

2019 – 20 Departmental Executive Summary

Department: Health & Human Performance	Date: 6/18/20
Members involved with analysis of artifacts: Tonja Vyhlidal; Vicki Boye	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: <i>a) Student Outcome; b) Background; c) Question(s); d) Methodology</i>	
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Qualitative analysis using an iterative coding process of pre and post experience journal entries	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Does an extended field experience with an outside population, increase students' understanding, empathy for, and acceptance of a given population? Specifically for 2019-20, the given population is people with disabilities and the course is HHP 471 - Adapted Physical Activity 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> Seventeen students completed both the pre-field experience journal activity (first class period) and the post-field experience journal activity (last class period). One student did not attend the first class; two students dropped the course so these three students were not included in the assessment. 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 level of comfort with working with this populations was seen in those students who had limited prior experiences with people with disabilities. The majority of students expressed a desire to continue to work with and advocate for this population. Also, evidence of bias against the given population was lower in the post-field experience reflection as compared to the pre-field experience reflection. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> 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, increased comfort level, decreased bias, and a desire to advocate 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 had 20 students which did reduce the opportunities for one-to one interactions with the Special Olympic Athletes. As indicated by several students, those one-on-one opportunities were critical in developing the positive relationships with the athletes. Also is should be noted that students taking HHP 471 during the Fall semester typically do not begin working with the Special Olympic Athletes until 3-4 weeks into the semester compared to the Spring semester when students begin working with the athletes immediately. This also hinders the ability to develop relationships especially if there are multiple students working with one athlete. 4). <i>Observations made that were not directly related to the question(s).</i> Compared to the Spring 2018 class, the majority students in the Fall 2019 class had more prior experiences with individuals with disabilities. This may have contributed to the higher baselines of understanding, empathy, and acceptance for the Fall 2019 class in comparison to the 2018 class.	
Sharing of Results: <i>When were results shared? Date:</i> June 2020 <i>How were the results shared? (i.e. met as a department)</i> Executive Summary shared via email <i>Who were results shared with? (List names):</i> Nolan Harms, Chris Luther, Jen Janousek, Angie Boldt, & Tonya Vyhlidal	
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> <i>a. Teaching:</i>	

b. *Assignment/course*: The field experience for HHP 471 will continue; highest effectiveness and quality of experience occurs when there is one-to-one interaction with the athletes, therefore class size should be limited to 15 students.

c. *Program*: Field experiences will continue to be part of appropriate courses; limits on class size for such courses should be established to help ensure the quality of the experience.

d. *Assessment*:

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** Since it is our intent to offer the course both semesters, limiting class size to 15 students should not impact the budget as students have multiple opportunities during their academic career to take the course and additional sections will not be needed.

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 department will investigate and assess the effectiveness of "real world field experiences" in other courses moving forward during the 2020-2021 academic year and beyond.

Submitted by: Vicki Boye

Reviewed by the Assessment Committee (date): 7/14/2020

Department Chair notified approved/additional action needed: 7/14/2020

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na