

**Colorado State University – Pueblo Undergraduate & Graduate Program Assessment Report for AY 2013-2014 Due: June 1, 2014**

**Program:** EXHPR

**Date:** 5-15-14

**Completed by:** Steve McClaran

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](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

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

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	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 are planned based on this assessment?
SLO 1, 2, 3, 4 and 5	10-11	End of program exams	All senior level students enrolled in internship, capstone or student teaching	Students must receive different passing levels depending on the emphasis. GEN: 70% or better HPW: 70% or better K-12: $\geq 220$ points REC: 70% or better	GEN: 46 students took the exam, 39 students passed with 70% or better the average score was 82%. HPW: 45 students took the exam, 40 students passed the exam with 70% or better, the average score was 78%. K-12: 27 students took the PE PLACE test, 26 students passed, the average was 237 (220 must be scored to pass). REC: 5 students took the exam, 5 passed with 70% or better, the average score was 90%.	EXHPR is pleased overall with the outcome performance on the end of program exams.	In K-12 the review process for the exam is being updated to improve the percentage of students who pass the test. The EXHPR faculty have reviewed the exams in the other areas and have elected to add a case study/critical thinking section to the exam to measure more in-depth critical thinking skills. The two Recreation emphasis will become one Recreation emphasis with two concentrations – 1) Outdoor Leadership and Wilderness Education; and 2) Recreation Management beginning in the Fall of 2014

Student satisfaction	10-11	Anonymous graduation surveys	All graduating students	Our goal is to receive anonymous surveys from at least 50% of the graduating students.	See the combined overall reports below	We received surveys back from approximately 35% of the graduates in 11-12, 12-13 & 13-14. We are trying to determine possible strategies for increasing the survey rate while keeping the survey anonymous and to get more Recreation emphasis students to participate.	Possibly adding a health methods course to the K-12 emphasis.  Possibly deleting the communication/marketing course requirement in HWP and adding a course with better communication applicability for HPW (social marketing, motivational interviewing, etc.).
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General, HPW & REC Combined		Consolidated Report 13-14 / 12-13 / 11-12					Total Students
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	
1. I feel that my education at CSU-Pueblo has successfully prepared me to enter the related professional field of my choice.		20	31	4	2		57
2. I believe that my preparation in EXHPR compares favorably with that of graduates from similar programs at other institutions of higher learning in Colorado.		21	32	7	7		67
		Always	Most of the Time	About Half the Time	Occasionally	Never	
3. I speak positively to others about the CSU-Pueblo as a good place to receive an education in EXHPR.		41	14	7	4	1	67
4. The academic advisement provided by the current EXHPR faculty was helpful & effective.		44	13	6	4		67
5. As a whole, the EXHPR faculty at CSU-Pueblo showed interest in me as a person.		87	28	3			118
		Much more Effective	More Effective	About the Same	Less Effective	Much Less Effective	
6. As a whole, the EXHPR faculty compares to the remainder of the CSU-Pueblo faculty as being		24	28	12			64

**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;	2011-2012	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.	Yes with continued work	Case study questions were added to the exit examination for all Health Promotion and Exercise Science students 12-13 academic year and have added it to the Recreation exit exam 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. This rubric was also added to all graduation Recreation emphasis students for the 13-14 year.

Comments: The EXHPR department is committed to continued improvement.

Inclusions: Rubrics for EXHP 498 & REC 498 Final Paper & Portfolio

### **Rubric for EXHP 498 & REC 498 Final Paper**

Intern name \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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

**Rubric for EXHP 498 & REC 498 Portfolio**

Intern name \_\_\_\_\_

1. Cover Letter and Resume

10 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_\_

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 points \_\_\_\_ / 75

Note: points are taken off for late assignments