

#1. 2017 – 18 Undergraduate Program Assessment Plan

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

Department/Program/Unit: Health & Human Performance

Date: 9/28/17

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

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

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.*

**It should be noted that after further analysis and evaluation of our 2016-17 assessment, it was determined to discontinue the assessment of the internship experience as it related to acceptance into graduate schools. This decision was made due to several factors. First, the timing of the internship experience varies among students; some students complete their internships prior to or during their 3rd year and therefore do not have the ability to apply for acceptance into graduate school at that time. Continual assessment of this criterion would require a longitudinal approach. Second, several other variables influence acceptance rates into graduate school, e.g. GRE scores, GPA, delayed entry and/or change in desire to attend graduate school. In addition, although the intent was to include majors in Fitness Studies, Public Health, and Recreation and Sport Studies in this year's assessment, a smaller segment of students in those majors pursue graduate programs. In short, the HHP department believes that continuing the original assessment plan is no longer viable or beneficial.

The HHP department offers several courses with a field experience that involves working with outside organizations and individuals in a "real world setting". This outcome was selected in order to determine to what degree these field experiences increase students' understanding, empathy for, and acceptance of a given population.

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 an extended field experience with an outside population, increase students' understanding, empathy for, and acceptance of a given population? Specifically for 2017-2018, the given population is people with disabilities and the course is HHP 471 - Adapted Physical Activity

Methodology:

1. **OBJECT*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Pre and Post Journal Reflections with specified prompts

- a. *How does this data address the assessment question?* The journal prompts ask students to reflect on their current (pre and post field experience) feelings, concerns, thoughts, and emotions related to the course and working with people with disabilities. (see attached)
 - i. *Include/attach a description/example of assessment tool to be used.*

2. *How will data be collected?* Journal reflections will be written and collected during the first and last class periods of the course.

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

1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* Qualitative analysis using an iterative coding process.

2) *How you will know if it is good (i.e. score required by % of students):* In a comparison of their pre and post journal reflections, 70% or more of the students' responses will reflect an increased level of understanding, empathy for and acceptance of people with disabilities.

Submitted by: VBoye

Date: 9/29/17

Reviewed by the Assessment Committee (Date): 10/8/17

Department Chair notified of approval or additional action needed: na