Analysis Questions and Analysis Answers

For Academic Programs

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

Based upon evaluation of recent assessment findings, feedback from doctoral students and formal group meetings with program faculty, the joint doctoral program in Health Education and Health Promotion revised some of the core coursework for the program. Originally, Health Communication was a part of the 12-hour, 4-course core sequence. This class has been replaced with Advanced Evaluation, which was taught for the first time this past Fall 2013. Content from this new course was included in the comprehensive exams for the first time in January 2014. The joint doctoral program also revised the format of the comprehensive exams, to better reflect a practice-based exam rather than merely course content.

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 applying health behavior theory

Graduates of our program should demonstrate knowledge and skill in applying health behavior theory.

Connected Documents
- Curriculum Map II-Health Education/Promotion Ph.D.
- Curriculum Maps I-Health Education/Promotion Ph.D.

Related Measures

M 1: HHE 605: theory-driven oral presentation
HHE 605: 90% of students will score at least an 80% on the theory-driven oral presentation.
Source of Evidence: Presentation, either individual or group
Target: 90% of students will score at least an 80% on the theory-driven oral presentation

M 2: HHE 605: theory-driven paper
HHE 605: 90% of students will score at least an 80% on the theory-driven paper
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 90% of students will score at least an 80% on the theory-driven paper

M 3: Comp exam assesses knowledge of health behavior theory
90% of students will pass the comprehensive examination section that assesses knowledge of health behavior theory.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90%

SLO 2: Knowledge in planning health education strategies

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

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Related Measures

M 4: HHE 606: understanding of research ethics, privacy protection, and human rights
HHE 606: 90% of students will satisfactorily complete NIH or university investigator training and fieldwork orientation to demonstrate understanding of research ethics, privacy protection, and human rights.
Source of Evidence: Performance (recital, exhibit, science project)
Target: 90%
M 5: HHE 606: application of program planning and administration
HHE 606: 90% of students will score at least an 80% on the initial and final reports that demonstrate application of program planning and administration knowledge in supervised fieldwork settings.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90% of students will score at least an 80% on the initial and final reports

M 6: HHE 606: planning health education programs
HHE 606: 90% of students will score at least an 80% on the group presentations that show knowledge and skills in planning health education programs.
Source of Evidence: Presentation, either individual or group
Target: 90% of students will score at least an 80% on the group presentations

M 7: HHE 606: planning and administering health education programs
HHE 606: 90% of students will score at least an 80% on the final examination items that assess knowledge of planning and administering health education programs.
Source of Evidence: Standardized test of subject matter knowledge
Target: 90% of students will score at least an 80% on the final examination items that assess knowledge of planning and administering health education programs

M 8: Comp exam assesses knowledge of health program planning
90% of students will pass the comprehensive examination section that assesses knowledge of health program planning and administration.
Source of Evidence: Standardized test of subject matter knowledge
Target: 90%

SLO 3: Knowledge in applying health communication theory
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Related Measures

M 9: HHE 607: application of health communication theory
HHE 607: 90% of students will score at least an 80% on the oral presentation that requires students to show knowledge and skill in the application of health communication theory.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90% of students will score at least an 80% on the oral presentation

M 10: HHE 607: apply theory to address health communication need
HHE 607: 90% of students will score at least an 80% on the course examination that requires students apply a theory to address a health communication need.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90% of students will score at least an 80%

M 11: Comp exam assesses knowledge of health communication theory
90% of students will pass the comprehensive examination section that assesses knowledge of health communication theory.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 90%

SLO 4: Knowledge in examining relationship in health education
Graduates of our program should demonstrate knowledge and skill in critically examining the relationship between scholarship, research, and ethics in health education.

Related Measures

M 12: HHE 604: mock grant proposal
HHE 604: 90% of students will score at least an 80% on a mock grant proposal
Source of Evidence: Performance (recital, exhibit, science project)
Target: 90% of students will score at least an 80% on a mock grant proposal

M 13: HHE 604: ethical conduct of research
HHE 604: 90% of students will score at least an 80% on final examination items that assess knowledge on the ethical conduct of research and securing external funding.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will score at least an 80%

M 14: Comp exam assesses knowledge of scholarship, research, and ethics
90% of students will pass the comprehensive examination section that assesses knowledge of scholarship, research, and ethics in health education.

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

Target:
90%

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HHE 607: 90% of students will score at least an 80% on examination items that requires students design an evaluation study for a given health communication campaign.

Source of Evidence: Project, either individual or group

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

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90% of students will pass Comprehensive Examination II that requires students to develop a prospectus of their proposed dissertation.

