



Program Assessment Report for AY 2023-2024

Program: EXPER

(Due: June 1, 2024)

Date report completed: April 10, 2024

Completed by: Tina Twilleger

Assessment contributors (other faculty involved): Bowan, Dallam, Foust, Hanenberg, Rochester.

Please describe the 2023-2024 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, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

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 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> assessed? | 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. | E. What is the expected achievement 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. | Case study last assessed Spring 2021 | Case studies are assessed in EPER 436. Rubric is attached. | Senior level EXPER 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, 54 Exercise Science/ Strength and Conditioning students took the case study assessments in EPER 436 and answered questions about the case study. 89% students passed with at least a 70% or better. The average score was 81%. | The department was satisfied with the outcomes for the EXPER students but would like to consider a comparison score instead of just 1 measure. | Students in EPER 101 will be assessed for students outcomes in writing, content and case study so we can compare data from EPER 101 to EPER 493. This will provide better outcome data than just collecting the case studies in the senior year. |
| 2.Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting; | | | | | | | |

| | | | | | | | |
|---|---|--|--|---|---|---|---|
| 3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest; | | | | | | | |
| 4. Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting. | | | | | | | |
| 5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting. | Advisory Feedback was last assessed in 2019 | Feedback from Professionals in the field | This feedback is gathered through a Survey with professionals and internship/field experience supervisors. | 13 Health Science and Exercise Sciences professionals in the field responded to the survey. | See report at this link: https://www.surveymonkey.com/results/SM-c46sY867SiuSx40PfMqLNw_3D_3D/ | The professionals recommended improvements in soft skills, communication, policies/liability and time management. | We suggest to add professional soft skills into the EPER 101 course. We also address liability in EPER 461. |

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2020-2021 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

| A. What SLO(s) did you address? 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? | 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 2021 | 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. | We began assessing the case study in courses in the curriculum. We collected data from EPER 436. We plan to begin to collect pre and post data on the case studies in the future. | The changes resulted in easier access to the case study in the EPER 436 class instead of the internship. We are implementing senior seminar before taking internship fro students to ease the ease of workload and stress during the internship. . We may do a pre and post case study from EPER 101 to EPER 493. |

Comments on part II:

Intern name _____ Rubric for EXHP 498 Case Study

1. Case Study Question #1

7 pts. _____

| | |
|---|------------------|
| Case study answer fully addresses with professionally accurate information each section. | 7 points |
| Case study answer mostly addresses with professionally accurate information each section. | 5-6 points |
| Case study answer minimally addresses with accurate information each section. | 3-4 points |
| Case study answer does not address with accurate information each section. | 2 or less points |

2. Format, grammar, syntax, spelling, writing style for Case Study Question #1

3 pts. _____

| | |
|--|----------|
| Follows all guidelines, APA referencing, no spelling or grammatical errors, complex/technical writing. | 3 points |
| Follows most guidelines, APA referencing, few spelling or grammatical errors, less complex style. | 2 points |
| Follows most guidelines, no references, some spelling or grammatical errors, simple writing style. | 1 point |
| Does not follow guidelines, numerous errors, poor writing style, etc. | 0 points |

3. Case Study Question #2

10 pts. _____

| | |
|---|------------------|
| Case study answer fully addresses with professionally accurate information each section. | 9-10 points |
| Case study answer mostly addresses with professionally accurate information each section. | 7-8 points |
| Case study answer minimally addresses with accurate information each section. | 5-6 points |
| Case study answer does not address with accurate information each section. | 4 or less points |

4. Case Study Question #2

10 pts. _____

| | |
|--|------------------|
| Case study answer fully uses critical thinking and application of content or theory. | 9-10 points |
| Case study answer mostly uses critical thinking and application of content or theory. | 7-8 points |
| Case study answer minimally uses critical thinking and application of content or theory. | 5-6 points |
| Case study answer does not use critical thinking and application of content or theory. | 4 or less points |

5. Case Study Question #2

5 pts. _____

| | |
|---|------------|
| Case study answer includes at least 4-5 professional citation references. | 4-5 points |
| Case study answer includes at least 3 professional citation references. | 3 points |
| Case study answer includes at least 1-2 professional citation references. | 1-2 points |
| Case study answer does not include professional citation references. | 0 points |

6. Format, grammar, syntax, spelling, writing style for Case Study Question #2

5 pts. _____

| | |
|--|------------|
| Follows all guidelines, APA referencing, no spelling or grammatical errors, complex/technical writing. | 4-5 points |
|--|------------|

| | |
|--|------------|
| Follows most guidelines, APA referencing, few spelling or grammatical errors, less complex style. | 3 points |
| Follows most guidelines, no references, some spelling or grammatical errors, simple writing style. | 1-2 points |
| Does not follow guidelines, numerous errors, poor writing style, etc. | 0 points |

Program Review Update:

The EXPER program completed a self-study and program review in 2023/24. The process is completed. The following are the recommendations from the Dean.

A. Program Strengths:

- The curriculum remains current based on consistent review and updating grounded in accreditation and professional standards
- Strong, highly committed faculty who engage in quality teaching and pedagogy
- Steady student demand and enrollments
- High level of student to faculty contact through classes, research, projects and clubs
- Strong resources for labs and other experiential requirements
- Direct student involvement in research activities
- Community integration
- Quality response to the COVID-19 pandemic
- Classes taught by adjuncts is down 7% over the review period
- Several classes in our Recreation Concentration are also required core courses for students in the Sports Industry Management Concentration of the Business Management Degree. Positive enrollment in these courses has resulted in targeted enrollment goals.
- Students, faculty and staff have a sense of ownership and belonging
- The physical spaces, equipment and technology are an asset
- The program is staffed well and salaries have improved since the last review

B. Program Challenges or Opportunities for Improvement

- The introduction of a centralized approach to advisement using full-time advisors who are not a part of the faculty resulted in both a loss in the quality of the academic advisement process and greatly reduced student exposure to department faculty.
- Several different methods have been tried to contact our alumni without good success.
- As a result of the heavy emphasis on experiential learning and direct skills-based, hands- on experiences in the laboratory, classroom and access to field experience, the COVID 19 pandemic affected enrollments, especially in the Recreation concentration.
- Sharing the facility and teaching spaces with athletics.
- Low adjunct pay.

C. Recommendations

The following items are recommendations as short-term and long-term plans for effective program operations, strong enrollments, and good retention and persistence.

- Retain and increase high impact practices in the program including:
 - experiential pedagogy in at least 50% of the classes,
 - at least 1 new credential or certificate,
 - at least 1 undergraduate research opportunity per academic year,
 - internships, and
 - attain NSCA accreditation.
- Track the high impact practices as related to retention and persistence.
- Improve academic advising through connection with the PACK Center Success Coaches and program faculty meeting with Junior and Senior level students.
- Work with the new Alumni Director to connect with program alumni. Send at least two communications per academic year and participate in at least one alumni event per academic year.
- Continue the partnership with Athletics and review the communication process with them each semester.

