

## AC 2025 – 2026 Assessment

### PerformanceProgram: Health and Human Performance (577)

**Division:** Gallaspy College of Education and Human Development

**Department:** School of Kinesiology

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**Approved by:** Dr. Mary Edith Stacy

**Date:** 5/28/2026

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College Mission:** The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education, school of Kinesiology, and Departments of Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**Department Mission.** The School of Kinesiology (SoK) academic programs provide a foundation for our students to leave Northwestern State University as innovative, contemporary leaders prepared for a variety of career opportunities in health, kinesiology, and sport. Our faculty provide a collaborative, supportive learning environment in which students discover, explore, and practice the knowledge, movement, and values that will help ensure a healthy, productive lifestyle and successful career.

**Program Mission Statement.** The Master of Science program in Health and Human Performance supports the mission of Northwestern State University of Louisiana by providing effective teaching and current research in Sport Administration, Exercise Physiology, and Public Health. Faculty and students engage in basic and applied research, encourage community and university service, and develop educational, community and business partnerships. Emphasis is placed upon effective instruction that develops caring, competent, reflective, practitioner's using creative activity in

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prevention of health issues, optimization of health and lifestyle modification, enhancement and maximization of physical performance, effective management and promote of sport, and provision of services in varied recreation and leisure settings. The program strives to perpetually improve and update academic offerings to keep pace with the continually evolving fields that comprise health and human performance in a student-oriented learning environment.

**Methodology:** The assessment process for the MS program, describing how data/evidence is collected and analyzed is as follows:

- (1) All evidence from assessment tools will be collected and returned to the program coordinator.
- (2) The program coordinator will analyze the evidence to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the SoK Graduate faculty.
- (4) The program coordinator in the SoK Graduate faculty will discuss results of assessment outcomes and, where needed, curricula and program changes will be prescribed.

### **Student Learning Outcomes:**

**SLO 1. The graduate student will articulate an understanding of fundamental strategies through field experiences in Health and Human Performance**

Course Map: Tied to course syllabus objectives.  
HP 5990 Internship

### **Measure: 1.1. (Direct – knowledge)**

At the time of the exit interview, the university supervisor will measure/assess student's mid-term/final evaluations, final reflections, major project, weekly time logs, weekly log reports, and internship portfolio. Seventy-five percent (75%) of enrolled students will successfully articulate a basic understanding of the internship experience by scoring 80% or higher on each of the internship components.

**Findings: Target was Met**

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### Analysis:

#### AC 2024-2025

| Course | Summer/Fall 2024 | Spring 2025 | Percent      |
|--------|------------------|-------------|--------------|
|        | Final            | Final       | Total        |
| HP5590 | NA               | NA          | 0%           |
| Total  | 10 of 10         | 7 of 7      | 17/17 = 100% |

In AC 2024-2025, the **target was met**. Based on information gathered from analysis of the AC 2024-2025 data, faculty implemented the following actions in AC 2025-2026 to drive the cycle of improvement. Faculty improved communication between faculty and students regarding the expectations of their internship experiences, specifically, their weekly communications and Major Project. The expectation was that 75% of students would score 80% or higher overall rating by their onsite supervisor. The major professor continued to assist graduate students with the proper selection of an experiential learning opportunity of their choice, to complete this capstone requirement and/or the professional expectations of the capstone experience.

In AC 2025-2026, faculty conducted an Exit interview with each intern and informed the students about the expectations of the internship. The internship experience was adjusted to 300 hours in order to meet a more competitive internship experience that matches other universities with master's level internship experiences. Faculty monitored/evaluated students' internship hours, reflections, discussions, major project, and their portfolios. Faculty provided increased communication throughout the internship process including emails, evaluations, assignments, and phone calls.

These changes improved the students' ability to articulate an understanding of fundamental strategies through field experiences in Health and Human Performance, thereby continuing to push the cycle of improvement forward and assist students in a successful internship experience.

