

Undergraduate Academic Assessment Executive Summary

Department: Health & Human Performance (HHP). Academic Year: 2013-2014

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- I. Background:** What factors caused you to choose this particular assessment target? If you chose this target because of a perceived problem, please explain.

The department chose to assess the Senior Seminar Portfolio review for the following reasons:

- a. The department has moved to electronic-only portfolios. Prior to Spring 2013, students submitted only paper (hard copy) portfolios (prior to Fall 2012) or either a paper, hybrid, or electronic portfolio (Fall 2012). Starting in the Spring 2013, students were to submit an electronic portfolio. The electronic portfolio will be aligned with other program requirements, most notably the Education Portfolio. The portfolio review will allow for a comparison of the effectiveness of the different formats as there is historical data for paper portfolios.
- b. The department has revised programs in recent years or is in the process of revising programs. The portfolio review will provide the ongoing opportunity to not only assess the overall effectiveness of the programs but more specifically assess changes made to the individual programs,

- II. Question:** What specific question were you attempting to answer through this assessment? There may be more than one question, but no more than three.
- a. How effective is the Health & Human Performance department in preparing students to meet the entry-level competencies specific to their professional field of study?
 - b. Are electronic portfolios a truer or more accurate reflection of students' work than paper portfolios?
 - c. Are the foundation courses (HHP 181 – Elements of Health and HHP 291 – Foundations of Human Performance) equipping students with the initial knowledge and skills to develop an electronic portfolio?

III. Methodology: Briefly explain your assessment methodology. The process used to collect data and the data itself are important pieces. Attach a copy of the assessment tool used.

Electronic portfolios were collected and assessed in HHP 181 (Elements of Health; HHP 291 (Foundations of Human Performance) and in our three Senior Seminar Courses HHP 379 (Senior Seminar in K-12 HPE); HHP 389 (Senior Seminar in Health) and HHP 399 (Senior Seminar in Human Performance) during the 2013-2014 school year. The portfolios were reviewed and assessed using a scoring rubric by the instructor and one other department member for HHP 379 and HHP 389 and by the instructors only for HHP 181, HHP 291, and HHP 399. [Scoring rubrics attached – Appendices A-D] The data from HHP 181 & HHP 291 were collected to provide an initial baseline only and will be used in conjunction with the Senior Seminar portfolios in future years

IV. Summary of results: Summarize the results of your assessment. A narrative summary is required. Charts, tables or graphs are encouraged, but optional.

Although, the results from HHP 181 and HHP 291 are still being used as baseline data only, there are some limited results within each course.

For HHP 181 (Elements of Health) – students were asked to develop an electronic portfolio with certain elements and course artifacts included [Appendix A]. The results of the Elements of Health Portfolios assessment are as follows: [Appendix E]

12 students submitted an electronic portfolio, with the majority of the students (11/12) fulfilling the requirements with a passing grade (60% or above). The average was 88.83%. The majority of the deductions were due to missing artifacts, as the average of the portfolio elements was 94.67%

For HHP 291 (Foundations of Human Performance) – students were asked to create an electronic portfolio site and post a resume', philosophy, and paper to it. This was graded as pass/fail and all 21 students passed.

For our Senior Seminar classes (HHP 379, 389, & 399) all students were asked to submit their senior portfolios electronically. The scoring rubrics used are composed of 3 sections: 1) Structure, 2) Required Elements/Artifacts, and 3) Professional Responsibilities/Competencies. Sections 1 & 2 are standard for all programs. Section 3

is unique to each program. [Appendices B-D] The results from the assessment of the senior portfolios are as follows [Appendices F-G]:

- Twenty-four students took one of the Senior Seminar courses during the 2013-14 Academic Year [HHP 379 – Senior Seminar in K-12 HPE (1); HHP 389 – Senior Seminar in Health (3); HHP 399 – Senior Seminar in Human Performance (20).
- The following majors/programs were represented: K-12 HPE (1); Community Health (3); Physical Education (2); Exercise Science (9) Fitness Studies (1); Sport Studies (9): Sport Management emphasis (7); Sport Coaching emphasis (2).

Overall:

- Of the twenty-four students, 23 submitted the portfolio (22 electronic, 1 print) and research study. Two students submitted 2 portfolios due to double majors or areas.
- The majority of the students who submitted a portfolio (21/23) fulfilled the requirements of the portfolio with a passing grade (60% or above). The average was 86.3%.
- Overall, the weakest areas were the selection of artifacts, reflections on artifacts, resume' and professional references, and certifications. For the Community Health and K-12 HPE majors (4) – membership in a state or national organization was also a weakness (50% met) as was certifications listed (25% met). For the Human Performance majors, the departmental interview was the weakest with only 13/19 fulfilling the requirement. Also, attendance at an off-campus professional conference was one of the weaker areas – although improved from last year (14/19 meeting this requirement)
- Overall, the strongest areas were organization of the portfolio – artifacts were organized into sections with well-defined cues in 18/23 portfolios; mechanics; membership in a campus organization (23/23)

