

Program: _____ EXHPR _____

Date: __5-24-13__

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?
Possess content knowledge and skills necessary for their perspective fields of study.	New SLO	Student internship / fieldwork evaluations.	EXHPR senior students in capstone/experiential fieldwork or internship classes in General Exercise Science and Health Promotion and Recreation, and REC	If more than 30% of the students do not successfully achieve a specific student outcome, the courses identified with that outcome will be reviewed	In 2012-2013 57 senior level students were evaluated in internships/or fieldwork. The evaluations were completed by the professional site supervisor.	The Department is very pleased with the student performance. Only 1 student scored below a 70% on their site evaluation. The Recreation Advisory committee feedback revealed the need for more management and marketing	Continue collaboration with site supervisors and use them as possible advisory members and for employer/internship surveys. Also, explore the idea that developed from the Advisory Committee meeting of collapsing the two recreation emphasis into one.

			Advisory Committee members.	and program/curriculum changes may be suggested and implemented.	<p>The average score was a 93%. A copy of the evaluation form is attached.</p> <p>The Recreation Advisory Committee provided valuable input for future Recreation curriculum decisions.</p>	<p>preparation for outdoor leadership students and more outdoor resource and event planning preparation for community / commercial recreation students.</p> <p>The idea to collapse the two emphasis into 1 emphasis with concentrations was discussed.</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</p>	<p>2011-2012</p> <p>New SLO</p>	Student portfolios, project, evaluations and Recreation Advisory Committee Feedback.	EXHPR senior students in capstone/experiential fieldwork or internship classes in General Exercise Science and Health Promotion and Recreation.	<p>If more than 30% of the students 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</p>	<p>In 2012-2013 57 senior level students were assessed during the internships/or fieldwork.</p> <p>The average portfolio score was 92%. A copy of the grading rubric is attached.</p> <p>The average project/paper score was 86%. A copy</p>	<p>The Department is very pleased with the student performance. The portfolio and project paper detail the student outcomes and performance for integrating concepts and skills, effective written communication, and application. Oral communication is measured on the site supervisor evaluation as was reported on the 2011-12 cycle.</p> <p>Only 2 students</p>	Continue collaboration with site supervisors and use them as possible advisory members and for employer/internship surveys.

subjects related to EXHPR in an individual and group setting; Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	2011-12			implemented.	of the grading rubric is attached.	scored below a 70% on their projects / or portfolios.	
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Comments: The internship portfolio and project paper are used to evaluate the three SLO 's stated in the second row – that is why they are displayed together.

The assessment for the internship / fieldwork experiences continues to improve. In the fall the instructors for these courses will meet to evaluate the assessment process and confirm the data being collected is appropriate to measure student learning outcomes.

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	2011-2012	Implement two case study questions for all senior students	Yes with continued work	Case study questions were added to the exit examination for all Health

concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;		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.		Promotion and Exercise Science students. We hope to add it to the Recreation exit exam also for the 13-14 academic year. The department has not been able to have more than one faculty grade each case study due to a lack of time and resources.
Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.	2010-11	Grade final papers with a writing rubric.	Yes	A more in depth rubric was developed and used to grade the final project papers.

Comments: The EXHPR department is committed to continued improvement.

Inclusions: Rubrics

Intern name _____ Rubric for EXHP 498 Final Paper

1. List the goals or values which the department seeks through their health promotion/exercise 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 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 promotion or exercise science? What part does the department play in these cooperative efforts? Describe the community/clientele—socio-economic conditions, education level, and general attitude toward health promotion /exercise science. 15 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	14-15 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	12-13 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	10-11 points
Does not follow guidelines, numerous errors, etc.	9 or less points

3. Describe in detail an actual experience he/she has had in conducting a health promotion/exercise science activity or project. Analyze his/her efforts and indicate what changes he/she would effect 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

4. Describe, in detail, a certain situation in which one or more specific principles of health promotion/exercise 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

5. How would he/she improve the present program under his/her direction? Submit an organized plan for future improvement of this specified program.

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

6. What efforts are being made by the department 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

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

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. 10 pts. _____

Follows all guidelines in syllabus, APA referencing, no spelling or grammatical errors.	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 ____ / 80

note: points are taken off for late assignments

Intern name _____ Rubric for EXHP 498 Portfolio

1. Cover Letter 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	5 points
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errors.	
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

DEPARTMENT OF EXERCISE SCIENCE, HEALTH PROMOTION, AND RECREATION
Colorado State University - Pueblo

EXHP STUDENT FINAL PERFORMANCE APPRAISAL
(Complete before the end of Internship)

CONFIDENTIAL
INFORMATION

Internship Student's Name _____ PID _____

Internship Student's Position/Title Hours of Training

Agency Agency Supervisor % of time under my supervision

Note: Agency Supervisor should rate the Intern in each of the areas that follow and forward the appraisal to the University Supervisor by mail or fax (719-549-2549). (Place the appropriate number next to the question)

- (1) = Excellent: Meets top expectations of criteria
(2) = Good: Consistently better than satisfactory in criteria
(3) = Average: Adequate but no more than satisfactory
(4) = Below Average: Not consistently satisfactory in criteria
(5) = Unsatisfactory: A completely unsatisfactory performance in criteria
N/A= Inadequate Information: Does not apply to this position

PERSONAL CHARACTERISTICS OF INTERNSHIP STUDENT

Attendance and Punctuality

Consistently on time, avoided lateness or absence without good reason or adequate notice. (____)
Comments:

Personal Appearance

In relation to his/her position, he/she was neat, clean, and appropriately dressed. (____)
Comments:

Resourcefulness

Used resources well; looked for multiple approaches and ideas. (____)
Comments:

Judgment and Problem Anticipation

He/she was able to handle difficult situations and anticipated problems. Was able to make common sense decisions. (____)
Comments:

Motivational Skills

He/she was enthusiastic, showed /generated interest and independent initiative.

()

Comments:

Acceptance of Responsibility

He/she was willing to assume responsibility when appropriate; was capable of completing assigned tasks.

()

Comments:

Initiative, Creativity

He/she looked for work, avoided idleness, originated ideas, and made additional creative efforts.

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Comments:

Public Relations Skill

Demonstrated tactful, diplomatic, courteous behavior.

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Comments:

Work Attitudes

Was industrious, willing to assist others, did his/her share and generally had a positive attitude.

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Comments:

Rapport with Staff

Worked harmoniously with others; cooperated, was considerate, and helpful.

()

Comments:

Relates to Program Participants

Demonstrated ability to get people involved; showed interest, respect and concern for program clientele.

()

Comments:

Adaptability

Was able to adjust plans and actions according to developing situations, and/or changes.

()

Comments:

Takes Criticism Constructively

Was willing to discuss and recognize weakness; worked to improve personal challenges.

()

Comments:

PROFESSIONAL PROFICIENCIESKnowledge and Skills Performed

He/she displayed knowledge of program skills, techniques and/or activities.

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Comments:

He/she planned activities well in advance; he/she was well prepared.
Comments:

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He/she kept facilities and equipment in good condition.
Comments:

()

Written Communication Reports

He/she conveyed ideas clearly in an organized, articulate and timely fashion.
Comments:

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Oral Communication

He/she was an effective speaker and expressed ideas clearly.
Comments:

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Task Accomplishment

He/she completed tasks effectively and within deadlines; pursued difficult tasks to completion.
Comments:

()

Professional Growth

He/she pursued additional knowledge and experiences; attended meetings, read, discussed, and inquired about the profession.
Comments:

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Please suggest ways that the Internship Student may continue to improve his/her performance.

