

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 31.0505

Program: Exercise Science
Credentials: Associate in Science (AS)

Review Team: David Lewis, Natalee Stotz, Jeff Green, Eric Berg, Diana Drown, Jim Allard, Maria D’Auria, Madeline Fenlason

Date: September 2025

Period of Review: AY 2021-2425

Program Overview:

1) **Program description** (*from the most recent college catalog*):

The Associate in Science degree in Exercise Science prepares students to transfer to a baccalaureate degree program in exercise science, athletic training, kinesiology, and similar curricula in health, physical education, fitness and recreation. The curriculum includes general education requirements, a strong science and mathematics foundation as well as discipline-related courses.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
<ol style="list-style-type: none">1. Discuss the physiology and mechanics of human movement related to the major components of physical fitness, health and sports.2. Demonstrate a strong foundational knowledge of the human body systems and the acute and chronic adaptations on the body through modalities, exercise and lifestyle changes.3. Assess dietary habits and recommend developmental and maintenance interventions.4. Recognize, manage and provide preventive practices for basic musculoskeletal injuries through proper understanding of evaluation of movement, range of motion and muscle imbalances of the human body.5. Discuss and present evidence-based information regarding current exercise physiology principles as it relates to athletes and the general population.	<p>Please see the attached assessment plan.</p>

3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY2021	AY2122	AY2223	AY2324	AY2425
AS	--	--	1	3	5

4) Program Graduates Employed:

Number of Completers with any Wage Data	--
% of Completers with any Wage Data	--
# of Completers with First Year Earnings	--
Median First Year Earnings	--

5) Partnerships, collaborations, associations, and memberships

a) Advisory Meeting Dates and Attendance (past 3 years)

*The program has not established an advisory committee.

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
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b) Program external accreditation, associations, and memberships (if applicable):

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY2021	AY2122	AY2223	AY2324	AY2425
Licensure/certification pass rates (if applicable)	--	--	--	--	--
Program Advisory Committee Member Survey (on scale of 1-5 averaged):	--	--	--	--	--
Program Curriculum	--	--	--	--	--
Technical currency of the program	--	--	--	--	--
Preparation of program graduates for work in the field	--	--	--	--	--
Communication from program administration/faculty	--	--	--	--	--
Overall quality of the program	--	--	--	--	--
Other (please specify):	--	--	--	--	--

7) Student demographics:

Admissions					
	AY2021	AY2122	AY2223	AY2324	AY2425
Fall Applications	--	15	39	75	69
% chg in Fall Applicants from PY	--	--	160%	92%	-8%
Enrolled (Yield)	--	9	21	24	29
% chg in Enrolled from PY	--	--	130%	14%	20%

Student Enrollment ¹					
	AY2021	AY2122	AY2223	AY2324	AY2425
Unduplicated Headcount Enrolled in Program	--	5	21	34	37
% chg in Headcount from PY	--	--	320%	62%	9%
Enrolled Credit Hours	--	66	251	421	433
% chg in Credit hours from PY	--	--	280%	68%	3%
FTE	--	4	17	28	29
% chg in FTE from PY	--	--	280%	68%	3%

¹ = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY2021	AY2122	AY2223	AY2324	AY2425
Cohort Enrollment	--	5	25	35	27
Retained to the next semester	--	60%	48%	54%	44%
Retained to the next year	--	20%	24%	20%	--
100% of program time	--	0%	12%	6%	
150% of program time	--	0%	12%		
200% of program time	--	0%			
Transfer Rate (non-graduates) ²	--	20%			
Transfer Rate (graduates)	--	0%			
Enrolled in Another Program ²	--	--			
Graduated from Another Program ²	--	20%			

². Determined at the maximum graduation point in this table, i.e. 200%

8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment, you should reference sections of this review that inform the plan.

Program Strengths:

- The Exercise Science Program's strengths include a motivated full-time faculty member, adjunct faculty members, and a department chair who want to provide a high-quality education and real-world experiences for the students. The faculty are excited to make necessary changes and bring our extensive experiences and knowledge to benefit the students.

- A full-time faculty member was hired this summer to teach and advise Exercise Science students. This provides consistency for the students and individualized mentoring and feedback. We also have an experienced adjunct faculty member to teach some of the Exercise Science classes. This provides students with a different perspective and an additional mentor for guidance.
- This degree has a well-rounded, rigorous curriculum that provides significant flexibility in career and transfer options. Students who complete this degree could continue their education in athletic training, exercise science, health science, kinesiology, occupational therapy, or physical therapy.
- The Exercise Science Program provides multiple class modalities for instruction, which include online, on-ground, and hybrid. This meets the needs and provides flexibility for students.
- The Exercise Science, Athletic Training, and Physical Fitness Seminar (PHF 110) class prepares students for the rigor of this program and success in their education and future careers. This class has recently been updated to include important material and experiences needed for student success. Some examples involve attending a transfer fair, discussing career opportunities, resume writing, professionalism, time management, and ways to improve self-directed learning.
- The Exercise Science Program only began in 2020, but has already shown growth in credentials awarded and enrollment.
- We have a knowledgeable and dedicated Transfer Specialist who understands the importance of transfer opportunities for students. An articulation agreement was created with the University of Southern Maine for the B.S. in Exercise Science, and this agreement was recently updated.
 - In July 2021, five additional articulation agreements were made with St. Joseph's College in:
 - BS in Exercise Science, Generic Track
 - BS in Exercise Science, Pre-Athletic Training Track
 - BS in Exercise Science, Pre-Chiropractic Track
 - BS in Exercise Science, Pre-Physical Therapy Track
 - BS in Exercise Science, Sports Performance Track
 - An additional articulation agreement with St. Joseph's College was signed in January 2022 for the B.S. in Physical Education Teacher Preparation. The St. Joseph's College agreements are now in the process of being updated, due to changes in their general education requirements.

