

# **M.S. in Health Education and Behavior Academic Assessment Plan 2013-2014**

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*Office of the Provost*

*University of Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

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## Academic Assessment Plan for M.S. in Health Education and Behavior

### College of Health and Human Performance

#### A. Mission

The mission of the Department of Health Education & Behavior (DHEB) is to bridge the gap between scientific knowledge and public understanding of health to promote healthier living. The focus of the DHEB 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, DHEB seeks to prepare health education professionals capable of assessing individual and community health 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.

This mission aligns directly with the College of Health and Human Performance, with regard to providing

*...recognized programs of excellence in teaching, research, and service that focus on assisting individuals, families, and communities to promote health, prevent disease while enhancing quality of life across the life span.*

To this end, DHEB prepares health education specialists and health behavior scientists to research, develop, implement, and evaluate health promotion policies, programs, and services aimed reducing the burden associated with the leading causes of mortality, morbidity, and disability and to become leaders in the field for the 21<sup>st</sup> Century.

The M.S. degree program in Health Education and Behavior aligns with the University of Florida's mission by providing an environment where graduate students can

*...participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.*

Moreover, DHEB's mission also clearly supports and intersects well with the University's triadic mission related to teaching, research, and service. The department's diverse faculty is dedicated to developing graduates with the knowledge and skills to work with diverse populations across various settings. The department's research is prevention focused providing opportunities to assess and analyze societal needs from which strategies are developed and implemented to address those needs. Additionally, the department's focus on professional preparation support the Board of Governor's goals related to workforce development specifically in health-related fields.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Identify, define, and describe principles and foundations of health education and behavior.	A. Successful presentation of thesis per department standards and guidelines. B. Successful presentation of project in-lieu of thesis per department standards and guidelines. C. Complete the Certified Health Education Specialist (C.H.E.S) Exam.	Campus
Skills	2. Assess needs, assets and capacity for health education. 3. Plan health promotion programs 4. Implement health education programs 5. Conduct evaluation and research related to health education. 6. Administer and manage health education programs. 7. Serve as a health education resource person. 8. Communicate and advocate for health and health education.	A. Successful presentation of thesis per department standards and guidelines. B. Successful presentation of project in-lieu of thesis per department standards and guidelines. C. Complete the Certified Health Education Specialist (C.H.E.S) Exam.	Campus
Professional Behavior	9. Illustrate the highest standards of conduct and ethical behavior when making professional decisions in accordance to the Unified Code of Ethics for the Health Education Profession (Coalition of National Health Education Organizations, 2011).	A. Successful presentation of thesis per department standards and guidelines. B. Successful presentation of project in-lieu of thesis per department standards and guidelines.	Campus

## C. Research

DHEB offers a 30-credit hour, non-thesis, Master of Science (M.S.) and a 36-credit hour thesis or a 36 credit hour project in-lieu of thesis Master of Science (M.S.) in Health Education and Behavior.

The non-thesis 30-credit hour M.S. program is designed for students seeking an advanced practitioner's degree. A distinctive feature of this option is that in addition to 15 hours of required core coursework, students are allowed to choose a minimum of 15 credit hours of major lecture coursework that matches their interests with faculty expertise to plan a program that achieves their career goals. As part of the program, M.S. students must complete the Certified Health Education Specialist (C.H.E.S) Exam prior to graduation. The majority of students complete the M.S. program in three semesters (1 academic year).

The 36-credit hour thesis and project-in-lieu of thesis options are designed for students pursuing a career in evaluation research and for students interested in pursuing a doctoral degree in health promotion or health behavior research. Students typically complete these options in four semesters. These options require students to complete 18 hours of required core coursework, 9-12 hours of approved elective coursework, and 9 hours of thesis or 6 hours of project non-lecture coursework.

The required core for all three options has been designed to help students develop specific set of competencies related to the seven areas of responsibilities delineating the role of the health education specialist as defined by the National Commission for Health Education Credentialing, Inc.

