

2024 – 25 Departmental Executive Summary

Department:	Health & Human Performance	Date: 6/15/2025
Members involved with analysis of artifacts: Vicki Boye & Nolan Harms		
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> Results from the Supervisor Evaluation form for each student were compiled. Quantitative and qualitative analysis was conducted on overall scores as well as individual categories to examine any trends. See Supervisor Evaluation Form		
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> .Are internship/practicum students performing at a high level (average of 4 - 5 on a scale fo 1 - 5 on items 1 - 12 of Undergraduate Internship/Practicum Student Evaluation form)? 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> Only 4 students completed their internships from Fall 2024-Spring 2025. Three of the students received a rating of 4 or better on the 12 categories and earned an overall average rating of 4 or better (75%). The other student received a 3 on 7 of the individual categories with an average overall rating of 3.40. See spreadsheet. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Although, we did not meet our criterion of success (80% of students receiving an average score of 4.0+ on the 12 categories), this is likely due to the small sample size. Since the majority of our students complete their internship for their programs in the summer (6+ for Summer 2025), we need to consider those evaluations prior to drawing any conclusions regarding specific areas/categories and overall internship experiences. Once this summer's internships are completed, we believe that we will have a much richer and expanded data base. Also, there is limited data available in terms of qualitative analysis. Supervisor comments are limited and student responses were not available. [This was my fault as student responses/reflections are not on the evaluation form, but part of the summative reflection, so did not ask for that from other instructors.] 4). <i>Observations made that were not directly related to the question(s).</i> There is a need for formative check-points throughout the internship that goes beyond student journals and/or log of hours, including with the organization's supervisor. Suggest: Include formative self-evaluation from student - perhaps using the supervisor evaluation form and asking the student to rate themselves on each category as well. The vast majority of student internships occur in the summer; therefore the results are limited to internships completed from Fall and Spring 2024-25 only.		
Sharing of Results: <i>When were results shared? Date:</i> June 2025 <i>How were the results shared? (i.e. met as a department) Email</i> <i>Who were results shared with? (List names):</i> Nolan Harms, Jen Janousek, Angie Boldt, Corina Beimers		
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> b. <i>Assignment/course:</i> Implementation of Intentional check points with both the student and the organization supervisor at least 2 times during the semester/internship. Students to complete self-evaluation using supervisor evaluation form at midterm. - use as formative evaluation only. Supervisor complete evaluation form at midterm - use as formative evaluation only. c. <i>Program:</i> d. <i>Assessment:</i> Inclusion of formative evaluation from supervisor at least once during the experience (no later than half-way in addition to the summative evaluation that currently occurs at the end). 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> We believe that the addition of such formative evaluation and communication will enhance the student's internship experience as any issues and concerns can be addressed early and hopefully improved or resolved. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION*</i> We are requesting that the university provide scaled loadweight (or stipend) to the instructor to provide university oversight and interaction with both the student as well as with the organization throughout the internship experience, rather than just at the end of the experience, in order to better support them both.		

Currently, no loadweight or stipend is given to instructors who may have as many as 4 or more student interns at one time, especially in the summer. This would increase budget requirements through loadweight and/or stipend, similar to but not as expansive as student teaching.

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): 6/30/25

Department Chair notified approved/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na