

## AY 2017– 2018 Assessment

### Program – Health and Human Performance Master’s Program (577)

College: Family College of Education and Human Development

Prepared by: Kwon Chan Jeon and Michael Moulton

Date: 6-4-2018

Approved by: Kim McAlister

Date: 7-27-2018

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**Gallaspy Family College of Education and Human Development Mission.** The College is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation’s military.

**Department of Health and Human Performance Mission.** The Department of Health and Human Performance at Northwestern State University of Louisiana provides training for health, physical education, exercise science, and sport professionals. Dedicated faculty and staff members build student knowledge through the discussion and utilization of current practices, topics, and trends to optimize classroom engagement. The department goals align with the Gallaspy Family College of Education and Human Development, as faculty and staff members actively implement transformational, high-impact experiential learning practices, research, and service for a diverse population of learners. Students may earn one of three degrees – Bachelor of Science in Health and Exercise Science, Bachelor of Science in Health and Physical

## AY 2017– 2018 Assessment

Education, or Master of Science in Health and Human Performance. Additionally, students in the Department of Health and Human Performance participate in competitive internships in a wide variety of locations.

**Human Performance and Health Promotion Mission.** The Master's program in Health and Human Performance supports the mission of Northwestern State University of Louisiana by providing effective teaching and current research in Sport Administration and Health Promotion. Faculty and students engage in basic and applied research, encourage community and university service, and develop educational, community and business partnerships. Emphasis is placed upon effective instruction that develops caring, competent, reflective, practitioner's using creative activity in prevention of health issues, optimization of health and lifestyle modification, enhancement and maximization of physical performance, effective management and promote of sport, and provision of services in varied recreation and leisure settings. The Master's program strives to perpetually improve and update academic offerings to keep pace with the continually evolving fields that comprise health and human performance in a student-oriented learning environment.

**Methodology:** The assessment process for the MS program, describing how data / evidence is collected and analyzed is as follows:

- (1) All evidence from assessment tools are collected and returned to the program coordinator;
- (2) The program coordinator will analyze the evidence to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the HHP Graduate faculty;
- (4) The Program Coordinator in the HHP Graduate faculty will discuss results of assessment outcomes and, where needed, curricula and program changes will be prescribed.

### Student Learning Outcomes:

**SLO 1. The graduate student will be able to articulate an understanding of fundamental strategies through field experiences in Health and Human Performance**

Course Map: Ties to course syllabus objectives  
HP 5590 Pre-Internship  
HP 5990 Internship  
HED 5990 Internship

## AY 2017– 2018 Assessment

### Measure: 1.1. (Direct – knowledge)

At the time of the exit interview, university supervisor will measure / assess student's mid-term and final evaluation, final reflections, weekly logs, and internship portfolio. Seventy-five percent (75%) of enrolled students will be able to successfully articulate a basic understanding of the internship experience by scoring 80% or higher on each of the internship components.

### Findings:

AY 2016 – 2017 Target Met  
AY 2017 – 2018 Target Met

Table 1: AY 2017-2018

Course	Fall 2017			Spring 2018		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 5590		1 of 2		5 of 5	86%	
HP 5990		15 of 15		19 of 19	100%	
HED 5990		1 of 2		5 of 5	86%	

**Analysis:** Based on the analysis of the results for AY 2016-2017, the target of seventy-five percent (75%) of students enrolled in the internship classes being able to successfully articulate a basic understanding of the internship experience, by scoring 80% or higher on each of the internship components, was met. Forty out of forty-two students (95.23%) of the graduate students were able to successfully articulate a basic understanding of the internship experience. After examining the evidence in AY 2016 – 2017, the evidence from the plan of action suggested faculty should consult / communicate directly, at least once a semester, with the supervising agent for each intern. As a result, in 2017-2018 well over seventy-five percent (75%) of enrolled students were able to successfully articulate a basic understanding of the internship experience by scoring 80% or higher on each of the internship components.

**Decision - Recommendation:** Based on the analysis of the 2017-2018 results the plan of action for AY 2018-2019 will be for the graduate faculty to conduct an Exit Interview with each intern, to gather pertinent information regarding student perceptions of program goals and preparation for the internship. With this information, faculty can better inform the students about the expectations of the internship, and answer FAQ's before the student reached the internship site for the semester. The major professor will continue to assist graduate students with the proper selection of an experiential learning opportunity of their choice, to complete this capstone requirement and/or the professional expectations of the capstone experience.

