Detailed Assessment Report
2013-2014 Gen Health Studies M.A.
As of: 7/17/2014 09:44 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

To address trends in health education and promotion, our faculty have unanimously recommended to the Dean that we move from a MA to MPH (masters of public health) for our on-campus degree program. We believe instituting this change will better meet the needs of our students and employers. The department plans to undergo a curriculum review for the master's program in the near future.

Mission / Purpose
The Department of Health Science’s mission is to provide strong undergraduate and graduate programs in the areas of health education and promotion and athletic training. The Department is dedicated to improving the quality of life for those in Alabama and the nation through teaching, research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge in assessing individual needs for health education
Graduates of our program should demonstrate knowledge and skill in assessing individual and community needs for health education.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 1: HHE 667: needs assessment
HHE 667: 90% of students will score at least an 80% on the needs assessment portion of the health program planning paper.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
90% of students will score at least an 80% on the needs assessment portion of the health program planning paper.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Require HHE 520 (Theory) as a prerequisite for this course.
Established in Cycle: 2011-2012
Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

M 2: HHE 520: Theory-driven needs assessment
HHE 520: 90% of students will score at least an 80% on the theory-driven needs assessment portion of the final written project.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will score at least an 80% on the theory-driven needs assessment portion of the final written project.

M 3: HHE 520: final oral project
HHE 520: 90% of students will score at least an 80% on theory-driven needs assessment in the final oral project.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at least an 80% on theory-driven needs assessment in the final oral project.

M 4: HHE 530: exam address factors fostering learning process
HHE 530: 90% of students will score at least an 80% on exam items that address factors that foster or hinder the learning process.
Source of Evidence: Standardized test of subject matter knowledge

Target:
90% of students will score at least an 80% on exam items that address factors that foster or hinder the learning process.
Finding (2013-2014) - Target: Met
Results Summary: The average score for the first exam, which addresses factors that foster or hinder the learning process, was 95%. 9/9 (100%) students scored at least an 80% on the first exam. Objective met.

M 5: Comp exam assesses knowledge in assessing individual needs for health education
90% of students will pass the comprehensive examination section that assesses knowledge in assessing individual and community needs for health education.
Source of Evidence: Comprehensive/ end-of-program subject matter exam
Target: 90%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 2: Knowledge in planning health education strategies
Graduates of our program should demonstrate knowledge and skill in planning health education strategies, interventions, and programs.

Connected Documents
Curriculum Maps I- Health Science Studies M.S.
Curriculum Maps II- Health Science Studies M.S.

Related Measures
M 6: HHE 667: health program planning
HHE 667: 90% of students will score at least an 80% on the health program planning paper.
Source of Evidence: Writing exam to assure certain proficiency level
Target: 90% of students will score at least an 80% on the health program planning paper.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Require HHE 520 (Theory) as a prerequisite for this course.
Established in Cycle: 2011-2012
Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

M 7: HHE 520: program planning theory portion of final written project
HHE 520: 90% of students will score at least an 80% on the program planning theory portion of the final written project.
Source of Evidence: Writing exam to assure certain proficiency level
Target: 90% of students will score at least an 80% on the program planning theory portion of the final written project.

M 8: HHE 520: program planning of the final oral project
HHE 520: 90% of students will score at least an 80% on the program planning theory portion of the final oral project.
Source of Evidence: Senior thesis or culminating major project
Target: 90% of students will score at least an 80% on the program planning theory portion of the final oral project.

M 9: HHE 530: selection or design of a theory-based health program strategy
HHE 530: 90% of students will score at least an 80% on a project that requires the selection or design of a theory-based health program strategy.
Source of Evidence: Project, either individual or group
Target: 90% of students will score at least an 80% on the project.

M 10: Comp exams assesses knowledge in planning health education strategies
90% of students will pass the comprehensive examination section that assesses knowledge in planning health education strategies, interventions, and programs.
Source of Evidence: Comprehensive/ end-of-program subject matter exam
Target: 90%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 3: Knowledge in implementing health education strategies
Graduates of our program should demonstrate knowledge and skill in implementing health education strategies, interventions, and programs.

Connected Documents
Related Measures

**M 11: HHE 667: implementation plan portion of health program planning paper**
HHE 667: 90% of students will score at least an 80% on the implementation plan portion of their health program planning paper.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will score at least 80% on this paper.

**M 12: HHE 530: Exam items that address cultural competency**
HHE 530: 90% of students will score at least an 80% on exam items that address cultural competency.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
90% of students will score at least an 80% on exam items that address cultural competency.

**M 13: Comp exams assesses knowledge in implementing health education strategies**
90% of students will pass the comprehensive examination section that assesses knowledge in implementing health education strategies, interventions, and programs.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90%

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012

Do not allow students to take comprehensive exams until all of their core classes have been completed.

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**SLO 4: Knowledge in conducting evaluation**
Graduates of our program should demonstrate knowledge and skill in conducting evaluation and research related to health education.

**Connected Documents**
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

**Related Measures**

**M 14: HHE 566: project requires program evaluation**
HHE 566: 90% of students will score at least an 80% on a project that requires program evaluation.

Source of Evidence: Project, either individual or group

**Target:**
90% of students will score at least an 80%

**M 15: Comp exam assesses knowledge in health education evaluation**
90% of students will pass the comprehensive examination section that assesses knowledge in health education evaluation and research.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90%

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012

Do not allow students to take comprehensive exams until all of their core classes have been completed.

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**SLO 5: Knowledge in administering health education strategies**
Graduates of our program should demonstrate knowledge and skill in administering (managing) health education strategies, interventions, and programs.

**Connected Documents**
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

**Related Measures**

**M 16: HHE 667: program implementation plan**
HHE 667: 90% of students will score at least an 80% on the program implementation plan portion of their health program planning paper, which includes a program implementation plan with tasks, timeline, resource list, and budget.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will score at least an 80% on the program implementation plan portion of their paper.