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

Target:
90%

M 17: Dissertation Defense
90% of students will successfully defend their dissertation, demonstrating the ability to conduct theory-driven research.

Source of Evidence: Senior thesis or culminating major project

Target:
90%

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

OthOtcm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 18: Annual reports on Faculty Activity Reporting System
Monitor faculty progress in research through their annual reports on the Faculty Activity Reporting System (FARS).

Source of Evidence: Academic indirect indicator of learning - other

M 19: Faculty progress in doctoral student mentoring
Monitor faculty progress in doctoral student mentoring through their annual reports on the Faculty Activity Reporting System (FARS).

Source of Evidence: Academic indirect indicator of learning - other

M 20: Descriptions of research collaborations
Descriptions of research collaborations and faculty “market niches.”

Source of Evidence: Academic indirect indicator of learning - other

M 21: Program reviews of the UA Office for Academic Affairs
The UA Office for Academic Affairs (OAA) coordinates program reviews in cooperation with the academic unit under review, the respective college, and the Graduate School. When a department has both accredited and unaccredited degree programs, OAA will consult with the dean and department chair to determine whether all should have full review or all should have modified review. The review of departments with a mix of accredited and unaccredited programs normally will occur in the year when the self study begins for accreditation.

Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 22: Counts of majors
Counts of majors

Source of Evidence: Academic indirect indicator of learning - other

Target:
Increase or maintain current level of enrollment.
M 23: Student:faculty ratio
Student:faculty ratio
Source of Evidence: Academic indirect indicator of learning - other

M 24: Graduation rates
Graduation rates
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 8: 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 25: CHES alumni survey results**
The CHES alumni survey (see survey at https://www.survey.oira.ua.edu/se.ashx?s=73AB6C005AC80551 ) will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Alumni survey or tracking of alumni achievements

**M 26: Graduate employment status**
Graduate employment status, including number of graduates achieving promotion and tenure.
Source of Evidence: Job placement data, esp. for career/tech areas

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

**HHE 606 Class Objectives and Activities Change**
For the first time in the history of the joint doctoral program with UAB, this class will now be taught by faculty in the UA Department of Health Science. New faculty will be changing this learning outcome for the course.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  
**Responsible Person/Group:** Designated Faculty in Department of Health Science

**HHE 607 Class Changes**
This course will no longer be required as part of the doctoral core course sequence. Instead, HHE 667, Advanced Evaluation will be added as a doctoral core course.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High  
**Responsible Person/Group:** Health Science Department Chair
University of Alabama

Detailed Assessment Report
2012-2013 Health Education/Promotion Ph.D.
As of: 7/17/2014 09:56 AM CENTRAL

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HHE 605: 90% of students will score at least an 80% on the theory-driven oral presentation.
Source of Evidence: Presentation, either individual or group

Target: 90% of students will score at least an 80% on the theory-driven oral presentation
Finding (2012-2013) - Target: Met
100% of students scored at least an 80% on theory-driven oral presentation.

M 2: HHE 605: theory-driven paper
HHE 605: 90% of students will score at least an 80% on the theory-driven paper
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 90% of students will score at least an 80% on the theory-driven paper
Finding (2012-2013) - Target: Met
92% of students scored at least an 80% on the theory-driven paper.

M 3: Comp exam assesses knowledge of health behavior theory
90% of students will pass the comprehensive examination section that assesses knowledge of health behavior theory.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 90%

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

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Related Measures

M 4: HHE 606: understanding of research ethics, privacy protection, and human rights
HHE 606: 90% of students will satisfactorily complete NIH or university investigator training and fieldwork orientation to demonstrate understanding of research ethics, privacy protection, and human rights.
Source of Evidence: Performance (recital, exhibit, science project)

Target: 90%
Finding (2012-2013) - Target: Met
100% of students completed the CITI program investigator training, a requirement for participating in human subjects research.

M 5: HHE 606: application of program planning and administration
HHE 606: 90% of students will score at least an 80% on the initial and final reports that demonstrate application of program planning and administration knowledge in supervised fieldwork settings.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 90% of students will score at least an 80% on the initial and final reports
Finding (2012-2013) - Target: Met
100% of students enrolled finished with at least an 80% in the class, which included a group-based project to demonstrate application of program planning and administration concepts in the field.
M 6: HHE 606: planning health education programs
HHE 606: 90% of students will score at least an 80% on the group presentations that show knowledge and skills in planning health education programs.

Source of Evidence: Presentation, either individual or group

Target:
90% of students will score at least an 80% on the group presentations

Finding (2012-2013) - Target: Met
100% of students enrolled received a grade of at least 80% on the group presentations based on their findings from the field work experience.

