



Academic Program Assessment Report for AY 2017-2018

(Due: June 1, 2018)

Program: EXHPR

Date report completed: April 18, 2018

Completed by: Carol Foust: Chairperson

Assessment contributors (other faculty involved): Bowan, Clark, Dallam, Hanenberg, Pickerill.

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed? (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 that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	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 for their perspective fields of study. 2. Exhibit the ability to read	Case study last assessed Spring 2015	Case studies are assessed in internships. Rubric is attached.	Senior level Exercise Science and Health Promotion students.	If more than 20% of the students in each program do not successfully achieve a specific	In the last three years, 36 Health Promotion students took the case study assessments, answered	The department was pleased with the outcomes for the Health Promotion and Exercise Science students. The case study	A case study format needs to be implemented with the Recreation and Strength and Conditioning students. This will be implemented in the 18-19 academic year.

<p>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 individual and group setting.</p>				<p>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 70% on the case study assessment.</p>	<p>questions about the case study, and wrote responses. Of the 36, 32 students or 89% of the students passed with at least a 70% or better. The average score was 76.2%.</p> <p>In the last three years, 70 Exercise Science students took the case study assessments and answered questions about the case study. 50/70 or 71% students passed with at least a 70% or</p>	<p>rubric was also improved.</p>	
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					better. The average score was 84%.		
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	Advisory Feedback was last assessed in Spring 15	Feedback from Professionals in the field	This feedback is gathered through meetings with professionals and internship/field experience final evaluations.	Final evaluation is attached.		Students performed well in their fieldwork experiences. The advisory feedback indicated that we may want to complete a curriculum review in Recreation to provide a broader base of training. We had integrated two recreation emphases into one emphasis with two concentrations. It was recommended that we delete the concentrations and develop one more broad based emphasis that would better prepare our graduates in recreation for a wider net of employment.	During the 2018-19 academic year a new recreation emphasis will be developed as well as a reworked recreation minor and a career path recreation certificate.

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;	Spring 2015	(from the 14-15 assessment report) This assessment report does not include the General Exercise Science or Recreation student 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. The scores for the second case study will be considered in the next cycle.	A case study was added for the Exercise Science students in their end of program exam to determine their ability to evaluate and integrate critical concepts and skills.	The results of the new case study for exercise science students are detailed above. A case study for recreation students was not implemented. It will be developed and implemented during the 18-19 academic year.
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.	Spring 2015	(from the 14-15 assessment report) A research and grant writing class will be added for students in the health promotion and general exercise science emphasis	An undergraduate research course EXHP 492 was offered in 4 different semesters in the past three years.	17 students were engaged in undergraduate research in the past three years. It resulting in 4 student presentations, 3 publications.

		areas. More focus on instruction and experience in policy development regarding public health issues will be addressed in EXHP 487 Program Planning and Evaluation.		
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Comments on part II:

1. Case Study Question #1 7 pts. _____

Case study answer fully addresses with professionally accurate information each section.	7 points
Case study answer mostly addresses with professionally 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 professionally accurate information each section.	9-10 points
Case study answer mostly addresses with professionally 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 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

EXHPR Strategic Planning Initiative Report 2017-2018

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 initiative action steps for 2017-2018 – Faculty lead follows the strategy in parenthesis.

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)*
 - Several new and continuing EXHPR faculty members became involved and/or continued involvement in research projects funded through the both internal and external funding sources including CSUP Pueblo faculty development seed grants and Institute for Cannabis Research grants. These included Dr. Kies (two funded ICR grants), Dr. Bowan (unfunded ICR grant application submission an unfunded research project associated with the student learning at the Todos Santos Center in Baja Mexico), Dr. Pickerill (data analysis for the Functional Movement Screening project), Dr. McClaran, Dr. Foust and Dr. Dallam (co-authors on a just published paper from the nasal breathing project) and Dr. Pickerill, Dr. McClaran and Dr. Dallam (co-authors on an FMS project paper) All of these projects either focus on students and/or utilized students in the data collection process. Further, Dr. Foust is the Educational Consultant and Evaluator for the EARSS grant funded by Colorado Department of Education.
 - EXHPR students continued to conduct research projects in both EXHP 344L – Exercise Physiology Laboratory, EXHP 162L – Personal Health Laboratory, and EXHP 343 – Research and Statistics. The department purchased new equipment to further support these projects as well as to begin creating the basis for additional thesis projects in the emerging master's degree program in Athletic training. This equipment included including a MOXY muscle oxygen sensor, a HALO electronic goniometer system and an inversion therapy table.
 - Finally, Dr. Dallam continued in his role as CSUP IRB Chair, in the process reviewing some 60 CSUP faculty human research projects. Dr. Dallam and Dr. Pickerill both attended a presentation on IRB conduct provided by the Daniels Fund given by Warren Capell, MD Clinician-Scientist, CPC Clinical Research Associate Professor of Medicine Division of Endocrinology, Metabolism, and Diabetes Associate Faculty, Center for Bioethics and Humanities University of Colorado Denver.
2. *Continue to participate in UBB processes and maintain academic quality, cost effectiveness, and potential for growth. (Foust)*
 - Dr. Foust served on the UBB and attended all meetings. The department also developed a recruitment and retention plan (attached) and is working on a facility improvement project to upgrade the student spaces in our building to increase the amount of time students spend in the building, to improve student contact and a sense of belonging and to provide good study spaces to encourage academic excellence.
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)*
 - End of program, employer and alumni surveys continue to be collected. End of program surveys are collected in senior capstone or field-based courses. Employer/internship and alumni survey are collected through electronic means.