Individual Programs:

- When examining individual programs, only 3 (exercise science, sport management, and community health) could be fairly and fully evaluated due to the small numbers in the others; although overriding trends/tendencies will be noted.
- Weakest areas in individual programs included: 1) demonstration of competency in evaluating through reflective practice the effect and influence of one's actions on others [lowest scored (equivalent) competency for Fitness Studies and Sport Management]; 2) inclusion of sufficient number and a variety of artifacts demonstrating competency and implementation of effective developing, planning, and implementing of activities [Sport Management, Fitness Studies] 3) inclusion of sufficient number and a variety of artifacts demonstrating competency and implementation of effective communication skills and techniques (including technology) for multiple settings [Exercise Science (still 2.44/3), Fitness Studies,

Sport Management, Education]; Assessment [lowest scored for Exercise Science]

- The strongest areas for individual programs included 1) demonstration of skills and ability to plan and implement appropriate programming and activities [highly scored (equivalent) competency for Community Health, Education and Exercise Science]; 2) demonstration of functional knowledge of content [highly scored for Exercise Science , Community Health, Education; 4) demonstrate experience in collaboration with others, fostering and managing relationships in professional contexts [highest scored for Community Health, Coaching, Exercise Science]
- Differences in the overall scores between the individual programs are a function and product of the quality of students within each program and elements of the individual program itself. This should be considered more of a reflection on the individual students rather than the HHP department, as most of the HHP courses are taken by students in various majors and based on other students' artifacts, these competencies are being taught and can be met. For example, three of the 6 sport management students did not provide adequate artifacts to meet minimal levels for three of the six competencies, which then reflects poorly on the overall average for those in the program.

V. Conclusions: Summarize your conclusions and the implications for teaching and learning in your department. Most importantly answer the following question: What did you learn from this assessment and how will it impact the teaching/learning process in your department?

- a. Overall, the Health and Human Performance Department provides a strong academic program that prepares students to meet the entry level competencies of their chosen professional field.
- b. Electronic portfolio submission is still in its infancy and this continues to be reflected in the quantity and quality of artifacts submitted by students. However, some progress and improvement was evident Continued intentional instruction in portfolio development is needed not only in the foundation courses (HHP 181, 291, 292) and the Senior Seminar Capstone Courses (HHP 369, 379, 389, 399), but also reinforced and supplemented in our other courses.
- c. As a department, we value student involvement in professional organizations, as well as attendance at professional conferences. We need to do a better job of encouraging as well as holding students accountable in meeting these requirements.
- d. Recognition that the Senior Electronic Portfolios will not fully reflect our efforts for at least one more year, as the foundation courses are typically taken in the sophomore year.

- e. Although not reflected in the departmental assessment, the capstone course and the Senior Portfolio were used in the assessment of general education for 2013-2014. If this continues, the HHP department needs to develop a corresponding section in the HHP Senior Portfolio Scoring Rubrics to reflect those General Education (GE) competencies. In addition, specific artifacts that demonstrate the GE competencies need to be identified and included in the portfolio for easier assessment. Currently, the GE competencies are being assessed based on the fulfillment of the HHP Program Rubrics and the artifacts submitted by the students for that purpose.

VI. Action Plan: As a result of this assessment, outline what your department will do and what timeline will be followed for making any changes.

The HHP Dept. action plan will include the following and be implemented during the 2014-15 academic year:

- a. Continued development and refinement of the online tutorial on creating an electronic portfolio that is accessible to all students in our HHP programs through various and appropriate links.
- b. Develop standardized rubrics for the foundation course portfolios [HHP 181, HHP 291, HHP 292 (new course)] that align and reflect the requirements of the Senior Seminar Portfolio.
- c. Require and accept only electronic portfolios for both the foundation courses and Senior Seminar courses.
- d. More intentional discussion of professional organizations and conferences including a focused assignment on potential professional organizations in the foundation courses.
- e. More intentional discussion in all of our HHP program courses regarding individual assignments, projects, tests, etc. that would serve as appropriate artifacts for the Senior Portfolio.
- f. By Fall 2015, develop a Scoring Rubric-Section 3 for the new Recreation emphasis and revise the Scoring Rubric-Section 3 for the new Recreation & Sport Management Emphasis [HHP 369 – Senior Seminar in Recreation & Sport Studies will be the new Senior Seminar Course]
- g. Assuming that the capstone course will continue to be used in the assessment of the General Education curriculum, develop a separate section in the Senior Portfolio Scoring Rubric for this purpose. In addition, specific artifacts that demonstrate the GE competencies need to be identified and included in the portfolio. These additional requirements will need to be communicated to the students.

