



(Due: June 1, 2022)

Date report completed:   April 27, 2022  

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Please describe the 2010-2021 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2022. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

**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 2019-2021 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> reported on prior to this cycle? <b>(semester and year)</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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?
1. Possess content knowledge and skills necessary for their perspective fields of study;	Spring, 2019	Student internship / fieldwork evaluations and internship site supervisor surveys. Also student	Senior level EXPER students enrolled in field experience or internship. Assessments	The internship/ field experience evaluation and teaching has a specific	50 students were evaluated by their site supervisor on necessary knowledge and skills.	Overall the department is satisfied with the outcomes of the assessment but will make improvements that	Perhaps we may want to include a self-assessment of the content knowledge or see how this correlates with their end of program exams. Also, implement a pre/post assessment/exam for EPER/HS 101.

		teaching K12 assessments.	from 50 EXPER students are included. Also, 5 student teaching assessments based on TEPO8 standards.	question regarding knowledge and skills based on a 5 point scale. Students are expected to score at least a 3.5/5. The teaching assessment evaluation were analyzed for 5 students. on the paper. Students are expected to score at least a 3.5/5 on the supervisor evaluations.  goals were assessed by section to determine what areas students may be struggling in.	The average score was 4.6/5 and no students scored below a 3.5/5.	are detailed in part II, closing the loop.	
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<p>2.Exhibits the ability to read and interpret scientific research with application of the scientific methods, statistics, study design and reporting;</p> <p>3.Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;</p> <p>4.Exhibit effective oral and written communication regarding subjects related to EXPER in an individual and group setting;</p>	<p>Spring, Summer Fall 2019-2021</p>	<p>Student portfolios and papers and Internship Site Supervisor Evaluations and anonymous Site Supervisor Survey sent by Survey Monkey.</p>	<p>Senior level EXHPR students enrolled in field experience or internship. Assessments from 26 students are included.</p>	<p>The internship portfolios have a total of 75 points, the papers a total of 70 points. The internship site supervisors rated the students on a scale of 5. Students are expected to score at least 53/75 on the portfolio and 49/70 on the paper. Students are expected to score at least a 3.5/5 on the supervisor evaluations.</p> <p>The paper rubric is included – we will now report our scores on</p>	<p>26 students were assessed on the portfolio. The average portfolio grade based on the rubric attached was an 88.6%. Only 2 students (8%) received a grade less than 70%. 60 Students were assessed for the paper. 18 for 498 and 42 for 494. The average grade for the paper based on the rubric attached was 83%. Only 2 students (5%) scored less than 70%. 60 students were evaluated by their</p>	<p>Overall the department is pleased with the outcomes. The scores with the most students who didn't meet expectations were evaluations for the written paper and portfolio and the lowest rating from the supervisors on the survey were on written communication. When evaluating the different areas of the rubric for the paper the weakest areas were the evaluation plan for their project and the referencing. The weakest areas in the portfolio were including certification or trainings and the strong examples of academic work.</p>	<p>Review the curriculum and determine the courses that require written and oral communication to assess if we need to add more training and application in this area.</p> <p>For the paper our students need to work on format and proper referencing as well as thinking about a plan for evaluating their project ahead of time. Students seem to score lower in specific principles of exercise-may need some more training on exercise related concepts.</p> <p>For the portfolio the students should be reminded in other courses to keep strong products of their work to put in the portfolio and to do certification and trainings to include in their portfolio.</p>
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<p>5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>				<p>the paper by section to determine what areas students may be struggling in.</p>	<p>supervisor on written communication (average of 4.6/5), oral communication (4.5.6/5), and task accomplishment (4.9/5). Five students were evaluated for their teaching on a 4 point scale. The community of learners score average was 3.25/4, content knowledge 2.9/4, diverse learner 3.13/4, assessment 3.0/4, pedagogy 3.02/4, theory to practice 3.2/4,</p>		
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					collaboration 3.0/4, professionalism and ethics 3.5/4. Only 1 student scored below a 3 on content knowledge. ability on any of the outcomes.		
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Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2022 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	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?
Exhibit effective oral and written communication regarding	Spring 19	Perhaps we may want to include a self-assessment of the content knowledge or see	Rubrics were developed but did not apply. Will begin self assessment with	This allowed students to have clearer guidance on what is expected from the SLO. It allowed for reporting on specific area outcomes in the written and oral

subjects related to EXPER in an individual and group setting;		how this correlates with their end of program exams.	content/professionalism, skills and ethics.	communication that will provide feedback as to how student struggle with written and oral communication.
Evaluate and integrate critical concepts and skills acquired in the EXPER program to common professional problems in the fields of interest;	Spring 19	<p>Review the curriculum and determine the courses that require written and oral communication to assess if we need to add more training and application in this area.</p> <p>For the paper our students need to work on format and proper referencing as well as thinking about a plan for evaluating their project ahead of time.</p> <p>For the portfolio the students should be reminded in other courses to keep strong products of their work to put in the portfolio and to do certification and trainings to include in their portfolio.</p>	<p>Effective but could use more work.</p> <p>Use 101 class with oral and written communication coming in Fall 22.</p>	<p>We now have tutors who can help with writing for the papaerand maybe they can be used in this area.</p> <p>Use a self-evaluation for each student on their written, oral and portfolio. Also, perhaps we could start including certifications within the curriculum or trainings for a certification to help students in tehir careers.</p>

Comments on part II:

Rubric for final paper, portfolio, and select questions from the final evaluation.