## AY 2017– 2018 Assessment

**SLO 2. The student will effectively synthesize and apply skills and knowledge learned during the degree program of study**

Course Map: Ties to course syllabus objectives

HP 5120  
 HP 5130  
 HP 5160  
 HP 5690  
 HED 5400  
 HED 5370

**Measure 2.1. (Direct – Knowledge / Ability / Skill)**

80% of graduate students will be able to earn a performance evaluation of at least 80% or higher on semester assignments in these courses.

**Finding:**

AY 2016 – 2017: Target Met

AY 2017 – 2018: Target Met

**Table 2: AY 2017-2018**

Course	Fall 2017			Spring 2018		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 5120		18 of 18			18 of 18	100%
HP 5130		17 of 18				94%
HP 5160					15 of 18	92%
HP 5690		6 of 12			6 of 7	63%
HED 5400		8 of 9				88%
HED 5370		4 of 4			0 of 1	80%

**Analysis:** In AY 2016-2017, 307 out of 368 (83.42%) of graduate students met the target. The numbers may seem high, but several of the students participated in multiple courses in the respective programs, obviously performing better in some of the courses than others. Based on the analysis of the results in 2016-2017 the curriculum was adjusted and as a result in AY 2017 – 2018, 92 out of 105 graduate students (87.62%) were able to earn a performance evaluation of at least 80% or higher on semester assignments in these courses. Upon a closer evaluation of the summary evidence between the two academic years, we found that more of the graduate students were able to complete Papers in-Lieu (PIL's) of Theses (HP 5690: 12 of 19; and HED 5370: 5 of 5) research papers in the first semester of enrollment for the AY 2017 - 2018. Students who did not complete the paper in the designated semester, earned a grade of "I" (incomplete), and had to sign up for the following semester, in a continued effort to complete the paper. However, these same students are reported as "failures" in Table 2 above, and thus lower the percentage of the course completers meeting the SLO. Students are allowed continued re-writes until the paper reaches "publishable quality", and satisfaction of graduate school guidelines for submission.

## AY 2017– 2018 Assessment

**Decision - Recommendation:** Based on the analysis of the 2017-2018 results, In 2018-2019 the faculty will provide a concerted effort across said courses, to encourage graduate students to better engage with the academic components. Faculty will provide tutoring and “help sessions” to graduate students as needed. Guidelines of graduate school require the maintenance of a B average per semester throughout the graduate program. Therefore, Major Professors will contact their respective graduate students at least one time per semester, to determine if additional academic support is needed. Additionally, faculty will require a constant two-week notice of contact for students writing the PIL’s, to encourage more semester completers. Faculty will also increase the number of writing assignments in the program courses to further help develop writing skills and abilities around APA formatting, which is used for the PILs.

### Comprehensive Summary of Key Evidence of Improvement Based on Analysis of the Results:

- Faculty consulted / communicated directly with the internship supervising agent for each intern at least once a semester.
- The curriculum was adjusted to allow continued research paper re-writes until the paper reaches “publishable quality”, and satisfaction of graduate school guidelines for submission are met.
- Graduate faculty added new and unique resources to address coherent instruction (online training and video instruction). On-line video training programs will be implemented to enhance the development of skills and abilities associated with writing in the APA format (e.g., OWL from Perdue University)

### Plan of Action Moving Forward:

Program faculty have reviewed the evidence and results of this assessment and will take steps to continue to improve the quality of student learning throughout the respective programs.

- Graduate faculty will review and revise these SLOs to better reflect the quality of outcomes/successes each program enjoys, and to reduce any duplicity encumbered with the current SLOs.
- Graduate faculty will continue to add new and unique resources to address coherent instruction (online training and video instruction). On-line video training programs will be implemented to enhance the development of skills and abilities associated with writing in the APA format (e.g., OWL from Perdue University)
- Additional resources focusing on professionalism, related to experiential learning and internships, will be developed and made available (guest speakers, returning graduates and current interns)

## **AY 2017– 2018 Assessment**

- Regarding the Exit Interviews conducted post-internship, and with the Major Professor, professional development on reflecting will be added. Students will be required to provide a reflection-based written summary of the overall internship experience as a final grade component.