**M 17: Comp exam assesses knowledge in administering health education strategies**
90% of students will pass the comprehensive examination section that assesses knowledge in administering health education strategies, interventions, and programs.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 90%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 6: Knowledge in serving as a health education resource person

Graduates of our program should demonstrate knowledge and skill in serving as a health education resource person.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 18: HHE 515: reaction papers
HHE 515: 90% of students will score 80% or higher on reaction papers based on reading professional journal articles and on professional website reviews.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 90% of students will score 80% or higher

M 19: Comp exam assesses knowledge in serving as a health education resource person
90% of students will pass the comprehensive examination section that assesses knowledge in serving as a health education resource person.
Source of Evidence: Writing exam to assure certain proficiency level
Target: 90%

SLO 7: Knowledge in communicating and advocating for health

Graduates of our program should demonstrate knowledge and skill in communicating and advocating for health and health education.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 20: HHE 530: advocacy project
HHE 530: 90% of students will achieve a score of 80% or better on an advocacy project that requires advocating for state or national health-related legislation.
Source of Evidence: Project, either individual or group
Target: 90% of students will achieve a score of 80% or better on an advocacy project.

M 21: Comp exam assesses knowledge in communicating health
90% of students will pass the comprehensive examination section that assesses knowledge in communicating and advocating for health and health education.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90%

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 8: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 22: Certified Health Education Specialist exam results
Certified Health Education Specialist (http://www.nchec.org/) exam results will provide evidence of students passing national credentialing examinations.
Source of Evidence: Certification or licensure exam, national or state
Target: Meet or exceed national averages.

M 23: Progress toward accreditation
Progress toward accreditation of the health education/health promotion program will provide evidence of this program's high level of recognized quality.
Source of Evidence: Academic indirect indicator of learning - other
Target: Master's degree program will become accredited.
M 24: CHES alumni survey results
CHES alumni survey results will provide evidence of students' perceptions of the program's quality (see survey at https://www.survey.oiruao.edu/se.ashx?s=73AB6C005AC80551).

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Alumni will report good to excellent program satisfaction.

OthOtcm 9: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 25: Counts of majors
Counts of majors

Source of Evidence: Academic indirect indicator of learning - other

Target:
100 master's degree program majors (including distance program).

M 26: Student:faculty ratio
Student:faculty ratio

Source of Evidence: Academic indirect indicator of learning - other

Target:
20:1

M 27: Graduation rates
Graduation rates

Source of Evidence: Academic indirect indicator of learning - other

Target:
70 graduates per year (including distance program)

OthOtcm 10: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 28: The CHES alumni survey
The CHES alumni survey (see survey at https://www.survey.oiruao.edu/se.ashx?s=73AB6C005AC80551) will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Alumni will report good to excellent program satisfaction.

M 29: Employer Survey
An employer survey will provide evidence of the program being highly valued by employers of the programs' graduates.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
Employers will report good to excellent program satisfaction.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comp exams assesses knowledge in implementing health education strategies
- Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comp exam assesses knowledge in assessing individual needs for health education
- Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in health education evaluation | Outcome/Objective: Knowledge in conducting evaluation

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in planning health education strategies | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in administering health education strategies | Outcome/Objective: Knowledge in administering health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Require HHE 520 (Theory) as a prerequisite for this course.

Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: needs assessment | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Department Chair, Graduate Advisors

Require HHE 520 (Theory) as a prerequisite for this course.

Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: health program planning | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Create study guide
Create a study guide based on objectives of each lecture to help students prepare for exam.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Responsible Person/Group: HHE 530 Faculty

Discussion questions will help prepare students for exams.
I have created written discussion questions for course readings that we will go over in class to help students prepare for exams.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Responsible Person/Group: Instructor

Review course readings to help students prepare for exams.
Provide written discussion questions to help students review course readings in preparation for exams.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Responsible Person/Group: Instructor

Stress importance of class attendance and attentiveness
Stress importance of class attendance and attentiveness

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Responsible Person/Group: Instructor

Stress importance of class attendance and attentiveness.
Stress importance of class attendance and attentiveness.
Stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Instructor

Update assessment measure
This project has been changed to require an annotated bibliography rather than a presentation.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Low
Responsible Person/Group: Instructor

Will stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Instructor

Will stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Instructor
Mission / Purpose

The Department of Health Science's mission is to provide strong undergraduate and graduate programs in the areas of health education and promotion and athletic training. The Department is dedicated to improving the quality of life for those in Alabama and the nation through teaching, research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge in assessing individual needs for health education

Graduates of our program should demonstrate knowledge and skill in assessing individual and community needs for health education.

Connected Documents

Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 1: HHE 667: needs assessment

HHE 667: 90% of students will score at least an 80% on the needs assessment portion of the health program planning paper.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 90% of students will score at least an 80% on the needs assessment portion of the health program planning paper.

Finding (2012-2013) - Target: Not Met

Results Summary:

Spring 2013: The average score on the first draft of the paper (needs assessment only) was 76%. 5/7 students (71%) achieved a score of at least 80%. The average score on the final paper, which included all components of program planning, was 90%. 6/7 students (86%) achieved a score of at least 80%.

Interpretation and Conclusions:

Objective not met. The present methodology--providing a first draft assignment with feedback followed by a final paper--has traditionally produced favorable results. The students who performed poorly frequently did not attend class or were not attentive in class. Will stress importance of class attendance and attentiveness.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Require HHE 520 (Theory) as a prerequisite for this course. Established in Cycle: 2011-2012

Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

Stress importance of class attendance and attentiveness. Established in Cycle: 2012-2013

Stress importance of class attendance and attentiveness.

M 2: HHE 520: Theory-driven needs assessment

HHE 520: 90% of students will score at least an 80% on theory-driven needs assessment portion of the final written project.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 90% of students will score at least an 80% on the theory-driven needs assessment portion of the final written project.

Finding (2012-2013) - Target: Met

Results Summary:

93% of the students scored at least an 80% on the needs assessment project and presentation. Three students scored an 80% and one student did not complete the project.

Interpretation and Conclusions:

Students need to improve writing skills; therefore, additional writing critique will be given to earlier assignments.

M 3: HHE 520: final oral project

HHE 520: 90% of students will score at least an 80% on theory-driven needs assessment in the final oral project.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at least an 80% on theory-driven needs assessment in the final oral project.

**Finding (2012-2013) - Target: Met**

**Results Summary:**

100% of the students scored at least an 80% on the final oral project. Three students scored an 80%.

**Interpretation and Conclusions:**

Encourage students to spend additional time on group project preparation and emphasis that all members have equal say in the project.

**M 4: HHE 530: exam address factors fostering learning process**

HHE 530: 90% of students will score at least an 80% on exam items that address factors that foster or hinder the learning process.

**Source of Evidence:** Standardized test of subject matter knowledge

**Target:**

90% of students will score at least an 80% on exam items that address factors that foster or hinder the learning process.

**Finding (2012-2013) - Target: Not Met**

**Results Summary:**

The average score for the first exam, which addresses factors that foster or hinder the learning process, was 83%. 6/9 (67%) students scored at least an 80% on the first exam.

**Interpretation and Conclusions:** Objective not met. I have created written discussion questions for course readings that we will go over in class to help students prepare for exams.

**Related Action Plans (by Established cycle, then alpha):**

*Provide study guide*

_Established in Cycle:_ 2012-2013

Students will be given a study guide based on objectives of each session to help them prepare for exam.

*Review course readings to help students prepare for exams.*

_Established in Cycle:_ 2012-2013

Provide written discussion questions to help students review course readings in preparation for exams.

**M 5: Comp exam assesses knowledge in assessing individual needs for health education**

90% of students will pass the comprehensive examination section that assesses knowledge in assessing individual and community needs for health education.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**

90%

**Finding (2012-2013) - Target: Met**

**Results Summary:**

7/7 (100%) students ultimately passed their comprehensive examinations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

*Do not allow students to take comprehensive exams until all of their core classes have been completed.*

_Established in Cycle:_ 2011-2012

Do not allow students to take comprehensive exams until all of their core classes have been completed.

**SLO 2: Knowledge in planning health education strategies**

Graduates of our program should demonstrate knowledge and skill in planning health education strategies, interventions, and programs.

**Related Documents**

Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

**Related Measures**

**M 6: HHE 667: health program planning**

HHE 667: 90% of students will score at least an 80% on the health program planning paper.

**Source of Evidence:** Writing exam to assure certain proficiency level

**Target:**

90% of students will score at least an 80% on the health program planning paper.

**Finding (2012-2013) - Target: Not Met**

**Results Summary:**

6/7 students (86%) achieved a score of at least 80% on the final health program planning paper, which included all components of program planning. The average score was 90%.

**Interpretation and Conclusions:**

The present methodology—providing a first draft assignment with feedback followed by a final paper—has traditionally produced favorable results. The one student who did not achieve a score of 80% frequently did
not attend class and was not attentive in class. Will stress importance of class attendance and attentiveness.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Require HHE 520 (Theory) as a prerequisite for this course.**
*Established in Cycle: 2011-2012*
Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

**Stress importance of class attendance and attentiveness**
*Established in Cycle: 2012-2013*
Stress importance of class attendance and attentiveness

**M 7:** HHE 520: program planning theory portion of final written project  
HHE 520: 90% of students will score at least an 80% on the program planning theory portion of the final written project.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will score at least an 80% on the program planning theory portion of the final written project.

**Finding (2012-2013) - Target: Met**

**Results Summary:**
93% of the students scored at least an 80% on the needs assessment project and presentation. Three students scored an 80% and one student did not complete the project.

**Interpretation and Conclusions:**
Overall, the class did a very good job on planning and describing their project; however, many students did not take the time to focus on writing and grammar. Students need to improve writing skills; therefore, additional writing critique will be given to earlier assignments

**M 8:** HHE 520: program planning of the final oral project  
HHE 520: 90% of students will score at least an 80% on the program planning theory portion of the final oral project.

Source of Evidence: Senior thesis or culminating major project

**Target:**
90% of students will score at least an 80% on the program planning theory portion of the final oral project.

**Finding (2012-2013) - Target: Met**

**Results Summary:**
100% of the students scored at least an 80% on the final oral project. Three students scored an 80%.

**Interpretation and Conclusions:**
Encourage students to spend additional time on group project preparation and emphasis that all members have equal say in the project.

**M 9:** HHE 530: selection or design of a theory-based health program strategy  
HHE 530: 90% of students will score at least an 80% on a project that requires the selection or design of a theory-based health program strategy.

Source of Evidence: Project, either individual or group

**Target:**
90% of students will score at least an 80% on the project.

**Finding (2012-2013) - Target: Not Met**

**Results Summary:**
The average score for this project was 90%. 8/9 (89%) students achieved a score of at least 80% on this project.

**Interpretation and Conclusions:**
Objective not met. This project has been changed to require an annotated bibliography rather than a presentation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Update assessment measure**
*Established in Cycle: 2012-2013*
This project has been changed to require an annotated bibliography rather than a presentation.

**M 10:** Comp exams assesses knowledge in planning health education strategies  
90% of students will pass the comprehensive examination section that assesses knowledge in planning health education strategies, interventions, and programs.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90%

**Finding (2012-2013) - Target: Met**
Results Summary:
7/7 (100%) students ultimately passed their comprehensive examinations in the 2012-2013 academic year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 3: Knowledge in implementing health education strategies
Graduates of our program should demonstrate knowledge and skill in implementing health education strategies, interventions, and programs.

Related Measures

M 11: HHE 667: implementation plan portion of health program planning paper
HHE 667: 90% of students will score at least an 80% on the implementation plan portion of their health program planning paper.
Source of Evidence: Writing exam to assure certain proficiency level
Target: 90% of students will score at least 80% on this paper.
Finding (2012-2013) - Target: Not Met
Results Summary:
The average score on the second draft of the paper (which includes the intervention alignment, timeline, and budget) was 87%. 6/7 (86%) students achieved a score of at least 80%.
Interpretation and Conclusions:
Objective not met. The one student who did not achieve a score of 80% frequently did not attend class and was not attentive in class. Will stress importance of class attendance and attentiveness.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Will stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Will stress importance of class attendance and attentiveness.

M 12: HHE 530: Exam items that address cultural competency
HHE 530: 90% of students will score at least an 80% on exam items that address cultural competency.
Source of Evidence: Standardized test of subject matter knowledge
Target: 90% of students will score at least an 80% on exam items that address cultural competency.
Finding (2012-2013) - Target: Not Met
Results Summary:
The average score for the first exam, which addresses factors that foster or hinder the learning process, was 83%. 6/9 (67%) students scored at least an 80% on the first exam.
Interpretation and Conclusions:
Objective not met. I have created written discussion questions for course readings that we will go over in class to help students prepare for exams.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Discussion questions will help prepare student for exams.
Established in Cycle: 2012-2013
I have created written discussion questions for course readings that we will go over in class to help students prepare for exams...

M 13: Comp exams assesses knowledge in implementing health education strategies
90% of students will pass the comprehensive examination section that assesses knowledge in implementing health education strategies, interventions, and programs.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90%
Finding (2012-2013) - Target: Met
Results Summary:
7/7 (100%) students ultimately passed their comprehensive examinations in the 2012-2013 academic year.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 4: Knowledge in conducting evaluation
Graduates of our program should demonstrate knowledge and skill in conducting evaluation and research related to health education.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 14: HHE 566: project requires program evaluation
HHE 566: 90% of students will score at least an 80% on a project that requires program evaluation.
Source of Evidence: Project, either individual or group
Target:
90% of students will score at least an 80%

Finding (2012-2013) - Target: Met

Results Summary:
100% of the students scored at least 80% on this measure in Spring 2013. The project was done as a class.

Interpretation and Conclusions:
Individual class projects will be used in Spring 2014 to better assess individual contributions and competency.

M 15: Comp exam assesses knowledge in health education evaluation
90% of students will pass the comprehensive examination section that assesses knowledge in health education evaluation and research.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90%

Finding (2012-2013) - Target: Met

Results Summary:
7/7 (100%) students ultimately passed their comprehensive examinations in the 2012-2013 academic year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 5: Knowledge in administering health education strategies
Graduates of our program should demonstrate knowledge and skill in administering (managing) health education strategies, interventions, and programs.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 16: HHE 667: program implementation plan
HHE 667: 90% of students will score at least an 80% on the program implementation plan portion of their health program planning paper, which includes a program implementation plan with tasks, timeline, resource list, and budget.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will score at least an 80% on the program implementation plan portion of their paper.

Finding (2012-2013) - Target: Not Met

Results Summary:
The average score on the second draft of the paper (which includes the intervention alignment, timeline, and budget) was 87%. 6/7 (86%) students achieved a score of at least 80%.

Interpretation and Conclusions:
Objective not met. The one student who did not achieve a score of 80% frequently did not attend class and was not attentive in class. Will stress importance of class attendance and attentiveness.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Will stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Will stress importance of class attendance and attentiveness.

**M 17: Comp exam assesses knowledge in administering health education strategies**

90% of students will pass the comprehensive examination section that assesses knowledge in administering health education strategies, interventions, and programs.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

90%

**Finding (2012-2013) - Target: Met**

**Results Summary:**

7/7 (100%) students ultimately passed their comprehensive examinations in the 2012-2013 academic year.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.

*Established in Cycle: 2011-2012*

Do not allow students to take comprehensive exams until all of their core classes have been completed.

**SLO 6: Knowledge in serving as a health education resource person**

Graduates of our program should demonstrate knowledge and skill in serving as a health education resource person.

**Connected Documents**

Curriculum Maps I-Health Science Studies M.S.

Curriculum Maps II-Health Science Studies M.S.

**Related Measures**

**M 18: HHE 515: reaction papers**

HHE 515: 90% of students will score 80% or higher on reaction papers based on reading professional journal articles and on professional website reviews.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

90% of students will score 80% or higher

**Finding (2012-2013) - Target: Not Reported This Cycle**

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**M 19: Comp exam assesses knowledge in serving as a health education resource person**

90% of students will pass the comprehensive examination section that assesses knowledge in serving as a health education resource person.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

90%

**Finding (2012-2013) - Target: Met**

**Results Summary:**

7/7 (100%) students ultimately passed their comprehensive examinations in the 2012-2013 academic year.

**SLO 7: Knowledge in communicating and advocating for health**

Graduates of our program should demonstrate knowledge and skill in communicating and advocating for health and health education.

**Connected Documents**

Curriculum Maps I-Health Science Studies M.S.

Curriculum Maps II-Health Science Studies M.S.

**Related Measures**

**M 20: HHE 530: advocacy project**

HHE 530: 90% of students will achieve a score of 80% or better on an advocacy project that requires advocating for state or national health-related legislation.

Source of Evidence: Project, either individual or group

**Target:**

90% of students will achieve a score of 80% or better on an advocacy project.

**Finding (2012-2013) - Target: Met**

**Results Summary:**

The average score for this project was 96%. 9/9 (100%) students achieved a score of at least 80% on this project.

