health, Leisure, Fitness Study field. Using the University exit survey to measure students' perceptions of professional preparation reflects COAPRT Standards related to professional development (COAPRT 5.01).  <b>Improvement Type:</b> Other (if other please specify in the field below)  <b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b>  <a href="#">FY 24-25 Sch Ind Exit Survey.pdf</a></p>

### Community/Public Service Outcome (COAPRT 7.04 Experiential Learning Through an Internship)

**Objective/Outcome:** Students will engage in a minimum of 400 hours and no less than 10 weeks of community service (i.e., internship) with an agency related to the field HLFS. (COAPRT 7.04)

**Objective/Outcome Status:** Active SLO - Student Learning Outcome

**Academic Learning Compact:** Yes - Discipline Specific Knowledge

**Planned Assessment Cycles:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020

#### Mapping

Boldly Striking (2022 - 2027) Strategic Priority 2: Academic Excellence: (X - Aligned)

- **Academic Excellence - Goal 2.2:** Nurture the professional development of faculty and staff across the career span and across disciplines to create a culture of sustainable excellence (X)
- **Academic Excellence - Goal 2.3:** Position FAMU to emerge as a world-class leader in healthcare education, research and service to address disparities, emergent need and advance holistic well-being (X)

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)
- **General Education Outcome: Cultural Diversity:** Students will be able to demonstrate an appreciation for differences among peoples. (X)
- **General Education Outcome: Ethical Values:** Students will be able to demonstrate personal responsibility and integrity in academic and personal situations. (X)
- **General Education Outcome: Social and Ethical Responsibility:** The ability to adhere to a set of principles as defined by standards of academic integrity, diversity and cooperation. (X)

IP - Health, Physical Education/Fitness (BS): (X - Highlight X to Align)

- **Goal 1:** Collect and use data gathered from a variety of sources to enhance solving problems (Problem Solving) (X)

- **Goal 2:** Use effective stakeholders (Professionalism) (X)
- **Goal 3:** Use diverse teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background (Multiculturalism) (X)
- **Goal 4:** Use understanding of subject matter and how a subject is linked to other disciplines and applied to real world integrated settings (Content Knowledge) (X)
- **Goal 5:** Work in school and/or community settings with varied levels of resources, establish appropriate learning environments, and demonstrate understanding of the plight of both rural and urban students, parents and community (Urban/Rural) (X)
- **Goal 6:** Demonstrate the ability to work with colleagues in a professional, ethical and moral manner, show respect for students, families and other stakeholders (Values) (X)

**Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)**

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)

**- Sustainability Action Plan: (X - Highlight X to Align)**

- **Sustainability Action Plan - Engagement: Public Engagement:** Collaborative and transformative community partnerships that improves local quality of life. (X)

Assessment Measure	Result Summary
<p><b>Assessment Measure Status:</b> Active</p> <p><b>Measure Type:</b> Direct - Grading with Criteria or Rubric</p> <p><b>Assessment Measure:</b> Students assessed using the course syllabus documentation for assignments and score distribution. (COAPRT 7.04.01 Experiential Learning Through an Internship)</p> <p><b>Criterion:</b> In LEI 4940 Internship in HLFS, 90% of student in LEI 4940 will receive a score of 80% or better on their community based HLFS Internship (see course syllabus documentation for assignments and score distribution-COAPRT 7.04.01 Experiential Learning Through an Internship).</p> <p><b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022, 2020 - 2021, 2019 - 2020</p> <p><b>Related Documents:</b>  <a href="#">HLFS Internship Package Fall 2019.docx</a></p>	<p><b>Submission Date:</b> 09/12/2025</p> <p><b>Result Summary:</b> In LEI 4940 Internships in HLFS, 84% of students (N=21) who completed a community internship received a score of 80% or better on the community-based HLFS Internship.</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p><b>Analysis of Results:</b> The results indicate that 84% of 2024–2025 HLFS undergraduate students (N = 21) who completed a community internship in LEI 4940 earned a score of 80% or better on the community-based HLFS Internship. The final grade reflects a slight decrease compared to the 86% of students in 2023–2024, and is lower than the 95% in 2021–2022 who earned a final grade of 80% or better. Contributing factors to this decline may include variations in student readiness for applied practice following disruptions from COVID-19, which limited consistent opportunities for face-to-face engagement earlier in their programs. While students continued to gain valuable experiential learning through service-learning and volunteer requirements, planning, and implementing face-to-face programs, the overall decline suggests further strengthening preparation before the internship.</p> <p><b>Number of Online Students Assessed:</b> 0</p> <p><b>Number of Successful Online Students:</b> 0</p> <p><b>Number of Face to Face Students Assessed:</b> 25</p> <p><b>Number of Successful Face to Face Students:</b> 21</p>

