



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

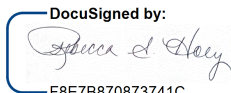
### Institutional (Comprehensive) Program Review Report to the Board of Regents

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

<b>UNIVERSITY:</b>	DSU
<b>DEPARTMENT OR SCHOOL:</b>	College of Education & Human Performance
<b>PROGRAM REVIEWED:</b>	Exercise Science
<b>DATE OF REVIEW:</b>	4/30/2025
<b>TYPE OF REVIEW:</b>	Institutional Program Review

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

DocuSigned by:  
  
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 President of the University/Provost VPAA

06/17/2025 enter a  
 date.

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 Date

#### 1. Identify the program reviewers and any external accrediting body:

Andrea Powell PhD, CSCS, CAFS Assistant Professor Program Director, Exercise & Sport Sciences Augustana University | Sioux Falls, SD

#### 2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

##### 2(A). Describe the strengths and weaknesses identified by the reviewers

##### Strengths

- Integration of technology and AI.
- High job/graduate school placement.
- Experienced faculty with strong research and engagement.
- Responsive curriculum revision with development of a minor.
- New lab facilities and funding support.

##### Areas of Improvement

- Update and clarify PLOs; link to curriculum and assessment.
- Formalize assessment using more meaningful tools.
- Strengthen student engagement and graduation rates.
- Increase faculty to support program growth and specialization.

## **2(B). Briefly summarize the review recommendations**

There are four main areas to focus on over the next few years; assessment, accreditation, biomechanics lab completion, and creating a master's degree

1. **Assessment:** Keep working to complete the curriculum map with the current courses by focusing on succinct program and course learning objectives. It would be worth considering a cross-sectional assessment plan to get a better grasp on how students are doing on 2-4 objectives across levels (i.e., introductory to mastery), rather than a linear assessment plan.
2. **CASCE Accreditation:** Beginning in 2030, students who want to sit for the CSCS exam will need to graduate from a CASCE-accredited program. The CSCS is the 'gold standard' for strength and conditioning professionals, therefore, a relevant and important certification for students. The program is well-equipped to start this process. Support from academic affairs will be important for this process. Faculty will also need current CSCS certification to make this feasible.
3. **Biomechanics Lab:** There is an incredible space earmarked for a biomechanics lab and well-prepared biomechanists on faculty. Completing the biomechanics lab is key to support the research agendas of these faculty and more fully integrate technology and AI into the classroom. This is an area that has a logical connection with the focus on STEM at DSU. It is also something that can set DSU apart from other area institutions, especially at the master's degree level.
4. **Biomechanics Master's Degree and Staffing Strategy:** There has been recent approval for a specialization in Biomechanics within the MSAI program. Eventually, moving the specialization into a standalone Master's in Biomechanics would be a huge asset to DSU, SDBOR, and the local area. With additional programs, comes the need for additional faculty and a strategic staffing plan. At least 1 new faculty is warranted to fully support the newly approved specialization with an additional 1-2 new faculty to support a master's program.

## **2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?**

Each of the 4 main areas that the reviewer has recommended are in the process of being worked on.

1. **Assessment:** The DSU Human Performance Faculty team has worked on new Program Learning Outcomes (PLOs) and Class Learning Outcomes (CLOs) during the 24-25 school year. The new PLOs have been completed and approved by the Human Performance Faculty team. Each faculty member is in the process of revising CLOs to better align with the new PLOs. This process should be completed by the end of the 25-26 school year.
2. **CASCE Accreditation:** The requirements for CASCE Accreditation were a strong factor in the design of the new PLOs and that will continue with the CLOs in classes that align with CASCE accreditation. Application for CASCE accreditation will begin in the Fall of 2025.
3. **Biomechanics Lab:** The Human Performance faculty are hoping to be able to begin utilization of the new Biomechanics Lab room in the Fall of 2026. A new motion capture system has been ordered and will begin use in Fall of 2025. The College of Education & Human Performance has made securing funds for the Biomechanics Lab a primary focus and will continue to seek out both internal and external fundings to ensure a full state-of-the-art Biomechanics Lab becomes a reality.

4. **Biomechanics Master's Degree:** The Master of Science in Artificial Intelligence with Specialization in Biomechanics has received SDBOR approval and will be available for the 2025-2026 school year. As the new Biomechanics Lab becomes for outfitted with state-of-the-art equipment and the hopeful success of the MSAI specialization The College of Education & Human Performance will proposed a stand-alone Masters of Science in Biomechanics program.
3. **Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2.3.9. Program review completed prior to Fall 2019 need not include cross curricular skills.**

#### Cross-Curricular Skill Requirements for the Exercise Science Major:

1. **Critical and Creative Thinking:** The ability to analyze complex problems and develop innovative solutions, particularly in exercise science contexts.
2. **Teamwork:** Collaborating effectively with others, essential in settings like rehabilitation centers or fitness teams.
3. **Foundational Lifelong Learning Skill:** Commitment to continuous learning to stay updated with advancements in exercise science.
4. **Integrative Learning:** Applying knowledge from various disciplines to understand and address health and fitness challenges.

#### Assessment Methods:

- **Curriculum Mapping:** Aligning course content with desired learning outcomes to ensure comprehensive skill development.
- **Direct Assessments:** Utilizing tools like rubrics and standardized tests to evaluate student performance on specific tasks.
- **Indirect Assessments:** Gathering feedback through surveys and self-assessments to gauge student perceptions of their learning.
- **Capstone Projects and Internships:** Providing real-world experiences where students can demonstrate the application of cross-curricular skills.