

## Assessment Cycle 2019 – 2020

### Health and Human Performance Master's Program (577)

**Division:** Gallaspy College of Education and Human Development

**Department:** Health and Human Performance

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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 Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**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/final evaluations, final reflections, weekly time logs, weekly log reports, 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:

**AC 2019 – 2020 Target Met**

**AC 2018 – 2019 Target Met**

**AC 2017 – 2018 Target Met**

**AC 2016 – 2017 Target Met**

**Table 1: AC 2019-2020**

<b>Course</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Percent</b>
	<b>Final</b>	<b>Final</b>	<b>Total</b>
<b>HP 5590</b>	<b>2 of 2</b>	<b>10 of 10</b>	<b>100%</b>
<b>HP 5990</b>	<b>N/A</b>	<b>5 of 5</b>	<b>100%</b>
<b>HED 5990</b>	<b>1 of 1</b>	<b>1 of 1</b>	<b>100%</b>
<b>Total</b>	<b>3 of 3</b>	<b>16 of 16</b>	<b>100%</b>

**Analysis:** Based on the analysis of the results for AC 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 AC 2016 – 2017, the evidence from plan of action suggested that should consult / communicate directly, at least once a semester, with the supervising agent for each intern. As a result, in AC 2017 – 2018, well over 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. Based on the analysis of the 2018 – 2019, the target was met. Note: Students who did not complete the internship in the designated semester, earned a grade of “I” (incomplete) and continued effort to complete the internship. Students in Health Promotion often have situations that they are not able to commit to 40 hour a week internship experiences therefore, the internship experience will take more than one semester to complete. Based on the analysis of the results of 2018-2019, faculty determined students needed to have detailed checklist of internship & site information (including internship supervisor's contact information), internship term, internship hours, job description in order to get the approval of their internship from major professor, graduate coordinator, and HHP Department head. Therefore, faculty did communicate/consult directly with students to review the internship checklist and have a better understanding of the internship and their experience to enhance the completion of their internship. As a result, in AC 2019 – 2020, one hundred percent (100%) of enrolled students were able to successfully articulate a basic understanding of the internship

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experience by scoring 80% or higher on each of the internship components.

**Decision - Recommendation:** Based on the analysis of the 2019-2020 results, the plan of action for AC 2020-2021 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, including weekly time log, weekly log report, final reflection, and mid-term/final evaluations.

### **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:**

**AC 2019 – 2020 Target Met**

**AC 2018 – 2019 Target Met**

**AC 2017 – 2018 Target Met**

**AC 2016 – 2017 Target Met**

**Table 2: AC 2019-2020**

<b>Course</b>	<b>Fall 2019 Final</b>	<b>Spring 2020 Final</b>	<b>Percent Total</b>
<b>HP 5120</b>	<b>N/A</b>	<b>15 of 15</b>	<b>100%</b>
<b>HP 5130</b>	<b>21 of 22</b>	<b>N/A</b>	<b>95%</b>
<b>HP 5160</b>	<b>N/A</b>	<b>16 of 16</b>	<b>100%</b>
<b>HP 5690</b>	<b>11 of 11</b>	<b>1 of 1</b>	<b>100%</b>

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<b>HED 5400</b>	<b>1 of 1</b>	<b>N/A</b>	<b>100%</b>
<b>HED 5370</b>	<b>2 of 2</b>	<b>N/A</b>	<b>100%</b>
<b>Total</b>	<b>35 of 36</b>	<b>32 of 32</b>	<b>98%</b>

**Analysis:** In AC 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 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 AC 2017 – 2018, 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 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 AC 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. As a result, in AC 2018 – 2019, the target was met except for HP 5690: 13 of 21. Based on the analysis of the 2018-2019 results, faculty determined students needed to have a strict research paper submission schedule to ensure the research paper was completed on time. Those that failed to submit on time are given additional time to complete a quality paper to meet the submission guidelines which might span two semesters. As a result, in 2019 – 2020, 67 out of 68 graduate students (98%) were able to earn a performance evaluation of at least 80% or higher on semester assignments in these courses.

**Decision - Recommendation:** In AC 2018 - 2019, Papers in-Lieu (PIL's) of Theses (HP 5690: 13 of 21; and HED 5370: 5 of 6) were found to have a similar issue as previous years. Again, 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. In AC 2019 – 2020, 67 graduate students (98%) met the target. Therefore, faculty will keep to closely work with students and provide additional resources (online training and video instruction).

### 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 and mid-term/final evaluations.

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- The curriculum was adjusted to allow continued research paper 4 – 6 re-writes typically until the paper reaches “publishable quality”, and satisfaction of graduate school guidelines for submission are met. Additionally, using Turnitin in Moodle enables faculty and students to review/evaluate the originality of students’ work and scores directly from Moodle.
- 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.

- SLO 1 & 2: 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.
- SLO 1: Graduate faculty will 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.
- SLO 2: Additional resources focusing on professionalism, related to experiential learning and internships, will be developed, and made available (guest speakers, returning 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 apply what is learned in the classroom to experiences in the real world.
- SLO 1: 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 conclusion of the internship experience.