

Undergraduate Academic Assessment Plan

Health Education and
Behavior
(CIP 51.2208)

College of Health and
Human Performance

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Health Education and Behavior – Bachelor’s Degree Undergraduate Academic Assessment Plan

Mission Statement

The mission of the Department of Health Education and Behavior (HEB) is to bridge the gap between scientific knowledge and public understanding of health to promote healthier living. The focus of the Department of HEB is to prepare students to promote healthy lifestyle choices in individual and group settings, and among diverse populations using culturally appropriate health education methodologies. Additionally, the Department seeks to prepare Health Education professionals capable of assessing individual and community health education needs; developing, planning and implementing effective health education programs; evaluating health education program effectiveness; coordinating the provision of health education services; acting as a resource person in health education; and communicating health/health education needs, concerns and resources.

The mission of the Department of Health Education and Behavior intersects well with the College’s mission to “provide programs of excellence in teaching, research and service that focus on assisting individuals, families, and communities to promote health and prevent disease while enhancing quality of life across the lifespan” and it aligns directly with the University’s threefold mission of teaching, research and service.

Student Learning Outcomes (SLOs)

<https://catalog.ufl.edu/ugrad/current/health/alc/health-education-and-behavior.aspx>.

Content

1. Identifies and applies theories-based strategies for assessing individual and community needs for health education
2. Identifies and utilizes appropriate theory-based models for planning effective health education programs.
3. Identifies and applies a variety of theories, models and strategies for implementing health education programs.
4. Identifies and applies methods and procedures appropriate for evaluating the effectiveness of health education programs.
5. Coordinate the provisions of health education services.
6. Describes and employs methods to obtain and disseminate health education information.
7. Demonstrates understanding of the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health.

Critical Thinking

8. Examine situations, conditions and events to solve problems independently and to evaluate health education outcomes.
9. Select health education programs and services based on best-evidence.

Communication

10. Communicate health needs, concerns and resources to identified clients and consumers.
11. Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.

Curriculum Map

Health Education and Behavior (CIP 511.1504)

College: Health and Human Performance

Key: Introuced

Reinforced

Assessed

Courses SLOs	HSC 3032	HSC 4302	HSC 4713	HSC 4800	HSC 4876	Additional Assessmen ts: CHES Exam
Content Knowledge						
#1		R	I A*		R A † †	A † †
#2		R A*	I A*		RI A † †	A † †
#3					IR A †	A † †
#4		R	I A*		R A †	A † †
#5		R	R		R A † †	A † †
#6				R	R A † †	A † †

Courses SLOs	HSC 3032	HSC 4302	HSC 4713	HSC 4800	HSC 4876	Additional Assessment: CHES Exam
#7	I	R A‡			R A†‡	A‡
Critical Thinking						
#8	I	R	R A*		R	A‡
#9	I	R	R A*	R	A†	A‡
Communication						
#10	I		R	R	R A‡	
#11	I	R A*	R	R	R A‡	A‡

*** Category “A” Assignments**

1. Program Portfolio: Complete a Portfolio containing a program planning & evaluation document. This document will be informed by in-class work on worksheets and assignments. Supporting materials will be included such as written documents, questions to be asked, measurement instruments and important contacts.
2. Presentation Plan: Develop detailed education plan tailored to specific health topics, audience types, and audience size and learning contexts.
3. Educational Material: Develop educational material that is tailored to appropriate for a specific priority audience.
4. Presentation: Present part of an Education Plan for a priority audience in class and to classmates.

† Category “B” Projects

1. Major Internship Project: Internship supervisors are provided materials explaining internship expectation. Internship Major Projects synthesize Health Education concepts, content and methods while addressing the 11 Student Learning Outcomes.