**Rubric for EXHP/REC 498 Final Paper**

1. List the goals or values which the department seeks through their health promotion/exercise science program and indicate a few of the means by which these goals are realized. 5 pts. \_\_\_\_\_

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	5 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	2-3 points
Does not follow guidelines, numerous errors, etc.	1 or less points

2. Describe the organization of the department in which he/she is working. Supplement this description with an organizational chart. What processes, if any, exists in the community/facility to further cooperation among various agencies/departments interested in health promotion or exercise science? What part does the department play in these cooperative efforts? Describe the community/clientele—socio-economic conditions, education level, and general attitude toward health promotion /exercise science. 10 pts. \_\_\_\_\_

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	9-10 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	7-8 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

3. Describe in detail an actual experience he/she has had in conducting a health promotion/exercise science activity or project. Analyze his/her efforts and indicate what changes he/she would effect in his/her behavior if he/she were to do the whole thing over again, explaining how such changes would affect the activity. 10 pts. \_\_\_\_\_

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	9-10 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	7-8 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

4. Describe, in detail, a certain situation in which one or more specific principles of health promotion/exercise science were put into practice. To what extent were these principles effective? 10 pts. \_\_\_\_\_

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	9-10 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	7-8 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

5. How would he/she improve the present program under his/her direction? Submit an organized plan for future improvement of this specified program. 5 pts. \_\_\_\_\_

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	5 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	2-3 points
Does not follow guidelines, numerous errors, etc.	1 or less points

6. What efforts are being made by the department to evaluate various aspects of its work? 5 pts. \_\_\_\_\_



Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	5 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	2-3 points
Does not follow guidelines, numerous errors, etc.	1 or less points

7. Format, grammar, syntax, spelling, writing style adheres to the 4-6 page limit. 15 pts. \_\_\_\_\_

Follows all guidelines in syllabus, no spelling or grammatical errors, complex/technical writing.	14-15 points
Follows most guidelines, APA referencing, few spelling or grammatical errors, less complex style.	12-13 points
Follows most guidelines, no references, some spelling or grammatical errors, simple writing style.	10-11 points
Does not follow guidelines, numerous errors, poor writing style, etc.	9 or less points

8. Support the contents of the paper with professional references that detail evidence of why the content, programs or initiatives delivered by this agency are appropriate. 10 pts. \_\_\_\_\_

Follows all guidelines in syllabus, appropriate referencing, no spelling or grammatical errors at least 8 sources in proper format – not just URL's.	9-10 points
Follows most guidelines, appropriate referencing, few spelling or grammatical errors.	7-8 points
Follows most guidelines, references present but not in appropriate formate, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

Total \_\_\_ / 70

note: points are taken off for late assignments

**Rubric for EXHP 498 Portfolio**

1. Cover Letter and Resume 10 pts. \_\_\_\_\_

Cover letter and resume are well written detailing experience, preparation and certifications with proper format and possess no spelling or grammatical errors.	9-10 points
Mostly well written with detail and few spelling or grammatical errors.	7-8 points
Somewhat describes experience and preparation with some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

2. Copy of Transcripts is present 5 pts. \_\_\_\_\_

Student's current transcripts are included.	5 points
Student's transcripts are included but are not current.	3 points
Students transcripts are not included	0 points

3. Recommendation letter/s 10 pts. \_\_\_\_\_

Recommendation letters are present from site supervisor and other professionals – at least 2.	9-10 points
Recommendation letters are present from site supervisor and other professionals – at least 1.	7-8 points
Recommendation letters are not included	0 points

4. Career vision, mission, goal and philosophy 15 pts. \_\_\_\_\_

Career vision, mission, goal and philosophy are creative and well written detailing each aspect in a minimum of two pages and possess no spelling or grammatical errors.	13-15 points
Mostly well written with detail and few spelling or grammatical errors.	10-12 points
Somewhat describes vision, mission, goal and philosophy with some spelling or grammatical errors.	7-9 points
Does not follow guidelines, numerous errors, etc.	6 or less points

5. Self-evaluation of proficiency

5 pts. \_\_\_\_\_

Fully describes strengths and challenge areas, provides examples, with no spelling or grammatical errors.	5 points
Mostly describes strengths and challenges, some examples, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, some spelling or grammatical errors.	2 points
Does not follow guidelines, numerous errors, etc.	1 or less points

6. Samples of well-prepared classroom and practical work

10 pts. \_\_\_\_\_

At least 4 examples of well-prepared classroom and practical work are included.	9-10 points
At least 3 examples of well-prepared classroom and practical work are included.	7-8 points
At least 2 examples of well-prepared classroom and practical work are included.	5-6 points
At least 1 example of well-prepared classroom and practical work are included.	3-4 points
Sample works are not included	0 points

7. Signed internship hours

10 pts. \_\_\_\_\_

400 hours of work is present on proper formatted form and signed by site supervisor	10 points
Less than 400 hours, not on proper form or lacking site supervisor signature	0 points

8. Credentials / certifications

10 pts. \_\_\_\_\_

Proof of at least 3 credentials or certifications are included.	9-10 points
Proof of at least 2 credentials or certifications are included.	7-8 points
Proof of at least 1 credential or certification is included.	5-6 points
No certifications or credentials are included.	0 points

Total \_\_\_ / 75

note: points are taken off for late assignments

**Select questions from the final evaluation.**

PROFESSIONAL PROFICIENCIES EVALUATION

Knowledge and Skills Performed

He/she displayed knowledge of program skills, techniques and/or activities.

(\_\_\_)

Comments:

He/she planned activities well in advance; he/she was well prepared.

(\_\_\_)

Comments:

Written Communication Reports

He/she conveyed ideas clearly in an organized, articulate and timely fashion.

(\_\_\_)

Comments:

Oral Communication

He/she was an effective speaker and expressed ideas clearly.

(\_\_\_)

Comments:

Task Accomplishment

He/she completed tasks effectively and within deadlines; pursued difficult tasks to completion.

( )

Comments: