

AC 2024 – 2025 Assessment

Program: Health and Human Performance (577)

Division: Gallaspy College of Education and Human Development

Department: Health and Human Performance

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Northwestern State 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 the 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 (HHP) 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 provides 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.

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 Public Health. 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,

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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 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: Tied to course syllabus objectives.

- 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.

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Findings: Target was Met

Analysis:

AC 2023-2024

Course	Fall 2023	Spring 2024	Percent
	Final	Final	Total
HP5590	N/A	N/A	0%
HP5990	6 of 6	2 of 2	100%
HED5990	6 of 6	2 of 2	100%
Total	12 of 12	4 of 4	100%

In AC 2023-2024, the **target was met**. Based on information gathered from analysis of the AC 2023-2024 data, faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. Although the data indicates students' understanding of the internship requirements, the data lacks the perspective of the internship supervisor. Therefore, in 2024-2025 the final evaluation completed by the internship supervisor was included in the assessment process. The expectation is that 100% of students will score an 80% or higher overall rating by their onsite supervisor. 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 300 - 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.

In AC 2024-2025, faculty conducted an Exit interview with each intern and informed the students about the expectations of the internship with FAQs. Faculty monitored/evaluated students' internship hours, reflections, and portfolios.

These changes improved 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.

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AC 2024-2025

Course	Summer/Fall 2024	Spring 2025	Percent
	Final	Final	Total
HP5590	NA	NA	0%
HP5990	10 of 10	7 of 7	100%
Total	10 of 10	7 of 7	17/17 = 100%

Decision:

In AC 2024-2025, the **target was met**. Based on information gathered from analysis of the AC 2024-2025 data, faculty will implement the following actions in AC 2025-2026 to drive the cycle of improvement. Improved communication between faculty and students regarding the expectations of their internship experiences, specifically, their weekly communications and Major Project. The expectation will be that 75% of students will score 80% or higher overall rating by their onsite supervisor. 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.

In AC 2025-2026, faculty will conduct an Exit interview with each intern and inform the students about the expectations of the internship. The internship experience has been adjusted to 300 hours, providing a more competitive internship experience that matches other universities with master's-level internship experiences. Faculty will monitor/evaluate students' internship hours, reflections, discussions, major project, and their portfolios. Faculty will provide increased communication throughout the internship process emails, evaluations, assignments, and phone calls.

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: Tied to course syllabus objectives.

- HP 5120: Sport Marketing
- HP 5130: Ethics & Governance

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- HP 5160: Sport Law
- HP 5690: Research Project
- HED 5400: Program Implementation and Evaluation in Public Health
- HED 5370: Research Project

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

AC 2023-2024

Course	Fall 2023	Spring 2024	Percent
	Final	Final	Total
HP 5120	N/A	18 of 21	85.7%
HP 5130	10 of 14	N/A	71.4%
HP 5160	N/A	13 of 15	86.6%
HP 5690	5 of 7	2 of 2	77.7
HED 5400	3 of 3	N/A	100%
HED 5370	2 of 2	N/A	100%
Total	20 of 26	33 of 38	82.8%

Analysis.

In AC 2023-2024, the **overall target was met**. However, the barriers in HP 5960 and HP 5130 were below 80%, indicating a need for improvements. Based on AC 2023-2024 data, faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. An early intervention process was implemented by analyzing student productivity. It was monitored, and upon missing more than one assignment, faculty instructor took action to communicate with the student to encourage the student to provide resources for moving forward. After investigating the possible causes for these scores, several graduate students were addressing issues outside of the classroom. Several graduate students decided not to stay at NSU. 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 suggested that students were able to complete the work; however, students had difficulty with completion in a timely fashion. An early intervention process was implemented in HED 5160 during AC 2023-2024 to provide infrastructure for students. Student productivity was monitored and upon missing more than one assignment, students were encouraged and provided resources for moving forward.

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AC 2024-2025

Course	Fall 2024	Spring 2025	Percent
	Final	Final	Total
HP 5120	N/A	21 of 21	100%
HP 5130	17 of 18	N/A	95%
HP 5160	N/A	20 of 21	96%
HP 5690	0 of 0	0 of 0	N/A
HP 5400	N/A	6 of 6	100%
HED 5370	N/A	N/A	N/A
Total	20 of 26	33 of 38	96%

Decision.

Based on AC 2023-2024 data, faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. An early intervention process was implemented by analyzing student productivity. It was monitored, and upon missing more than one assignment, the faculty advisor took action to communicate with the student to encourage the student and to provide resources for moving forward. In 2023-2024 data from two courses had success rates of less than 80% (HP 5690 and HP 5130). After investigating the possible causes for these scores, several graduate students were addressing issues outside of the classroom. It appears that addressing these issues early in the semester has made a marketable change in the overall success rate of HP 5130. The early intervention process will be continued for the 2025-2026 school year.

