

AC 2022 – 2023

Program: 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.

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 of Science 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

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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 M.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 will be 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 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 and HP 5990 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, major project, weekly time logs, weekly log reports, and internship portfolio. Seventy-five percent (75%) of enrolled students will successfully articulate a basic understanding of the internship experience by scoring 80% or higher on each of the internship components.

Findings: Target was Met

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Analysis:

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 from last year: In AC 2021 – 2022, the target was met.

Based on the analysis of the AC 2021 – 2022 data, there were instances identified between faculty and external advisors where, students were lacking in the ability to articulate an understanding of fundamental strategies needed to navigate the requirements of the internship process smoothly.

As a result of these findings, faculty in Health and Human Performance, graduate faculty conducted an Exit Interview with each intern, gather pertinent information regarding student perceptions of program goals and preparation for the internship in the AC 2022-2023. 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) 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.

In addition, the exit interview was 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.

As a result of these changes, in AC 2022-23, 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

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ability to successfully articulate an understanding of fundamental strategies through field experiences in Health and Human Performance.

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Course	Fall 2022	Spring 2023	Percent
	Final	Final	Total
HP5590	3 of 3	2 of 2	100%
HP5990	2 of 2	6 of 6	100%
HED5990	2 of 2	3 of 3	100%
Total	7 of 7	11 of 11	100%

Decision or Recommendation

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Although the data indicates student understanding of the internship requirements, the data lacks the perspective of the internship supervisor. Therefore, in 2023-2024 the final evaluation completed by the internship supervisor will be included in the assessment process. The expectation is 100% of students will score a 70% or higher overall rating by their onsite supervisor.

In AC 2023-2024, 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.

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

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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 not Met

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%
Total	21 of 28	37 of 37	89%

Analysis from last year: In AC 2021-2022, the target was met with 89% of students receiving 80% or higher on performance evaluation. However, the data revealed a challenge with completion of HP 5690 in the Fall of 2021. During the fall semester, 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 100% successfully completed in the spring of 2022. 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.

In AC 2022-2023, faculty worked closely with students, providing additional resources (online training and video instruction). Students were allowed to continue 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 were taken to address student needs and feedback. First, a timeline was developed as an early intervention and utilized as a learning object in a newly developed lesson in HP 5020 as students began the research process. This timeline was 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 was initiated providing a positively supported option of completion in a spring semester for those students requesting time to complete.

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This option directly addressed the student feedback and respectfully supported those students that carry multiple personal and professional roles.

These changes improved the students' 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.

Table 6: AC 2022-2023

Course	Fall 2022	Spring 2023	Percent
	Final	Final	Total
HP 5120	N/A	12 of 14	85.7%
HP 5130	11 of 13	N/A	84.6%
HP 5160	N/A	9 of 15	60%
HP 5690	8 of 8	2 of 3	90.9
HED 5400	5 of 5	N/A	100%
HED 5370	N/A	0 of 2 (IP)	0%
Total	24 of 26	23 of 34	78%

Decision or Recommendation:

In AC 2022-2023, the overall target was not met. However, the barrier in HP 5960 was successfully addressed and improvements made. Based on AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Two courses had success rates of less than 80% (HP 5160 and HED 5370). In HED 5370, the score of 0% is misleading, as students were awarded in progress (IP) grades to continue in a subsequent semester. However, HED 5160 had 60% which required some investigation regarding possible causes. Discussion with faculty suggests that students were able to complete the work; however, students had difficulty with completion in a timely fashion. An early intervention process will be implemented in HED 5160 during AC 2023-2024 to provide infrastructure for students. Student productivity will be monitored and upon missing more than one assignment, there will be a communication with the instructor to encourage the student and provide resources for moving forward.

SLO 3 was developed and added during AC 2022-2023.

SLO 3. The student will demonstrate mastery of the concepts in their field of study.

Measure 3.1. (Direct Assessment of Student Knowledge)

90% of graduate students will earn a performance evaluation of at least 70% or higher on the comprehensive exam.

Course Map: Completion of all courses except Internship and In-lieu-of Thesis

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SLO 3 is assessed through a written comprehensive examination at the completion of the course work. A scenario is provided for the graduate student to read, analyze, and reflect using completed coursework, thus demonstrating mastery of knowledge and skills of concepts.

The assessment is evaluated using a series of rubrics. In AC 2022-2023, benchmark performance is at least 90% of students will score at least 70% on the written comprehensive examination.

Findings: Target was Met

Table 7: AC 2022-2023

Comp	Fall 2022	Spring 2023	Percent Total
577A	8 of 8	1 of 1	100%
577D	3 of 3	2 of 2	100%

Analysis and Decision Based on Baseline Data:

The initial analysis of SLO 3 during AC 2022-2023 allows the following changes in AC 2023-2024 to drive the cycle of improvement. The pilot process of providing scenarios rather than isolated questions on the comprehensive exams will be continued in AC 2023-2024. One year of data is insufficient to determine a stable process that is best for students. These changes may improve graduate students' ability to read, analyze, and reflect on their completed courses and demonstrate understanding of critical concepts.

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of the Results from AC 2021-2022:

Program faculty examined the evidence and results of data analysis from AC 2021-2022 and took the following steps to continue to improve student learning in AC 2022-2023:

SLO 1, 2, & 3: Graduate faculty reviewed SLOs to better reflect the quality of outcomes / successes the 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,

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related to experiential learning and internships, were developed, and made available (guest speakers, returning graduates and current interns). Visits and presentations 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.

SLO 3: A written comprehensive examination at the completion of the course work was administered. A scenario was written in which the student had to read, analyze, and reflect the courses they have taken in the curriculum and demonstrate an understanding of each class in their response.

Summary Plan of Action for Moving Forward:

- Program faculty will communicate directly with internship supervising agents for each intern at least once a semester and mid-term/final evaluations.
- Faculty will 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 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.

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- Supervisor final evaluation data will be included in the assessment process with an expectation of 100% of students receiving a 70% or above overall rating by supervisors on-site.
- Student productivity will be monitored and upon missing more than one assignment, there will be a communication with the instructor to encourage the student and provide resources for moving forward.
- Continue and monitor new comprehensive exam implementation to provide confidence in the important change to the graduate program.