

Assessment Cycle 2018– 2019

Health and Human Performance Master's Program (577)

College: Family College of Education and Human Development

Prepared by: Kwon Chan Jeon and Michael Moulton

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Approved by: John Dollar, Head

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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

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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

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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
AY 2018 – 2019 Target Met.

Table 1: AY 2018-2019

Course	Fall 2018			Spring 2019		Percent Total
	Mid- Semester	Final		Mid- Semester	Final	
HP 5590		11 of 11			100%	
HP 5990		2 of 2		12 of 13	93%	
HED 5990		1 of 2		3 of 4	66%	

Analysis: In 2017-2018 the target was met. Based on the analysis of these results, the plan of action was to have students consult / communicate directly, at least once a semester, with the supervising agent for each intern. As a result, in AY 2018 – 2019, 90.6% of students enrolled in the Graduate internship program successfully articulated a basic understanding of the internship experience by scoring 80% or higher on each of the internship components. (Table #1 above).

Decision - Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the plan of action 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 reaches 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. Graduate students will be monitored to:

- 1). fulfill 600 - 800 quality hours specifically in their field;
- 2). reflect on program objectives throughout the internship experience;
- 3). and document items of proof of experience of their internship in a portfolio.

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

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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
 AY 2018 – 2019: Target Met.

Table 2: AY 2018-2019

Course	Fall 2018		Spring 2019		Percent Total
	Mid- Semester	Final	Mid- Semester	Final	
HP 5120				15 of 15	100%
HP 5130		14 of 15			93%
HP 5160				14 of 14	100%
HP 5690		7 of 13		6 of 8	61%
HED 5400		3 of 3			100%
HED 5370		4 of 5		1 of 1	83%

Analysis: In AY 2017-2018 the target was met. 74 out of 87 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 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 “IP” (in-progress), 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. Based on the analysis of the results the curriculum was adjusted by the Graduate Faculty assessing both concentrations in the Health and Human Performance graduate curriculum. A more focused group of courses were selected to demonstrate Knowledge, Ability and Skill. As a result, in AY 2018 – 2019, the target was met at 86.48% (64 out of 74), with the exception occurring in HP 5690 (13 of 21). Some students require additional time to develop a quality paper to meet the submission guidelines. All students must complete the paper in order to graduate from the 577 curriculums.

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Decision - Recommendation: Based on the analysis of the results in 2018-2019, in 2019-2020 the following changes will be made. Additional writing opportunities for graduate students will be incorporated into classes to assist in skills and abilities associated with writing, provide experiential learning and internships opportunities and require reflective writing summaries throughout the internship experience.

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. Students will be required to write additional papers during their class experiences using APA formatting, research techniques and incorporating pertinent pieces of work of others in the field. This will provide the student with additional options to enhance their writing skills.
- 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., Purdue OWL APA).

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 may 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. Current SLO's still under review of graduate faculty, with no changes currently recommended.
- 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., Purdue OWL APA). The addition of online training (particularly for APA and IRB training: CITI Program) seem to enhance the ability of graduate students to improve the quality of submitted documents.
- Additional resources focusing on professionalism, related to experiential learning and internships, will be developed and made available (guest speakers, returning

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graduates and current interns). Visits and presentation from internship supervisors, Alumni, and student interns to the pre-internship course, provide students with insight and reassurance as to the effectiveness of the experiences through experiential learning. Comments to support this view arise from the Exit Interviews conducted by the respective instructors. Continually offer experiences for graduate students to assist them in the application of what is learned in the classroom, to experiences in the internships and the real world.

- 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. Students will be required to submit this document with the Exit Interview documents at the end of the semester.