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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 1: HHE 273: exam on risk factors for disease
HHE 273: 80% of students will correctly answer exam questions that address modifiable and non-modifiable risk factors for disease, as well as social determinants of health.

Source of Evidence: Standardized test of subject matter knowledge

Target: 80%

Finding (2012-2013) - Target: Met

Results Summary:
Results, Fall 2012: 75% and 80% of students correctly answered exam questions on risk factors and social determinants of health, respectively.
Results, Spring 2013: 85% and 90% of students correct answered exam questions on risk factors and social determinants of health, respectively.

Interpretations and Conclusions:
Students’ responses to these exam questions improved in the Spring semester.

M 2: HHE 378: exam on factors influencing drug-health behaviors
HHE 378: 85% of students will correctly answer the specific exam questions related to identifying factors that influence drug-health behaviors.

Source of Evidence: Standardized test of subject matter knowledge

Target: 85%

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

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

Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

M 3: HHE 378: exam on behaviors enhancing drug-health
HHE 378: 85% of students will correctly answer the specific exam questions related to identifying behaviors that enhance or compromise drug-health.

Source of Evidence: Standardized test of subject matter knowledge

Target: 85%

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

Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

M 4: HHE 378: essay of factors fostering attitudes about drug use
HHE 378: 85% of students will achieve a score of at least 80% on an essay that requires students to identify factors that foster or hinder attitudes and beliefs about drug use.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 85% of students will achieve a score of at least 80% on the essay

M 5: HHE 440: research paper
HHE 440: 90% of students will score at least an 80% on a research paper that requires students to identify health-related data and examine relationships among behavioral, environmental, and genetic factors that enhance or compromise health.

Source of Evidence: Portfolio, showing skill development or best work

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

Finding (2012-2013) - Target: Met

Results Summary:

Results, Fall 2012: 96% and 88% of students scored at least 80% on the research paper in two sections of HHE 440, respectively.

Results, Spring 2013: 94% and 90.5% of students scored at least 80% on the research paper in two sections of HHE 440, respectively.

Interpretations and Conclusions:
Overall, students performed well on this assignment. The research paper is one way for students to demonstrate integrated knowledge, but feedback indicates that most students are not overly invested in the project. Will consider other assessment measures.

Related Action Plans (by Established cycle, then alpha):
Established in Cycle: 2011-2012

Work with instructors to provide all needed assessment data.

M 6: HHE 467: library assignment
HHE 467: 90% of students will score at least an 80% on the library assignment that requires the collection of secondary data.

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

Target: 90% of students will score at least an 80% on the library assignment

Finding (2012-2013) - Target: Not Met

Results Summary:

Results, Fall 2012: 33/37 (89%) students achieved at least an 80%. Improvement from last semester, although objective not met.

Results, Spring 2013: 82% and 81% of students achieved a score of at least 80% on this assignment in two sections of this course, respectively. In both sections, two students did not complete the assignment at all.

Interpretation and Conclusions:
Most students did well on this assignment, but those who do not do well typically do not complete the assignment or turn the assignment in late.

Related Action Plans (by Established cycle, then alpha):
Established in Cycle: 2011-2012

Recommend adding "Reading and Writing for Health Science" course.

Established in Cycle: 2012-2013

Work with students to ensure their understanding and to encourage them to submit assignments on time.

Established in Cycle: 2011-2012

Work with students to ensure they submit their assignments on time.

M 7: HHE 467: primary data collection
HHE 467: 90% of students will score at least an 80% on the primary data collection assignment.

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

Target: 90% of students will score at least an 80% on the primary data collection assignment.

Finding (2012-2013) - Target: Met

Results Summary:

Results, Fall 2012: Average score on assignment was 90/100. 37/37 (100%) achieved at least an 80%. Objective met.

Results, Spring 2013: 100% of the students in two sections scored at least an 80% on this assignment. Objective met.
Interpretation and Conclusions:
Students tend to be enthusiastic about this assignment and typically do well. Will continue this assessment technique.

**M 8: HHE 467: risk factors homework**
HHE 467: 90% of students will score at least an 80% on the risk factors homework assignment.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
90% of students will score at least an 80% on the risk factors homework assignment.

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

**Results Summary:**
- Results, Fall 2012: Average score on assignment was 85/100. 30/37 (81%) students achieved at least an 80%. Objective not met.
- Results, Spring 2013: 74% and 82% of students achieved a score of at least 80% on this assignment in two sections of this course.

**Interpretation and Conclusions:** Typically students who do not score in the 80% range do not complete the assignment or turn it in late. Students in at least one section are given opportunities to redo the assignment, but they typically do not redo the work. Students seem to have difficulty reading peer-reviewed journal articles and comprehending what they are supposed to derive from the articles, despite working through an example in class.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
- Recommend adding "Reading and Writing for Health Science" course.
  Established in Cycle: 2011-2012
- Recommend adding "Reading and Writing for Health Science" course.

**Add a "Reading and Writing for Health Science" course.**
Established in Cycle: 2012-2013
Students should be given multiple writing assignments during program. Consideration should be given to adding a "Reading and Wr..."

**M 9: HHE 467: needs assessment paper**
HHE 467: 90% of students will score at least an 80% on the needs assessment (program rationale) 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 (program rationale) paper.

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

**Results Summary:**
- Results, Fall 2012: Average score on assignment was 85/100. 30/37 (81%) students achieved at least an 80%. Objective not met.
- Results, Spring 2013: 74% and 82% of students achieved at least an 80% in two sections of this course, respectively. Objective not met.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
- Recommend adding "Reading and Writing for Health Science" course.
  Established in Cycle: 2011-2012
- Recommend adding "Reading and Writing for Health Science" course.

**Add a "Reading and Writing for Health Science" course.**
Established in Cycle: 2012-2013
Students should be given multiple writing assignments during program. Consideration should be given to adding a "Reading and Wr..."

**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-General Health Studies B.S.
- Curriculum Maps II-General Health Studies B.S.

**Related Measures**

**M 10: HHE 273: research assignment**
HHE 273: 80% of the students will score at least 85% on a research assignment in which they identify and analyze a health-related community need and develop at least one health education prevention and/or intervention strategy to meet that need.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of the students will score at least 85% on a research assignment in which they identify and analyze a health-
related community need and develop at least one health education prevention and/or intervention strategy to meet that need.

Finding (2012-2013) - Target: Met

Results Summary:

Results, Fall 2012: On the written portion of the research assignment, 85% of the students correctly addressed these questions as they pertained to their individual projects.

Results, Spring 2013: 90% of the students correctly addressed these questions on the written portion of the research assignment.

Interpretations and Conclusions:

Students' responses to these questions improved the following term.

**M 11: HHE 273: exam on community organization principles**

HHE 273: 80% of students will correctly answer exam questions that address community organization principles, as well as primary and secondary preventive measures.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

80% of students will correctly answer exam questions that address community organization principles, as well as primary and secondary preventive measures.

Finding (2012-2013) - Target: Met

Results Summary:

Results, Fall 2012: 80% of students correctly answered these exam questions.

Results, Spring 2013: 85% of children correctly answered these exam questions.

Interpretations and Conclusions:

Students' responses to these exam questions improved in the spring term.

**M 12: HHE 467: exam on composition of planning committee**

HHE 467: 90% of students will correctly answer exam questions addressing composition of planning committee.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

90%

Finding (2012-2013) - Target: Partially Met

Results Summary:

Results, Fall 2012: Testing services does not keep scores for more than two semesters; these data are not available.

Results, Spring 2013: Testing services does not keep scores for more than two semesters; these data are not available for Section 1. For Section 2, greater than 90% of the students answered these questions correctly on the exam.

Interpretation and Conclusions:

Continue teaching in the same manner; be sure to download test scores from testing services and ask OIRA to work with them to keep scores for four semesters.

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

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

Testing center should save scores for entire academic year.

Established in Cycle: 2011-2012

Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

**M 13: HHE 467: exam on setting goals**

HHE 467: 90% of students will correctly answer exam questions addressing setting goals and objectives.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

90%

Finding (2012-2013) - Target: Partially Met

Results Summary:

Results, Fall 2012: Testing services does not keep scores for more than two semesters; these data are not available.

Results, Spring 2013: Testing services does not keep scores for more than two semesters; these data are not available for Section 1. For Section 2, greater than 90% of the students answered these questions correctly on the exam.

Interpretation and Conclusions:

Continue teaching in the same manner. Be sure to download test scores from testing services and ask OIRA
to work with them to keep scores for four semesters.

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

**Give more attention to setting goals and objectives in class.**
*Established in Cycle: 2011-2012*
Give more attention to setting goals and objectives in class.

**Give smaller chapter quizzes instead of comprehensive examinations.**
*Established in Cycle: 2011-2012*
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any to...

**Testing center should save scores for entire academic year.**
*Established in Cycle: 2011-2012*
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

**M 14: HHE 467: group project**
HHE 467: 90% of students will score at least an 85% on the group project requiring the selection of a theory-based intervention or strategy on which their own program is modeled.

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

**Target:**
90% of students will score at least an 85% on the group project.

**Finding (2012-2013) - Target: Not Met**
The group project no longer requires selection of a theory-based intervention. However, students are now required to write an abstract about a theory-based intervention. Some students score poorly on this assignment because they do not select an appropriate article to abstract. We spend one class period reviewing an article describing a theory-based intervention together, but some students still have a hard time selecting an appropriate article.

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

**Change measure to theory-based intervention abstract**
*Established in Cycle: 2011-2012*
To more accurately reflect the intent of this objective, this measure should be changed to "90% of students will score at least ..."

**Students will submit article for approval before turning in abstract**
*Established in Cycle: 2012-2013*
To be sure students are writing an abstract about an appropriate article, students will be given a deadline for seeking approval...

**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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

**Related Measures**

**M 15: HHE 440: exam on program implementation**
HHE 440: 90% of students will correctly answer exam items that address program implementation.

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

**Target:**
90%

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

*Results Summary:*
Results, Fall 2012: 84% of students correctly answered exam items that address program implementation in one section of the course; in the other section of the course, this measure was not used.