**Interpretation and Conclusions:**

Objective met. Continue present methodology.

**M 21: Comp exam assesses knowledge in communicating health**

90% of students will pass the comprehensive examination section that assesses knowledge in communicating and advocating for health and health education.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
Finding (2012-2013) - Target: Met
Results Summary:

7/7 (100%) students ultimately passed their comprehensive examinations in the 2012-2013 academic year.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 8: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 22: Certified Health Education Specialist exam results
Certified Health Education Specialist (http://www.nchec.org/) exam results will provide evidence of students passing national credentialing examinations.

Source of Evidence: Certification or licensure exam, national or state

Target: Meet or exceed national averages.
Finding (2012-2013) - Target: Met
Results Summary:

For the April-October 2012 reporting period, University of Alabama student scores on the Certified Health Education Specialist examination exceeded the national average scores in each of the seven areas of responsibility. 22/25 (88%) students attempting the exam passed, compared to a 71.3% pass rate nationally. The number of students attempting the exam grew 2.5 times (up from 10 students) from the previous year.

M 23: Progress toward accreditation
Progress toward accreditation of the health education/health promotion program will provide evidence of this program's high level of recognized quality.

Source of Evidence: Academic indirect indicator of learning - other

Target: Master's degree program will become accredited.
Finding (2012-2013) - Target: Not Reported This Cycle

M 24: CHES alumni survey results
CHES alumni survey results will provide evidence of students' perceptions of the program's quality (see survey at https://www.survey.oiru.ua.edu/se.ashx?s=73AB6C005AC80551).

Source of Evidence: Alumni survey or tracking of alumni achievements

Target: Alumni will report good to excellent program satisfaction.
Finding (2012-2013) - Target: Not Reported This Cycle

OthOtcm 9: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 25: Counts of majors
Counts of majors

Source of Evidence: Academic indirect indicator of learning - other

Target: 100 master's degree program majors (including distance program).
Finding (2012-2013) - Target: Met
Results Summary:

As of September 2013, there are 198 graduate students enrolled in Health Studies. Interpretation: The number of students went from 199 in Fall 2012 to 198 in Fall 2013. This represents a negligible decrease in enrollment from last year. We expect to continue to increase or maintain this number of students enrolled in Health Studies.

M 26: Student:faculty ratio
Student:faculty ratio

Source of Evidence: Academic indirect indicator of learning - other

Target: 20:1
Finding (2012-2013) - Target: Not Reported This Cycle

M 27: Graduation rates
Graduation rates

Source of Evidence: Academic indirect indicator of learning - other

Target: 70 graduates per year (including distance program)
OthOtm 10: Program Outcome: Highly Valued by Program Graduates

The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 28: The CHES alumni survey
The CHES alumni survey (see survey at https://www.survey.oira.ua.edu/se.ashx?d=73AB6C005AC80551) will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Alumni will report good to excellent program satisfaction.

Finding (2012-2013) - Target: Met

M 29: Employer Survey
An employer survey will provide evidence of the program being highly valued by employers of the programs’ graduates.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
Employers will report good to excellent program satisfaction.

Finding (2012-2013) - Target: Not Reported This Cycle

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exams assesses knowledge in implementing health education strategies |
Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in assessing individual needs for health education |
Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exams assesses knowledge in planning health education strategies |
Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in administering health education strategies |
Outcome/Objective: Knowledge in administering health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in health education evaluation | Outcome/Objective: Knowledge in conducting evaluation

Responsible Person/Group: Department Chair, Graduate Advisors

Require HHE 520 (Theory) as a prerequisite for this course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: needs assessment | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Department Chair, Graduate Advisors

Require HHE 520 (Theory) as a prerequisite for this course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: health program planning | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Department Chair, Graduate Advisors

Discussion questions will help prepare student for exams.

I have created written discussion questions for course readings that we will go over in class to help students prepare for exams.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 530: exam items that address cultural competency | Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Instructor

Provide study guide

Students will be given a study guide based on objectives of each session to help them prepare for exam.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 530: exam address factors fostering learning process | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: HHE 530 Faculty

Review course readings to help students prepare for exams.

Provide written discussion questions to help students review course readings in preparation for exams.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 530: exam address factors fostering learning process | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructor

Stress importance of class attendance and attentiveness

Stress importance of class attendance and attentiveness

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: health program planning | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Instructor

Stress importance of class attendance and attentiveness.

Stress importance of class attendance and attentiveness.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: needs assessment | Outcome/Objective: Knowledge in assessing individual needs for health education

Update assessment measure
This project has been changed to require an annotated bibliography rather than a presentation.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: HHE 530: selection or design of a theory-based health program strategy | Outcome/Objective: Knowledge in planning health education strategies

Will stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: program implementation plan | Outcome/Objective: Knowledge in administering health education strategies

Will stress importance of class attendance and attentiveness.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: implementation plan portion of health program planning paper | Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Instructor
Mission / Purpose

The Department of Health Science's mission is to provide strong undergraduate and graduate programs in the areas of health education and promotion and athletic training. The Department is dedicated to improving the quality of life for those in Alabama and the nation through teaching, research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge in assessing individual needs for health education
Graduates of our program should demonstrate knowledge and skill in assessing individual and community needs for health education.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 1: HHE 667: needs assessment
HHE 667: 90% of students will score at least an 80% on the needs assessment portion of the health program planning paper.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
90% of students will score at least an 80% on the needs assessment portion of the health program planning paper.

Finding (2011-2012) - Target: Not Met

Results Summary:
The average score on the first draft of the paper (needs assessment only) was 80%. 6/11 students (54%) achieved a score of at least 80%. The average score on the final paper, which included all components of program planning, was 86%. 9/11 students (82%) achieved a score of at least 80%. Typically students perform better on the final draft after having received feedback on the first paper.