#### AC 2025-2026

| Course | Summer/Fall 2025 | Spring 2026 | Percent      |
|--------|------------------|-------------|--------------|
|        | Final            | Final       | Total        |
| HP5990 | 14 of 14         | 10 of 10    | 100%         |
| Total  | 14 of 14         | 10 of 10    | 24/24 = 100% |

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### Decision:

In AC 2025-2026, the **target was met**. Based on information gathered from analysis of the AC 2025-2026 data, faculty will implement the following actions in AC 2026-2027 to drive the cycle of improvement. Faculty will improve communication between faculty and students regarding the expectations of their internship experiences, specifically, their weekly communications and Major Project. The expectation will be that 75% of students will score 80% or higher overall rating by their onsite supervisor. The major professor will continue to assist graduate students with the proper selection of an experiential learning opportunity of their choice, to complete this capstone requirement and/or the professional expectations of the capstone experience.

In AC 2026-2027, faculty will conduct an Exit interview with each intern and inform the students about the expectations of the internship. The internship experience has been adjusted to 300 hours. Meeting a more competitive internship experience that matches other universities with master's level internship experiences. Faculty will monitor/evaluate students' internship hours, reflections, discussions, major project, and their portfolios. Faculty will provide increased communication throughout the internship process emails, evaluations, assignments, and phone calls.

In addition, due to the data that shows successful completion of the goal over the past two-year period, it is suggested that the percentage for this SLO be raised from 75% to 80% for AC 2026-2027.

These changes will improve the student's ability to articulate an understanding of fundamental strategies through field experiences in Health and Human Performance, thereby continuing to push the cycle of improvement forward and assist students in a successful internship experience.

### **SLO 2. The student will effectively synthesize and apply skills and knowledge learned during the degree program of study.**

Course Map: Tied to course syllabus objectives.

HP 5120: Sport Marketing

HP 5130: Ethics & Governance

HP 5160: Sport Law

HP 5690: Research Project

HED 5400: Program Implementation and Evaluation in Public Health (ended Spring 2025)

HED 5370: Research Project

### **Measure 2.1. (Direct – Knowledge / Ability / Skill)**

80% of graduate students will earn a performance evaluation of at least 80% or higher

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on semester assignments in these courses.

**Finding: Target was Met**

**Analysis:**

### AC 2024-2025

| Course   | Fall 2024 | Spring 2025 | Percent |
|----------|-----------|-------------|---------|
|          | Final     | Final       | Total   |
| HP 5120  | N/A       | 21 of 21    | 100%    |
| HP 5130  | 17 of 18  | N/A         | 95%     |
| HP 5160  | N/A       | 20 of 21    | 96%     |
| HP 5690  | 0 of 0    | 0 of 0      | N/A     |
| HP 5400  | N/A       | 6 of 6      | 100%    |
| HED 5370 | N/A       | N/A         | N/A     |
| Total    | 20 of 26  | 33 of 38    | 96%     |

In AC 2024-2025, the **overall target was met**. Based on AC 2024-2025 data, faculty implemented the following changes in AC 2025-2026 to drive the cycle of improvement. An early intervention process was implemented by analyzing student productivity. It was monitored, and upon missing more than one assignment, the faculty advisor took action to communicate with the student to encourage the student and to provide resources for moving forward.

It should be noted that the HHP master's degree program made changes that lowered the total credit hours in the program to 30 hours. The students were given the choice to take HP 5690 or HP 5990. Students overwhelmingly selected HP 5990, verbalizing the value of obtaining practical "on the job experience," to assist in obtaining a position after they completed their degrees. An emphasis was placed in obtaining quality placements and experiences to meet the needs of these students.

### AC 2025-2026

| Course   | Fall 2025 | Spring 2026 | Percent |
|----------|-----------|-------------|---------|
|          | Final     | Final       | Total   |
| HP 5120  | N/A       | 20 of 22    | 90.9%   |
| HP 5130  | 16 of 22  | N/A         | 72.7%   |
| HP 5160  | N/A       | 21 of 23    | 91.3%   |
| HP 5690  | N/A       | N/A         | N/A     |
| HP 5400  | N/A       | N/A         | N/A     |
| HED 5370 | N/A       | N/A         | N/A     |
| Total    | 20 of 26  | 33 of 38    | 82.8%   |

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### Decision.

Based on AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The suggestion is to replace the measure from HED 5400 to HED 5300. This course will align more closely with the requirements of the program to meet the goals of the SLO. Specifically, this course requires content knowledge of the various components of administering an entire public health program. Additionally, HP 5360 Advanced Exercise Physiology will be added to the assessment to incorporate the knowledge of the new concentration in exercise physiology. Making these changes in 2026-2027 will move the cycle of improvement forward.

