



(Due: June 1, 2020)

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Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Possess content knowledge and skills necessary for their perspective fields of study; Evaluate and integrate critical concepts and skills acquired in	Spring 17	End of program exams (available upon request)	All senior level students enrolled in internship, field experience, capstone or student teaching. For this three year period 102	Students must receive different passing levels depending on the emphasis. GEN: 70% or better HP: 70% or better	GEN: 56 students took the exam, 56 students passed with 70% or better the average score was 85%. HPW/HP: 14 students took the exam, 13	EXHPR is pleased overall with the outcome performance on the end of program exams. We do believe that these exam are indicative of and do a good job predicting success on	In PE K-12 the review process for the exam was updated to improve the percentage of students who pass the test. The state has started using the PRAXIS versus the PLACE in the last several years which has better content and is a better representation of student knowledge in Physical Education Content. We will continue to work

<p>the EXHPR program to common professional problems in the fields of interest;</p> <p>Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>			<p>students were assessed. AT students were assessed separately.</p>	<p>K-12: \geq 148 points REC: 70% or better</p>	<p>students passed the exam with 70% or better, the average score was 84%. PE K-12: 18 students took the PE PRAXIS exam, 14 students passed the first time, and the average was 155 (148 must be scored to pass). Two students passed the second time and one student passed the third time. REC: 14 students took the exam, 14 passed with 70% or better, the average score was 78%.</p>	<p>professional exams available to students. The PE K-12 student outcomes do measure the professional exam for their field. These students must pass the exam before they can student teach and graduate. These scores are very similar to the last time the artifact was analysed.</p>	<p>on improving the first time pass rate.</p>
<p>Student satisfaction</p>	<p>Spring 17</p>	<p>Anonymous graduation surveys (see below)</p>	<p>All graduating seniors</p>	<p>Our goal is to receive anonymous surveys from at least 50% of the graduating students.</p> <p>There were 67 students who graduate in 17-18 and</p>	<p>See the combined overall reports below</p>	<p>We received surveys back from approximately 45% of the graduates in 17-18, 18-19 & 19-20 which is a small decrease from 50% the last time this was assessed. We hope to increase this percentage in the future.</p>	<p>Students report overall satisfaction in the program and the curriculum.</p> <p>Outcomes of the survey revealed the following possible actions.</p> <ul style="list-style-type: none"> • Students suggested adding a grant writing class to the Health Promotion/Public Health Curriculum • Students asking for a Health Methods course in the K-12 curriculum

				<p>45 students who graduated in 18-19. There were 41 graduates in 19-20 for a total of 153. We collected 69 surveys in total for the three years.</p>			<ul style="list-style-type: none"> • Students suggested developing a health communication course • students are overall satisfied with the program • advising is well done • faculty show interest in students and are effective
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<p>Possess content knowledge and skills necessary for their perspective fields of study;</p> <p>Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>	Spring 2017	<p>We hope to add a study session and guide for students for the professional PRAXIS exam for the K-12 Physical Education teacher preparation students.</p> <p>Recreation needs to update their exam to reflect the professional exams available to them after they graduate.</p>	<p>A study session and practice questions have been implemented for students getting ready to take the PRAXIS exam.</p> <p>Recreation started using an end of program exam for graduating seniors based on National Recreation and Parks Association.</p>	<p>The students changed from the PLACE exam to the PRAXIS exam. The score from the students have remained consistent over time. The students graduating from the K-12 PE program have had a very high placement rating over the past 3 years.</p> <p>The new Recreation exam is more representative of the field when compared to the previous exam.</p>
Student satisfaction	Spring 2017	<p>Outcomes of the last satisfaction survey revealed the following possible actions.</p> <ul style="list-style-type: none"> • add a sports nutrition course • add more public health or content courses to health promotion • remove kinesiology from health promotion 	<p>The school has started a BS in Health Science with one emphasis in Public Health. We have removed Kinesiology from that curriculum and added more public health content.</p> <p>It has not been feasible to add a sport nutrition course to the curriculum at this time.</p>	<p>The BS in Health Science was starting in fall 2019. It already has 186 majors (although many of them are pre-nursing students). We hope to grow the Public Health emphasis and partner with CSU to be a part of their Master in Public Health degree.</p>

Comments on part II:

Each emphasis area has a unique end of program survey based the coursework required. This is an example. Compiled data for all the surveys below.

Potential Graduate Exit Survey – 2019-2020
Health Promotion Emphasis
Department of Exercise Science, Physical Education, and Recreation
Colorado State University – Pueblo



The Exercise Science, Physical Education and Recreation Department is interested in your perception of the quality of the education you have received from Colorado State University – Pueblo, specifically in the EXPER program. The primary focus of this assessment is the content and delivery of courses you completed in the EXPER Department. Your response to the following items will have a direct impact on the EXPER program and EXPER course offerings.

