

Program: EXHPR

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Assessment contributors (other faculty involved in this program’s assessment): Bowan, Dallam, Hanenberg, Kies, Marley, McClaran, Rochester

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

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?
<p>A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.</p> <p>Possess content knowledge and skills necessary for their perspective fields of study;</p> <p>Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional</p>	<p>13-14</p>	<p>End of program exams</p>	<p>All senior level students enrolled in internship, field experience, capstone or student teaching</p>	<p>Students must receive different passing levels depending on the emphasis. GEN: 70% or better HP: 70% or better K-12: ≥ 220 points REC: 70% or better</p>	<p>GEN: 41 students took the exam, 37 students passed with 70% or better the average score was 82%. HPW: 27 students took the exam, 26 students passed the exam with 70% or better, the average score was 78%. PE K-12: 37 students took the PE PLACE test, 32 students passed the first time, and the average was 236 (220 must be scored to pass). Three students passed the second time and two students passed the third time. REC: 13 students took the exam, 11 passed with 70% or better, the average score was 80%.</p>	<p>EXHPR is pleased overall with the outcome performance on the end of program exams. We do believe that these exam are indicative of and do a good job predicting success on professional exams available to students. The PE K-12 student outcomes do measure the professional exam for their field. These students must pass the exam before they can student teach and graduate.</p>	<p>In PE K-12 the review process for the exam was updated to improve the percentage of students who pass the test. The state has recently moved to the PRAXIS which has better content and should improve the first time pass rate. We hope to add a study session and guide for students for the professional exam.</p> <p>The Health Promotion emphasis would like to do a pre and post-test on the exam. The students would take the exam in the beginning of the senior year and then again at the end of the program in the internship.</p> <p>Recreation needs to update their exam to reflect the professional exams available to them after they graduate.</p>

<p>problems in the fields of interest;</p> <p>Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>							
<p>Student satisfaction</p>	<p>13-14</p>	<p>Anonymous graduation surveys</p>	<p>All graduating students</p>	<p>Our goal is to receive anonymous surveys from at least 50% of the graduating students.</p> <p>There were 60 students who graduate in 14-15 and 60 students who graduated in 15-16. There are approximately 55 graduates in 16-17 (we are still waiting on final numbers). We collected 92 surveys in total for the three years.</p>	<p>See the combined overall reports below</p>	<p>We received surveys back from approximately 50% of the graduates in 14-15, 15-16 & 16-17 which is an increase from only 35% the last time this was assessed. We hope to increase this percentage in the future.</p>	<p>Outcomes of the survey revealed the following possible actions.</p> <ul style="list-style-type: none"> • add a sports nutrition course • add more public health or content courses to health promotion • remove kinesiology from health promotion • change the history of PE course to be more relevant • students are overall satisfied with the program • advising is well done • faculty show interest in students and are effective

General, HPW & REC Combined		Consolidated Report 13-14 / 12-13 / 11-12					
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total Students
1. I feel that my education at CSU-Pueblo has successfully prepared me to enter the related professional field of my choice.		33	55	4			92
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.		30	48	12	1	1	92
		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.		52	31	5	4		92
4. The academic advisement provided by the current EXHPR faculty was helpful & effective.		63	22	5	1	1	92
5. As a whole, the EXHPR faculty at CSU-Pueblo showed interest in me as a person.		62	24	6		1	92
		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		42	36	12	1		92

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?
<p>Possess content knowledge and skills necessary for their perspective fields of study;</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>Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>	2013-2014	<p>In K-12 the review process for the exam is being updated to improve the percentage of students who pass the test. Continue to lobby for an update of the state exam – possibly to the PRAXIS.</p> <p>Possibly bring the two Recreation emphasis into one Recreation emphasis to improve the breath of content knowledge and skills needed for jobs in the recreation field.</p>	Yes	<p>The state has recently moved to the PRAXIS which has better content and should improve the first time pass rate.</p> <p>The two Recreation emphasis became one Recreation emphasis with two concentrations – 1) Outdoor Leadership and Wilderness Education; and 2) Recreation Management in the Fall of 2014.</p>
Student satisfaction	2013-14	<p>Possibly adding a health methods course to the K-12 emphasis.</p> <p>Possibly deleting the communication/marketing course requirement in HWP and adding a course with better communication applicability for HPW (social marketing, motivational interviewing, etc.).</p>	Yes	<p>We are working on integrating health methods in the PE methods courses since our PE majors are many times expected to teach health in the middle and high schools.</p> <p>We deleted the marketing requirement for the HP students and now require only the Mass Communications course that has marketing and advertisement.</p>

Comments: The EXHPR department is committed to continued improvement.