Results, Spring 2013: 91% of students correctly answered exam items that address program implementation in one section of the course; in the other section of the course, this measure was not used.

*Interpretation and Conclusions:*
Classroom had more Health majors in the spring than in the fall, as this is often chosen as an extracurricular course.

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

**Work with instructors to provide all needed assessment data.**
*Established in Cycle: 2011-2012*
Work with instructors to provide all needed assessment data.

Modify instruction when fewer Health majors are enrolled in course.
Established in Cycle: 2012-2013
Give more detailed instruction to classes with fewer Health major students to help them understand more about program implemen...

M 16: HHE 440: health education intervention project
HHE 440: 90% of students will score at least a 90% on a health education intervention project targeted towards healthy stress management techniques through behavior modification.
Source of Evidence: Project, either individual or group

Target:
90% of students will score at least a 90% on a health education intervention project.

Finding (2012-2013) - Target: Partially Met

Results Summary:
Results, Fall 2012: 85% of students scored at least a 90% on their final health education intervention project in one section of this course; one other section of this course did not use this measure.

Results, Spring 2013: 92% of students scored at least a 90% on their final health education intervention project in one section of this course; one other section of this course did not use this measure.

Interpretations and Conclusions:
Class makeup was substantially different in the spring than in the fall (athletes / non-athletes, health majors / non-health majors, etc.), class attendance was more consistent in spring.

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

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all needed assessment data.

Continue to create engaging ways to encourage class participation and consistent attendance.
Established in Cycle: 2012-2013
Continue to create engaging ways to encourage class participation and consistent attendance.

M 17: HHE 467: exam on program implementation
HHE 467: 90% of students will correctly answer exam items that address program implementation.

Source of Evidence: Standardized test of subject matter knowledge

Target:
90%

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

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

Create measures for this objective in HHE 468.
Established in Cycle: 2011-2012
Create measures for this objective in HHE 468.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 18: HHE 467: exam on program evaluation
HHE 467: 90% of students will correctly answer exam items on program evaluation and research.

Source of Evidence: Standardized test of subject matter knowledge

Target:
90%

Finding (2012-2013) - Target: Partially Met

Results Summary:
Results, Fall 2012: Testing services does not keep scores for more than two semesters; these data are not available.

Results, Spring 2013: Testing services does not keep scores for more than two semesters; these data are not available for Section 1. For Section 2, greater than 90% of the students answered these questions correctly on the exam.

Interpretation and Conclusions: Continue teaching in the same manner. Be sure to download test scores from testing services and ask OIRA to work with them to keep scores for four semesters.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Give more attention to evaluation and research in class.

Give smaller chapter quizzes instead of comprehensive examinations.
Established in Cycle: 2011-2012
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any ...

Testing center should save scores for entire academic year.
Established in Cycle: 2011-2012
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

M 19: HHE 467: group program planning project
HHE 467: 90% of students will achieve a score of at least 85% on the evaluation portion of the group program planning project.
Source of Evidence: Project, either individual or group

Target:
90% of students will achieve a score of at least 85% on the evaluation portion of the group program planning project.

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

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

Develop a new assessment measure since this assessment is no longer being performed.
Established in Cycle: 2011-2012
Develop a new assessment measure since this assessment is no longer being performed.

Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Give more attention to evaluation and research in class.

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

Connected Documents
Curriculum Maps I-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 20: HHE 467: Chapter 10 quiz
HHE 467: 90% of students will achieve a score of 80% or greater on the Chapter 10 quiz which addresses the identification and allocation of resources.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will achieve a score of 80% or greater on the Chapter 10 quiz.

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

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

Create measures for this objective in HHE 273 and HHE 468.
Established in Cycle: 2011-2012
Create measures for this objective in HHE 273 and HHE 468.

M 21: HHE 467: group program planning project-SLO5
HHE 467: 90% of students will achieve a score of 80% or greater on the portion of the group program planning project that addresses the implementation plan with tasks, timeline, resource list, and budget (rubric).
Source of Evidence: Project, either individual or group

Target:
90% of students will achieve a score of 80% or greater on the portion of the group program planning project that addresses the implementation plan with tasks, timeline, resource list, and budget (rubric).

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

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

Create measures for this objective in HHE 468
Established in Cycle: 2011-2012
Create measures for this objective in HHE 468

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.
Related Measures

M 22: HHE 270: mini-assignment
HHE 270: 80% of students will achieve a score of at least 85% on the mini-assignment that requires students to summarize a current health-related topic recently publicized via a media outlet; data sources, relevant statistical information, populations affected, risk factors, signs and symptoms, and preventive/treatment measures of the specific health issue are examined and discussed.

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

**Target:**
80% of students will achieve a score of at least 85% on the mini-assignment

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

**Results Summary:**

Results, Fall 2012: 43% of students scored an 85/100 or above on a “Current Health Issue Paper” assignment in one section of the course.

Results, Spring 2013: 50% of students scored an 85/100 or above on a “Current Health Issue Paper” assignment in one section of the course. 23/38 (60.52%) of students scored 85% or higher on the mini-assignment in another section of the course. Five students did not turn the assignment in. 95% of the students in another section of the course scored at or above 85% on a group project investigating, compiling, and presenting health information on a health behavior topic of their choice. Students worked in groups of 4-5 and developed research and latest trends and sources for improving health conditions and enacting behavior change among their target population. Statistical prevalence and bibliography of sources of information were included in these presentations as well as an accompanying guide created for others to use and become more informed of the particular health topic.

**Interpretation and Conclusions:** Students tend to score better on the Personal Health Behavior Change project which is personally more relevant for them. As a result of these projects, students become more informed and able to articulate personal and public health and advocacy needs. However, students struggled to incorporate relevant statistical information and treatment measures as described in their articles. Students had difficulty synthesizing information (e.g., they had trouble determining what information from the article to include or exclude).

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

**Add Reading and Writing for Health Science course.**
*Established in Cycle: 2012-2013*
Add Reading and Writing for Health Science course.

**Work with students to synthesize health-related information.**
*Established in Cycle: 2012-2013*
Provide students with a sample of critiqued article before they begin the assignment. Spend a 10-15 minutes in class discussion...

M 23: HHE 378: article summary paper
HHE 378: 85% of students will achieve a score of at least 85% on an article summary paper.

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

**Target:**
85% of students will achieve a score of at least 85%

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

M 24: HHE 378: ascertain drug-health information
HHE 378: 85% of students will achieve a score of at least 85% on a project/paper that requires students to ascertain drug-health information from a variety of health information sources, including professional websites and articles.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
85% of students will achieve a score of at least 85% on the project/paper

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

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

**Provide additional information on health information sources during lecture.**
*Established in Cycle: 2011-2012*
Several students had questions about where to find sources, how to document sources, etc. so this information needs to be covered...

**Remind students of due date several times in the weeks prior to the due date.**
*Established in Cycle: 2011-2012*
Will remind students of due date several times in the weeks prior to the due date.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 25: HHE 370: professional development plan paper
HHE 370: 85% of students will achieve a score of at least 75% on a professional development plan paper.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 85% of students will achieve a score of at least 75% on a professional development plan paper.
Finding (2012-2013) - Target: Met
Results Summary:
Results, Fall 2012: 88% of students earned a score of 75% or greater on the professional development plan paper.
Results, Spring 2013: 94% of students earned a score of 75% or greater on the professional development plan paper.

M 26: HHE 468: Construction of a health-related newsletter
HHE 468: 90% of students will achieve a score of at least 75% for the construction of a health-related newsletter to their university peers
Source of Evidence: Portfolio, showing skill development or best work
Target: 90% of students will achieve a score of at least 75%
Finding (2012-2013) - Target: Met
Results Summary:
Results, Fall 2012: 100% of enrolled students successfully completed the newsletter construction project for peer distribution.
Results, Spring 2013: 100% of enrolled students successfully completed the newsletter construction project for peer distribution.
Interpretations and Conclusions:
The newsletter project was an effective strategy for demonstrating proven skills and communicating health and health education knowledge and advocacy.

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

Revise assessment tool.
Established in Cycle: 2011-2012
Will continue to work on how to assess each individual group member's grade.

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all needed assessment data.

M 27: HHE 468: exam
HHE 468: 90% of students will score at least 75% on the exam item assessing the importance of employing technology for disseminating health communication messages and materials to priority populations.
Source of Evidence: Senior thesis or culminating major project
Target: 90% of students will score at least 75% on the exam item
Finding (2012-2013) - Target: Met
Results Summary:
Results, Fall 2012: 100% of students scored at least 75% on the exam item assessing the importance of employing technology for disseminating health communication messages and materials to priority populations.
Results, Spring 2013: 100% of students scored at least 75% on the exam item assessing the importance of employing technology for disseminating health communication messages and materials to priority populations.
Interpretations and Conclusions: Students displayed an appropriate level of knowledge of the importance of employing technology for disseminating health communication messages and materials to priority populations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Create appropriate assessment measures.
Established in Cycle: 2011-2012
Create appropriate assessment measures.

Reinforce information and assess knowledge in multiple ways. Established in Cycle: 2011-2012
Will continue to reinforce the information in class with hands-on and in class activities. Will continue to assess knowledge in...

Work with instructors to provide all needed assessment data. Established in Cycle: 2011-2012
Work with instructors to provide all needed assessment data.

M 28: HHE 468: disseminating a health-related newsletter
HHE 468: 90% of students will achieve a score of at least 75% for disseminating a health-related newsletter to their university peers via electronic mail.
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will achieve a score of at least 75%

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

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

Create appropriate assessment measures. Established in Cycle: 2011-2012
Create appropriate assessment measures.

M 29: HHE 468: Participation in community initiative
HHE 468: 90% of students will achieve a score of at least 75% for participating in at least one campus/community advocacy initiative.
Source of Evidence: Academic direct measure of learning - other

Target:
90% of students will achieve a score of at least 75%

Finding (2012-2013) - Target: Met

Results Summary:
Results, Fall 2012: 100% of enrolled students received a score of 75% or greater for participating in at least one campus/community advocacy initiative.
Results, Spring 2013: 100% of enrolled students received a score of 75% or greater for participating in at least one campus/community advocacy initiative.