‡ Category “C” Other Assessments

1. Certified Health Education Specialist (CHES) Exam
2. Internship Supervisor midterm and final evaluation
3. Internship Bi-Weekly Reports
4. Course Exam & Quiz

Anchor Points

- 1. During Methods and Material in Health Education course (Students’ last semester & prior to Internship)**
- 2. During the Internship**

Assessment Cycle

Program: Health Education and Behavior (CIP 51.2208) College: Health and Human Performance

Analysis and Interpretation:
 Improvement Actions:
 Dissemination:

June-August
 Completed by September 15
 Completed by October 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		√			√		
#2		√			√		
#3			√			√	
#4				√			√
#5			√			√	
#6				√			√
#7				√			√
#8		√			√		
Critical Thinking							
#9			√			√	
#10			√			√	
Communication							
#11		√			√		

Methods and Procedures

SLO Assessment Matrix for 2013-14

2013-14 Student Learning Outcome	Assessment Method	Measurement Procedure
Identifies and applies theories-based strategies for assessing individual and community needs for health education	Assignments/Assessments Projects	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Identifies and utilizes appropriate theory-based models for planning effective health education	Assignments/Assessments Projects	Rubric

programs.		
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Identifies and applies a variety of theories, models and strategies for implementing health education programs.	Assignments/Assessments Projects	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Identifies and applies methods and procedures appropriate for evaluating the effectiveness of health education programs.	Assignments/Assessments Projects	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Coordinate the provisions of health education services.	Projects Assessments	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Describes and employs methods to obtain and disseminate health education information.	Projects Assessments	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Demonstrates understanding of the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health.	Projects Assessments	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Examine situations, conditions and events to solve problems independently and to evaluate health education outcomes.	Assignments/Assessments	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey

Select health education programs and services based on best-evidence.	Assignments/Assessments Projects	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Communicate health needs, concerns and resources to identified clients and consumers.	Assessments	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey
Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.	Assignments/Assessment	Rubric
	Internship Evaluation	Bi-weekly report, Evaluation by supervisor, Student experience survey

As indicated in the succeeding paragraphs and reflected in the chart on page 7, a variety of methods and procedures are utilized to assess, collect and analyze data relating to the department’s eleven student learning outcomes (SLOs).

Direct assessments include but are not limited to internship performance, exams; quizzes; lesson plan development; individual and group research projects; individual and group oral presentations; developing health-related educational materials (print, audio and visual) and lesson plans; and developing, planning, implementing and evaluating health education programs. Indirect assessments include but are not limited to the HEB Degree Candidate Exit Interview Survey, Internship Experience Survey, a comment section in the Internship Bi-Weekly Report, and information regarding student admission and denial decisions, graduation and enrollment.

Historically, faculty members have individually submitted their SLO-related course assignments and students’ corresponding grades to the Department’s Undergrad Program Coordinator and the Coordinator compiled and maintained the data. Faculty members are now required to submit this information using Microsoft Excel to the Department of Health Education and Behavior Secretary.

The student Internship is evaluated using a variety of methods, including a Bi-Weekly Report, an Agency Evaluation, and an Internship Experience Survey. Prior to graduation, all Health Education and Behavior majors are required to complete a 15-credit hour full-time internship in a health education setting. Bi-weekly reports inform the university internship supervisor of the intern’s progress throughout the internship. Interns are required to write a brief log of their daily activities and hours worked for each day of the two-week period. This report also includes a comments section that interns can use to provide a qualitative assessment of their progress (i.e. how they feel about the work they’re doing, identification of any problems they may be encountering), and to report overtime and missed hours make-up plan. Two evaluations are completed by each intern’s agency supervisor, one at the midpoint of the semester

(midterm), and one at the end of the internship (final). Additionally, students have an opportunity to “grade” their internship site and provide feedback regarding their internship experience using the Internship Experience Survey. Information contained in this survey will help the department in recommending the internship site for future interns as well as to help the internship agency improve its internship program. The intern is encouraged to provide an honest, constructive evaluation of their experience. This form is sent directly to the university internship supervisor.

At the end of each semester, the Department sends all HEB majors who are graduating the HEB Degree Candidate Exit Interview Survey on Qualtrics. Students are asked to identify their post-graduation plans: plan to take the CHES exam; have begun a job search or been offered a job (if yes, where) and where; and plan to attend graduate/professional school. Students are also asked to rate each of the universal tracking, prerequisite, major and specialization courses they took as part of the Health Education and Behavior program as well as give their opinion of the strengths and weaknesses of the curriculum and the program in general.

