

Program: _____ EXHPR _____

Date: __5-18-12__

Completed by: _____ Carol Foust _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

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 last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	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?
Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;	2010-11	Case study examples, advisory committee survey feedback	EXHPR senior students in capstone/experiential fieldwork or internship classes in General Exercise Science and Health Promotion.	If more than 30% of the students in each program do not successfully achieve a specific student outcome, the courses identified with that outcome will	18 students took the case study assessment, answered questions about the case study, and wrote a response. All of the students passed with at least a 3/5 or	May want to increase to two or three different case studies and may want to have them graded by more than one faculty. May want to have case study questions for K-12 and Recreation students. Also may want to use final paper as a writing sample.	Implement two case study questions for all senior students in General Exercise Science, Health Promotion, K-12 PE, and Recreation in the 2014-2015 year (the next time it comes up in the rotation). Have more than one faculty grade each case study with a rubric. In addition, grade final papers with similar writing rubric.

				be reviewed and program/curriculum changes may be suggested and implemented. Student must score at least an average level on the assessments (at least 3/5).	better. The average score was 4.0.		
Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	New SLO	Site supervisor feedback, advisory committee feedback	All senior level students	If more than 30% 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	59 students were assessed during coursework in a field based setting. All of the students successfully scored at least a 3.5/5 on the advisory or supervisor feedback survey . The average for knowledge and skills was 3.94. 22 students completed student teaching with at least a 3/4 .	Students performed well in their fieldwork experiences. Students performed well in their student teaching experience.	None at this time.

				an average level on the assessments (at least 3/5).	The average was 3.88.		
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Comments:

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle 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?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;	2010-2011	For the Health Promotion option several critical concepts and skills were lacking in the curriculum. A recommendation was made to create a new class that would address the concept and skills being missed on the CHES practice exam.	Yes	A new class EXHP 362 Evaluation of Health Issues was added to the Health Promotion curriculum and will be offered in Spring 2013.
Exhibit effective oral and written	2010-11	A suggestion was made to increase the writing	Yes	All 10 sections of the EXHP 162L Personal Health Lab require each

communication regarding subjects related to EXHPR in an individual and group setting.		requirements in EXHPR.		student to produce 4 data based written scientific labs reports that have 5 sections (intro, methods, data results, conclusion /recommendations) in addition to the other 28 labs completed in the course.
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Comments: