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|---|-----------------------------------|
| Program Name | Date Completed |
| Health Sciences | 5/14/25 |
| Report Completed By | Report Contributors |
| Tina Twilleger | Bethany Kies-Bolkema, 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.

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| 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> <p>Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p> |



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| 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.</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.</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 from the beginning of the program HS 101 to the end of the program HS 493. That data will be assessed in three years.</p> <p>Effective rubrics were added for 2 of the assignments assessed.</p> <p>The program has started the portfolio work in HS 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 knowledge and 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 fall 2025.</p> <p>We hope students will complete more certifications and trainings to strengthen their resume and portfolios.</p> |

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| Enter Table I Closing the Loop Comments Below |
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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.

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| 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 |
| D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed. |
| Senior level Health Science students enrolled in field experience or internship. Assessments from 90 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 paper and portfolio rubric is included – we will now report our scores on the paper and portfolio by section to determine what areas students may be struggling in. |



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| F. Assessment results and number of students who met proficiency level. |
| <p>90 students were evaluated by their site supervisor on necessary knowledge and skills. The average score was 4.6/5 and no students scored below a 3.5/5.</p> <p>21 students were assessed on the portfolio (the portfolio is assigned in HS 498 only). The average portfolio grade based on the rubric attached was 87%. Only 2 students (8%) received a grade less than 70%.</p> <p>74 Students in 494/498 were assessed for the paper. 72 students scored above 70% and 2 student scored below 70%. The average grade for the paper based on the rubric attached was 78%.</p> <p>90 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.</p> |
| G. Describe what results indicate about student performance. |
| <p>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 written communication received the lowest ratings on the survey.</p> <p>When reviewing the rubric for the paper, the weakest area was the prompt asking students to "describe in detail a specific situation in which one or more health science principles were applied and assess the effectiveness of those principles."</p> <p>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.</p> |
| H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment. |
| <p>We would like to make the HS 494 Fieldwork strictly as service learning experience with a reflection paper, hours and 5 discussions. All students in Health Sciences are now required to take HS 498 Internship.</p> <p>We have implemented a seminar class, HS 493 seminar, where we will now assess the portfolio and final paper. Therefore, we will assess HS 493 for the portfolio and final written assignment and provide more support on these assignments. 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.</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. This can be implemented in the HS 493 course.</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 training to include in their portfolio. We will begin the process in HS 101.</p> |



Academic Program Assessment AY 2024-2025

Enter Table II AY 2025 Assessment Comments Below

Rubric for the paper and portfolio – these will be updated in the 25-26 academic year.

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. _____

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|---|------------------|
| 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. _____

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|---|------------------|
| 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. _____

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|---|------------------|
| 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. _____

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| 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. Use APA Style 10 pts. _____

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| 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. _____

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| 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. _____

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| Students current transcripts are included. | 5 points |
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| Students transcripts are included but are not current. | 3 points |
| Students transcripts are not included | 0 points |

3. Recommendation letter/s 10 pts. _____

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| 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. _____

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| 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. _____

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|---|------------------|
| 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. _____

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| 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. _____

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| 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. _____

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|---|-------------|
| 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 |



CSU
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AY 2024-2025

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| No certifications or credentials are included. | 0 points |
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Total ____ / 75

note: points are taken off for late assignments