Department Secretaries maintain the Department’s Undergraduate student information within the College’s online Undergraduate database. The database contains areas for basic student information, admission and denial decisions, graduation information, enrollment information, etc. Department Staff are able to run queries in order to pull data on each area of the database.

Each fall and spring semester, the Department Secretaries use data from the University Registrar to input enrollment information on each individual student in their Department into the database. This includes whether the student is in fact enrolled and if they are not, the reason for their absence as well as the last semester attended.

Graduation information is entered at the end of each semester. The term of the student’s graduation is entered along with any honors designation awarded, including students who are awarded Magna or Summa Cum Laude for satisfactorily completing an Academic Portfolio or a Thesis.

Grading Rubric for Evaluation Portfolios

GROUP MEMBERS:

	<u>Worth</u>	<u>Given</u>
Assessing Need		
Presentation of the “triggers” leading to your group choosing program health topic	5	

	<u>Worth</u>	<u>Given</u>
<p>Area of Need</p> <ul style="list-style-type: none"> • Presentation of research-based rationale for the need to be addressed <ul style="list-style-type: none"> ○ Uses at least 5 authoritative data-based references ○ Uses multiple data-sources (government agencies, journal articles, etc.) • Presents need from a National perspective <i>and</i> State/Local perspective (if possible) 	10	
<p>Priority population is clearly identified</p> <ul style="list-style-type: none"> • Selection of priority population is based upon the presented need. In other words, this groups is an “at-risk” group 	3	
<p>Initial assumptions/beliefs about the health issues are presented</p> <ul style="list-style-type: none"> • Why does this behavior impact these people? • Explain why this occurs? • What factors contribute to this health issue? 	2	
Goals & Objectives		
A broad, encompassing goal for the entire program is clearly articulated	5	
Several <i>measurable</i> objectives are clearly articulated. Each objective relates to the overall goal for the program and is reflected in the program activities.	5	
Program Development		
<p>Program is described in great detail. Includes:</p> <ul style="list-style-type: none"> • Short descriptive outline of the program (i.e., general purpose, aims, target population, etc.) • Specific characteristics of the program, such a) what activities will take place, b) who will participate in these activities, c) how will these activities be delivered, d) how often will the activities take place, e) what will the activities accomplish, etc. 	10	
Includes a timeline that shows the order and progression of the outlined program aspects	5	

	<u>Worth</u>	<u>Given</u>
Includes a Logic Model based on one of the models presented in class	10	
Includes a Program Matrix outlining the evaluation questions, variables (dependent and independent), evaluation design, and data considerations	10	
Program Evaluation		
Overall evaluation design clearly identified	5	
Identifies the data collection considerations <ul style="list-style-type: none"> • What data is needed? • How will it be collected? • From whom? 	10	
Measurement <ul style="list-style-type: none"> • Includes a copy of the instrument to be used for data collection (survey questions, interview protocols, observation checklists, abstraction sheets, etc.) 	10	
Plans for evaluation findings <ul style="list-style-type: none"> • How will your findings be used? • Who will use, benefit from, or care about, your findings? 	5	
Budget		
Includes an inclusive budget outlining <i>all</i> expenditures in realistic numbers	5	
TOTAL	100	
Strengths		

	<u>Worth</u>	<u>Given</u>
Weaknesses		

Some comments in regards to the rubric and its scoring:

Many of these categories are all-or-nothing. For instance, the students either present the triggers for the group deciding upon a health topic (5 points) or they don't (0 points). This is true for many of the topics, like presenting initial assumptions/beliefs about their health topic, include a broad goal statement, and measurable objectives. That said, other categories (i.e., Area of Need) specify a number of criteria (e.g., at least 5 authoritative data-based references from multiple sources). I tend to give partial credit in these categories. If the students provided 5 or more sources, then they would get the full 10 points. If they only present 4 sources, then I would give them 8 points.

Assessment Oversight

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