In AC 2025-2026, the **target was met**.

**SLO 3. The student will demonstrate mastery of the concepts in their field of study.**

### Measure 3.1. (Direct Assessment of Student Knowledge)

90% of graduate students will earn a performance evaluation of at least 70% or higher on the comprehensive exam.

Course Map: Completion of all courses except Internship or In-lieu-of Thesis

SLO 3 is assessed through a written comprehensive examination at the completion of the course work. A scenario is provided for the graduate student to read, analyze, and reflect using completed coursework, thus demonstrating mastery of knowledge and skills of concepts.

The assessment is evaluated using a series of rubrics. In AC 2024-2025, benchmark performance is at least 90% of students will score at least 70% on the written comprehensive examination.

**Findings: Target was not Met**

**Analysis:**

### AC 2024-2025

| Comp  | Fall 2024 | Spring 2025 | Percent Total |
|-------|-----------|-------------|---------------|
| 577A  | 7 of 9    | 6 of 6      | 86.5%         |
| 577D  | 2 of 2    | 4 of 4      | 100%          |
| Total | 9 of 11   | 10 of 10    | 90.5%         |

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In AC 2024-2025, the **target was met**. Although, the 577A program scored below 90% in the Fall 2024 semester (86.5%). Graduate students were asked to read, analyze, and reflect on situations that they would face in the field, thus demonstrating mastery of knowledge and skills of concepts. The assessment was evaluated by using a series of rubrics that were developed for the Comprehensive Exam. Scenarios were incorporated into Fall 2024-2025 classes to have the students work through demonstrating mastery of the topics beginning presented. Additional emphasis was placed on providing students with scenario/Socratic methods to provide practice for applying theoretical knowledge and concepts to current professional scenarios. This emphasis will move the cycle of improvement forward towards the stated goal.

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| Comp  | Fall 2025 | Spring 2026 | Percent Total |
|-------|-----------|-------------|---------------|
| 577A  | 11 of 14  | 7 of 8      | 18/22 = 81.8% |
| 577D  | 0 of 0    | 4 of 4      | 4/4 = 100%    |
| Total | 11 of 14  | 11 of 12    | 22/26 = 84.6% |

### Decision.

In AC 2025-2026, the **total target was met**. It is noted that 577A program scored below 90% in the Fall 2025 semester (81.8%). Graduate students were asked to read, analyze, and reflect on situations that they would face in the field, thus demonstrating mastery of knowledge and skills of concepts across their degree knowledge. The assessment was evaluated by using a series of rubrics that were developed for the Comprehensive Exam. Scenarios which were incorporated into classes to have the students work through demonstrating mastery of the topics being presented. Emphasis will continue to be placed on providing students with scenario/Socratic methods to provide practice for applying theoretical knowledge and concepts to current professional scenarios. In addition, a comp prep packet will be provided to each student that includes a sample comprehensive question and a review of the grading rubric, so they understand the comprehensive nature of the expected responses. This emphasis will move the cycle of improvement forward towards the stated goal.

### Comprehensive Summary of Key Evidence of Improvement Based on Analysis of the Results from 2025-2026:

**SLOs 1, 2, & 3: Graduate faculty reviewed SLOs to better reflect the quality of outcomes / successes of the students and program. The following actions were taken in AY 2025-26 to drive the cycle of improvement.**

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**SLO 1:** Faculty improved communication between faculty and students regarding the expectations of their internship experiences, specifically, their weekly communications and Major Project. The expectation was that 75% of students would score 80% or higher overall rating by their onsite supervisor. The major professor continued to assist graduate students with the proper selection of an experiential learning opportunity of their choice, to complete this capstone requirement and/or the professional expectations of the capstone experience.

In AC 2025-2026, faculty conducted an Exit interview with each intern and informed the students about the expectations of the internship. The internship experience was adjusted to 300 hours in order to meet a more competitive internship experience that matches other universities with master's level internship experiences. Faculty monitored/evaluated students' internship hours, reflections, discussions, major project, and their portfolios. Faculty provided increased communication throughout the internship process including emails, evaluations, assignments, and phone calls.

**SLO 2:** An early intervention process was implemented by analyzing student productivity. It was monitored, and upon missing more than one assignment, the faculty advisor took action to communicate with the student to encourage the student and to provide resources for moving forward.

It should be noted that the HHP master's degree program made changes that lowered the total credit hours in the program to 30 hours. The students were given the choice to take HP 5690 or HP 5990. Students overwhelmingly selected HP 5990, verbalizing the value of obtaining practical "on the job experience," to assist in obtaining a position after they completed their degrees. An emphasis was placed in obtaining quality placements and experiences to meet the needs of these students.

**SLO 3:** Graduate students were asked to read, analyze, and reflect on situations that they would face in the field, thus demonstrating mastery of knowledge and skills of concepts. The assessment was evaluated by using a series of rubrics that were developed for the Comprehensive Exam. Scenarios were incorporated into Fall 2024-2025 classes to have the students work through demonstrating mastery of the topics beginning presented. Additional emphasis was placed on providing students with scenario/Socratic methods to provide practice for applying theoretical knowledge and concepts to current professional scenarios. This emphasis will move the cycle of improvement forward towards the stated goal.

**Summary Plan of Action for Moving Forward:** Based on results from AY 2025-26, faculty will make the following changes in AY 2026-2027 to drive the cycle of improvement forward:

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**SLO 1:** Faculty will improve communication between faculty and students regarding the expectations of their internship experiences, specifically, their weekly communications and Major Project. The expectation will be that 75% of students will score 80% or higher overall rating by their onsite supervisor. The major professor will continue to assist graduate students with the proper selection of an experiential learning opportunity of their choice, to complete this capstone requirement and/or the professional expectations of the capstone experience.

In AC 2026-2027, faculty will conduct an Exit interview with each intern and inform the students about the expectations of the internship. The internship experience has been adjusted to 300 hours. Meeting a more competitive internship experience that matches other universities with master's level internship experiences. Faculty will monitor/evaluate students' internship hours, reflections, discussions, major project, and their portfolios. Faculty will provide increased communication throughout the internship process emails, evaluations, assignments, and phone calls.

In addition, due to the data that shows successful completion of the goal over the past two-year period, it is suggested that the percentage for this SLO be raised from 75% to 80% for AC 2026-2027.

**SLO 2:** Based on AC 2025-2026 data, faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The suggestion is to replace the measure from HED 5400 to HED 5300. This course will align more closely with the requirements of the program to meet the goals of the SLO. Specifically, this course requires content knowledge of the various components of administering an entire public health program. Additionally, HP 5360 Advanced Exercise Physiology will be added to the assessment to incorporate the knowledge of the new concentration in exercise physiology. Making these changes in 2026-2027 will move the cycle of improvement forward.

**SLO 3:** Further emphasis will be placed on providing students with scenario/Socratic methods to provide practice for applying theoretical knowledge and concepts to current professional scenarios. In addition, a comp prep packet will be provided to each student that includes a sample comprehensive question and a review of the grading rubric, so they understand the comprehensive nature of the expected responses. This emphasis will move the cycle of improvement forward towards the stated goal.

### **Overall summary of changes and improvements to the program:**

- Program faculty will continue to communicate directly with internship supervising agents.
- Faculty will continue to improve communication between faculty and students regarding the expectations of their internship experiences, specifically, their

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weekly communications and Major Project. Program faculty will educate graduate students regarding their choice of completing an internship or a research paper in the updated 30-hour curriculum. The percentage for SLO 1 will be raised from 75% to 80% for AC 2026-2027.

- The major professor will continue to assist graduate students with the proper selection of an experiential learning opportunity of their choice, to complete this capstone requirement and/or the professional expectations of the capstone experience.
- Emphasis will continue to be placed on providing students with scenario/Socratic methods to provide practice for applying theoretical knowledge and concepts to current professional scenarios.
- Student productivity will be monitored and upon missing more than one assignment, there will be communication with the instructor to encourage the student and provide resources for moving forward.
- The real-world application, comprehensive exam implementation will be monitored and evaluated to allow students to demonstrate their knowledge and skills as one of the culminating experiences of the graduate program.
- A comp prep packet will be provided to each student that includes a sample comprehensive question and a review of the grading rubric so they understand the comprehensive nature of the expected responses.