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

HHE 606 Class Objectives and Activities Change
Established in Cycle: 2012-2013
For the first time in the history of the joint doctoral program with UAB, this class will now be taught by faculty in the UA Dep...

M 7: HHE 606: planning and administering health education programs
HHE 606: 90% of students will score at least an 80% on the final examination items that assess knowledge of planning and administering health education programs.

Source of Evidence: Standardized test of subject matter knowledge

Target:
90% of students will score at least an 80% on the final examination items that assess knowledge of planning and administering health education programs

Finding (2012-2013) - Target: Met
100% of the students enrolled scored at least 80% on the final examination items assessing their knowledge of planning and administration of health education programs.

M 8: Comp exam assesses knowledge of health program planning
90% of students will pass the comprehensive examination section that assesses knowledge of health program planning and administration.

Source of Evidence: Standardized test of subject matter knowledge

Target:
90%

SLO 3: Knowledge in applying health communication theory
Graduates of our program should demonstrate knowledge and skill in applying health communication theory.

Related Documents
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Related Measures

M 9: HHE 607: application of health communication theory
HHE 607: 90% of students will score at least an 80% on the oral presentation that requires students to show knowledge and skill in the application of health communication theory.

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

Target:
90% of students will score at least an 80% on the oral presentation

Finding (2012-2013) - Target: Not Reported This Cycle
The oral presentation was not a required activity for the Health Communication course taught in Fall 2012.

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

HHE 607 Class Changes
Established in Cycle: 2012-2013
This course will no longer be required as part of the doctoral core course sequence. Instead, HHE 667, Advanced Evaluation wi...

M 10: HHE 607: apply theory to address health communication need
HHE 607: 90% of students will score at least an 80% on the course examination that requires students apply a theory to address a health communication need.

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

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

Finding (2012-2013) - Target: Met
100% of the students scored at least 80% on the final examination items applying health communication theory to a specific target population.

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

HHE 607 Class Changes
Established in Cycle: 2012-2013
This course will no longer be required as part of the doctoral core course sequence. Instead, HHE 667, Advanced Evaluation wi...

**M 11: Comp exam assesses knowledge of health communication theory**
90% of students will pass the comprehensive examination section that assesses knowledge of health communication theory

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

**Target:**
90%

**SLO 4: Knowledge in examining relationship in health education**
Graduates of our program should demonstrate knowledge and skill in critically examining the relationship between scholarship, research, and ethics in health education.

**Connected Documents**
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**Related Measures**

**M 12: HHE 604: mock grant proposal**
HHE 604: 90% of students will score at least an 80% on a mock grant proposal

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
90% of students will score at least an 80% on a mock grant proposal

**Finding (2012-2013) - Target: Met**
100% received a score of greater than 80% on their mock grant proposal project.

**M 13: HHE 604: ethical conduct of research**
HHE 604: 90% of students will score at least an 80% on final examination items that assess knowledge on the ethical conduct of research and securing external funding.

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

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

**Finding (2012-2013) - Target: Not Reported This Cycle**
There was no final examination given during the doctoral seminar course this year. Instead of a final exam, students read and critique an article on ethics in health education research.

**M 14: Comp exam assesses knowledge of scholarship, research, and ethics**
90% of students will pass the comprehensive examination section that assesses knowledge of scholarship, research, and ethics in health education.

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

**Target:**
90%

**SLO 5: Knowledge in conducting theory-driven research**
Graduates of our program should demonstrate knowledge and skill in conducting theory-driven research.

**Connected Documents**
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**Related Measures**

**M 15: HHE 607:design an evaluation study**
HHE 607: 90% of students will score at least an 80% on examination items that requires students design an evaluation study for a given health communication campaign.

Source of Evidence: Project, either individual or group

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

**Finding (2012-2013) - Target: Not Reported This Cycle**
The evaluation study design was not a required activity for the Health Communication course taught in Fall 2012

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

**HHE 607 Class Changes**
Established in Cycle: 2012-2013
This course will no longer be required as part of the doctoral core course sequence. Instead, HHE 667, Advanced Evaluation wi...

**M 16: Comprehensive Examination II**
90% of students will pass Comprehensive Examination II that requires students to develop a prospectus of their proposed dissertation.

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

**Target:**
90%

**M 17: Dissertation Defense**
90% of students will successfully defend their dissertation, demonstrating the ability to conduct theory-driven research.

Source of Evidence: Senior thesis or culminating major project

Target: 90%

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

OthOtm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 18: Annual reports on Faculty Activity Reporting System
Monitor faculty progress in research through their annual reports on the Faculty Activity Reporting System (FARS).

