

#1. Undergraduate Program Assessment Plan: Student Outcomes

To be completed by Departments and submitted by the Department Chair to the BlackBoard Assessment Site.

Department/Program/Unit: Health and Human Performance

Date: 11/18/16

Related: University Goal/Outcome(more than one may be selected): Application Select Select Select

Members involved with development of Program Assessment Plan: Vicki Boye, Patti Jensen, Chris Luther, Nolan Harms

Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).*
State as follows: **Students should be able to [action verb] [something].** -----Students will exhibit professional knowledge, skills, and abilities relative to their respective program in a "real world setting."

Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.* -----Internships are an important and required component of the Exercise Science Major. There are a variety of internship sites available to students, and this outcome was selected in order to determine if the degree to which an internship experience relates to a specific graduate school program affects acceptance into that program.

Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)*-----Does the degree to which an internship experience relates to a graduate school program a student is applying to, affect acceptance into that program?

Methodology:

1. **OBJECT*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Data to be collected for each student: 1. Description of the internship experience; 2. acceptance/rejection of graduate program(s) applied to. Data to be calculated: 3. score indicating how closely the internship experience relates to the graduate school(s) being applied to (see rubric)
 - a. *How does this data address the assessment question?* Comparing the relationship score (3) to acceptance/rejection to graduate school will determine if the degree to which an internship experience relates to a graduate school program affects acceptance into that program.
 - i. *Include/attach a description/example of assessment tool to be used.*
2. *How will data be collected?* Data will be collected through 1) the filing of internship paperwork, 2) student self-reporting of application/acceptance/rejection to graduate schools.

Analysis of Artifacts: *PERFORMANCE CRITERIA** - *Discuss:*

- 1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* The relationship score (3 above) will be compared for two groups - 1) programs accepted into & 2) programs not accepted into.
- 2) *How you will know if it is good (i.e. score required by % of students):* Not applicable to this analysis.

Submitted by: NH

Date: Updated 11/18/16

Reviewed by the Assessment Committee (Date): 11/22/16 - Approved - needed revisions made. 10/31/16

Department Chair notified of approval or additional action needed: 10/31/16 - Revisions needed

1. Matrix

- a. There are a number of courses that don't have anything marked in them. All courses must meet at least one outcome.
- b. - In the Gen Ed Goals and Requirements, please note that an artifact will be collected in HHP 158 for their General Ed assessment.

2. Departmental Plan -

- HHP has chosen a challenging question to address and, more importantly, to measure.
- It would be helpful if you would indicate whether the internship is a requirement for completion of the program. If it is not, then that should be taken into account as you address the analysis; for example, in that case, what does "90% of the students" mean and how is it determined?
- In the "Background" section, the statement it is not clear if the statement "The internship is critical for future career placement" is an questions to be answered or merely a statement concerning the internship.
- In the "Question" section, how will "closest possible area to his/her future employment" be measured or determined? Is there a rubric that determines this? It seems that this will be a rather subjective determination. Is it exceptionally important that the internship be in the "closest possible area" to one's future employment or is it possible that the value of an internship can be measured in many ways that may not necessarily be the "closest possible area" to one's future employment.
- In the "Methodology" section something to consider: is the location of the internship what should be considered OR should the type of work that is involved in the internship be considered? It seems that someone could be doing an internship at a location that is related to their future employment but the specific work that they do is far removed from what they will be doing in their future employment.
- Also in "Methodology" how will the "direct relationship" between the internship location and the first job or graduate education success be measured? Does "success" simply mean success in landing a job in an employment or graduate area related to the internship or does "success" actually mean being successful in their employment or graduate school (which would need to be evaluated over a longer period of time).
- In the "Analysis of Artifacts" section, again what does "success" mean? "Success" in landing a first job or graduate education in an area related to the internship or actually being successful in that first job or in graduate school? Is the term "due in part" well-defined in a rubric? That seems to be a term that is generally intended not to be well-defined.
- Also in "Analysis of Artifacts" why does "reviewed to learn if it can be traced back to internship location?" How exactly is this going to be done.