Interpretations and Conclusions:
The present methodology--providing a first draft assignment with feedback followed by a final paper--has traditionally produced favorable results. The two students who did not achieve a score of at least an 80% on the final draft were exceptions - one was not one of our majors and the other was a student who stopped attending class early in the semester for personal reasons. The theory class (HHE 520) should be a pre-requisite to this course for any students who have not had health behavior theory in the past.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Require HHE 520 (Theory) as a prerequisite for this course.
Established in Cycle: 2011-2012
Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

M 2: HHE 520: Theory-driven needs assessment
HHE 520: 90% of students will score at least an 80% on the theory-driven needs assessment portion of the final written project.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will score at least an 80% on the theory-driven needs assessment portion of the final written project.

Finding (2011-2012) - Target: Met

Results Summary:
Average grade on this portion of the project was 90%. Target was achieved.

Interpretations and Conclusions:
Objective met. Will continue to challenge students to research their theory as it is applied to multiple health issues. Will encourage students to continue working on their writing skills and use university resources.

M 3: HHE 520: final oral project
HHE 520: 90% of students will score at least an 80% on theory-driven needs assessment in the final oral project.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90% of students will score at least an 80% on theory-driven needs assessment in the final oral project.

Finding (2011-2012) - Target: Met

Results Summary:

The average grade on the group oral presentation was 90%. Target was met.

Interpretation and Conclusions:

Objective met. Will continue to encourage the students to prepare their work and presentations to exceed the grading matrix. Will incorporate another presentation assignment next semester so the students will feel more comfortable presenting in front of classmates.

M 4: HHE 530: exam address factors fostering learning process
HHE 530: 90% of students will score at least an 80% on exam items that address factors that foster or hinder the learning process.

Source of Evidence: Standardized test of subject matter knowledge

Target: 90% of students will score at least an 80% on exam items that address factors that foster or hinder the learning process.

Finding (2011-2012) - Target: Met

Results:

The average score for the first exam was 96%, with a range of 94 to 100%. 11/11 (100%) students scored at least an 80% on the first exam.
The average score for the final exam was 80%, with a range of 47% to 95%. 6/11 (54.5%) students scored at least an 80% on the final exam.

Interpretations and Conclusions:

Both exams addressed factors that foster or hinder the learning process. The final exam was a take home exam, and students know how many points they would need to achieve the final score they desired in the class. I believe some students put in only the amount of effort required to achieve the score they desired; therefore, the final exam is not the best reflection of achievement of this outcome. The first exam is a better indicator.

M 5: Comp exam assesses knowledge in assessing individual needs for health education
90% of students will pass the comprehensive examination section that assesses knowledge in assessing individual and community needs for health education.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 90%

Finding (2011-2012) - Target: Partially Met

Results:

HHE 520:
Summer, 2011: 3/3 (100%) students taking the HHE 520 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 520 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 520 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

HHE 530:
Summer, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.
Spring, 2012: 1/1 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.

HHE 667:
Summer, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 667 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

Interpretations and Conclusions:

85.7% of students attempting the HHE 520 comprehensive exam passed it on the first attempt, but all students attempting the exam ultimately passed it.
100% of students attempting the HHE 530 comprehensive exam passed it on the first attempt.
85.7% of students attempting the HHE 667 comprehensive exam passed it on the first attempt. The one student who did not pass it on the first attempt had not completed the course when she attempted it. All students attempting the exam ultimately passed the exam, but we should not allow students to take comprehensive exams until all of their core classes have been completed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 2: Knowledge in planning health education strategies
Graduates of our program should demonstrate knowledge and skill in planning health education strategies, interventions, and programs.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 6: HHE 667: health program planning
HHE 667: 90% of students will score at least an 80% on the health program planning paper.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will score at least an 80% on the health program planning paper.

Finding (2011-2012) - Target: Partially Met
Results Summary:
9/11 students (82%) achieved a score of at least 80% on the final health program planning paper, which included all components of program planning. The average score was 86%.

Interpretations and Conclusions:
The present methodology—providing a first draft assignment with feedback followed by a final paper—has traditionally produced favorable results. The two students who did not achieve a score of at least an 80% on the final draft were exceptions – one was not one of our majors (and he had never had a health behavior theory course) and the other was a student who stopped attending class early in the semester for personal reasons. The theory class (HHE 520) should be a pre-requisite to this course for any students who have not had health behavior theory in the past.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Require HHE 520 (Theory) as a prerequisite for this course.
Established in Cycle: 2011-2012
Require HHE 520 (Theory) as a prerequisite for this course for any students who have not had health behavior theory in the past.

M 7: HHE 520: program planning theory portion of final written project
HHE 520: 90% of students will score at least an 80% on the program planning theory portion of the final written project.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will score at least an 80% on the program planning theory portion of the final written project.

Finding (2011-2012) - Target: Met
Results Summary:
Average grade on written project was 90%. Target was met.

Interpretation and Conclusions:
Objective met. Will continue to work with students to analyze the use of theory in program planning through article review, in class discussion, and guest lecturers.

M 8: HHE 520: program planning of the final oral project
HHE 520: 90% of students will score at least an 80% on the program planning theory portion of the final oral project.
Source of Evidence: Senior thesis or culminating major project

Target:
90% of students will score at least an 80% on the program planning theory portion of the final oral project.

Finding (2011-2012) - Target: Met
Results Summary:
Average grade on final oral project was 90%. Target was met.

Interpretation and Conclusions:
Objective met. Will incorporate additional presentation opportunities to fine tune communication and public speaking skills.

M 9: HHE 530: selection or design of a theory-based health program strategy
HHE 530: 90% of students will score at least an 80% on a project that requires the selection or design of a theory-based health program strategy.
Source of Evidence: Project, either individual or group

Target:
90% of students will score at least an 80% on the project.
Finding (2011-2012) - Target: Met
Results Summary:
The average score for this project was 96.7%, with scores ranging from 88.5 to 101.5%. 11/11 (100%) students achieved a score of at least 80% on this project.