## D. Assessment Timeline

Assessment	Assessment 1
<b>SLOs</b>	
<b>Knowledge</b>	
#1	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
<b>Skills</b>	
#2	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
#3	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
#4	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
#5	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
#6	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
#7	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
#8	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense

	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam
<b>Professional Behavior</b>	
#9	<i>Thesis Students:</i> Thesis defense
	<i>Project in-lieu of Thesis:</i> Project defense
	<i>Non-Thesis:</i> Certified Health Education Specialist (C.H.E.S) Exam

## E. Assessment Cycle

Assessment Cycle for:  
Program M.S. in Health Education and Behavior  
College of Health and Human Performance  
 Analysis and Interpretation: May - June  
 Program Modifications: August 20  
 Dissemination: September

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1				X	X	X	X
<b>Skills</b>							
#2				X	X	X	X
#3				X	X	X	X
#4				X	X	X	X
#5				X	X	X	X
#6				X	X	X	X
#7				X	X	X	X
#8				X	X	X	X
<b>Professional Behavior</b>							
#9				X	X	X	X

**Note:** Data collection for the assessment cycle will begin with the 2012-2013 academic year. Data were not collected in prior years.

## F. Measurement Tools

**Thesis** defenses are scored as pass/fail based on the professional judgment and expertise of the faculty comprising students' thesis committees. The rubric demonstrating how assessment are made for these oral defenses is presented in section *H: Rubric for Oral Theses Defenses*.

**Project in-lieu of Thesis** presentations are scored as pass/fail based on the professional judgment and expertise of the faculty comprising the students' project committees.

**Non-Thesis** students must complete the Certified Health Education Specialist (C.H.E.S) Exam prior to graduation. This exam is administered and scored by the National Commission for Health Education Credentialing, Inc.

## G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Dr. Robert M. Weiler	Director of Graduate Programs, Department of Health Education & Behavior	<a href="mailto:rweiler@hhp.ufl.edu">rweiler@hhp.ufl.edu</a>	352-294-1808
Dr. Jay Bernhardt	Department Chair, Department of Health Education & Behavior	<a href="mailto:jaybernhardt@ufl.edu">jaybernhardt@ufl.edu</a>	352-294-1800
Dr. Chris Janelle	Interim Associate Dean of Academic Affairs College of Health and Human Performance	<a href="mailto:cjanelle@hhp.ufl.edu">cjanelle@hhp.ufl.edu</a>	352-294-1718
Dr. Suzanne Sneed-Murphy	Director of Assessment College of Health and Human Performance	<a href="mailto:murphysm@hhp.ufl.edu">murphysm@hhp.ufl.edu</a>	352-294-1607



## H. Rubric for Oral Theses Defenses.

### Rubric for the Oral Thesis Defense for the M.S. Degree in Health Education and Behavior

Candidate: \_\_\_\_\_

Criteria	Meets Expectations	Needs Improvement
1. <u>Statement of Problem</u> Presents clear statement of the problem under investigation and provides and justifies the significance of the study.		
2. <u>Review of the Literature</u> Demonstrates a command of the scientific literature about the problem under investigation.		
3. <u>Methods/Procedures</u> Justifies that the scientific and empirical components selected will appropriately answers the research questions.		
4. <u>Results</u> Explains the results of the statistical analyses used to answer each research question		
5. <u>Summary, Conclusions, and Implications for Current Practice and Future Research</u> Presents the findings of the study in the context of the original research questions and offers reasoned implications for current practice and future research		
6. <u>Demonstrates the delivery of a scientific presentation in a professional manner.</u> Creates and effective PowerPoint slide show appropriate for a scientific presentation. Communicates clearly and professionally in oral and written form.		

0 Passed

0 Did Not Pass

Candidate must meet the expectations of the supervisory committee on all four criteria. The supervisory committee must provide specific recommendations to improve areas which need improvement.

**Supervisory Committee**

**Signature**

**Date**

Chair \_\_\_\_\_

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Member \_\_\_\_\_

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