

Program Name	Date Completed
Exercise Science, PE and Rec	5/14/25
Report Completed By	Report Contributors
Shawna Hanenberg	Ryland Townsend Carol Foust
Brief Statement of Program Mission and Goals	
<p>Our mission provides broad theory-based foundations which incorporate laboratory and field-based learning opportunities resulting in 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. Our graduates are ethical and productive contributors to the health and well-being of their communities.</p> <p>Program Goals</p> <ol style="list-style-type: none"> 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. Use relevant and best practice pedagogy, activities and assessments which connect students to the workforce/community. Engage in the use of current technologies in preparing students for the health and human movement-related needs of the future. Expose students to contemporary ethics and cultural issues they will encounter in the health science and human movement work force. 	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
<p>Possess content knowledge and skills necessary for their perspective fields of study</p> <p>Exhibits the ability to read and interpret scientific research with application of the scientific methods, statistics, study design and reporting;</p> <p>Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;</p> <p>Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting;</p>



Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
Spring 2022
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
<p>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.</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>
D. How were the recommendations for change acted upon?
<p>The program has started a pre-post test on written and oral communication from the beginning of the program EPER 101 to the end of the program EPER 493. That data will be assessed in three years. We haven't started a self-assessment, but will begin implementing that in EPER 498 in fall 2025.</p> <p>Effective rubrics and examples were added for the paper and portfolio assessed to help with formatting.</p> <p>The program has started the portfolio work in EPER 101 and has encouraged students to do certifications and trainings throughout their BS degree.</p>
E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?
<p>The Pre-Post test should allow us to see if there is an increase in written and oral communication skills.</p> <p>The rubrics have clarified what is required in the assignments. We did not implement a peer review but plan to in the future.</p> <p>We hope students will complete more certifications and trainings to strengthen their resume and portfolios.</p>
Enter Table I Closing the Loop Comments Below



CSU
PUEBLO

Academic Program Assessment
AY 2024-2025



Program Name	Date Completed
BS Exercise Science, PE and Rec	5/14/25
Report Completed By	Report Contributors
Shawna Hanenberg	Ryland Townsend Carol Foust

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
1.Possess content knowledge and skills necessary for their perspective fields of study 2.Exhibits 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.
B. Semester and year this SLO was reported on prior to this cycle.
Spring 22
C. Describe the assessment method for this SLO.
Student internship / fieldwork site supervisor evaluations Student portfolios and papers Physical Education student portfolio goal ratings
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
Senior level EXPER students enrolled in field experience or internship. Assessments from 31 students are included. Senior level EXPER Physical Education students. Assessments from 13 students are included.
E. Expected proficiency level and proportion of students who should reach this level.
The internship/field experience evaluation has a specific question regarding knowledge and skills based on a 5 point scale. Students are expected to score at least a 3.5/5.

The internship portfolios have a total of 75 points, the papers a total of 70 points. Students are expected to score at least 70% on the portfolio and on the paper.

The PE students education portfolio goal ratings have a score for each of eight sections based on a 4 point scales. Students are expected to score at least an average of 2.8 overall and in each section.

The paper and portfolio rubrics is included – we will now report our scores on the paper and portfolio by section to determine what areas students may be struggling in.

F. Assessment results and number of students who met proficiency level.

31 students were evaluated by their site supervisor on necessary knowledge and skills. The average score was 4.7/5 and no students scored below a 3.5/5.

31 students were assessed on the portfolio (the portfolio is assigned in HS 498 only). The average portfolio grade based on the rubric attached was 88%. Only 3 students (10%) received a grade less than 70%.

31 Students in 494/498 were assessed for the paper. Only 1 student (3) scored below 70%. The average grade for the paper based on the rubric attached was 84%.

31 students were evaluated by their supervisor on written communication (average of 4.8/5), oral communication (4.9/5), and task accomplishment (4.8/5). None of the supervisors rated low or below average ability on any of the individual outcomes.

13 Physical Education students were rated in 8 goals areas on their portfolios with an overall average of 3.47. The averages for each of the 8 goals areas were above 2.8. No students had an overall average below 2.8 and only 2 students fell below a 2.8 in a specific goal area. The goal areas with the lowest average overall (3.33) was assessment (ensure through the use of standards and informal and formal assessment activities that continues development of all learners.)

G. Describe what results indicate about student performance.

Overall, the department is pleased with the outcomes. However, the areas where the most students did not meet expectations were the evaluations of the written paper and the portfolio. Additionally, supervisors indicated that profession knowledge and skills was the lowest score give although the average was 4.4.

When reviewing the rubric for the paper, the weakest area was the prompt asking students to describe evaluation efforts in the internship and project.

For the portfolio, the most common areas of weakness were the inclusion of relevant certifications or training and the presentation of strong examples of academic work.

The 8 goals areas for the PE students were adequately met. The goal area with the lowest score was assessment.



H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

We would like to make the EPER 494 Fieldwork strictly a service learning experience with a reflection paper, hours and 5 discussions. All students will now be required to take the EPER 498 for 6 credits.

We have implemented a seminar class, EPER 493 seminar, where we will now assess the portfolio and final paper. Therefore, we will assess EPER 493 for the portfolio and final written assignment. We will 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.

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. This can be implemented in the EPER 493 course.

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 training to include in their portfolio. We will begin the process in EPER 101.

The PE faculty could provide more practice using assessment in the methods courses to strengthen this score.

Enter Table II AY 2025 Assessment Comments Below

Intern name _____ Rubric for 498 Final Paper

1. List the goals, ethics, or values which the agency seeks through their health 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 agency or 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 science? What part does the department play in these cooperative efforts? Describe the community/clientele—socio-economic conditions, education level, and general attitude toward receiving services 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, a certain situation in which one or more specific principles or theories of health 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

4. Describe in detail an actual experience he/she has had in conducting an activity or project. Analyze his/her efforts and indicate what changes he/she would affect 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

5. How could the present program/department/activity be improved? Submit an organized plan for future improvement of this specified program/activity or department. 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 or organizations 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



Academic Program Assessment AY 2024-2025

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. Use APA Style 10 pts. _____

Follows all guidelines in syllabus, APA referencing, no spelling or grammatical errors at least 8 sources.	9-10 points
Follows most guidelines, APA referencing, few spelling or grammatical errors.	7-8 points
Follows most guidelines, no references, 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

Intern name _____ Rubric for HS 498 Portfolio

1. Cover Letter for job or advanced education 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. _____

Students current transcripts are included.	5 points
Students 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

Physical Education Goal areas and rubric

Goal #	Goal Domain	Goal Description
1	Community of Learners	Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
2	Content Knowledge	Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
3	Diverse Learners	Creates a learning community in which individual differences are respected, appreciated, and celebrated.
4	Assessment	Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
5	Pedagogy	Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students.
6	Theory to Practice	Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic
7	Collaboration	Creates communities of learning by working collaboratively with colleagues, families, and other members.
8	Professionalism and Ethics	Models the professional and ethical responsibilities of the education profession.



Academic Program Assessment

AY 2024-2025

Rating	Title	Description
1	Basic	Candidate has only basic understanding and/or minimal or poor application: needs remediation; often does not apply the skill/standard.
2	Developing	Candidate is developing knowledge and skills; is able to begin to demonstrate the skill/standard with assistance; does not consistently apply the skill.
3	Proficient	Candidate has achieved proficiency on the skill/standard, i.e., independent application of the skill/standard; usually applies the skill/standard.
4	Advanced	Candidate has comprehensive knowledge of and consistent performance on the skill/standard: exceeds expectations for well-prepared students.