Source of Evidence: Academic indirect indicator of learning - other

M 19: Faculty progress in doctoral student mentoring
Monitor faculty progress in doctoral student mentoring through their annual reports on the Faculty Activity Reporting System (FARS).

Source of Evidence: Academic indirect indicator of learning - other

M 20: Descriptions of research collaborations
Descriptions of research collaborations and faculty "market niches."

Source of Evidence: Academic indirect indicator of learning - other

M 21: Program reviews of the UA Office for Academic Affairs
The UA Office for Academic Affairs (OAA) coordinates program reviews in cooperation with the academic unit under review, the respective college, and the Graduate School. When a department has both accredited and unaccredited degree programs, OAA will consult with the dean and department chair to determine whether all should have full review or all should have modified review. The review of departments with a mix of accredited and unaccredited programs normally will occur in the year when the self study begins for accreditation.

Source of Evidence: Academic indirect indicator of learning - other

OthOtm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 22: Counts of majors
Counts of majors

Source of Evidence: Academic indirect indicator of learning - other

Target:
Increase or maintain current level of enrollment.

Finding (2012-2013) - Target: Met
Results Summary: As of September 2013, there are 13 graduate students enrolled in Health Education & Health Promotion. Interpretation: The number of students went from 12 in Fall 2012 to 13 in Fall 2013. This represents a small increase in enrollment from last year. We expect to continue to increase or maintain this number of students enrolled in Health Education & Health Promotion.

M 23: Student:faculty ratio
Student:faculty ratio

Source of Evidence: Academic indirect indicator of learning - other

M 24: Graduation rates
Graduation rates

Source of Evidence: Academic indirect indicator of learning - other

OthOtm 8: 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 25: CHES alumni survey results
The CHES alumni survey (see survey at https://www.survey.oira.ua.edu/se.ashx?s=73AB6C005AC80551 ) will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

M 26: Graduate employment status
Graduate employment status, including number of graduates achieving promotion and tenure.

Source of Evidence: Job placement data, esp. for career/tech areas

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

HHE 606 Class Objectives and Activities Change
For the first time in the history of the joint doctoral program with UAB, this class will now be taught by faculty in the UA Department of Health Science. New faculty will be changing this learning outcome for the course.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** HHE 606: planning health education programs  
  **Outcome/Objective:** Knowledge in planning health education strategies

**Responsible Person/Group:** Designated Faculty in Department of Health Science

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This course will no longer be required as part of the doctoral core course sequence. Instead, HHE 667, Advanced Evaluation will be added as a doctoral core course.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** HHE 607: application of health communication theory  
  **Outcome/Objective:** Knowledge in applying health communication theory
- **Measure:** HHE 607: apply theory to address health communication need  
  **Outcome/Objective:** Knowledge in applying health communication theory
- **Measure:** HHE 607: design an evaluation study  
  **Outcome/Objective:** Knowledge in conducting theory-driven research

**Responsible Person/Group:** Health Science Department Chair
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**Target:**
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HHE 605: 90% of students will score at least an 80% on the theory-driven paper

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

**Target:**
90% of students will score at least an 80% on the theory-driven paper

**M 3: Comp exam assesses knowledge of health behavior theory**
90% of students will pass the comprehensive examination section that assesses knowledge of health behavior theory.

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

**Target:**
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**Target:**
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Source of Evidence: Academic indirect indicator of learning - other

M 19: Faculty progress in doctoral student mentoring
Monitor faculty progress in doctoral student mentoring through their annual reports on the Faculty Activity Reporting System (FARS).
Source of Evidence: Academic indirect indicator of learning - other

M 20: Descriptions of research collaborations
Descriptions of research collaborations and faculty "market niches."
Source of Evidence: Academic indirect indicator of learning - other

M 21: Program reviews of the UA Office for Academic Affairs
The UA Office for Academic Affairs (OAA) coordinates program reviews in cooperation with the academic unit under review, the respective college, and the Graduate School. When a department has both accredited and unaccredited degree programs, OAA will consult with the dean and department chair to determine whether all should have full review or all should have modified review. The review of departments with a mix of accredited and unaccredited programs normally will occur in the year when the self study begins for accreditation.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 22: Counts of majors
Counts of majors
Source of Evidence: Academic indirect indicator of learning - other

M 23: Student:faculty ratio
Student:faculty ratio
Source of Evidence: Academic indirect indicator of learning - other

M 24: Graduation rates
Graduation rates
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: 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 25: CHES alumni survey results
The CHES alumni survey (see survey at https://www.survey.oira.ua.edu/se.ashx?s=73AB6C005AC80551 ) will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 26: Graduate employment status
Graduate employment status, including number of graduates achieving promotion and tenure.
Source of Evidence: Job placement data, esp. for career/tech areas