Interpretations and Conclusions:
Students provided a practical application and understanding of the importance of campus and community advocacy by voluntarily participating in at least one campus/community advocacy initiative. This was a very useful application of HE competency 7.4 and should continue to be offered to enrolled students of HHE 468.

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

Create appropriate assessment measures. Established in Cycle: 2011-2012
Create appropriate assessment measures.

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

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

Related Measures

M 30: 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: Academic indirect indicator of learning - other

Target:
Meet or exceed national results.

Finding (2012-2013) - Target: Met
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 31: 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:
Bachelor's degree program will become accredited.

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

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M 32: 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:
Students will report good to excellent program satisfaction.

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

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

Related Measures

M 33: Counts of majors in the program
Counts of majors in the program.

Source of Evidence: Academic indirect indicator of learning - other

Target:
250 undergraduate majors or more.

Finding (2012-2013) - Target: Met

Results Summary: As of September 2013, there are 298 undergraduate students enrolled in General Health Studies. Interpretation: The number of students went from 300 in Fall 2012 to 298 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 General Health Studies.

M 34: 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

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M 35: Graduation rates
Graduation rates.

Source of Evidence: Graduate/professional school acceptance rate

Target:
Graduate 65 undergraduates or more each year.

Finding (2012-2013) - Target: Met

69 bachelor degrees were awarded in General Health Studies for the 2013 degree year (August 2012, December 2012, and may 2013 commencements).

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 36: UA Graduating Senior Survey
The UA Graduating Senior Survey will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Student satisfaction survey at end of the program

Target:
Students will report good to excellent program satisfaction.

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

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M 37: The CHES alumni survey
The CHES alumni survey (see survey at https://www.survey.oiru.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

Target:
Students will report good to excellent program satisfaction.

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

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M 38: The National Survey on Student Engagement
The National Survey on Student Engagement will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Student course evaluations on learning gains made

Target:
Students will report good to excellent program satisfaction.
**M 39: 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)

#### Change measure to theory-based intervention abstract

To more accurately reflect the intent of this objective, this measure should be changed to "90% of students will score at least an 85% on the assignment requiring an abstract be written about a theory-based intervention or strategy."

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

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 467: group project
- **Outcome/Objective:** Knowledge in planning health education strategies

**Responsible Person/Group:** Instructor

Create appropriate assessment measures.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 468: Participation in community initiative
- **Outcome/Objective:** Knowledge in communicating and advocating for health

**Responsible Person/Group:** Instructor for HHE 468

Create appropriate assessment measures.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 468: disseminating a health-related newsletter
- **Outcome/Objective:** Knowledge in communicating and advocating for health

**Responsible Person/Group:** Instructor for HHE 468

Create appropriate assessment measures.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 468: exam
- **Outcome/Objective:** Knowledge in communicating and advocating for health

**Responsible Person/Group:** Instructor for HHE 468

Create measures for this objective in HHE 273 and HHE 468.

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

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 467: Chapter 10 quiz
- **Outcome/Objective:** Knowledge in administering health education strategies

**Responsible Person/Group:** Instructors of HHE 273 and HHE 468

Create measures for this objective in HHE 468.

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

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 467: group program planning project-SLO5
- **Outcome/Objective:** Knowledge in administering health education strategies

**Responsible Person/Group:** Instructor of HHE 468

Create measures for this objective in HHE 468.

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

**Relationships (Measure | Outcome/Objective):**

- **Measure:** HHE 467: group program planning project-SLO5
- **Outcome/Objective:** Knowledge in administering health education strategies

**Responsible Person/Group:** Instructor of HHE 468
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: exam on program implementation | Outcome/Objective: Knowledge in implementing health education strategies
Responsible Person/Group: Instructor for HHE 468.
Develop a new assessment measure since this assessment is no longer being performed.
Develop a new assessment measure since this assessment is no longer being performed.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: group program planning project | Outcome/Objective: Knowledge in conducting evaluation
Responsible Person/Group: Instructor
Give more attention to evaluation and research in class.
Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation
Responsible Person/Group: Instructor
Give more attention to evaluation and research in class.
Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: group program planning project | Outcome/Objective: Knowledge in conducting evaluation
Responsible Person/Group: Instructor
Give more attention to setting goals and objectives in class.
Give more attention to setting goals and objectives in class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education strategies
Responsible Person/Group: Instructor
Give smaller chapter quizzes instead of comprehensive examinations.
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any topics students are having trouble with. This will enable the instructor to go back and clear up any confusion and misunderstanding.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation
Responsible Person/Group: Instructor
Provide additional information on health information sources during lecture.
Several students had questions about where to find sources, how to document sources, etc. so this information needs to be covered in lecture in the future.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: HHE 378: ascertain drug-health information | Outcome/Objective: Knowledge in serving as a health education resource person

Responsible Person/Group: Instructors of HHE 378

**Recommend adding "Reading and Writing for Health Science" course.**

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

Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: risk factors homework | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Curriculum Committee

**Recommend adding "Reading and Writing for Health Science" course.**

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

Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: needs assessment paper | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Curriculum Committee

**Recommend adding "Reading and Writing for Health Science" course.**

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

Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: library assignment | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Curriculum Committee

Reinforce information and assess knowledge in multiple ways.

Will continue to reinforce the information in class with hands-on and in class activities. Will continue to assess knowledge in multiple ways (exams, presentations, group work, homework assignments).

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

Relationships (Measure | Outcome/Objective):
  Measure: HHE 468: exam | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Instructor of HHE 468

Remind students of due date several times in the weeks prior to the due date.

Will remind students of due date several times in the weeks prior to the due date.

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

Relationships (Measure | Outcome/Objective):
  Measure: HHE 378: ascertain drug-health information | Outcome/Objective: Knowledge in serving as a health education resource person

Responsible Person/Group: Instructors of HHE 378

Revise assessment tool.

Will continue to work on how to assess each individual group member’s grade.

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

Relationships (Measure | Outcome/Objective):
  Measure: HHE 468: Construction of a health-related newsletter | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Instructor of HHE 468

Testing center should save scores for entire academic year.

Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Testing center should save scores for entire academic year.
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Testing center should save scores for entire academic year.
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on composition of planning committee | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Will encourage class attendance and stress the importance of not missing class.
Will encourage class attendance and stress the importance of not missing class.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 378: exam on behaviors enhancing drug-health behaviors | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors

Will encourage class attendance and stress the importance of not missing class.
Will encourage class attendance and stress the importance of not missing class.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 378: exam on factors influencing drug-health behaviors | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors

Work with instructors to provide all needed assessment data.
Work with instructors to provide all needed assessment data.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 440: health education intervention project | Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

Work with instructors to provide all needed assessment data.
Work with instructors to provide all needed assessment data.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 468: exam | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

Work with instructors to provide all needed assessment data.
Work with instructors to provide all needed assessment data.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 468: Construction of a health-related newsletter | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Assessment Co-Coordinator and Department Chair
Work with instructors to provide all needed assessment data.
- Established in Cycle: 2011-2012
- Implementation Status: Planned
- Priority: Low

Relationships (Measure | Outcome/Objective):
- Measure: HHE 440: exam on program implementation | Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

Work with instructors to provide all needed assessment data.
- Established in Cycle: 2011-2012
- Implementation Status: Planned
- Priority: Low

Relationships (Measure | Outcome/Objective):
- Measure: HHE 440: research paper | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

Work with students to ensure their understanding and to encourage them to submit assignments on time.
- Will continue to work with students to ensure their understanding of the assignment and to encourage them to submit their assignments on time. Work with instructor of HHE 370 to determine what "risk factor" content is covered in each course.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 440: library assignment | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors of HHE 370 and HHE 467

Add a “Reading and Writing for Health Science” course.
- Students should be given multiple writing assignments during program. Consideration should be given to adding a “Reading and Writing for Health Science” course.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: needs assessment paper | Outcome/Objective: Knowledge in assessing individual needs for health education

Add Reading and Writing for Health Science course.
- Add Reading and Writing for Health Science course.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 270: mini-assignment | Outcome/Objective: Knowledge in serving as a health education resource person

Consideration should be given to adding a “Reading and Writing for Health Science” course.
- Students should be given multiple writing assignments during program. Consideration should be given to adding a “Reading and Writing for Health Science” course.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: risk factors homework | Outcome/Objective: Knowledge in assessing individual needs for health education

Continue to create engaging ways to encourage class participation and consistent attendance.
- Continue to create engaging ways to encourage class participation and consistent attendance.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 440: health education intervention project | Outcome/Objective: Knowledge in implementing health education strategies

Modify instruction when fewer Health majors are enrolled in course.
- Give more detailed instruction to classes with fewer Health major students to help them understand more about program implementation.

Established in Cycle: 2012-2013
- Implementation Status: Planned
- Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: HHE 440: exam on program implementation | Outcome/Objective: Knowledge in implementing health education strategies

Students will submit article for approval before turning in abstract
To be sure students are writing an abstract about an appropriate article, students will be given a deadline for seeking approval of the article before they write the abstract.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: group project | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: HHE 467 Instructor

Work with students to ensure they submit their assignments on time.
Work with students to ensure they submit their assignments on time.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: library assignment | Outcome/Objective: Knowledge in assessing individual needs for health education

Work with students to synthesize health-related information.
Provide students with a sample of critiqued article before they begin the assignment. Spend a 10-15 minutes in class discussing how to synthesize health-related information from a variety of media outlets. We will walk through the steps together.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: HHE 270: mini-assignment | Outcome/Objective: Knowledge in serving as a health education resource person
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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 1: HHE 273: exam on risk factors for disease
HHE 273: 80% of students will correctly answer exam questions that address modifiable and non-modifiable risk factors for disease, as well as social determinants of health.

