

#2. 2017 – 18 Executive Summary: Undergraduate Program Assessment: Student Outcomes

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

Department: Health & Human Performance

Date: 5/23/18

Members involved with analysis of artifacts: Patti Jensen, Vicki Boye

See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) *Student Outcome*; b) *Background*; c) *Question(s)*; d) *Methodology*

Analysis of artifacts:

1). **PERFORMANCE CRITERIA*** - *How was data analyzed? (attach rubrics/scoring tools if used).*

Qualitative analysis using an iterative coding process of pre and post experience journal entries

Summary of RESULTS*:

1). *Restate the assessment question(s) (from the Assessment plan):*

Does an extended field experience with an outside population increase students' understanding, empathy for, and acceptance of a given population. Specifically for 2017-18, the given population is people with disabilities and the course is HHP 471 - Adapted Physical Activity

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

Thirteen students completed the pre-field experience journal activity (first class period); 12 students completed the post-field experience journal activity (last class period). Pre-field experience reflections/responses appeared to be somewhat influenced by the extent and type of prior interactions/experiences with people with disabilities. All students post field experience journal responses reflected growth in understanding, empathy, and acceptance of the target population - namely the Special Olympic Athletes that they interacted with. In addition, a noticeable increase in the need and desire to advocate for people with disabilities was evident as reflected in the responses by the students.

3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).*

The established performance criterion for an effective field experience was as follows: In a comparison of their pre and post journal reflections, 70% or more of the students' responses would reflect an increased level of understanding, empathy for and acceptance of people with disabilities. As mentioned above, all students demonstrated through their reflections an increased level of understanding, empathy for, and acceptance for people with disabilities. In addition, a desire to and need for advocacy for this target population permeated the post-experience reflections. Consequently, we believe that the field experience not only met but surpassed the goals and criterion for an effective "real world" field experience. However, it must be noted that this semester the HHP 471 only had 13 students; typically the class has 20 or more students. With only 13 students, it allowed more opportunities for one-to-one interactions with the Special Olympic Athletes; typically with a larger class, there would be 2 and sometimes three students working with one athlete. As a result, we believe that the effectiveness/quality of the field experience may be different for a larger class and hence we desire to use this course for a second assessment cycle.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* It became apparent and not unexpected when scoring/coding the student responses that additional categories beyond the initial "understanding", "empathy", and "acceptance" needed to be included. These categories included - prior experience with the populations, as well as "bias", "emotions", "comfort/expectations", and "willingness to learn".

Sharing of Results:

When were results shared? Date: 5/11/18

How were the results shared? (i.e. met as a department) Met as a department after the May faculty mtg

Who were results shared with? (List names): Nolan Harms, Patti Jensen, Chris Luther, Vicki Boye

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what the department learned from the assessment impact:*

a. *Teaching:* n/a

- b. *Assignment/course*: The field experience for HHP 471 will continue
- c. *Program*: Field Experiences will continue to be a part of appropriate courses
- d. *Assessment*: It should be noted that there will be a new instructor for the course next time it is offered and therefore a new coder/scorer; consequently, effort needs to be made to maintain interrater reliability.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?*

The HHP Department believes in the importance and plans to continue to provide effective opportunities in a variety of program specific courses for students to exhibit professional knowledge, skills, and abilities relative to their respective programs in a 'real world setting'

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION** (i.e. an additional staff person, new equipment, additional sections of a course). With the elimination of the current instructor's full-time position, it will be necessary to hire an adjunct instructor to teach this course twice a year. This will necessitate additional funding. The adjunct must be qualified to teach adapted physical activity/education. This position has been difficult to fill prior to having it covered by a full-time faculty member. Additional costs for advertising, recruitment of qualified candidates as well as market-value compensation may also be anticipated.

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? The same learning outcome will be used for a second assessment cycle with HHP 471 as the targeted course due to the questions regarding the potential impact of larger class size on the effectiveness/quality of the experience; it is further anticipated that the department will investigate and assess the effectiveness of "real world field experiences" in other courses moving forward after the 2018-2019 academic year.

Submitted by: Vicki Boye
6/7/18

Reviewed by the Assessment Committee (date):

Department Chair notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: YES

Approved & Posted to Assessment site: 7/1