

# Assessment Cycle 2021 – 2022

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

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

**Department: Health and Human Performance**

**Prepared by: Michael Moulton**

**Date: May 20, 2022**

**Approved by: Dr. Kimberly McAlister**

**Date: 23 June 2022**

**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.

**College 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 Mission.** The Department of Health & Human Performance's academic programs provide a foundation for our students to leave Northwestern State University as innovative, contemporary leaders prepared for a variety of career opportunities in health, kinesiology, and sport. Our faculty provide a collaborative, supportive learning environment in which students discover, explore, and practice the knowledge, movement, and values that will help ensure a healthy, productive lifestyle and successful career.

**Graduate Program Mission Statement.** 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,

## Assessment Cycle 2021 – 2022

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 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

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

At the time of the exit interview, the 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:** Target was met.

## Assessment Cycle 2021 – 2022

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%

Table 2: AC 2021-2022

Course	Fall 2021	Spring 2022	Percent
	Final	Final	Total
HP5590	9 of 9	8 of 8	100%
HP5990	3 of 3	13 of 13	100%
HED5990	N/A	N/A	100%
Total	12 of 12	21 of 21	100%

**Analysis:** In AC 2021 – 2022, the target was met. Based on the analysis of the 2020 – 2021 results, in AC 2021 – 2022 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 FAQs 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 continued changes, in AC 2021-2022, the target was met. One hundred percent (100%) 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. 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.

## Assessment Cycle 2021 – 2022

### Decision or Recommendation:

In AC 2021-2022, the target was met. Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

In AC 2022-2023, faculty will conduct an Exit interview with each intern and inform the students about the expectations of the internship with having FAQ's. Faculty will monitor/evaluate students' internship hours and their portfolios. In addition, the exit interview will be revised to include a focused interview question to gather data to identify any perceived gaps in the communication between faculty and students regarding the expectations of their internship experience.

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 and assist students in a successful internship experience.

### **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:** Target was met.

**Table 3: 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%
<b>Total</b>	<b>41 of 45</b>	<b>57 of 58</b>	<b>95%</b>

## Assessment Cycle 2021 – 2022

**Table 4: AC 2021-2022**

Course	Fall 2021	Spring 2022	Percent
	Final	Final	Total
HP 5120	N/A	12 of 12	100%
HP 5130	13 of 13	N/A	100%
HP 5160	N/A	12 of 12	100%
HP 5690	6 of 13	9 of 9	68%
HED 5400	2 of 2	N/A	100%
HED 5370	0 of 0	4 of 4	100%
<b>Total</b>	<b>21 of 28</b>	<b>37 of 37</b>	<b>89%</b>

**Analysis:** In AC 2021-2022, the target was met overall with 89% of students receiving 80% or higher on performance evaluation. However, when reviewing the data it was clear that there was a challenge with completion of HP 5690 in the Fall of 2021. Based on the analysis only 68% of students completed their research within the expected time frame of the program.

Students who did not complete HP 5690 in Fall 2021 in the designated semester, earned a grade of “IP” (in-progress), and all completed in the following semester. Upon further investigation of this issue, student feedback reflected a request for more time due to the many responsibilities they were engaged in both in and outside of the academic program.

**Decision or Recommendation:** In AC 2021-2022, the target was met overall with a specific opportunity identified to further explore the dynamic creating a barrier in HP 5690. Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will continue to closely work with students and provide additional resources (online training and video instruction). Students will continue to be allowed continued re-writes until the paper (HED 5690: Papers in-Lieu (PIL’s) of Theses) reached “publishable quality”, and satisfaction of graduate school guidelines for submission. Two additional actions will be taken to address student needs and feedback. First, a timeline will be developed as an early intervention and utilized as a learning object in a newly developed lesson in HP 5020 as students begin the research process. This timeline is to be used as an interactive communication/mentoring tool to assist students in understanding the necessary steps, timing, and requirements to successful completion of the research requirement within the traditional 2-year rotation. Secondly, a pedagogical approach will be initiated providing a positively supported option of completion in a spring semester for those students requesting time to complete. This option is to directly address the student feedback and respectfully support those students that are carrying multiple personal and professional roles.

## Assessment Cycle 2021 – 2022

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:

- SLO 1 & 2: Graduate faculty reviewed SLOs to better reflect the quality of outcomes / successes each program enjoys, and to reduce any duplicity encumbered with the current SLOs.
- 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. 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 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.

SLO 2: Graduate faculty added new and unique resources to address coherent instruction (on-line training and video instruction). Online video training programs were implemented to enhance the development of skills and abilities associated with writing in APA format. Additional IRB and CITI training programs were required to assist students in understanding and implementing ethical research. Ethics in research is a focus of these requirements.

### Plan of Action for Moving Forward:

Program faculty will continue to communicate directly with internship supervising agents for each intern at least once a semester and mid-term/final evaluations. Faculty will also mentor graduate students as they work to better understand the expectations and requirements of the internship, so they have all the tools needed for a successful experience. Program faculty will educate graduate students early in the research process regarding the overall process and requirements to complete their projects successfully. Each student will develop a personalized timeline to assist in meeting the self-directed portions of

## **Assessment Cycle 2021 – 2022**

the process and meet the time specific requirements to complete. Faculty will closely work with graduate students for their research paper until the paper reaches “publishable quality”, and satisfaction of graduate school guidelines for submission are met. Program faculty will continue using Turnitin in Moodle for reviewing. Additionally, a pedagogical approach will be utilized in assisting those students that require and request a specified additional time to complete the process.