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)*
 - The EXHPR department determined that the EXHP 162 and 162L Personal Health and Personal Health Lab were best suited to an on-line format. We are also working on developing an on-line or hybrid certificate in Recreation and a graduate certificate with on-line and/or hybrid courses for the M.Ed. emphasis in Health and PE.
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)*
 - Daniel Bowen is the lead faculty for Experiential Education on campus which involves leading the Experiential Education team and initiatives. Faculty have been encouraged and supported to
6. *Provide mentoring for new or visiting faculty / staff. (R. Clark)*
 - Roger Clark provided faculty mentoring for Marie Pickerill in her first year here as an Assistant Professor and Clinical Coordinator. Shawna Hanenberg provided mentoring for the adjunct faculty who teach in the Personal Health program. Carol Foust continued to support and encourage Daniel Bowan and Bethany Kies' progress toward tenure.
7. *Provide leadership opportunities for students to enhance their skills and overall development. (Marley/ Rochester)*
 - Students in Athletic Training, Health Promotion and Physical Education all attended professional conferences supervised by Clark, Pickerill, Kies, Marley and Rochester.
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 and Fitness was developed and has begun implementation at the Arkansas Valley Correctional Facility. Two classes were taught in the spring 2018 semester by Foust and Kies. One class is planned for this summer and two additional classes in the fall for a total of 15 credit hours for the students and a certificate. This will provide an alternative revenue stream of approximately \$5500 for the department that will be used for student's scholarships, supplies and faculty development.
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)*
 - The MS in AT will begin in summer 2019. The program has been approved by CSU-Pueblo CAPB, Faculty Senate, and Colorado Commission on Higher Education. We await the approval by the Higher Learning Commission and accreditation by CAATE.
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)*
 - There was no progress on this initiative.
11. *Increase full-time tenure track faculty in AT from 2 FTE to 3 FTE. (R. Clark)*
 - AT will hire a tenure track faculty who will begin in fall 2019.
12. *Achieve reaccreditation for the AT undergraduate program (R. Clark)*

- The AT faculty members are working on the self-study that is due in July 2018. The site visit will take place in fall 2018.

13. *Encourage faculty application for Provost internal grant funding especially for probationary faculty. Continue and increase participation in on-campus professional development events. Encourage grant funding and alternative streams of revenue for development. Develop a policy on using departmental funds to support faculty development. (Pickerill)*

In 2017 -2018 five faculty members received internal and external funding related to faculty development:

- **Daniel Bowan** (assistant professor) received a Faculty Development Grant, \$1000, to present at the 2017 Association of Experiential Education Rocky Mountain Regional Conference.
- **Roger Clark** received departmental funds to attend NATA conference.
- **Karen Marley** received departmental funds to attend the national SHAPE convention.
- **Marie Pickerill** (assistant professor) received a Faculty Development Grant, \$1000, to present research work at the NATA District VII (RMATA) Annual Symposium:
 - **Postural Stability Assessment: What Works, What Doesn't - Is It All in the Interpretation?**
 - **Keys to Clinical Education - Assessing and Training Our Preceptors**
- **Christine Rochester** received departmental funds to attend Wilderness First Aid training and to attend AEE conference in Albuquerque.
- **Bob Tim** (adjunct instructor) received \$450 to attend an FMS conference, through EXHPR Department funds.

Given the new position of the College to allow for faculty development funding to come from department budgets, no plan was developed during 2017 – 2018 to address and establish a policy on how to apply and / or distribute department funds, nor how much funding can be set aside for funding.

Faculty member who received external funding for research:

- **Daniel Bowan** (assistant professor) was the Co-investigator/Faculty leader with Dr. Kim Kita as the Institutional Coordinator on an external grant (\$25,000) from 100,000 Strong in the Americas & Partners of the America Foundation, to develop the project: **Establishing The Institute of Ecotourism Studies: Collaborative Workforce Development and Cultural Exchange Strategies in Baja California Sur** to Increase study abroad opportunities and encouraging cultural exchange between Mexico and US.
- **Carol Foust** (full professor) was a Co-Investigator receiving an external grant (\$118,000) from EARSS awarded by the Colorado Department of Education to complete research on **Reducing Expulsion and Suspension from Students in Pueblo City Schools Through the use of Restorative Practices** (2017-2018).