Interpretations and Conclusions:
Objective met.

M 10: Comp exams assesses knowledge in planning health education strategies
90% of students will pass the comprehensive examination section that assesses knowledge in planning health education strategies, interventions, and programs.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90%

Finding (2011-2012) - Target: Partially Met
Results:
HHE 520:
Summer, 2011: 3/3 (100%) students taking the HHE 520 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 520 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 520 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

HHE 530:
Summer, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.
Spring, 2012: 1/1 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.

HHE 667:
Summer, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 667 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

Interpretations and Conclusions:
85.7% of students attempting the HHE 520 comprehensive exam passed it on the first attempt, but all students attempting the exam ultimately passed it.
100% of students attempting the HHE 530 comprehensive exam passed it on the first attempt.
85.7% of students attempting the HHE 667 comprehensive exam passed it on the first attempt. The one student who did not pass it on the first attempt had not completed the course when she attempted it. All students attempting the exam ultimately passed the exam, but we should not allow students to take comprehensive exams until all of their core classes have been completed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 3: Knowledge in implementing health education strategies
Graduates of our program should demonstrate knowledge and skill in implementing health education strategies, interventions, and programs.
Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures
M 11: HHE 667: implementation plan portion of health program planning paper
HHE 667: 90% of students will score at least an 80% on the implementation plan portion of their health program planning paper.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will score at least 80% on this paper.

Finding (2011-2012) - Target: Met
Results Summary:
The average score on the second draft of the paper (which includes the intervention alignment, timeline, and budget) was 81%, including one student who did not complete this assignment. The average score for the students who completed this paper was 89%. 10/10 (100%) students completing the assignment achieved a score of at least 80%.
Interpretations and Conclusions:

Objective met.

**M 12: HHE 530: Exam items that address cultural competency**

HHE 530: 90% of students will score at least an 80% on exam items that address cultural competency.

**Source of Evidence:** Standardized test of subject matter knowledge

**Target:**

90% of students will score at least an 80% on exam items that address cultural competency.

**Finding (2011-2012) - Target: Met**

**Results:**

The average score for the first exam was 96%, with a range of 94 to 100%. 11/11 (100%) students scored at least an 80% on the first exam.

The average score for the final exam was 80%, with a range of 47% to 95%. 6/11 (54.5%) students scored at least an 80% on the final exam.

Interpretations and Conclusions:

Both exams addressed cultural competency. The final exam was a take home exam, and students knew how many points they would need to achieve the final score they desired in the class. I believe some students put in only the amount of effort required to achieve the score they desired; therefore, the final exam is not the best reflection of achievement of this outcome. The first exam is a better indicator.

**M 13: Comp exams assesses knowledge in implementing health education strategies**

90% of students will pass the comprehensive examination section that assesses knowledge in implementing health education strategies, interventions, and programs.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**

90%

**Finding (2011-2012) - Target: Partially Met**

**Results:**

**HHE 530:**

Summer, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.

Fall, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.

Spring, 2012: 1/1 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.

**HHE 667:**

Summer, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.

Fall, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.

Spring, 2012: 0/1 (0%) students taking the HHE 667 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

Interpretations and Conclusions:

100% of students attempting the HHE 530 comprehensive exam passed it on the first attempt.

85.7% of students attempting the HHE 667 comprehensive exam passed it on the first attempt. The one student who did not pass it on the first attempt had not completed the course when she attempted it. All students attempting the exam ultimately passed the exam, but we should not allow students to take comprehensive exams until all of their core classes have been completed.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012

Do not allow students to take comprehensive exams until all of their core classes have been completed.

**SLO 4: Knowledge in conducting evaluation**

Graduates of our program should demonstrate knowledge and skill in conducting evaluation and research related to health education.

**Connected Documents**

Curriculum Maps I-Health Science Studies M.S.

Curriculum Maps II-Health Science Studies M.S.

**Related Measures**

**M 14: HHE 566: project requires program evaluation**

HHE 566: 90% of students will score at least an 80% on a project that requires program evaluation.

**Source of Evidence:** Project, either individual or group

**M 15: Comp exam assesses knowledge in health education evaluation**

90% of students will pass the comprehensive examination section that assesses knowledge in health education evaluation and research.
Source of Evidence: Writing exam to assure certain proficiency level

Target: 90%

Finding (2011-2012) - Target: Partially Met

Results:

HHE 566:
Summer, 2011: 3/3 (100%) students taking the HHE 566 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 566 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 566 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

Interpretations and Conclusions:
85.7% of students attempting the HHE 566 comprehensive exam passed it on the first attempt. The one student who did not pass it on the first attempt had not completed the course when she attempted it. All students attempting the exam ultimately passed the exam, but we should not allow students to take comprehensive exams until all of their core classes have been completed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 5: Knowledge in administering health education strategies
Graduates of our program should demonstrate knowledge and skill in administering (managing) health education strategies, interventions, and programs.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 16: HHE 667: program implementation plan
HHE 667: 90% of students will score at least an 80% on the program implementation plan portion of their health program planning paper, which includes a program implementation plan with tasks, timeline, resource list, and budget.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 90% of students will score at least an 80% on the program implementation plan portion of their paper.

Finding (2011-2012) - Target: Met

Results Summary:
The average score on the second draft of the paper (which includes the intervention alignment, timeline, and budget) was 61%, including one student who did not complete this assignment. The average score for the students who completed this paper was 89%. 10/10 (100%) students completing the assignment achieved a score of at least 80%.

Interpretations and Conclusions:
Objective met.