Source of Evidence: Standardized test of subject matter knowledge

Target: 80%

Finding (2011-2012) - Target: Partially Met

Results Summary:

Spring, 2012:

Instructor 1: 41/47 (87%) of students answered questions correctly.

Instructor 2: 80% of students correctly answered these specific exam questions.

Interpretations and Conclusions:

The objective was met in one class and almost met in another class. According to one instructor, students with low grades on exams were students who did not attend class consistently.

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

Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

M 2: HHE 378: exam on factors influencing drug-health behaviors
HHE 378: 85% of students will correctly answer the specific exam questions related to identifying factors that influence drug-health behaviors.

Source of Evidence: Standardized test of subject matter knowledge

Target: 85%

Finding (2011-2012) - Target: Partially Met

Results Summary:

Spring, 2012:

Instructor 1: 43/47 (91%) of students answered questions correctly.

Instructor 2: 80% of students correctly answered these specific exam questions.

Interpretations and Conclusions:

The objective was met in one class and almost met in another class. According to one instructor, students with low grades on exams were students who did not attend class consistently.

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

Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

M 3: HHE 378: exam on behaviors enhancing drug-health
HHE 378: 85% of students will correctly answer the specific exam questions related to identifying behaviors that enhance or compromise drug-health.

Source of Evidence: Standardized test of subject matter knowledge

Target: 85%

Finding (2011-2012) - Target: Partially Met

Results Summary:

Spring, 2012:

Instructor 1: 43/47 (91%) of students answered questions correctly.

Instructor 2: 80% of students correctly answered these specific exam questions.
Interpretations and Conclusions:
The objective was met in one class and almost met in another class. According to one instructor, students with low grades on exams were students who did not attend class consistently.

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

Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

M 4: HHE 378: essay of factors fostering attitudes about drug use
HHE 378: 85% of students will achieve a score of at least 80% on an essay that requires students to identify factors that foster or hinder attitudes and beliefs about drug use.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 85% of students will achieve a score of at least 80% on the essay
Finding (2011-2012) - Target: Met
Results Summary:
Spring, 2012:
Instructor 1: 45/45 (100%) of students achieved a score of at least 80%.
Instructor 2: 86% of students achieved a score of at least 80%.

Interpretations and Conclusions:
Objective met.

M 5: HHE 440: research paper
HHE 440: 90% of students will score at least an 80% on a research paper that requires students to identify health-related data and examine relationships among behavioral, environmental, and genetic factors that enhance or compromise health.
Source of Evidence: Portfolio, showing skill development or best work
Target: 90% of students will score at least an 80% on the research paper.
Finding (2011-2012) - Target: Partially Met
Results Summary:
Fall, 2011:
Instructor 1: Average score on the research paper was 90%.
Spring, 2012:
Instructor 1: Average score on the research paper was 85%.
Instructor 2: 42/46 (91%) of students achieved a score of at least 80%.

Interpretations and Conclusions:
The objective was met in one class. In the other class, the average score was at least 80% in both the fall and spring semesters; it is unclear from assessment results provided by the instructor if the target was met.

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

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all the data needed to assess whether target was met.

M 6: HHE 467: library assignment
HHE 467: 90% of students will score at least an 80% on the library assignment that requires the collection of secondary data.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 90% of students will score at least an 80% on the library assignment
Finding (2011-2012) - Target: Partially Met
Results Summary:
Fall, 2011:
Average score on assignment was 44/50 (88%). 39/42 (93%) students achieved at least an 80%. 2 of 3 students achieving a score below an 80% did not submit the assignment at all.
Spring, 2012:

The assignment was lengthened from fall to spring by adding a component on risk factors (see objective 1.8). Average score on assignment was 81/100. 39/49 (80%) students achieved at least an 80%. 4 of 10 students achieving a score below an 80% did not submit the assignment at all.

Interpretations and Conclusions

This objective was met in the fall, but after lengthening the assignment, the percent of students achieving the target score dropped; perhaps adding additional items made the assignment more difficult. The objective pertaining to risk factors (objective 1.8) was not met in the fall; which indicates more emphasis should be given to reviewing risk factors with students. The assignment requires students locate a scientific article that describes risk factors for a given health behavior. Students seem to have difficulty reviewing and reading the scientific literature, which is one reason this library assignment was added. More time needs to be devoted to helping students learn how to read and interpret the literature earlier in their course sequence. Some students did not submit the assignment at all, which also affected the results.

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

Recommend adding “Reading and Writing for Health Science” course.
Established in Cycle: 2011-2012
Recommend adding "Reading and Writing for Health Science" course.

Work with students to ensure their understanding and to encourage them to submit assignments on time.
Established in Cycle: 2011-2012
Will continue to work with students to ensure their understanding of the assignment and to encourage them to submit their assign...

M 7: HHE 467: primary data collection
HHE 467: 90% of students will score at least an 80% on the primary data collection assignment.

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

Target:
90% of students will score at least an 80% on the primary data collection assignment.

Finding (2011-2012) - Target: Partially Met

Results Summary

Fall, 2011:
Average score on assignment was 87%. 40/42 (95%) students achieved at least an 80%.

Spring, 2012:
Average score on assignment was 92%. 38/44 (86%) achieved at least an 80%.

Interpretations and Conclusions

This objective was met in the fall and almost met in the spring.

M 8: HHE 467: risk factors homework
HHE 467: 90% of students will score at least an 80% on the risk factors homework assignment.

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

Target:
90% of students will score at least an 80% on the risk factors homework assignment.

Finding (2011-2012) - Target: Not Met

Results Summary

Fall, 2011:
Average score on assignment was 41/50 (82%). 30/42 (71%) students achieved at least an 80%.

Spring, 2012:
The risk factors homework was added to the library assignment. See outcome 1.6 above.

Interpretations and Conclusions

This objective was not met. Students were required to find a scientific article describing risk factors for a particular health behavior. Students tend to have trouble reading the scientific literature and need to begin to reviewing and reading the literature earlier in their course sequence.

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

Recommend adding "Reading and Writing for Health Science" course.
Established in Cycle: 2011-2012
Recommend adding "Reading and Writing for Health Science" course.

M 9: HHE 467: needs assessment paper
HHE 467: 90% of students will score at least an 80% on the needs assessment (program rationale) 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 (program rationale) paper.

Finding (2011-2012) - Target: Not Met

Results Summary

Fall, 2011:
Average score on assignment was 100/150 (75%). 20/42 (48%) students achieved at least an 80%. Some (10) students took advantage of re-writing their paper. The average score on the re-writes was 127/150 (84.7%). 9/10 (90%) of these students achieved at least an 80%.

Spring, 2012:
Average score on assignment was 89/100 (89%). 42/48 (88%) students achieved at least an 80%.

Interpretations and Conclusions
Improvement was seen in % of students achieving the target from fall to spring, but the objective was still not met. The improvement is attributed to a change in the assignment - instead of focusing on the first three phases of PRECEDE-PROCEED (a health program planning model), the paper was designed to be a "program rationale," which is described in more detail in the students' text book. The course, in general, was changed to not so heavily emphasize the PRECEDE-PROCEED planning model and to cover a more general planning model instead. Students tend to have difficulty writing for science, and should be given multiple opportunities to do so earlier in their course sequence.

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

Recommend adding "Reading and Writing for Health Science" course.
Established in Cycle: 2011-2012
Recommend adding "Reading and Writing for Health Science" course.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures
M 10: HHE 273: research assignment
HHE 273: 80% of the students will score at least 85% on a research assignment in which they identify and analyze a health-related community need and develop at least one health education prevention and/or intervention strategy to meet that need.
Source of Evidence: Written assignment(s), usually scored by a rubric

M 11: HHE 273: exam on community organization principles
HHE 273: 80% of students will correctly answer exam questions that address community organization principles, as well as primary and secondary preventive measures.
Source of Evidence: Standardized test of subject matter knowledge

M 12: HHE 467: exam on composition of planning committee
HHE 467: 90% of students will correctly answer exam questions addressing composition of planning committee.
Source of Evidence: Standardized test of subject matter knowledge

Target:
90%

Finding (2011-2012) - Target: Partially Met

Results Summary

Fall, 2011:
Exam scores not saved by testing center.

Spring, 2012:
100% and 96% of students correctly answered two questions, respectively, addressing composition of planning committee.

Interpretations and Conclusions
Objective met in the semester for which exam scores were saved.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Testing center should save scores for entire academic year.
Established in Cycle: 2011-2012
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

M 13: HHE 467: exam on setting goals
HHE 467: 90% of students will correctly answer exam questions addressing setting goals and objectives.
Source of Evidence: Standardized test of subject matter knowledge

Target:
90%

Finding (2011-2012) - Target: Not Met

Results Summary:

Fall, 2011:
Exam scores not saved by testing center.

Spring, 2012:
Ten exam items addressed setting goals and objectives. The percent of students answering these items correctly ranged from 35 to 100%. On average, 76% of students correctly answered the ten items.

Interpretations and Conclusions:
Objective was not met in the semester for which exam scores were saved.

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

Give more attention to setting goals and objectives in class.
Established in Cycle: 2011-2012
Give more attention to setting goals and objectives in class.

Give smaller chapter quizzes instead of comprehensive examinations.
Established in Cycle: 2011-2012
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any to...

Testing center should save scores for entire academic year.
Established in Cycle: 2011-2012
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

M 14: HHE 467: group project
HHE 467: 90% of students will score at least an 85% on the group project requiring the selection of a theory-based intervention or strategy on which their own program is modeled.
Source of Evidence: Project, either individual or group

Target:
90% of students will score at least an 85% on the group project.

Finding (2011-2012) - Target: Partially Met

Results Summary:

Fall, 2011:
41/43 (95%) scored at least 85% on the group project.

Spring, 2012:
No longer a group project, but the program rationale. Average score on program rationale assignment was 89/100 (89%). 39/48 (81%) students achieved at least an 85%.

Interpretations and Conclusions:
Objective was met in the fall, but not the spring. Another homework assignment was added in which students identify a theory-based intervention on which to base their own program. This measure should be changed as the new assignment more accurately reflects the intent of this objective.