Options for 2018 – 2019 AY:

- Will look to find space where grant information and deadlines can be posted for External Agencies that faculty might consider applying to for various funding streams: Research, Academic / Pedagogy, Experiential Learning.
- Consider hosting a speaker (potentially campus wide) on grant planning and writing.
- Look to establish connections within the EXHPR department for collaboration on research or collaborators on grant writing and/or research publication.

14. *Encourage opportunities for faculty/staff development and engagement (e.g. training, Stronger as a Pack). (Foust)*

- Faculty and Staff were offered several opportunities to engage in development. Supervisors were offered development and training for the TRUE COLORS program. Faculty members attended several training/development meetings (see above). Faculty and Staff participated in Corporate Cup. Three faculty/staff breakfast opportunities were offered throughout the year by Stronger as a Pack as well as the Iron Wolf competition last June.

15. *Ensure that effective mentoring of student researchers is recognized in performance evaluations and promotion decisions. (Foust)*

- Mentoring of student research was recognized in this 2017 APR and was added to the newly updated EXHPR faculty standards.

16. *Assure this information is engaged in the EXHP 101 and AT 101 courses. (Hanenberg, Pickerill)*

In AT 101 during the 2017 – 2018 AY, several assignments were targeted at connecting students with support services on campus:

- A library research assignment and instruction on writing a PICO question was incorporated.*
- A class presentation from the Registrar's Office on how to look at their DARS report and an individual DARS evaluation assignment was developed for students to explore review of their own DARS report.*
- In the fall one written assignment could be re-submitted if students provided documentation that they had gone to the Writing Room for assistance. This was not a necessary inclusion in the spring semester as overall students had much stronger writing skills.*

In AT 101 no specific presentations or assignments were geared toward introducing students to services surrounding financial aid or counseling.

In EXHP 101 during the 2017 – 2018 AY, several assignments were targeted at connecting students with support services on campus:

- A library research assignment and instruction on writing a PICO question was incorporated.*
- A class presentation from the Registrar's Office on how to look at their DARS report and an individual DARS evaluation assignment was developed for students to explore review of their own DARS report.*
- Starfish presentation from Helen Caprioglio*
- Presentation from Dr. Carol Foust on Pack Cares resources for mental health*
- Professional ethics presentation*
- Resources for counseling services were provided.*

In EXHP 101 no specific presentations or assignments were geared toward introducing students to services surrounding financial aid.

Options for 2018 -2019 AY:

- AT 101 (AT102): Consider development of a session surrounding for AT 102 (the new course replacing AT 101) that would occur around mid-terms and/or next semester registration to perhaps address "Avoiding pitfalls of financial distress and mid-term exams" bringing in people from those areas that can speak to common issues that are seen with first and second year students.*
- EXHPR 101: Consider implementing lesson on major requirements within our department to align with DARS training.*
- EXHPR 101: Consider contacting the counseling and financial aid offices for presentations from them.*

17. *Support and maintain NCAA Division II Athletics by supporting the athletes in our academic programs. (McClaran)*

- Steve McClaran served as the Faculty Athletic Representative and was available to faculty and athletics to cope with any academic issues for athletes and he also chaired and attended all committee meetings.

EXHPR Recruitment and Retention Plan Spring 2018

- Update our website, (**Steve and Christine** working on this)
 - PROGRESS WAS MADE ON THIS
- improve the hallway outside our area so it is more inviting - include faculty pictures and bios and student work, (**Marley** is working on this in her facilities class- hope to hear ideas soon)
 - THIS PROJECT IS UNDERWAY AND SHOULD BE COMPLETED BY FALL 2018
- recruit at Massari events, (**Foust** will get our new brochure to Tiffany ASAP – Steve working on it)
 - STEVE STILL WORKING ON BROCHURE.
- recruit up in Springs (**Foust** will get new brochures to the Tower)
 - FOUST MET WITH TOWER STAFF. WILL ATTEND RECRUITING EVENT THIS SUMMER.
- make sure our product is the best we can make it so we don't keep losing students to UCCS (connect with students through undergraduate research, projects outside class, office hours, being available on campus for mentoring and letting students know that we care).
 - **Foust** am getting names of students that have applied and are interested in EXHPR, AT from Tiffany Kingery.
 - **Foust** will send letters and will need help with phone calls.
 - WE SENT POSTCARDS AND EMAIL TO PROSPECTIVE STUDENTS AND STUDENTS THAT HAD NOT YET REGISTERED FOR FALL.
 - **Foust** would like to follow-up with students who have left that were good students and continue trying to get students graduated. THIS IS IN PROGRESS – 1 STUDENT IS REGISTERED FOR FALL 18 TO FINISH DEGREE
 - I think **Bethany** did a high school visit? What about the school outreach offices?
 - Starfish emails at registrations and at end of semester (**Foust** will do this)
 - AHEC connection for health care careers. Visit to high schools with health care career tracks. (**Bethany** could you do this?)
 - Work Force needs assessment. Who could we talk to about getting this done?
 - Certificate programs. (DOC is a start!)
- Any other ideas?