

SLO/Academic Assessment Plan Revision Form

Check one:

- ☐ Certificate Academic Assessment Plan
- ☐ Undergraduate Academic Assessment Plan
- ☐ Graduate Academic Assessment Plan
- ☐ Professional Academic Assessment Plan
- ☐ Academic Learning Compact (ALC)
- ☒ Student Learning Outcomes (SLO)

Major: HEB

College: Health and Human Performance

Effective term and year revisions will take place: Term: fall Year: 2016

Revisions requested (check all that apply)

Academic Assessment Plans

- ☐ Rationale
- ☐ Mission Alignment
- ☐ Curriculum Map
- ☐ Assessment Timeline
- ☐ Assessment Cycle
- ☐ Methods and Procedures
- ☐ Assessment Oversight
- ☐ Research
- ☐ Measurement Tools

ALCs

- ☐ Description of major
- ☐ Graduation Requirements

SLOs

- ☒ SLO
- ☐ Assessment Measures

Briefly describe the revision(s) including the revised language and provide the rationale/justification for the revision. Templates are available for the curriculum map, assessment timeline, and assessment cycle on the [Institutional Assessment website](#). From the NCHEC website: **Seven Areas of Responsibility were again verified by the 2015 Health Education Specialist Practice Analysis (HESPA) project and serve as the basis of the CHES exam beginning in October 2016.** The HESPA study led to an adjustment to the health education model to include the term “health promotion”. The rationale for the **terminology change to “health education/health promotion”** was because it adds clarity to the scope of the Health Education Specialist's role both within and external to the profession and would more comprehensively describe the profession.

The Department of Health Education and Behavior align SLO's with NCHEC competencies and areas of responsibilities; therefore, with the addition of a promotion focus, we determined it best to add promotion to our SLO's to better represent NCHEC.

Current SLOs	Proposed SLOs (revision highlighted in yellow)
<ol style="list-style-type: none"> 1. Identify and apply theories-based strategies for assessing individual and community needs for health education. 2. Identify and utilize appropriate theory-based models for planning effective health education programs. 3. Identify and apply a variety of theories, models and strategies for implementing health education programs. 4. Identify and apply methods and procedures appropriate for evaluating the effectiveness of health education programs. 5. Coordinate the provisions of health education services. 6. Describe and employ methods to obtain and disseminate health education information. 7. Demonstrate understanding of the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health. 8. Examine situations, conditions and events to solve problems independently and to evaluate health education outcomes. 	<ol style="list-style-type: none"> 1. Identify and apply theories-based strategies for assessing individual and community needs for health education/promotion. 2. Identify and utilize appropriate theory-based models for planning effective health education/promotion programs. 3. Identify and apply a variety of theories, models and strategies for implementing health education/promotion programs. 4. Identify and apply methods and procedures appropriate for evaluating the effectiveness of health education/promotion programs. 5. Coordinate the provisions of health education/promotion services. 6. Describe and employ methods to obtain and disseminate health education/promotion information. 7. Identify and apply the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health. 8. Examine situations, conditions and events to solve problems independently and to evaluate health education/promotion outcomes.

<p>9. Select health education programs and services based on best-evidence.</p> <p>10. Communicate health needs, concerns and resources to identified clients and consumers.</p> <p>11. Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.</p>	<p>9. Select health education/promotion programs and services based on best-evidence.</p> <p>10. Communicate health needs, concerns and resources to identified clients and consumers.</p> <p>11. Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.</p>
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If revising an **Academic Assessment Plan**, please enter the changes in Compliance Assist and indicate these changes by selecting the appropriate boxes above. Once we receive this approval form, Institutional Assessment will pull your revised plan from Compliance Assist.

If revising an **Academic Learning Compact (ALC)**, please attach both the current ALC and the new revised version.

If revising one or more **Student Learning Outcomes (SLOs)**, please complete the following for each SLO:

1. What types of assessments are or will be used?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Course-related Exam | <input checked="" type="checkbox"/> Capstone |
| <input checked="" type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades |
| <input checked="" type="checkbox"/> Course Assessments/Assignments | <input checked="" type="checkbox"/> Standardized Exam |
| <input type="checkbox"/> Other – please describe here | |

2. What assessment methods will be used?

- ☒ Rubric

☒ Exam

☒ Other – please describe here: Supervisor evaluation at midterm and end of semester

3. Who applies the method?

☐ Faculty Committee

☒ Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

Courses SLOs	HSC 3032	HSC 4302	HSC 4713	HSC 4800	HSC 4876	Additional Assessments: CHES Exam
Content Knowledge						
#1	I	R A*†	R A*†		R A†‡	A†
#2	I	R A*†	R A*†		R A†‡	A†
#3	I	R A*†	R A*†		R A†	A†
#4	I	R A*†	I A*†		R A†	A†

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

Courses SLOs	HSC 3032	HSC 4302	HSC 4713	HSC 4800	HSC 4876	Additional Assessments: CHES Exam
#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

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