

Program: EXHP

Date: May 23, 2015

Completed by: Carol Foust

Assessment contributors (other faculty involved in this program’s assessment): _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You’ll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? Please indicate the semester and year.	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of 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?
1. Possess content knowledge and skills necessary	Spring 14	Case study	EXHPR senior students in capstone/ experiential	If more than 30% of the students in each	In the last three years, 48 Health Promotion	The department was pleased with the outcomes. An additional case	This assessment report does not include the General Exercise Science or Recreation student

<p>for their perspective fields of study. 2.Exhibit 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</p>			<p>internship classes in General Exercise Science, Health Promotion, and Recreation.</p>	<p>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 a 21/30.</p>	<p>students took the case study assessments, answered questions about the case study, and wrote responses. All of the students passed with at least a 21/30 or better. The average score was 25.6/30.</p>	<p>study question was implemented in the last two years but only in the health promotion students. A case study assessment was also added for the recreation students. A case study rubric was also developed.</p>	<p>data as the case studies started for those areas in fall 2014 and will be included in the next report of case studies in three years.</p> <p>The scores for the second case study will be considered in the next cycle.</p>
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individual and group setting.							
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	Spring 14	Advisory Committee Professional Feedback	Information was collected from Health Promotion professionals regarding the preparation of EXHPR students that have completed internships at their sites and advice for program improvement	There are no criteria related to the advice provided by the advisory committee. Students should score at least an 80% on the advisory supervisor feedback and at least a 4/5 on the knowledge and skills area.	48 health promotion students completed internships in a field based setting. All of the students successfully scored at least an 80% on the advisory or supervisor feedback survey . The average for knowledge and skills assessment was 4.6.	Students performed well in their fieldwork experiences. The advisory feedback indicated that more focus should be put on the instruction and experience for grant writing and policy development regarding public health issues. The trend for public health and health promotion in general is moving toward policy development. Grant writing is also an important skill that needs to be developed.	A research and grant writing class will be added for students in the health promotion and general exercise science emphasis areas. More focus on instruction and experience in policy development regarding public health issues will be addressed in EXHP 487 Program Planning and Evaluation.

Comments:

II. 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? Please indicate the semester and year.	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?
<p>5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p> <p>Address feedback from advisory committee.</p>	<p>Spring 2012</p>	<p>Continue collaboration with site supervisors and use them as possible advisory members and for employer/internship surveys.</p> <p>Also, explore the idea that developed from the Advisory Committee meeting of collapsing the two recreation emphasis into one.</p>	<p>Yes, we have developed a coordinator for internships that keeps communication with the employers, internship sites and possible advisory members.</p> <p>EXHPR did act on the recommendation made by the advisory committee to collapse the two recreation emphasis into one. Beginning in the 14-15 AY there is now only one recreation emphasis.</p>	<p>We will continue to work with our community constituents. In 14-15 the focus was on Health Promotion for advisory feedback. In 15-16 we plan to focus on the K-12 emphasis for feedback.</p> <p>We will continue to monitor the new emphasis to see how it is best serving our students for professional preparation.</p>
<p>3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the</p>	<p>Spring 2012</p>	<p>Implement two case study questions for all senior students in General Exercise Science, Health Promotion, 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</p>	<p>An additional case study question was added to the health promotion emphasis in the 13-14 AY. Case study questions for the General Exercise Science and Recreation emphasis were added in the 14-15 AY.</p>	<p>The case study assessment was improved by the use of the rubric. The case study process will be monitored until the next cycle and data will be collected. Hopefully an additional faculty member can be recruited to improve the assessment process.</p>

<p>fields of interest; 4.Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.</p> <p>Address changes/improvements to case studies</p>		<p>rubric. In addition, grade final papers with similar writing rubric.</p>	<p>A rubric was developed and used to grade the case studies.</p> <p>Due to work load issues, only one faculty member graded the case studies.</p>	
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Comments:

Intern name _____ Rubric for EXHP/REC 498 Case Study

1. Case Study Question #1

7 pts. _____

Case study answer fully addresses with accurate information each section.	7 points
Case study answer mostly addresses with accurate information each section.	5-6 points
Case study answer minimally addresses with accurate information each section.	3-4 points
Case study answer does not address with accurate information each section.	2 or less points

2. Format, grammar, syntax, spelling, writing style for Case Study Question #1

3 pts. _____

Follows all guidelines, APA referencing, no spelling or grammatical errors, complex/technical writing.	3 points
Follows most guidelines, APA referencing, few spelling or grammatical errors, less complex style.	2 points
Follows most guidelines, no references, some spelling or grammatical errors, simple writing style.	1 point
Does not follow guidelines, numerous errors, poor writing style, etc.	0 points

3. Case Study Question #2

10 pts. _____

Case study answer fully addresses with accurate information each section.	9-10 points
Case study answer mostly addresses with accurate information each section.	7-8 points
Case study answer minimally addresses with accurate information each section.	5-6 points
Case study answer does not address with accurate information each section.	4 or less points

4. Case Study Question #2

10 pts. _____

Case study answer fully uses critical thinking and application of content or theory.	9-10 points
Case study answer mostly uses critical thinking and application of content or theory.	7-8 points
Case study answer minimally uses critical thinking and application of content or theory.	5-6 points
Case study answer does not use critical thinking and application of content or theory.	4 or less points

5. Case Study Question #2

5 pts. _____

Case study answer includes at least 4-5 professional citation references.	4-5 points
Case study answer includes at least 3 professional citation references.	3 points
Case study answer includes at least 1-2 professional citation references.	1-2 points
Case study answer does not us include professional citation references.	0 points

6. Format, grammar, syntax, spelling, writing style for Case Study Question #2

5 pts. _____

Follows all guidelines, APA referencing, no spelling or grammatical errors, complex/technical writing.	4-5 points
Follows most guidelines, APA referencing, few spelling or grammatical errors, less complex style.	3 points
Follows most guidelines, no references, some spelling or grammatical errors, simple writing style.	1-2 points
Does not follow guidelines, numerous errors, poor writing style, etc.	0 points