M 17: Comp exam assesses knowledge in administering health education strategies
90% of students will pass the comprehensive examination section that assesses knowledge in administering health education strategies, interventions, and programs.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 90%

Finding (2011-2012) - Target: Partially Met

Results:

HHE 667:
Summer, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 667 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 667 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

Interpretations and Conclusions:
85.7% of students attempting the HHE 667 comprehensive exam passed it on the first attempt. The one student who did not pass it on the first attempt had not completed the course when she attempted it. All students attempting the exam ultimately passed the exam, but we should not allow students to take comprehensive exams until all of their core classes have been completed.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Do not allow students to take comprehensive exams until all of their core classes have been completed.

SLO 6: Knowledge in serving as a health education resource person
Graduates of our program should demonstrate knowledge and skill in serving as a health education resource person.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 18: HHE 515: reaction papers
HHE 515: 90% of students will score 80% or higher on reaction papers based on reading professional journal articles and on professional website reviews.
Source of Evidence: Written assignment(s), usually scored by a rubric

M 19: Comp exam assesses knowledge in serving as a health education resource person
90% of students will pass the comprehensive examination section that assesses knowledge in serving as a health education resource person.
Source of Evidence: Writing exam to assure certain proficiency level

Target: 90%
Finding (2011-2012) - Target: Partially Met
Results:
HHE 515:
Summer, 2011: 2/3 (66.7%) students taking the HHE 515 comprehensive exam passed on the first attempt; the third student passed the exam on the second attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 515 comprehensive exam passed on the first attempt.
Spring, 2012: 0/1 (0%) students taking the HHE 515 comprehensive exam passed on the first attempt; this student passed the exam on the second attempt.

Interpretations and Conclusions:

71.4% of students attempting the HHE 515 comprehensive exam passed it on the first attempt, but all students ultimately passed the exam.

SLO 7: Knowledge in communicating and advocating for health
Graduates of our program should demonstrate knowledge and skill in communicating and advocating for health and health education.

Connected Documents
Curriculum Maps I-Health Science Studies M.S.
Curriculum Maps II-Health Science Studies M.S.

Related Measures

M 20: HHE 530: advocacy project
HHE 530: 90% of students will achieve a score of 80% or better on an advocacy project that requires advocating for state or national health-related legislation.
Source of Evidence: Project, either individual or group

Target:
90% of students will achieve a score of 80% or better on an advocacy project.
Finding (2011-2012) - Target: Met
Results Summary:
The average score for this project was 93.2%, with scores ranging from 91 to 97%. 11/11 (100%) students achieved a score of at least 80% on this project.

Interpretations and Conclusions:

Objective met.

M 21: Comp exam assesses knowledge in communicating health
90% of students will pass the comprehensive examination section that assesses knowledge in communicating and advocating for health and health education.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 90%
Finding (2011-2012) - Target: Met
Results:
HHE 530:
Summer, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.
Fall, 2011: 3/3 (100%) students taking the HHE 530 comprehensive exam passed on the first attempt.
Spring, 2012: 1/1 (0%) students taking the HHE 530 comprehensive exam passed on the first attempt.

Interpretations and Conclusions:
Objective met.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 8: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures
M 22: Certified Health Education Specialist exam results
Certified Health Education Specialist (http://www.nchec.org/) exam results will provide evidence of students passing national credentialing examinations.
Source of Evidence: Certification or licensure exam, national or state
Target:
Meet or exceed national averages.
Finding (2011-2012) - Target: Met
For the April-October 2011 reporting period, University of Alabama student scores on the Certified Health Education Specialist examination exceeded the national average scores in each of the seven areas of responsibility. 9/10 (90%) students attempting the exam passed, compared to a 75.3% pass rate nationally.

M 23: Progress toward accreditation
Progress toward accreditation of the health education/health promotion program will provide evidence of this program's high level of recognized quality.
Source of Evidence: Academic indirect indicator of learning - other

M 24: CHES alumni survey results
CHES alumni survey results will provide evidence of students' perceptions of the program's quality (see survey at https://www.survey.oir.ua.edu/se.ashx?s=73AB6C005AC80551).
Source of Evidence: Alumni survey or tracking of alumni achievements

OthOtcm 9: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures
M 25: Counts of majors
Counts of majors
Source of Evidence: Academic indirect indicator of learning - other

M 26: Student:faculty ratio
Student:faculty ratio
Source of Evidence: Academic indirect indicator of learning - other

M 27: Graduation rates
Graduation rates
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 10: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures
M 28: The CHES alumni survey
The CHES alumni survey (see survey at https://www.survey.oir.ua.edu/se.ashx?s=73AB6C005AC80551 )will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 29: Employer Survey
An employer survey will provide evidence of the program being highly valued by employers of the programs' graduates.
Source of Evidence: Employer survey, incl. perceptions of the program

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Do not allow students to take comprehensive exams until all of their core classes have been completed.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exams assesses knowledge in implementing health education strategies |
Outcome/Objective: Knowledge in implementing health education strategies
Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in assessing individual needs for health education |
Outcome/Objective: Knowledge in assessing individual needs for health education

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exams assesses knowledge in planning health education strategies |
Outcome/Objective: Knowledge in planning health education strategies

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in health education evaluation |
Outcome/Objective: Knowledge in conducting evaluation

Do not allow students to take comprehensive exams until all of their core classes have been completed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comp exam assesses knowledge in administering health education strategies |
Outcome/Objective: Knowledge in administering health education strategies

Require HHE 520 (Theory) as a prerequisite for this course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: health program planning |
Outcome/Objective: Knowledge in planning health education strategies

Require HHE 520 (Theory) as a prerequisite for this course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: needs assessment |
Outcome/Objective: Knowledge in assessing individual needs for health education

Require HHE 520 (Theory) as a prerequisite for this course.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 667: health program planning |
Outcome/Objective: Knowledge in planning health education strategies