

Academic Program Outcomes and Assessment Plan  
Exercise Science, Health Promotion and Recreation (EXHPR)  
Colorado State University - Pueblo  
2011-12  
Primary Contact: Carol Foust [carol.foust@colostate-pueblo.edu](mailto:carol.foust@colostate-pueblo.edu)

## **EXHPR Department Vision**

The Department of Exercise Science, Health Promotion and Recreation prepares students for professional positions and leadership roles in Athletic Training, Exercise Science, Health Promotion, Physical Education, and Recreation through experiential educational opportunities that promote wellness and healthy lifestyles.

Students are provided 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. The 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, students are prepared to become productive, accountable, ethical, and responsible professionals.

## **Student Learning Outcomes for EXHPR**

General Exercise Science, Health Promotion, Physical Education, and Recreation students will:

1. Possess content knowledge and skills necessary 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 individual and group setting.
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

## **Assessment of EXHPR Student/Program Outcomes**

Student level assessment will take place in individual courses through a variety of methods. The EXHPR curriculum map details the specific courses and types of assessment used for each outcome at the individual student and course level.

If more than 30% of the students in each 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.

The student outcomes are measured and assessed through several techniques:

- end of program case study assessment and end of program examination (measures outcomes 1, 2, 3, 4)
- fieldwork, internship and student teaching portfolios and projects (measures outcomes 3, 4, 5)

- and internship and student teaching site supervisor evaluations (measures outcome 1, 3, 4, 5)
- student exit surveys
- Employer surveys and Advisory Committee

End of program exams will be, or will be representative of, the professional certification exams in each emphasis area. Case study questions will be developed by the faculty and EXHPR Advisory Committee (made up of professional in the EXHPR field). The end of program exam will be completed during an appropriate field based course at the end of the course of study but before graduation. The EXHPR curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program's Student Outcomes.

## **Assessment Cycles, Analysis, Reporting and Improvement**

- Graduating students are asked to complete an exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation (measures program effectiveness from student's perspective).
- Employer surveys are collected every three years (measures program effectiveness for employer's perspective).
- The Advisory Committee will meet every three years to review the three year cycle report and make suggestions for program improvement (measures program effectiveness from expert perspective).
- Assessment reports will be provided to the departmental Advisory Committee and the faculty. The faculty will meet yearly in the fall semester regarding the assessment information and will plan for future assessment and make suggestions for any possible changes for program improvement.
- Assessment materials will be collected yearly, (except the employer surveys and advisory feedback), and analyzed and reported on a three year cycle as follows:
  - Cycle 1(2011-2012):
    - I. Case study assessments
    - II. Advisory Committee feedback
  - Cycle 2 (2012-2013):
    - III. Internship/Student Teaching project, portfolio, evaluation
    - IV. Employer surveys
  - Cycle 1 (2013-2014):
    - V. Exit examination scores
    - IV. Student end of program surveys

## **Additional Information Regarding Program Assessment Activities**

- In addition to course assessment, which is inherent in the core/option requirements, prior to receiving clearance for graduation, each EXHPR major must complete a case study assessment, take an exit examination, and prepare a portfolio which includes:
  - Cover letter with resume
  - Copy of transcripts
  - Supervisor recommendation letters from practicum and/or internship or professional positions
  - Career vision, mission, goals, philosophy (minimum of 2 pages documented)
  - A self-evaluation of your proficiency; what are your strengths and weaknesses
  - Samples of classroom and practical work – (at least 4 examples including written and oral communication)
  - Summary sheet of experience by setting, populations, clock hours, program content, and job tasks
  - Site supervisor evaluation
  - Credentials (any certifications, licenses, degrees, etc.)
- Teacher certification student standards are aligned with the Performance-based Standards for Colorado Teachers (2000) and requirements of the Colorado Department of Education and Colorado Commission on Higher Education. Proficiency in all standards is required for successful completion of teacher education and recommendation for state licensure.
- Expected Graduation Requirements; All departmental majors are required to:
  - Complete an option of study with a cumulative GPA of 2.5 or higher;
  - Earn a minimum grade of “C-” in all prerequisite and major courses;
  - Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C-” or higher is achieved;
  - Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
  - The above four criteria are checked through DARS during the graduation planning process and must be met before the graduation planning sheet is submitted.