



2021 Academic Program Assessment Report	Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/results-and-reports/2018/assessment-plans/EXHPR-Assessment-Plan-2018.pdf
Exercise Science, Health Promotion, and Recreation	Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/exhpr-assessment-report-2020.pdf

Report Completed By:	Carol Foust: Director HSHM
Date Report Completed:	4/26/2021
Faculty members involved in this Assessment:	Bowan, Dallam, Hanenberg, Marley, Rochester, Twilleger.

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	
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A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last 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 program are planned based on this assessment?
Possess content knowledge and skills necessary for their perspective fields of study	Case study last assessed Spring 2018	Case studies are assessed in fieldwork and internships. Rubric is attached.	Senior level Exercise Science, PE, Strength and Conditioning and Recreation students.	If more than 20% of the students in each program do not successfully achieve a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented. Student must score at least a 70% on the case study assessment.	In the last three years, 77 Exercise Science/Strength and Conditioning students took the case study assessments and answered questions about the case study. 59/77 or 77% students passed with at least a 70% or better. The average score was 84%.	The school is concerned about falling below an 80% pass rate. The faculty will discuss the case study and how to improve the outcomes.	Instead of integrating the case study into the end of program assessment, the case study will be assessed earlier in the semester for the Fieldwork and Internship students through the quiz function. This will make the case student easier to assess and collect and then a discussion can take place about the outcomes instead of doing the case study at the end of the semester. The faculty also plan to integrate case study assessments into a 100, 200, and 300 level class to prepare the students for critical thinking and problem solving. We may collect data in the EPER 101 and then compare to end of program data on the case study.

Exhibit the ability to read and interpret scientific research with application of the scientific method, statistics, study design, and reporting;	Case study last assessed Spring 2018	Case studies are assessed in fieldwork and internships. Rubric is attached.	Senior level Exercise Science, PE, Strength and Conditioning and Recreation students.	If more than 20% of the students in each program do not successfully achieve a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented. Student must score at least a 70% on the case study assessment.	In the last three years, 77 Exercise Science/Strength and Conditioning students took the case study assessments and answered questions about the case study. 59/77 or 77% students passed with at least a 70% or better. The average score was 84%.	The school is concerned about falling below an 80% pass rate. The faculty will discuss the case study and how to improve the outcomes.	Instead of integrating the case study into the end of program assessment, the case study will be assessed earlier in the semester for the Fieldwork and Internship students through the quiz function. This will make the case student easier to assess and collect and then a discussion can take place about the outcomes instead of doing the case study at the end of the semester. The faculty also plan to integrate case study assessments into a 100, 200, and 300 level class to prepare the students for critical thinking and problem solving. We may collect data in the EPER 101 and then compare to end of program data on the case study.
evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;	Case study last assessed Spring 2018	Case studies are assessed in fieldwork and internships. Rubric is attached.	Senior level Exercise Science, PE, Strength and Conditioning and Recreation students.	If more than 20% of the students in each program do not successfully achieve a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented. Student must score at least a 70% on the case study assessment.	In the last three years, 77 Exercise Science/Strength and Conditioning students took the case study assessments and answered questions about the case study. 59/77 or 77% students passed with at least a 70% or better. The average score was 84%.	The school is concerned about falling below an 80% pass rate. The faculty will discuss the case study and how to improve the outcomes.	Instead of integrating the case study into the end of program assessment, the case study will be assessed earlier in the semester for the Fieldwork and Internship students through the quiz function. This will make the case student easier to assess and collect and then a discussion can take place about the outcomes instead of doing the case study at the end of the semester. The faculty also plan to integrate case study assessments into a 100, 200, and 300 level class to prepare the students for critical thinking and problem solving. We may collect data in the EPER 101 and then compare to end of program data on the case study.
Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting;	Case study last assessed Spring 2018	Case studies are assessed in fieldwork and internships. Rubric is attached.	Senior level Exercise Science, PE, Strength and Conditioning and Recreation students.	If more than 20% of the students in each program do not successfully achieve a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented. Student must score at least a 70% on the case study assessment.	In the last three years, 77 Exercise Science/Strength and Conditioning students took the case study assessments and answered questions about the case study. 59/77 or 77% students passed with at least a 70% or better. The average score was 84%.	The school is concerned about falling below an 80% pass rate. The faculty will discuss the case study and how to improve the outcomes.	Instead of integrating the case study into the end of program assessment, the case study will be assessed earlier in the semester for the Fieldwork and Internship students through the quiz function. This will make the case student easier to assess and collect and then a discussion can take place about the outcomes instead of doing the case study at the end of the semester. The faculty also plan to integrate case study assessments into a 100, 200, and 300 level class to prepare the students for critical thinking and problem solving. We may collect data in the EPER 101 and then compare to end of program data on the case study.
apply and demonstrate knowledge, skills and critical problem solving in a field-based setting;	Advisory Feedback was last assessed in Spring 15	Feedback from Professionals in the field	This feedback is gathered through meetings with professionals and internship/field experience final evaluations.	Due to COVID the Advisory Committee did not meet this cycle.			

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year 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 SLOs verbatim from the assessment plan, as above.	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?				
3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;	Spring 2018	(from the 14-15 assessment report) This assessment report does not include the General Exercise Science or Recreation student data as the case studies started for those areas in fall 2014 and will be included in the next report of case studies in three years. The scores for the second case study will be considered in the next cycle.	A case study was added for the Exercise Science students in their end of program exam to determine their ability to evaluate and integrate critical concepts and skills.	The outcomes of the case study are for the most part positive. Some students are struggling with the case studies. The department will explore more ways to integrate the case study approach in coursework.				
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	Spring 2015	(from the 14-15 assessment report) A research and grant writing class will be added for students in the health promotion and general exercise science emphasis areas.	A Grant Writing class was offered as an Independent Study class in the Summer 2020. We had great feedback and plan to develop a grant writing class to start fall 2022.	Information forthcoming.				
Comments on part II:								