

Academic Program Outcomes and Assessment Plan
BS in Exercise Science, Physical Education and Recreation (EXPER)
School of Health Sciences and Human Movement
Colorado State University Pueblo
Fall 24 to Spring 27
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School of Health Sciences and Human Movement Mission, Vision and Goals

HSHM Vision:

To be the peoples' choice for Health Science and Human Movement degree programs through the delivery of innovative instruction to establish diverse professionals.

HSHM Mission:

The School of Health Science and Human Movement's mission provides broad theory-based foundations which incorporate laboratory and field-based learning opportunities that offer real-world experience, training, inter-professional education, and mentoring. Our diverse students develop skills that promote healthy lifestyles and fitness. Students graduate ready to seek employment or pursue advanced education in fields of health science, human movement, or related professions. Graduates are ethical and productive contributors to the health and well-being of their communities.

Program Goals: (goals that align with and help us achieve the mission possible SLO's):

- a. Provide coursework that prepares students to effectively work in careers with diverse populations and cultures, and that adequately prepares students for advanced education in a dynamically changing health science and human movement community.
- b. Use relevant and best practice pedagogy, activities and assessments which connect students to the workforce/community.
- c. Engage in the use of current technologies in preparing students for the health and human movement-related needs of the future.
- d. Expose students to contemporary ethics and cultural issues they will encounter in the health science and human movement work force.

Student Learning Outcomes for EXPER

Exercise Science, Physical Education, and Recreation students will:

1. Possess content knowledge and skills necessary for their perspective fields of study.
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 EXPER program to common professional problems in the fields of interest;
4. Exhibit effective oral and written communication regarding subjects related to EXPER in individual and group setting.
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Student Learning Outcomes for emphasis areas can be found on the EXPER curriculum maps.

Assessment of EXPER Student/Program Outcomes

Student level assessment will take place in individual courses through a variety of methods. The EXPER curriculum map details the specific courses and types of assessment used for each outcome at the individual student and course level.

If more than 30% of the students in each program do not successfully achieve (standard score of 70% or better) a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented.

The student outcomes are measured and assessed through several techniques:

- Appropriate coursework in key upper division courses (measures outcomes 1, 2, 3, 4, 5)
- end of program case study assessment and end of program examination (measures outcomes 1, 2, 3, 4)
- Internship and student teaching portfolios (measures outcomes 1, 2, 3, 4, 5)
- Pre-Post assessment from EPER 101 and EPER 493 (measures outcomes (1,2,4)
- Internship and student teaching site supervisor evaluations (measures outcome 1, 3, 5)
- Student exit surveys (measures outcome 1, 3) and self-assessment of skills (outcome 1, 3, 5)
- Employer/Internship site survey outcomes (measures 1, 3, 4, 5)

End of program exams will be, or will be representative of, the professional certification exams in each emphasis area. Case study questions will be developed by the faculty in courses. The end of program exam will be completed during an appropriate field based course at the end of the course of study but before graduation. The EXPER curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program's Student Outcomes.

Assessment Cycles, Analysis, Reporting and Improvement

- Data for content knowledge for SLO will be collected from appropriate coursework in upper division classes.
- Graduating students are asked to complete an anonymous exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation (measures program effectiveness from student's perspective).
- Employer/Internship surveys are collected every three years (measures program effectiveness for employer's perspective).
- Assessment reports will be provided to the departmental Advisory Committee and the faculty. The faculty will meet yearly in the fall semester regarding the assessment information and will plan for future assessment and make suggestions for any possible changes for program improvement.
- Assessment materials will be collected yearly, (except the employer surveys and/or advisory feedback), and analyzed and reported on a three year cycle as follows:
 - Cycle 1 (2024-2025):
 - I. Internship/Seminar/Student Teaching project paper and portfolio
 - II. Internship/Student Teaching evaluation and self-assessments
 - Cycle 2 (2025-2026):

- III. Exit examination scores
- IV. Student end of program surveys
- Cycle 3 (2026-2027):
 - IV. Case study assessments
 - V. Pre/Post Assessment from EPER 101 and EPER 493

Additional Information Regarding Program Assessment Activities

- In addition to course assessment, which is inherent in the core/option requirements, prior to receiving clearance for graduation, each EXPER major must complete a case study assessment, take an exit examination, and prepare an electronic portfolio which includes:
 - Cover letter with resume
 - Copy of transcripts
 - Supervisor recommendation letters from practicum and/or internship or professional positions
 - Career vision, mission, goals, philosophy (minimum of 2 pages documented)
 - A self-evaluation of proficiency; strengths and weaknesses
 - Samples of classroom and practical work – (at least 4 examples including strong written and oral communication)
 - Signed summary sheet of experience by setting, populations, clock hours, program content, and job tasks
 - Site supervisor evaluation
 - Credentials (any certifications, licenses, degrees, etc.)
 - Pre-Post assessment from EPER 101 and HS 493 to determine the growth of each student in writing and oral communication
- Teacher certification student standards are aligned with the Performance-based Standards for Colorado Teachers and requirements of the Colorado Department of Education and Colorado Commission on Higher Education. Proficiency in all standards is required for successful completion of teacher education and recommendation for state licensure.
- Expected Graduation Requirements; All departmental majors are required to:
 - Complete an option of study with a cumulative GPA of 2.5 or higher;
 - Earn a minimum grade of “C-” in all prerequisite and major courses;
 - Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C” or higher is achieved;
 - Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
 - The above four criteria are checked through DARS during the graduation planning process and must be met before the graduation planning sheet is submitted.