Assessment Measure	Result Summary
	<p><b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 25  <b>Total Number of Successful Students in all Populations:</b> 21</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> The community-based internship evaluation will continue assessing student performance and professional practice readiness. Future efforts will focus on expanding pre-internship applied learning experiences, including service-learning and program implementation opportunities, to better prepare students for success in community agency placements.  <b>Improvement Type:</b> Other (if other please specify in the field below)  <b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b>  <a href="#">FY 24 25 STARS HLFS Comm Public Dir.pdf</a></p>
<p><b>Assessment Measure Status:</b> Active  <b>Measure Type:</b> Indirect - Other  <b>Assessment Measure:</b> Internship placement data will be collected and analyzed by the HLFS Program Coordinator to reflect intern placements in community vs. University affiliated programs, location, position, and program information. (COAPRT 7.04.03 Experiential Learning Through an Internship)  <b>Criterion:</b> In LEI 4940 Internship in HLFS, 100% of interns will be placed with a health, leisure, and fitness industry related internship. (COAPRT 7.04.03 Experiential Learning Through an Internship)  <b>Assessment Year(s):</b> 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023, 2021 - 2022  <b>Related Documents:</b>  <a href="#">LEI 4940 Intern Placement Self-Evaluation Survey.docx</a></p>	<p><b>Submission Date:</b> 09/12/2025  <b>Result Summary:</b> Among the students who completed the health, leisure, and fitness studies internship self-evaluation (n = 25), 100% of students were placed in an industry related area and 60% completed the internship with a community agency.  <b>Reporting Period:</b> 2024 - 2025  <b>Conclusion:</b> Criteria Met  <b>Analysis of Results:</b> The results indicate a continued increase in placements, with 60% of 2024–2025 HLFS undergraduate students completing their internship with an off-campus community agency compared to 57% in 2023–2024 and 50% in 2022–2023. Although there was a slight increase in student placements in community agencies during 2024–2025, contributing factors may include the expanded availability of community partnerships and facilities, which provided students with additional opportunities to gain practical experience before completing the internship.  <b>Number of Online Students Assessed:</b> 0  <b>Number of Successful Online Students:</b> 0  <b>Number of Face to Face Students Assessed:</b> 25  <b>Number of Successful Face to Face Students:</b> 25  <b>Number of Hybrid Students Assessed:</b> 0  <b>Number of Successful Hybrid Students:</b> 0  <b>Total Number of Students Assessed in all Populations:</b> 25  <b>Total Number of Successful Students in all Populations:</b> 25</p> <p><b>Improvement Narratives</b>  <b>Improvement Narrative:</b> The program will continue to prioritize strengthening partnerships with community agencies to support student placements in industry-related settings. Emphasis will remain on providing opportunities that enhance applied learning, align with professional preparation, and expand students' exposure to community and public service contexts.  <b>Improvement Type:</b> Other (if other please specify in the field below)</p>

Assessment Measure	Result Summary
	<p><b>"Other" Improvement Type:</b> Maintain measure in alignment with COAPRT</p> <p><b>Related Documents:</b></p> <p><a href="#">FY 24 25 STARS Report HLFS Comm Public Ind.pdf</a></p>

## Reflections

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### Overall Reflection

Overall, findings suggest that students enrolled in the Health, Leisure, and Fitness Studies (HLFS) Program continue to achieve important successes, while applied practice must remain a central focus of the curriculum. The 2024–2025 assessment outcomes demonstrate alignment with the **2022–2027 FAMU Strategic Priorities**, particularly student success, academic excellence, and community engagement.

1. **Student Success and Academic Excellence** – Students continue to benefit from experiential learning opportunities, including service-learning, applied coursework, and community-based internships. These opportunities prepare students for graduate study and employment, directly supporting FAMU's goals of improving graduation outcomes and advancing academic excellence.
2. **Professional Preparation and Career Readiness** – HLFS students complete required practicum hours and internships in industry-related sites and community agencies, with 60% placed in community settings and 84% earning a benchmark score of 80% or better on internship performance measures. These outcomes strengthen professional readiness, enhance critical thinking, and align with FAMU's emphasis on career preparation.
3. **Engagement and Community Impact** – Continued partnerships with community stakeholders allow students to apply theory to practice while expanding the program's impact on local and regional communities. Such collaborations reflect FAMU's commitment to serving the public good and contributing to broader social and economic outcomes.
4. **Faculty Engagement and Shared Governance** – Program assessment continues to be reviewed in departmental meetings, with all tenured/tenure-track faculty engaged in decision-making for HLFS. This collaborative approach aligns with institutional priorities for accountability, faculty development, and continuous improvement.

### Future Action Plan

Efforts to achieve **Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)** accreditation remain paused. Faculty resources are directed to support the online **Master of Science in Sport Management** program, a priority initiative that advances FAMU's strategic focus on leveraging technology and expanding access.

Future action steps will include:

- Continuing to align assessment measures with COAPRT learning outcomes to ensure career readiness.
- Continuing to expand academic pathways, including strengthening the second bachelor's degree in HLFS to support student success and retention goals.
- Strengthening community partnerships to expand applied learning and internship placements, further advancing FAMU's strategic priority of engagement and community impact.