It should be noted that the HHP master's degree program has made changes that lower the total credit hours in the program to 30 hours. The students have been given the choice to take HP 5690 or HP 5990. Students have overwhelmingly selected HP 5990, verbalizing the value of obtaining practical "on the job experience," to assist in obtaining a position after they complete their degree. An emphasis will also be placed on obtaining quality placements and experiences to meet the needs of these students thereby continuing to drive the improvement cycle forward.

SLO 3.

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

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

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

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Measure 3.1. (Direct Assessment of Student Knowledge)

SLO 3 is assessed through a written comprehensive examination at the completion of the coursework. 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 2024-2025, benchmark performance is at least 90% of students will score at least 70% on the written comprehensive examination.

Findings: Target was Met

Analysis:

AC 2023-2024			
Comp	Fall 2023	Spring 2024	Percent Total
577A	9 of 9	0 of 1	90%
577D	2 of 3	5 of 5	90%

In AC 2023-2024, the target was met. A scenario was provided for the graduate student to read, analyze, and reflect using completed coursework, thus demonstrating mastery of knowledge and skills of concepts in their field of study. The assessment was evaluated using a series of rubrics that were developed for each concentration. In this Comprehensive cycle 90% of graduate students earned a performance evaluation of at least 70% or higher on the comprehensive exam. As a result of data analysis from AC 2023-2024, faculty implemented the following in AC 2024-2025 to drive the cycle of improvement: Faculty continually provided students with materials and challenges to assist them in demonstrating mastery of knowledge and skills of concepts to respond to scenarios in the field. As a result of these changes, in AC 2024-2025, the target was met.

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Decision.

In AC 2024-2025 the target was met. After analyzing data from AC 2024-2025, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty will further build this model and incorporate these concepts into the new Exercise Physiology concentration in the HHP Master's Program. Additionally, students will be sent (approximately three weeks before the exam) a practice scenario and the rubric used to evaluate the student's response. This will assist in their preparation and success to complete the exam effectively.

Although, the 577A program scored below 90% in the Fall 2024 semester (86.5%). Graduate students were asked to read, analyze, and reflect on situations that they would face in the field, thus demonstrating mastery of knowledge and skills of concepts. The assessment was evaluated by using a series of rubrics that were developed for the Comprehensive Exam. Additional emphasis will be placed on providing students with scenario/Socratic methods to provide practice for applying theoretical knowledge and concepts to current professional scenarios. This emphasis will move the cycle of improvement forward towards the stated goal. A third added concentration, 577E, will be evaluated for 2025-2026.

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

Graduate faculty reviewed SLOs and data from AC 2023-2024 to better reflect the quality of outcomes / and drive improvement of the students and program for AC 2024-2025 by implementing the following:

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

AC 2024-2025			
Comp	Fall 2024	Spring 2025	Percent Total
577A	7 of 9	6 of 6	86.5%
577D	2 of 2	4 of 4	100%
Total	9 of 11	10 of 10	90.5%

Interview documents at the conclusion of the internship experience.

Additional resources focusing on professionalism, duties, reflections, discussion of issues related to experiential learning and major projects, were submitted in a portfolio at the exit interview. Faculty continued offering experiences for graduate students to

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assist them in applying for experiences in the real world that meet their goals and expectations.

SLO 2: Graduate faculty added new and unique resources to address coherent instruction (on-line training, inventories, various models, and video instruction). Online video training programs were implemented to enhance the development of skills and abilities associated with writing in APA format. Additionally, 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 on the courses they have taken in the curriculum and demonstrate an understanding of each class in their response. Thus, showcasing a mastery of knowledge and skills of concepts in their field of study.

Summary Plan of Action for Moving Forward:

- Program faculty will continue to communicate directly with internship supervising agents.
- HHP faculty developed A & B Term classes to provide students with class options to better meet their needs and to assist them in completing the program in one year.
- Program faculty will educate graduate students regarding their choice of completing an internship or a research paper in the updated 30-hour curriculum.
- The internship experience has been reduced to 300-hour experience.
- Program faculty will continue using Turnitin in Moodle for reviewing student work.
- This past year the program was reduced to 30 hours to be competitive with similar programs in the region.
- Supervisor final evaluation data will be included in the assessment process with an expectation of 75% of students receiving an 80% or above overall rating by supervisors on-site.
- Student productivity will be monitored and upon missing more than one assignment, there will be communication with the instructor to encourage the student and provide resources for moving forward.
- The real-world application, comprehensive exam implementation will be monitored and evaluated to allow students to demonstrate their knowledge and skills as one of the culminating experiences of the graduate program.