

Assessment Cycle 2020 – 2021

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 committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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 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.

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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 is collected and returned to the program coordinator.
- (2) The program coordinator analyzes the evidence to determine whether students have met measurable outcomes.
- (3) Results from the assessment are discussed with the HHP Graduate faculty.
- (4) The Program Coordinator in the HHP Graduate faculty discusses results of assessment outcomes and, where needed, curricula and program changes are prescribed.

Student Learning Outcomes:

SLO 1. The graduate student will 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

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

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

Findings: Target was met.

Table 1: AC 2020-2021

Course	Fall 2020	Spring 2021	Percent
	Final	Final	Total
HP 5590	7 of 7	8 of 8	100%
HP 5990	2 of 2	14 of 14	100%
HED 5990	N/A	4 of 4	100%
Total	9 of 9	26 of 26	100%

Analysis: In AC 2019 – 2020, the target was met. Based on the analysis of the 2019 – 2020 results, in AC 2020 – 2021 graduate faculty conducted an Exit Interview with each intern, gathered pertinent information regarding student perceptions of program goals and preparation for the internship. With this information, faculty better informed the students about the expectations of the internship and answered FAQ's before the student reached the internship site for the semester. The major professor continued 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 were 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.

As a result of these changes, in AC 2020-21, the target was met. One hundred percent (100%) of enrolled students successfully articulated a basic understanding of the internship experience by scoring 80% or higher on each of the internship components.

These changes had a direct impact on the student's ability to successfully articulate an understanding of fundamental strategies through field experiences in Health and Human Performance.

Decision or Recommendation:

In AC 2020-2021, the target was met. Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement.

In AC 2021-2022, faculty will continue to conduct an Exit interview with each intern and

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inform the students about the expectations of the internship with having FAQ's. Additionally, faculty will monitor/evaluate students' internship hours and their portfolios.

These changes will improve the student's ability to articulate an understanding of fundamental strategies through field experiences in Health and Human Performance, thereby continuing to push the cycle of improvement forward.

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 earn a performance evaluation of at least 80% or higher on semester assignments in these courses.

Finding: Target was met.

Table 2: AC 2020-2021

Course	Fall 2020	Spring 2021	Percent
	Final	Final	Total
HP 5120	N/A	25 of 25	100%
HP 5130	20 of 20	N/A	100%
HP 5160	N/A	25 of 25	100%
HP 5690	12 of 16	7 of 7	83%
HED 5400	5 of 5	N/A	100%
HED 5370	4 of 4	0 of 1	80%
Total	41 of 45	58 of 58	96%

Analysis: In AC 2019 – 2020, the target was met. Based on the analysis of the 2019 – 2020 results, in AC 2020 – 2021 graduate faculty kept to closely work with students and provided additional resources (online training and video instruction).

As a result of these changes, in AC 2020 – 2021, the annual target was met; however, in two instances, a semester average was below the threshold: 12 of 16 in Fall 2020, HP 5690, and 0 of 1 in Spring 2021, HED 5370. 23 out of 28 graduate students (82%) were able to earn a performance evaluation of at least 80% or higher on semester assignments in these courses. Students who did not complete HP 5690 in Fall 2020 and HED 5370 in Spring 2021 in the designated semester, earned a grade of "IP" (in-progress), and had/has to sign up for the

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following semester, in a continued effort to complete the paper.

These changes had a direct impact on the student's ability to effectively synthesize and apply skills and knowledge learned during the degree program of study.

Decision or Recommendation: In AC 2020-2021, the target was met. Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will keep to closely work with students and provide additional resources (online training and video instruction). Students are allowed continued re-writes until the paper (HED 5690: Papers in-Lieu (PIL's) of Theses) reach "publishable quality", and satisfaction of graduate school guidelines for submission.

These changes will improve the student's ability to effectively synthesize and apply skills and knowledge learned during the degree program of study, thereby continuing to push the cycle of improvement forward.

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

Program faculty made several decisions after examining results of data analysis from AC 2019-2020 which resulted in improved student learning and program improvement in AC 2020-2021.

- SLO 1 & 2: Graduate faculty reviewed and revised 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 added new and unique resources to address coherent instruction (online training and video instruction). On-line video training programs were 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) seemed to enhance the ability of graduate students to improve the quality of submitted documents.
- SLO 1: Regarding the Exit Interviews conducted post-internship, and with the Major Professor, professional development on reflecting was added. Students were required to provide a reflection-based written summary of the overall internship experience as a final grade component. Students were required to submit this document with the Exit Interview documents at the conclusion of the internship experience.
- SLO 2: Additional resources focusing on professionalism, related to experiential learning and internships, were developed, and made available (guest speakers, returning graduates and current interns). Visits and

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presentation from internship supervisors, Alumni, and student interns to the pre-internship course, provided students with insight and reassurance as to the effectiveness of the experiences through experiential learning. Comments to support this view arose from the Exit Interviews conducted by the respective instructors. Faculty continued offering experiences for graduate students to assist them in applying what is learned in the classroom to experiences in the real world.

Plan of Action for Moving Forward:

Program faculty will continue to consult / communicate directly with internship supervising agent for each intern at least once a semester and mid-term/final evaluations. Moreover, program faculty will closely work with graduate students for their research paper (4 – 6 rewrites) until the paper reaches “publishable quality”, and satisfaction of graduate school guidelines for submission are met. Additionally, program faculty will continue using Turnitin in Moodle for reviewing/evaluating the originality of students’ work and scoring directly from Moodle.