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

Change measure to theory-based intervention abstract
Established in Cycle: 2011-2012
To more accurately reflect the intent of this objective, this measure should be changed to “90% of students will score at least ...
interventions, and programs.

Connected Documents
Curriculum Maps I-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

**M 15: HHE 440: exam on program implementation**

HHE 440: 90% of students will correctly answer exam items that address program implementation.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
90%

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

**Results Summary:**

**Fall, 2011:**

Instructor 1: Average score on exam question addressing program implementation was 7/10 points possible.

**Spring, 2012:**

Instructor 1: Average score on exam question addressing program implementation was 8/10 points possible.
Instructor 2: 44/48 (92%) answered exam items correctly.

**Interpretations and Conclusions:**

The objective was met in one class. In the other class, the average score was at least 70% in both the fall and spring semesters; it is unclear from assessment results provided by the instructor if the target was met. According to this instructor, however, focusing in lecture on implementation notes and providing students with an exam study guide honed study focus and improved performance.

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

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

**Work with instructors to provide all needed assessment data.**

Established in Cycle: 2011-2012

Work with instructors to provide all needed assessment data.

**M 16: HHE 440: health education intervention project**

HHE 440: 90% of students will score at least a 90% on a health education intervention project targeted towards healthy stress management techniques through behavior modification.

Source of Evidence: Project, either individual or group

**Target:**
90% of students will score at least a 90% on a health education intervention project.

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

**Results Summary:**

**Spring, 2012:**

44/47 (94%) students scored at least a 90% or above on this project.

**Interpretations and Conclusions:**

The objective was met in one class in one semester.

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

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

**Work with instructors to provide all needed assessment data.**

Established in Cycle: 2011-2012

Work with instructors to provide all needed assessment data.

**M 17: HHE 467: exam on program implementation**

HHE 467: 90% of students will correctly answer exam items that address program implementation.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
90%

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Results Summary:**

**Fall, 2011:**

Exam scores not saved by testing center.

**Spring, 2012:**

Program implementation is no longer covered in HHE 467.

**Interpretations and Conclusions:**
Beginning in the spring semester, program implementation is no longer covered in HHE 467. This material is covered and should be assessed in HHE 468.

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

**Create measures for this objective in HHE 468.**
*Established in Cycle: 2011-2012*
Create measures for this objective in HHE 468.

**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-General Health Studies B.S.
- Curriculum Maps II-General Health Studies B.S.

**Related Measures**

**M 18: HHE 467: exam on program evaluation**
HHE 467: 90% of students will correctly answer exam items on program evaluation and research.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
90%

**Finding (2011-2012) - Target: Not Met**

**Results Summary:**

**Fall, 2011:**
Exam scores not saved by testing center.

**Spring, 2012:**
16 exam items addressed program evaluation and research. The percent of students answering these items correctly ranged from 35 to 96%. On average, 76% of students correctly answered the ten items.

**Interpretations and Conclusions:**
Objective was not met in the semester for which exam scores were saved. Evaluation and research is a difficult topic that requires a lot of time for students to learn and comprehend. More time and appropriate assessment will be needed to ensure this objective is met.

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

**Give more attention to evaluation and research in class.**
*Established in Cycle: 2011-2012*
Give more attention to evaluation and research in class.

**Give smaller chapter quizzes instead of comprehensive examinations.**
*Established in Cycle: 2011-2012*
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any ...

**Testing center should save scores for entire academic year.**
*Established in Cycle: 2011-2012*
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

**M 19: HHE 467: group program planning project**
HHE 467: 90% of students will achieve a score of at least 85% on the evaluation portion of the group program planning project.

Source of Evidence: Project, either individual or group

**Target:**
90% of students will achieve a score of at least 85% on the evaluation portion of the group program planning project.

**Finding (2011-2012) - Target: Not Met**

**Results Summary:**

**Fall, 2011:**
4/10 (40%) groups achieved a score of at least 85% on the evaluation portion of the group planning project.

**Spring, 2012:**
Group projects no longer require an evaluation component.

**Interpretations and Conclusions:**
Objective was not met in the semester in which this assessment was conducted. Evaluation and research is
a difficult topic that requires a lot of time for students to learn and comprehend. More time and appropriate assessment will be needed to ensure this objective is met.

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

Develop a new assessment measure since this assessment is no longer being performed. 
Established in Cycle: 2011-2012
Develop a new assessment measure since this assessment is no longer being performed.

Give more attention to evaluation and research in class. 
Established in Cycle: 2011-2012
Give more attention to evaluation and research in class.

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

Connected Documents
Curriculum Maps I-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 20: HHE 467: Chapter 10 quiz
HHE 467: 90% of students will achieve a score of 80% or greater on the Chapter 10 quiz which addresses the identification and allocation of resources.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will achieve a score of 80% or greater on the Chapter 10 quiz.

Finding (2011-2012) - Target: Not Met

Results Summary:

Fall, 2011:
25/32 (78%) of students achieved a score of 80% or greater on the Chapter 10 quiz.

Spring, 2012:
Chapter quizzes were eliminated and chapter 10 material is no longer covered in this course.

Interpretations and Conclusions:

Beginning in the spring semester, program administration is no longer covered in HHE 467. This material is covered and should be assessed in HHE 273 and HHE 468.

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

Create measures for this objective in HHE 273 and HHE 468.
Established in Cycle: 2011-2012
Create measures for this objective in HHE 273 and HHE 468.

M 21: HHE 467: group program planning project-SLO5
HHE 467: 90% of students will achieve a score of 80% or greater on the portion of the group program planning project that addresses the implementation plan with tasks, timeline, resource list, and budget (rubric).
Source of Evidence: Project, either individual or group

Target:
90% of students will achieve a score of 80% or greater on the portion of the group program planning project that addresses the implementation plan.

Finding (2011-2012) - Target: Met

Results Summary:

Fall, 2011:
10/10 (100%) of groups achieved a score of 80% or greater on the portion of the group project that addresses implementation plan.

Spring, 2012:
This project was eliminated from HHE 467.

Interpretations and Conclusions:

Beginning in the spring semester, program implementation is no longer covered in HHE 467. This material is covered and should be assessed in HHE 468.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
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-General Health Studies B.S.
- Curriculum Maps II-General Health Studies B.S.

Related Measures

M 22: HHE 270: mini-assignment
HHE 270: 80% of students will achieve a score of at least 85% on the mini-assignment that requires students to summarize a current health-related topic recently publicized via a media outlet; data sources, relevant statistical information, populations affected, risk factors, signs and symptoms, and preventive/treatment measures of the specific health issue are examined and discussed.

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

**Target:**
80% of students will achieve a score of at least 85% on the mini-assignment

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

**Results Summary:**

**Fall, 2011:**
- Instructor 1: 35/39 (89.7%) scored an 85% or above.
- Instructor 2: Over 80% of the class scored an 85% or above.

**Spring, 2012:**
- Instructor 1: 34/36 (94.4%) scored an 85% or above.
- Instructor 2: Over 80% of the class scored an 85% or above.
- Instructor 3: 34/39 (87%) of students scored 85% or higher on a similar project requiring class summary presentation of a health behavior topic of their choosing, gathering peer-reviewed data, population prevalence, risk factor identification, and prevention/treatment best practices.

**Interpretations and Conclusions:**
The objective was met.

M 23: HHE 378: article summary paper
HHE 378: 85% of students will achieve a score of at least 85% on an article summary paper.

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

**Target:**
85% of students will achieve a score of at least 85%

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

**Results Summary:**

**Fall, 2011:**
- Instructor 1: 88% of students achieved score of at least 85% on summary.

**Spring, 2012:**
- Instructor 1: 88% of students achieved score of at least 85% on summary.
- Instructor 2: 44/49 (90%) of students achieved a score of at least an 85%.

**Interpretations and Conclusions:**
The objective was met.

M 24: HHE 378: ascertain drug-health information
HHE 378: 85% of students will achieve a score of at least 85% on a project/paper that requires students to ascertain drug-health information from a variety of health information sources, including professional websites and articles.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
85% of students will achieve a score of at least 85% on the project/paper

**Finding (2011-2012) - Target: Not Met**

**Results Summary:**

**Fall, 2011:**
- Instructor 1: 84% of students achieved score of at least 85% on summary.

**Spring, 2012:**
- Instructor 1: 84% of students achieved score of at least 85% on summary.
Instructor 2:

Interpretations and Conclusions:
The objective was almost met in the courses in which the results were reported. Instructor 2 stated: Missed assignments were due to this assignment being due at a busy time during the semester. Several students had questions about where to find sources, how to document sources, etc. so this information needs to be covered in lecture in the future.

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

Provide additional information on health information sources during lecture.
Established in Cycle: 2011-2012
Several students had questions about where to find sources, how to document sources, etc. so this information needs to be covered...

Remind students of due date several times in the weeks prior to the due date.
Established in Cycle: 2011-2012
Will remind students of due date several times in the weeks prior to the due date.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 25: HHE 370: professional development plan paper
HHE 370: 85% of students will achieve a score of at least 75% on a professional development plan paper.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 85% of students will achieve a score of at least 75% on a professional development plan paper.
Finding (2011-2012) - Target: Met
Results Summary:
Fall, 2011:

Spring, 2012:
71.5% of students scored a 75% or better on the professional development plan paper. Allowed students to rewrite these papers. Provided writing remediation. On the rewrite, 87% of students scored 75% or better.

Interpretations and Conclusions:
The objective was met in the semester results were reported after students were provided writing remediation and allowed to rewrite the papers.

M 26: HHE 468: Construction of a health-related newsletter
HHE 468: 90% of students will achieve a score of at least 75% for the construction of a health-related newsletter to their university peers
Source of Evidence: Portfolio, showing skill development or best work
Target: 90% of students will achieve a score of at least 75%
Finding (2011-2012) - Target: Partially Met
Results Summary:
Fall, 2011:

Instructor for this course is no longer working for university.

Spring, 2012:
The overall class average was 90.2 for this activity. The newsletter was half the grade and presentation skills was other half. This was a group grade.