The results of the survey will be summarized (your individual response will NOT be identified) and will be reviewed by the EXPER program chair and the EXPER faculty for purposes of evaluation and possible modification of the program and curriculum. The survey does not require your name and individual data will not be reported.

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1. I believe my education at CSU-Pueblo has successfully prepared me to enter the related professional field of my choice.
 - a. strongly agree
 - b. agree
 - c. no opinion
 - d. disagree
 - e. strongly disagree
 2. I believe that my preparation in EXPER compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado.
 - a. strongly agree
 - b. agree
 - c. no opinion
 - d. disagree
 - e. strongly disagree
 3. I speak positively to others about the CSU - Pueblo as a good place to receive an education in EXPER.
 - a. always
 - b. most of the time
 - c. about half the time
 - d. occasionally
 - e. never
 4. The academic advisement provided by the current EXPER faculty was helpful and effective.
 - a. always
 - b. most of the time
 - c. about half the time
 - d. occasionally
 - e. never
 5. As a whole, the EXPER faculty at CSU-Pueblo showed interest in me as a person.
 - a. always
 - b. most of the time
 - c. about half the time
 - d. occasionally
 - e. never
 6. As a whole, the EXHP faculty compares to the remainder of the CSU-Pueblo faculty as being
 - a. much more effective
 - b. more effective
 - c. about the same
 - d. less effective
 - e. much less effective

Course Usability/Quality Ratings:

Rate each course that **you completed** at CSU-Pueblo in two areas: **Application** and **Quality**.

The ratings should be based on the following scale:

1 = Very Low application/quality	3 = Neutral	4 = High application/quality
2 = Low application/quality		5 = Very High application/quality

*If you **did not** take a class that is included on the list below, leave the ratings blank and proceed to the next item.*

<u>Course</u>	<u>Application</u>	<u>Quality</u>	<u>Title</u>
Required Core Courses			
EXHP 101	—	—	Introduction to EXPER
BIOL 112	—	—	Nutrition
EXHP 162	—	—	Personal Health
EXHP 162L	—	—	Personal Health Lab
EXHP 222	—	—	Behavior Facilitation
AT 232	—	—	First Aid
EXHP 343	—	—	Measurement and Evaluation
EXHP 344	—	—	Exercise Physiology
EXHP 344L	—	—	Exercise Physiology Lab
EXHP 364	—	—	Kinesiology
EXHP 461	—	—	Managing Programs in EXPER

continued on back

1 = Very Low application/quality	3 = Neutral	4 = High application/quality
2 = Low application/quality		5 = Very High application/quality

If you **did not** take a class that is included on the list below, leave the ratings blank and proceed to the next item.

<u>Course</u>	<u>Application</u>	<u>Quality</u>	<u>Title</u>
Required Emphasis Courses			
AT 323	—	—	Functional Exercise Training
EXHP 201	—	—	Drugs and Healthy Lifestyles
EXHP 288	—	—	Health Promotion Practicum
EXHP 336	—	—	Community Health
EXHP 362	—	—	Evaluation of Current Health Issues
EXHP 382	—	—	Lifestyle Disease Risk Reduction
EXHP 436	—	—	Exercise Assessment and Leadership
EXHP 485	—	—	Methods in Health Promotion
EXHP 487	—	—	Health Promotion Programs Planning/Evaluation
EXHP 492	—	—	Undergraduate Research
EXHP 498	—	—	Internship
MCCNM 210	—	—	Intro to Integrated Communication
MKTG 340	—	—	Principles of Marketing

Please list any topics/courses you feel should be included in the EXPER program that are not currently taught:

How confident do you feel about your abilities in your chosen field at this time?

What were the most valuable things you received from your education at CSU-Pueblo?

Discuss any improvements that you feel should be made to the EXPER curriculum/program:

THANKS for your feedback!

Your perspective on the EXPER curriculum will have a direct and immediate impact on the quality of the program.

General, HP, REC, S&C Combined		Consolidated Report 17-18 / 18-19 / 19-20					Total Students
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
1. I feel that my education at CSU-Pueblo has successfully prepared me to enter the related professional field of my choice.		25	41	3			69
2. I believe that my preparation in EXHPR compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado.		23	36	9	1		69
		Always	Most of the Time	About Half the Time	Occasionally	Never	
3. I speak positively to others about the CSU-Pueblo as a good place to receive an education in EXHPR.		39	23	4	3		69
4. The academic advisement provided by the current EXHPR faculty was helpful & effective.		47	16	4	1	1	69
5. As a whole, the EXHPR faculty at CSU-Pueblo showed interest in me as a person.		46	18	4		1	69
		Much more Effective	More Effective	About the Same	Less Effective	Much Less Effective	
6. As a whole, the EXHPR faculty compares to the remainder of the CSU-Pueblo faculty as being		32	27	8	1		68