

2022 – 23 Departmental Executive Summary

Department: Health & Human Performance	Date: June 12, 2023
Members involved with analysis of artifacts: Nolan Harms, Tonya Vyhlidal, Vicki Boye	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) <i>Student Outcome</i> ; b) <i>Background</i> ; c) <i>Question(s)</i> ; d) <i>Methodology</i>	
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Qualitative analysis of responses on a self-reflection assessment specific to each course's field experience.	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Do the field experiences in HHP 312, HHP 471, and HHP 484 provide adequate "real world" opportunities for students to exhibit professional, knowledge, skills, and abilities relative to their program. 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> Each of the three courses: HHP 312, HHP 471, and HHP 484 utilized assessment specific to the course and the field experience. The following are the results for each course HHP 312: Exercise Prescription - The field experience was for the student to become the 'personal trainer' for a faculty/staff member for the majority of the semester, this involved conducting health assessments, developing a work-out program, and engaging with the client a minimum of 1-2 times a week in conducting those workouts. Although 4 students started this field experience, two were dropped from the field experience early on due to failure on their part to meet with their client and set up the program as designed. The other two fulfilled their responsibilities. Although Dr. Harms did not require a self-assessment, documentation of the program, hour logs, and conversations with the students as well as the clients provide evidence that this field experience did provide "real world" opportunities. In both cases, clients continue today to utilize the work-out programs/plans that the students developed. As such this field experience was seen by 100 % of students and clients as appropriate and positive. HHP 471: Adapted Physical Activity - The field experience for this course was involvement with Special Olympic Athletes for an hour during each Thursday night class period, as well as some additional opportunities outside of class if desired. At the end of the semester each student was asked to reflect on various aspects of the course including their experience with Special Olympics. For both the Fall Semester [9 students] and Spring Semester [5 students] students responded as follows: <ul style="list-style-type: none">• 100% of students in S1 and S2 said that there was real life relevance• 100% of students in S1 and S2 said their personal impressions of disabled individuals was transformed positively as a result of their coaching/interactions• 100% of students in S1 and S2 felt they could adequately evaluate and develop appropriate physical activities for people after taking the course Examples of remarks include: <ul style="list-style-type: none">• I was really nervous about interacting with the Special Olympic athletes because I had never interacted with a disabled person before. After coaching the Special Olympic athletes and interacting with them, I realize they are just like me, they just need special support and care.• I loved my experience coaching the Special Olympic athletes. This may have been my all-time favorite course and field experience while attending Concordia.• I learned how to evaluate and pay attention not only to the physical limitations of our athletes but also to their emotional and mental limitations. The Special Olympic athletes have insecurities to overcome like every other person. I learned how to help them achieve and overcome obstacles and it filled me with pride. HHP 484: Community Health - The field experience for this class involves volunteering for a community-based health organization (non-profit, public health, etc) for a minimum of 15 hours. The other requirement is that it must have a target population different than the one students will work with in their professional setting. All seven students fulfilled the requirements and reflected on their experiences as part of a paper they wrote. In those papers, each reflected on the positive and rewarding experiences they had with the organization, the knowledge and appreciation they gained about and for specific organizations [mission, services provided, challenges, etc] as well as the needs of the target populations and the opportunities they had to serve both the clients and the organizations. Examples of Quotes: + I really enjoyed my time helping the operation and I gave --- my phone number so that she can reach out if she ever needs my help again. I would greatly encourage other students to complete their service hours with -----. It	

is a great cause and a fulfilling job and community.

+ I have done other volunteer work; however, this is one of the most rewarding experiences. I was able to see how our small community in Seward has stepped up and touched people's lives. I was able to see how my work directly helps people.

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

Success for this performance criteria was defined as 80% of the students rating the appropriateness/relevance of the field experience as positive and/or relevant. In all three courses this was reached and exceeded.

4). *Observations made that were not directly related to the question(s).*

Each course and specific field experience is unique and a "general assessment tool - even self-reflection" does not necessarily provide the data information desired. Going forward, this needs to be looked at and modifications made. That being said, it was evident that these field experiences do provide opportunities for students to exhibit professional knowledge, skills and abilities relative to their program.

Sharing of Results: *When were results shared? Date:* June 2023

How were the results shared? (i.e. met as a department) Departmental email

Who were results shared with? (List names): Nolan Harms, Tonya Vyhldal, Jen Janousek, Angie Boldt, Vicki Boye

Discussion of Results –Summarize your conclusions including:

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

a. *Teaching:*

b. *Assignment/course:* Field experience opportunities will continue to be provided in current courses (sans potentially HHP 312) and encouraged in other upper level HHP courses as appropriate

c. *Program:*

d. *Assessment:* We will look to refine/modify the qualitative assessment procedure to better reflect each course and experience.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* HHP 484 will not be offered this coming year - alternate year schedule; HHP 312 may not be used going forward, as a different project has been instituted; however a new course HHP 411 - Essentials of Sport Science will provide students with opportunities for field experiences and collaboration with the athletic teams. HHP 471 will be offered with the field experience in place during both semesters.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION** N/A

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? n/a

Submitted by: Vicki Boye

Reviewed by the Assessment Committee (date): 7/11/23

Department Chair notified approved/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na