Inclusions: EXHPR strategic plan

Outcomes of the EXHPR Strategic Planning Strategies (based on CSU-Pueblo Strategic Plan

Ensuring Student Success: Preparing Students to be Educated, Ethical, Responsible and Engaged Citizens

EXHPR Vision: The EXHPR Department's vision is to provide students with a broad-based theoretical foundation supported by laboratory and field experiences that allow individual observations, inferences, and hands-on mastery of skills related to the promotion of wellness and healthy lifestyles. This vision is accomplished by creating effective professional learning opportunities based on the following conceptual hierarchy of learning skills: Information Retrieval, Conceptual Understanding, Information Analysis, Critical Thinking, Development of Relevant Skill, and Practical Application of Ideas. In so doing we prepare student to become productive, accountable, ethical, and responsible professionals.

Planned action steps for 2016-2017 – Faculty lead follows the strategy in parenthesis. 16-17 strategies are highlighted in green in the full EXHPR Strategic Plan.

1. *Encourage peer support and alternative funding streams for research through research meetings and application. Investigate and implement most appropriate "best practices" that enable and promote undergraduate research. (Dallam)*
Dallam served at the IRB chair in 2016-1017.
2. *Continue to participate in UBB processes and maintain academic quality, cost effectiveness, and potential for growth. (Bowen/Foust)*
Bowen (fall semester) and Foust (spring semester) served on the UBB committee and contributed to the processes.
3. *Improve assessment process, specifically student survey collection, employment/grad school information and continue curriculum alignment to inform the development of strategies to enhance student learning outcomes or unit performance. (Foust/McClaran/R.Clark)*
A curriculum review was implemented and curriculum map are being developed. This will continue into the 17-18 academic year.
4. *Determine which courses in EXHPR would be best positioned or are in high demand in which alternative delivery would be effective. Determine what is needed to support high-quality hybrid and distance course design and delivery. (Kies)*
This strategy is still in process.
5. *Explore designating courses as experiential; Explore possibility of students involved in experiential education creating portfolios; Support, recognize, and reward faculty who create experiential education in their course curriculum and/or produce scholarship related to experiential education pedagogy; and Create an undergraduate showcase of experiential education through the utilization of enhances portfolio or research project development. (Bowen)*

Ten classes in EXHPR are now officially designated as EE courses on the student transcript. (EXHP 345/461/494/494 & REC 270/360/388/389/494/498). The EXHPR department continues to support and develop experiential learning opportunities for our students. EXHPR Faculty

member, Daniel Bowan, serves at the universities “Experiential Education Director” and helped support the universities HLC Quality Initiative and earn re-accreditation.

- 6. Provide mentoring for new or visiting faculty / staff. (R. Clark)*

We were unable to hire a new faculty this year – R. Clark will provide this strategy for the new AT faculty next academic year.

- 7. Provide leadership opportunities for students to enhance their skills and overall development. (Marley/ Rochester)*

Students had the opportunity to participate in numerous leadership activities including : Experiential activities in and outside of the classroom, The 23rd Annual Engineering, Science and Technology Design Competition, eight students attended the Colorado Park and Recreation Association Conference in Denver and one student to the Association of Experiential Education – Rocky Mountain Regional Conference, 19 students in REC 360 take on a leadership roles with the Earth Studies program at the Mountain Park Environmental Center, five students attended the Society for Public Health National Conference, The Health Promotion student club planned and implemented an internship fair, students in EXHP 243, 345, 478 and 465 completed projects throughout Pueblo, they designed lessons for their projects and determine their strengths and weaknesses as a leader through reflection of project implementation, students in EXHP 478 taught biking at Liberty Point middle school and students in 465 taught special needs students at Baca Elementary and County High School, EXHP 243 students planned a presentation for the 2017 SHAPE convention and eight students attended the 2016 SHAPE conference, also a new format in our Recreation courses has transitioned from EXHP 370 students being the only leaders to now allowing for students enrolled in Orientations to have hands on leadership opportunities by using their strengths to plan and implement trips.

- 8. Explore prison certificate programs in Personal Health, Fitness and Leadership to meet the needs of the region and provide an additional revenue stream for the department. (Kies)*

A certificate program in Health Promotion/Behavior change was approved. We are still in process of getting this set up.

- 9. Add MS in Athletic Training (MSAT) degree. (The last semester we can enter undergraduate athletic training students into the existing program is fall 2022). Begin instruction in fall 2018 for 3+2 / 4+2 MSAT. (R. Clark)*

This was approved at the university level and will be taken to the board meeting in May 2017.

- 10. Increase full-time tenure track faculty in EXHPR from 6 FTE to 7 FTE and/or full-time instructors from 1 FTE to 2 FTE. (Foust/McClaran)*

This was not accomplished although it seems we have permission to hire a second full-time instructor on temporary funds for the 17-18 academic year.

- 11. Increase full-time tenure track faculty in AT from 2 FTE to 3 FTE. (R. Clark)*

If the MSAT is fully approved this should take place in Fall 2019.

- 12. Increase EXHPR / AT administrative assistance from 1 FTE to 1.5 FTE. (R. Clark)*

If the MSAT is fully approved this should take place in Fall 2017.