Interpretations and Conclusions:
It is hard to know how much work an individual contributes to the group project, making it difficult to draw any conclusions.

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

Revise assessment tool.
*Established in Cycle: 2011-2012*
Will continue to work on how to assess each individual group member’s grade.

Work with instructors to provide all needed assessment data.
*Established in Cycle: 2011-2012*
Work with instructors to provide all needed assessment data.

M 27: HHE 468: exam
HHE 468: 90% of students will score at least 75% on the exam item assessing the importance of employing technology for disseminating health communication messages and materials to priority populations.

Source of Evidence: Senior thesis or culminating major project

**Target:**
90% of students will score at least 75% on the exam item

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

**Results Summary:**

**Fall, 2011:**

Instructor for this course is no longer working for university.

**Spring, 2012:**

Exam #1 - Average grade 85; range 62-105. Exam #2 average grade 74.5 with the range from 49-99.

**Interpretations and Conclusions:**

The assessment results provided by the instructor are difficult to interpret given the target for this objective/measure. According to the instructor: "The goal for this objective was met; however, I see two types of students emerging in this class. The students who grasp the information (A-B range) and the students who struggle (D-F range). There are only a few in the middle." The instructor would like to assess knowledge in multiple ways; therefore additional assessment measures should be developed.

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

Create appropriate assessment measures.
*Established in Cycle: 2011-2012*
Create appropriate assessment measures.

Reinforce information and assess knowledge in multiple ways.
*Established in Cycle: 2011-2012*
Will continue to reinforce the information in class with hands-on and in class activities. Will continue to assess knowledge in...

Work with instructors to provide all needed assessment data.
*Established in Cycle: 2011-2012*
Work with instructors to provide all needed assessment data.

M 28: HHE 468: disseminating a health-related newsletter
HHE 468: 90% of students will achieve a score of at least 75% for disseminating a health-related newsletter to their university peers via electronic mail.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will achieve a score of at least 75%

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Results Summary:**

**Fall, 2011:**

Instructor for this course is no longer working for university.

**Spring, 2012:**

This was not an activity in this semester’s class. However, students in the class created a 30 second PSA on a health topic and presented it to the class. The class used the concepts used in developing and disseminating a health communication campaign.

**Interpretations and Conclusions:**

A new assessment measure is needed to reflect the current assignment.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Create appropriate assessment measures. 
Established in Cycle: 2011-2012
Create appropriate assessment measures.

M 29: HHE 468: Participation in community initiative
HHE 468: 90% of students will achieve a score of at least 75% for participating in at least one campus/community advocacy initiative.
Source of Evidence: Academic direct measure of learning - other
Target:
90% of students will achieve a score of at least 75%
Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary:
Fall, 2011:
Instructor for this course is no longer working for university.
Spring, 2012:
This was not an activity in this semester's class. However, students in the class created a 30 second PSA on a health topic and presented it to the class. Each group completed formative research, pretesting, and evaluation by conducting brief surveys, interviews, and/or focus group. The groups were not required to use college students but many did.

Interpretations and Conclusions:
A new assessment measure is needed to reflect the current assignment.

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

Create appropriate assessment measures. 
Established in Cycle: 2011-2012
Create appropriate assessment measures.

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 30: 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: Academic indirect indicator of learning - other
Target:
Meet or exceed national results.
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 31: 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 32: 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.oira.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 completions.

Related Measures

M 33: Counts of majors in the program
Counts of majors in the program.
Source of Evidence: Academic indirect indicator of learning - other

M 34: Student:Faculty ratio
Student:Faculty ratio
Source of Evidence: Academic indirect indicator of learning - other

M 35: Graduation rates
Graduation rates.
Source of Evidence: Graduate/professional school acceptance rate

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 36: UA Graduating Senior Survey
The UA Graduating Senior Survey will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Student satisfaction survey at end of the program

M 37: The CHES alumni survey
The CHES alumni survey (see survey at https://www.survey.uia.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 38: The National Survey on Student Engagement
The National Survey on Student Engagement will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Student course evaluations on learning gains made

M 39: 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)

Change measure to theory-based intervention abstract
To more accurately reflect the intent of this objective, this measure should be changed to "90% of students will score at least an 85% on the assignment requiring an abstract be written about a theory-based intervention or strategy."
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: group project | Outcome/Objective: Knowledge in planning health education strategies
Responsible Person/Group: Instructor

Create appropriate assessment measures.
Create appropriate assessment measures.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: HHE 468: exam | Outcome/Objective: Knowledge in communicating and advocating for health
Responsible Person/Group: Instructor for HHE 468

Create appropriate assessment measures.
Create appropriate assessment measures.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: HHE 468: Participation in community initiative | Outcome/Objective: Knowledge in communicating and advocating for health
Responsible Person/Group: Instructor for HHE 468

Create appropriate assessment measures.
Create appropriate assessment measures.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: HHE 468: disseminating a health-related newsletter | Outcome/Objective: Knowledge in communicating and advocating for health
Responsible Person/Group: Instructor for HHE 468

Create measures for this objective in HHE 273 and HHE 468.
Create measures for this objective in HHE 273 and HHE 468.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: HHE 467: Chapter 10 quiz | Outcome/Objective: Knowledge in administering health education strategies
Create measures for this objective in HHE 468

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: group program planning project-SLO5 | Outcome/Objective: Knowledge in administering health education strategies

Responsibility Person/Group: Instructor of HHE 468

Create measures for this objective in HHE 468.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: exam on program implementation | Outcome/Objective: Knowledge in implementing health education strategies

Responsibility Person/Group: Instructor of HHE 468

Develop a new assessment measure since this assessment is no longer being performed.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: group program planning project | Outcome/Objective: Knowledge in conducting evaluation

Responsibility Person/Group: Instructor

Give more attention to evaluation and research in class.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation

Responsibility Person/Group: Instructor

Give more attention to evaluation and research in class.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: group program planning project | Outcome/Objective: Knowledge in conducting evaluation

Responsibility Person/Group: Instructor

Give more attention to setting goals and objectives in class.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education strategies

Responsibility Person/Group: Instructor

Give smaller chapter quizzes instead of comprehensive examinations.

Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any topics students are having trouble with. This will enable the instructor to go back and clear up any confusion and misunderstanding.

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

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation

Responsibility Person/Group: Instructor

Give smaller chapter quizzes instead of comprehensive examinations.

Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate
feedback on any topics students are having trouble with. This will enable the instructor to go back and clear up any
confusion and misunderstanding.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education
strategies

Responsible Person/Group: Instructor

Provide additional information on health information sources during lecture.
Several students had questions about where to find sources, how to document sources, etc. so this information needs
to be covered in lecture in the future.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 378: ascertain drug-health information | Outcome/Objective: Knowledge in serving as a
health education resource person

Responsible Person/Group: Instructors of HHE 378

Recommend adding "Reading and Writing for Health Science" course.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: library assignment | Outcome/Objective: Knowledge in assessing individual needs
for health education

Responsible Person/Group: Curriculum Committee

Recommend adding "Reading and Writing for Health Science" course.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: needs assessment paper | Outcome/Objective: Knowledge in assessing individual
needs for health education

Responsible Person/Group: Curriculum Committee

Recommend adding "Reading and Writing for Health Science" course.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: risk factors homework | Outcome/Objective: Knowledge in assessing individual
needs for health education

Responsible Person/Group: Curriculum Committee

Reinforce information and assess knowledge in multiple ways.
Will continue to reinforce the information in class with hands-on and in class activities. Will continue to assess
knowledge in multiple ways (exams, presentations, group work, homework assignments).

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 468: exam | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Instructor of HHE 468.

Remind students of due date several times in the weeks prior to the due date.
Will remind students of due date several times in the weeks prior to the due date.

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

Relationships (Measure | Outcome/Objective):
Measure: HHE 378: ascertain drug-health information | Outcome/Objective: Knowledge in serving as a
health education resource person

Responsible Person/Group: Instructors of HHE 378

Revise assessment tool.
Will continue to work on how to assess each individual group member's grade.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):

Measure: HHE 468: Construction of a health-related newsletter | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Instructor of HHE 468

Testing center should save scores for entire academic year.

Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Testing center should save scores for entire academic year.

Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Testing center should save scores for entire academic year.

Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 467: exam on composition of planning committee | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Will encourage class attendance and stress the importance of not missing class.

Will encourage class attendance and stress the importance of not missing class.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 378: exam on behaviors enhancing drug-health | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors.

Will encourage class attendance and stress the importance of not missing class.

Will encourage class attendance and stress the importance of not missing class.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 378: exam on factors influencing drug-health behaviors | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors

Work with instructors to provide all needed assessment data.

Work with instructors to provide all needed assessment data.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 440: health education intervention project | Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

Work with instructors to provide all needed assessment data.

Work with instructors to provide all needed assessment data.

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

Relationships (Measure | Outcome/Objective):
**Measure:** HHE 440: exam on program implementation | **Outcome/Objective:** Knowledge in implementing health education strategies

**Responsible Person/Group:** Assessment Co-Coordinator and Department Chair

**Work with instructors to provide all needed assessment data.**
Work with instructors to provide all needed assessment data.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** HHE 468: exam | **Outcome/Objective:** Knowledge in communicating and advocating for health

**Responsible Person/Group:** Assessment Co-Coordinator and Department Chair

**Work with instructors to provide all needed assessment data.**
Work with instructors to provide all the data needed to assess whether target was met.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** HHE 440: research paper | **Outcome/Objective:** Knowledge in assessing individual needs for health education

**Responsible Person/Group:** Assessment Co-Coordinator and Department Chair

**Work with students to ensure their understanding and to encourage them to submit assignments on time.**
Will continue to work with students to ensure their understanding of the assignment and to encourage them to submit their assignments on time. Work with instructor of HHE 370 to determine what “risk factor” content is covered in each course.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** HHE 467: library assignment | **Outcome/Objective:** Knowledge in assessing individual needs for health education

**Responsible Person/Group:** Instructors of HHE 370 and HHE 467
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.

Based in part upon Health Science Department assessment results and in part upon our plans for undergraduate public health education program accreditation, department faculty have been conducting a review of the undergraduate curriculum and revising the program accordingly. The Health Studies curriculum had been designed to prepare students to become health educators and to sit for the national Certified Health Education Specialist examination. We recognized that we also have students who select the Health Studies major as an entry to other health-related careers and graduate programs. We believed that some of the assessment findings could be improved if we created two concentrations under the Health Studies major to meet the needs of the students attracted to the program: one, a Health Education and Promotion concentration and the second, a Health Professions concentration. These two concentrations share some common lower-division courses, but then diverge in some of the upper-level courses. We believe students will perform better on assessment indicators if they are more interested and, therefore, engaged in the courses they are taking. This change was instituted with the 2013-14 course catalog; therefore we anticipate having students begin to diverge in their upper-level courses in the 2015-2016 academic year, and hope to see improvement in assessment results for these courses at that time.