Challenges:

- We only recently hired part-time faculty for this program. Prior to this, a majority of the program classes have been taught by adjuncts. This affects the consistency of program goals, student learning, recruitment, and other essential aspects of education.
- As noted in the strengths above, this degree provides significant flexibility in career and transfer options. This means individualized advising is critical, but it is a substantial time commitment. With limited faculty and full schedules, managing advising time becomes challenging.
- The program has not established an Advisory Committee.
- The COVID pandemic should be noted as a challenge. The timing of COVID occurred at the beginning of the Exercise Science Program. This challenged student enrollment, retention, and other potential aspects not directly observed.

Planned steps for continuous improvement:

- Recruitment and retention will be a priority. This will include high school visits, working with CMCC coaches, and incorporating recruitment with classroom assignments. For example, the Exercise Science students could work with local communities and participate in educational activities outside of campus.
- Since individualized advising is important but requires significant time commitment for both the faculty and students, we can provide advising times around class schedules (before and after classes) so students can use their time on campus well.
- Create an Advisory Committee involving supportive professionals with diverse backgrounds and experiences.
- Increase articulation and transfer agreements with four-year institutions and keep existing agreements updated as needed.

- With the similarities between Exercise Science, the new Health Sciences Certificate, and the Life Sciences program, an advising chart was developed by the Department Chairs and Transfer Services to better advise students in choosing the correct program based on their career and transfer goals. Staff in Admissions, Advising, and TRIO are being trained on how to use this chart. The application for admission was modified to guide program selection related to career/transfer goals for these programs. By connecting these degree programs to students' career goals, they will receive clearer guidance from the application stage through advising.

Five-year Assessment Plan for Student Learning Outcomes

Exercise Science

September 2025

Name of Program or General Education Domain

Date

Learning goal:

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (Number of Students Achieving an "acceptable" or better)	Assessment Goal was:		
						Met	Not Met	Pending Review
1. Discuss the physiology and mechanics of human movement related to the major components of physical fitness, health and sports.		Conceptual and Practical Exams Projects Assignments Case Studies In-Class Participation Literature Review	Evaluation and Feedback from Instructor Observation of performance	75% of students will receive a C or higher PHF 122, PHF 208 and PHF 155	65%		X	
2. Demonstrate a strong foundational knowledge of the human body systems and the acute and chronic adaptations on the body through modalities, exercise and lifestyle changes.		Conceptual and Practical Exams Projects Assignments Case Studies In-Class Participation	Evaluation and Feedback from Instructor Observation of performance	75% of students will receive a C or higher PHF 122, PHF 155, PHF 204, and PHF 207	67%		X	
3. Assess dietary habits and recommend developmental and		Exams Projects Assignments	Evaluation and Feedback from Instructor	75% of students will receive a C or higher PHF 204	69%		X	

maintenance interventions.		In-Class Participation	Observation of performance					
4. Recognize, manage and provide preventive practices for basic musculoskeletal injuries through proper understanding of evaluation of movement, range of motion and muscle imbalances of the human body.		Conceptual and Practical Exams Assignments Projects Literature Review Quizzes Case Studies	Evaluation and Feedback from Instructor Observation of performance	75% of students will receive a C or higher PHF 122, PHF 155, PHF 207, and PHF 208	77%	X		
5. Discuss and present evidence-based information regarding current exercise physiology principles as it relates to athletes and the general population.		Practical and Conceptual Exams Scientific Journal Review Assignment Assignments Projects Quizzes Literature Review Case Studies	Evaluation and Feedback from Instructor Observation of performance	75% of students will receive a C or higher PHF 110, PHF 122, PHF 208, and PHF 155	56%		X	

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- With the discontinuation of the PHF program, our focus can be placed on further improving the Exercise Science Program. This degree offers a well-rounded curriculum that provides significant flexibility in career and transfer options, making it easy to be proud of and promoted. Therefore, recruitment, retention, and community involvement will be a priority. We now have a full-time instructor and adjunct instructor to improve the quality of class instruction, mentoring, and advising. These faculty will also continue to follow industry standards to update the curriculum as needed.
- We will continue to update PHF 110 to ensure students are set up for success in the program and in their future careers. We will also meet student needs by continuing to offer flexible learning modalities, including online, on-ground, and hybrid courses.
- We can build off the lessons learned from the PHF classes and provide materials to support student learning outcomes and opportunities for industry certifications.
- An advisory committee comprising supportive professionals with diverse backgrounds and experiences will need to be assembled and consulted.
- Implement the new admission process and advising guide to better serve students' career goals and ultimately improve retention college-wide.
- Lastly, increase articulation and transfer agreements with four-year institutions and keep existing agreements up to date as needed.