We also believed our students would be better prepared for their upper division courses if we added some required courses at the lower levels. For example, we added a statistics course and epidemiology course, required of students in both concentrations to expand their public health education competencies. Based upon recommendations of the undergraduate curriculum review committee, the department also has plans to add an introductory course that will introduce professional writing and the analysis of professional literature to better prepare for later courses. The introductory course will also expose students to various health-related career paths to help them select the appropriate concentration within the Health Studies degree program. We also plan to require a speech course to improve students’ oral communication skills. We anticipate improvement in assessment results for the undergraduate program over the coming years as these changes are implemented.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 1: HHE 273: exam on risk factors for disease
HHE 273: 80% of students will correctly answer exam questions that address modifiable and non-modifiable risk factors for disease.
Source of Evidence: Standardized test of subject matter knowledge
Target: 80%
Finding (2013-2014) - Target: Met
Results Summary:
Results, Fall 2012: 75% and 80% of students correctly answered exam questions on risk factors and social determinants of health, respectively.
Results, Spring 2013: 85% and 90% of students correctly answered exam questions on risk factors and social determinants of health, respectively.
Interpretations and Conclusions:
Students’ responses to these exam questions improved in the Spring semester.

M 2: HHE 273: Exam on social determinants of health
80% of students will correctly answer exam questions that address social determinants of health.
Source of Evidence: Standardized test of subject matter knowledge

**M 3: HHE 273: Exam on community and population health-related data sources**
80% of students will correctly answer exam questions that address community and population health-related data sources.
Source of Evidence: Standardized test of subject matter knowledge

**M 4: HHE 378: exam on factors influencing drug-health behaviors**
HHE 378: 85% of students will correctly answer the specific exam questions related to identifying factors that influence drug-health behaviors.
Source of Evidence: Standardized test of subject matter knowledge

**Target:**
85%

Finding (2013-2014) - Target: Not Reported This Cycle

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

Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

**M 5: HHE 378: exam on behaviors enhancing drug-health**
HHE 378: 85% of students will correctly answer the specific exam questions related to identifying behaviors that enhance or compromise drug-health.
Source of Evidence: Standardized test of subject matter knowledge

**Target:**
85%

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

Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Will encourage class attendance and stress the importance of not missing class.

**M 6: HHE 378: essay of factors fostering attitudes about drug use**
HHE 378: 85% of students will achieve a score of at least 80% on an essay that requires students to identify factors that foster or hinder attitudes and beliefs about drug use.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
85% of students will achieve a score of at least 80% on the essay

**M 7: HHE 440: research paper**
HHE 440: 90% of students will score at least an 80% on a research paper that requires students to identify health-related data and examine relationships among behavioral, environmental, and genetic factors that enhance or compromise health.
Source of Evidence: Portfolio, showing skill development or best work

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

Finding (2013-2014) - Target: Not Reported This Cycle

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

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all the data needed to assess whether target was met.

**M 8: HHE 446: Interview assignment**
90% of the students will score at least 80% on an interview assignment which addresses the needs, assets, and capacity for health education as a strategy in reducing/eliminating disparities in health and healthcare.
Source of Evidence: Project, either individual or group

**M 9: HHE 446: Book review**
90% of the students will score at least 80% on a book review assignment that addresses some of the underlying causes of disparities in health and healthcare.
Source of Evidence: Project, either individual or group

**M 10: HHE 446: Discussion and In-Class Assignments**
90% of the students will demonstrate knowledge of disparities in health/healthcare during class discussions and on in-class assignments.
Source of Evidence: Academic indirect indicator of learning - other
M 11: HHE 467: library assignment
HHE 467: 90% of students will score at least an 80% on the library assignment that requires the collection of secondary data.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
90% of students will score at least an 80% on the library assignment
Finding (2013-2014) - Target: Not Reported This Cycle

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Recommend adding “Reading and Writing for Health Science” course.
Established in Cycle: 2011-2012
Recommend adding “Reading and Writing for Health Science” course.
Work with students to ensure their understanding and to encourage them to submit assignments on time.
Established in Cycle: 2011-2012
Will continue to work with students to ensure their understanding of the assignment and to encourage them to submit their assign...
Give students reminders to submit assignments on time.
Established in Cycle: 2013-2014
Will continue to work with students to ensure their understanding of the assignment, and give them reminders to submit their ass...

M 12: HHE 467: primary data collection
HHE 467: 90% of students will score at least an 80% on the primary data collection assignment.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
90% of students will score at least an 80% on the primary data collection assignment.

M 13: HHE 467: needs assessment paper
HHE 467: 90% of students will score at least an 80% on the needs assessment (program rationale) 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 (program rationale) paper.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 14: HHE 273: research assignment
HHE 273: 80% of the students will score at least 85% on a research assignment in which they identify and analyze a health-related community need and develop at least one health education prevention and/or intervention strategy to meet that need.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
80%

M 15: HHE 273: exam on community organization principles
HHE 273: 80% of students will correctly answer exam questions that address community organization principles.
Source of Evidence: Standardized test of subject matter knowledge
Target:
80% of students will correctly answer exam questions that address community organization principles, as well as primary and secondary preventive measures.

M 16: HHE 273: Exam on health education prevention/intervention strategies
80% of students will correctly answer exam questions that identify health education prevention and/or intervention strategies that have been used to address certain community health issues.
Source of Evidence: Standardized test of subject matter knowledge

M 17: HHE 446: Reaction paper
90% of the students will score at least 80% on a reaction paper after listening to an expert health disparities presenter or webinar presentation about strategies that can be used to help reduce/eliminate disparities in health and healthcare.
Source of Evidence: Written assignment(s), usually scored by a rubric

M 18: HHE 446: Article review
90% of the students will score at least 80% on their review of an article which addresses current research in, underlying causes of, and strategies for reducing disparities in health or healthcare.

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

M 19: HHE 467: exam on composition of planning committee
HHE 467: 90% of students will score an 80% or above on Exam 1 which includes questions addressing composition of planning committee.

Source of Evidence: Standardized test of subject matter knowledge

Target: 90%

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

Testing center should save scores for entire academic year.
Established in Cycle: 2011-2012
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

M 20: HHE 467: exam on setting goals
HHE 467: 90% of students will score an 80% or above on Exam 2 which includes questions addressing setting goals and objectives.

Source of Evidence: Standardized test of subject matter knowledge

Target: 90%

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

Give more attention to setting goals and objectives in class.
Established in Cycle: 2011-2012
Give more attention to setting goals and objectives in class.

Give smaller chapter quizzes instead of comprehensive examinations.
Established in Cycle: 2011-2012
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any to...

Testing center should save scores for entire academic year.
Established in Cycle: 2011-2012
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

M 21: HHE 467: theory-based intervention abstract
HHE 467: 90% of students will score at least an 85% on the abstract project requiring the selection of a theory-based intervention or strategy.

Source of Evidence: Project, either individual or group

Target: 90% of students will score at least an 85% on the abstract assignment.

Finding (2013-2014) - Target: Not Met
For section 1, the median score on this assignment was 90%. 25/33 (75%) of students scored at least 85% on this assignment. For section 2, the average score on the assignment was 90%. 87.6% of the students scored at least 85% on the assignment. Having a deadline for seeking article approval improved this portion of the grade on this assignment, but students need continued assistance with writing their abstracts. Working with curriculum review committee to address these concerns and add reading and writing assignments earlier in the curriculum.

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

Change measure to theory-based intervention abstract
Established in Cycle: 2011-2012
To more accurately reflect the intent of this objective, this measure should be changed to “90% of students will score at least ...”

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 22: HHE 440: health education intervention project
HHE 440: 90% of students will score at least a 90% on a health education intervention project targeted towards healthy stress management techniques through behavior modification.

Source of Evidence: Project, either individual or group
Target: 90% of students will score at least a 90% on a health education intervention project.

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

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all needed assessment data.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures
M 23: HHE 467: exam on program evaluation
HHE 467: 90% of students will score an 80% or above on Exam 2 which includes items on program evaluation and research.
Source of Evidence: Standardized test of subject matter knowledge

Target: 90%

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

Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Give more attention to evaluation and research in class.

Give smaller chapter quizzes instead of comprehensive examinations.
Established in Cycle: 2011-2012
Instead of giving comprehensive examinations, give multiple smaller chapter quizzes in class to get immediate feedback on any ...

Testing center should save scores for entire academic year.
Established in Cycle: 2011-2012
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.

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

Connected Documents
Curriculum Maps I-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures
M 24: HHE 467: Program Rationale Paper
90% of students will score at least an 80% on the program rationale paper, which attempts to obtain program support.
Source of Evidence: Project, either individual or group

M 25: HHE 467: Exam 1
90% of students will score at least 80% on Exam 1 which addresses creating a program rationale and recruiting volunteers.
Source of Evidence: Standardized test of subject matter knowledge

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures
M 26: HHE 270: mini-assignment
HHE 270: 80% of students will achieve a score of at least 85% on the mini-assignment that requires students to summarize a current health-related topic recently publicized via a media outlet; data sources, relevant statistical information, populations affected, risk factors, signs and symptoms, and preventive/treatment measures of the specific health issue are examined and discussed.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 80% of students will achieve a score of at least 85% on the mini-assignment

M 27: HHE 370: Health education resource person exams
85% of students will achieve a score of at least 75% on two multiple choice exams that include content regarding
serving as a health education resource person.

Source of Evidence: Standardized test of subject matter knowledge

M 28: HHE 378: article summary paper
HHE 378: 85% of students will achieve a score of at least 85% on an article summary paper.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
85% of students will achieve a score of at least 85%

M 29: HHE 378: ascertain drug-health information
HHE 378: 85% of students will achieve a score of at least 85% on a project/paper that requires students to ascertain drug-health information from a variety of health information sources, including professional websites and articles.
Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will achieve a score of at least 85% on the project/paper

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

Provide additional information on health information sources during lecture.
Established in Cycle: 2011-2012
Several students had questions about where to find sources, how to document sources, etc. so this information needs to be covere...

Remind students of due date several times in the weeks prior to the due date.
Established in Cycle: 2011-2012
Will remind students of due date several times in the weeks prior to the due date.

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-General Health Studies B.S.
Curriculum Maps II-General Health Studies B.S.

Related Measures

M 30: HHE 370: professional development plan paper
HHE 370: 85% of students will achieve a score of at least 75% on a professional development plan paper.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
85% of students will achieve a score of at least 75% on a professional development plan paper.

M 31: HHE 468: Construction of a health-related newsletter
HHE 468: 90% of students will achieve a score of at least 75% for the construction of a health-related newsletter for their university peers
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will achieve a score of at least 75%

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

Revise assessment tool.
Established in Cycle: 2011-2012
Will continue to work on how to assess each individual group member's grade.

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all needed assessment data.

M 32: HHE 468: exam on technology
HHE 468: 90% of students will score at least 75% on the exam item assessing the importance of employing technology for disseminating health communication messages and materials to priority populations.
Source of Evidence: Standardized test of subject matter knowledge

Target:
90% of students will score at least 75% on the exam item

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

Create appropriate assessment measures.
Established in Cycle: 2011-2012
Create appropriate assessment measures.

Reinforce information and assess knowledge in multiple ways.
Established in Cycle: 2011-2012
Will continue to reinforce the information in class with hands-on and in class activities. Will continue to assess knowledge in...

Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Work with instructors to provide all needed assessment data.

**M 33: HHE 468: Participating in advocacy initiative**

HHE 468: 90% of students will achieve a score of at least 75% for participating in at least one campus/community advocacy initiative.

Source of Evidence: Project, either individual or group

**Target:**

90% of students will achieve a score of at least 75%

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

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

**Create appropriate assessment measures.**

*Established in Cycle: 2011-2012*

Create appropriate assessment measures.

**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 34: 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: Academic indirect indicator of learning - other

**Target:**

Meet or exceed national results.

**M 35: 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:**

Bachelor's degree program will become accredited.

**M 36: 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.oira.ua.edu/se.ashx?s=73AB6C005AC80551).

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**

Students 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 completions.

**Related Measures**

**M 37: Counts of majors in the program**

Counts of majors in the program.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

250 undergraduate majors or more.

**M 38: Student:Faculty ratio**

Student:Faculty ratio

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

20:1

**M 39: Graduation rates**

Graduation rates.

Source of Evidence: Graduate/professional school acceptance rate

**Target:**

Graduate 65 undergraduates or more each year.

**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 40: UA Graduating Senior Survey**

The UA Graduating Senior Survey will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
Students will report good to excellent program satisfaction.

**M 41: The CHES alumni survey**  
The CHES alumni survey (see survey at https://www.survey.oiru.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:**  
Students will report good to excellent program satisfaction.

**M 42: The National Survey on Student Engagement**  
The National Survey on Student Engagement will provide evidence of the program being highly valued by program graduates.  
Source of Evidence: Student course evaluations on learning gains made  
**Target:**  
Students will report good to excellent program satisfaction.

**M 43: 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.

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

**Change measure to theory-based intervention abstract**  
To more accurately reflect the intent of this objective, this measure should be changed to "90% of students will score at least an 85% on the assignment requiring an abstract be written about a theory-based intervention or strategy."

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** HHE 467: theory-based intervention abstract  
**Outcome/Objective:** Knowledge in planning health education strategies

**Responsible Person/Group:** Instructor

Create appropriate assessment measures.  
Create appropriate assessment measures.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** HHE 468: Participating in advocacy initiative  
**Outcome/Objective:** Knowledge in communicating and advocating for health

**Responsible Person/Group:** Instructor for HHE 468

Create appropriate assessment measures.  
Create appropriate assessment measures.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** HHE 468: exam on technology  
**Outcome/Objective:** Knowledge in communicating and advocating for health

**Responsible Person/Group:** Instructor for HHE 468

Create measures for this objective in HHE 273 and HHE 468.  
Create measures for this objective in HHE 273 and HHE 468.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Responsible Person/Group:** Instructors of HHE 273 and HHE 468

Create measures for this objective in HHE 468  
Create measures for this objective in HHE 468.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Responsible Person/Group:** Instructor of HHE 468

Create measures for this objective in HHE 468.
Create measures for this objective in HHE 468.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Instructor for HHE 468.

Develop a new assessment measure since this assessment is no longer being performed.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Instructor

Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation
Responsible Person/Group: Instructor

Give more attention to evaluation and research in class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education strategies
Responsible Person/Group: Instructor

Give smaller chapter quizzes instead of comprehensive examinations.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting evaluation
Responsible Person/Group: Instructor

Provide additional information on health information sources during lecture.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: HHE 378: ascertain drug-health information | Outcome/Objective: Knowledge in serving as a health education resource person
Responsible Person/Group: Instructors of HHE 378

Recommend adding "Reading and Writing for Health Science" course.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Instructor
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: library assignment | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Curriculum Committee

Recommend adding "Reading and Writing for Health Science" course.
Recommend adding "Reading and Writing for Health Science" course.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: needs assessment paper | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Curriculum Committee

Recommend adding "Reading and Writing for Health Science" course.
Recommend adding "Reading and Writing for Health Science" course.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Curriculum Committee

Reinforce information and assess knowledge in multiple ways.
Will continue to reinforce the information in class with hands-on and in class activities. Will continue to assess knowledge in multiple ways (exams, presentations, group work, homework assignments).
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 468: exam on technology | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Instructor of HHE 468.

Remind students of due date several times in the weeks prior to the due date.
Will remind students of due date several times in the weeks prior to the due date.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: HHE 378: ascertain drug-health information | Outcome/Objective: Knowledge in serving as a health education resource person

Responsible Person/Group: Instructors of HHE 378

Revise assessment tool.
Will continue to work on how to assess each individual group member's grade.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: HHE 468: Construction of a health-related newsletter | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Instructor of HHE 468

Testing center should save scores for entire academic year.
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on setting goals | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

Testing center should save scores for entire academic year.
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: HHE 467: exam on program evaluation | Outcome/Objective: Knowledge in conducting
Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

**Testing center should save scores for entire academic year.**
Will ask that testing center save scores for the entire academic year preceding the due date for the assessment results.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: HHE 467: exam on composition of planning committee | Outcome/Objective: Knowledge in planning health education strategies

Responsible Person/Group: Stuart Usdan Assessment Co-Coordinators

**Will encourage class attendance and stress the importance of not missing class.**
Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- Measure: HHE 378: exam on behaviors enhancing drug-health | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors.

**Will encourage class attendance and stress the importance of not missing class.**
Will encourage class attendance and stress the importance of not missing class.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- Measure: HHE 468: exam on technology | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

**Work with instructors to provide all needed assessment data.**
Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: HHE 468: Construction of a health-related newsletter | Outcome/Objective: Knowledge in communicating and advocating for health

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

**Work with instructors to provide all needed assessment data.**
Work with instructors to provide all needed assessment data.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: HHE 440: health education intervention project | Outcome/Objective: Knowledge in implementing health education strategies

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

**Work with instructors to provide all needed assessment data.**
Work with instructors to provide all the data needed to assess whether target was met.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low
Relationships (Measure | Outcome/Objective):

Measure: HHE 440: research paper | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Assessment Co-Coordinator and Department Chair

Work with students to ensure their understanding and to encourage them to submit assignments on time.

Will continue to work with students to ensure their understanding of the assignment and to encourage them to submit their assignments on time. Work with instructor of HHE 370 to determine what "risk factor" content is covered in each course.

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

Relationships (Measure | Outcome/Objective):

Measure: HHE 467: library assignment | Outcome/Objective: Knowledge in assessing individual needs for health education

Responsible Person/Group: Instructors of HHE 370 and HHE 467

Add a “Reading and Writing for Health Science” course.

Students should be given multiple writing assignments during program. Consideration should be given to adding a “Reading and Writing for Health Science” course.

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

Add Reading and Writing for Health Science course.

Add Reading and Writing for Health Science course.

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

Consideration should be given to adding a “Reading and Writing for Health Science” course.

Students should be given multiple writing assignments during program. Consideration should be given to adding a “Reading and Writing for Health Science” course.

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

Continue to create engaging ways to encourage class participation and consistent attendance.

Continue to create engaging ways to encourage class participation and consistent attendance.

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

Modify instruction when fewer Health majors are enrolled in course.

Give more detailed instruction to classes with fewer Health major students to help them understand more about program implementation.

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

Students will submit article for approval before turning in abstract

To be sure students are writing an abstract about an appropriate article, students will be given a deadline for seeking approval of the article before they write the abstract.

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

Responsible Person/Group: HHE 467 Instructor

Work with students to ensure they submit their assignments on time.

Work with students to ensure they submit their assignments on time.

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

Work with students to synthesize health-related information.

Provide students with a sample of critiqued article before they begin the assignment. Spend a 10-15 minutes in class discussing how to synthesize health-related information from a variety of media outlets. We will walk through the steps together.

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

Give students reminders to submit assignments on time.

Will continue to work with students to ensure their understanding of the assignment, and give them reminders to submit their assignments.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
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