

Academic Assessment Plan

University of Florida

Academic Affairs

Academic Colleges

College of Health & Human Performance

Health Education & Behavior

Health Education & Behavior (BSHED)

2015-16 HHP Health Education & Behavior BS Program Mission

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.

Responsible Roles: Professor (Janelle, Christopher)

Program: Health Education & Behavior (BSHED)

Progress: Ongoing

2015-16 PG 2: Maintain median time to degree

To maintain median time to degree at 4 years (8 semesters).

Evaluation Method

Review of department audits and registrar's reports.

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

2015-16 PG 3: Maintain high level of diversity

To maintain a consistent 25% of minority students in our major to ensure a high level of diversity among majors.

Evaluation Method

Track student demographics for enrollment management purposes.

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

2015-16 PG 1: Maintain consistent student-faculty ratio

To maintain a consistent student-faculty ratio equal to, or below the University of Florida ratio (21:1)

Evaluation Method

Total number of students enrolled in comparison to number of faculty instructors.

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

2015-16 SLO 11: Communication

Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.

SLO Area (select one): Communication (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO 3: Content

Identifies and applies a variety of theories, models and strategies for implementing health education programs.

SLO Area (select one): Content (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO 4: Content

Identifies and applies methods and procedures appropriate for evaluating the effectiveness of health education programs.

SLO Area (select one): Content (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric. Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey. C.H.E.S.

2015-16 SLO 6: Content

To Describe and employ methods to obtain and disseminate health education information.

SLO Area (select one): Content (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric. Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey. CHES.

2015-16 SLO 7: Content

Identify and apply the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health.

SLO Area (select one): Content (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric. Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey. CHES

2015-16 SLO 8: Critical Thinking

Examine situations, conditions and events to solve problems independently and to evaluate health education outcomes.

SLO Area (select one): Critical Thinking (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO 9: Critical Thinking

Select health education programs and services based on best-evidence.

SLO Area (select one): Critical Thinking (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO_10: Communication

Communicate health needs, concerns and resources to identified clients and consumers.

SLO Area (select one): Communication (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO 1: Content

Identifies and applies theories-based strategies for assessing individual and community needs for health education

SLO Area (select one): Content (UG)

Responsible Role:

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO 2: Content

Identifies and utilizes appropriate theory-based models for planning effective health education programs.

SLO Area (select one): Content (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

2015-16 SLO 5: Content

Coordinate the provisions of health education services.

SLO Area (select one): Content (UG)

Responsible Role: Professor (Janelle, Christopher)

Progress: Ongoing

Assessment Method

Assignments/Assessments Projects measured by rubric.

Internship Evaluation measured by bi-weekly report, evaluation by supervisor, and student experience survey.

BS HEB AAP Detail CURRENT

Start: 7/1/2015

End: 6/30/2016

Progress: Ongoing

Providing Department: Health Education & Behavior (BSHEd)

Responsible Roles: Professor (Janelle, Christopher)

Research (Graduate and Professional AAPs only)

Assessment Timeline (Graduate and Professional AAPs only)

Curriculum Map (UG AAPs only)

Health Education and Behavior (CIP 51.1504) College: Health and Human Performance

Key: Introuced

Reinforced

Assessed

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

Courses SLOs	HSC 3032	HSC 4302	HSC 4713	HSC 4800	HSC 4876	Additional Assessments: CHES Exam
#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‡	
#11	I	R A*	R	R	R A‡	A‡

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

* **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 (All AAPs)

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

Analysis and Interpretation: June-August

Improvement Actions: Completed by September 15

Dissemination: Completed by October 15

SLOs	Year	15-16	16-17	17-18	18-19	19-20	20-21
Content Knowledge							
#1			√			√	
#2			√			√	
#3				√			√
#4		√			√		
#5				√			√
#6		√			√		
#7		√			√		
#8			√			√	
Critical Thinking							
#9				√			√
#10				√			√
Communication							
#11			√			√	

Methods and Procedures (UG and Certificate AAPs)

SLO Assessment Matrix for 2015-16

2015-16 Student Learning Outcome	Assessment Method	Measurement Procedure
Identifies and applies theories-based strategies for assessing individual and community needs for health education	<p>Assignments/Assessments</p> <p>Projects</p> <p>Internship Evaluation</p>	<p>Rubric</p> <p>Bi-weekly report, Evaluation by supervisor, Student experience survey</p>
Identifies and utilizes appropriate theory-based models for planning effective health education programs.	<p>Assignments/Assessments</p> <p>Projects</p> <p>Internship Evaluation</p>	<p>Rubric</p> <p>Bi-weekly report, Evaluation by supervisor, Student experience survey</p>
Identifies and applies a variety of theories, models and strategies for implementing health education programs.	<p>Assignments/Assessments</p> <p>Projects</p> <p>Internship Evaluation</p>	<p>Rubric</p> <p>Bi-weekly report, Evaluation by supervisor, Student experience survey</p>
Identifies and applies methods and procedures appropriate for evaluating the effectiveness of health education programs.	<p>Assignments/Assessments</p> <p>Projects</p> <p>Internship Evaluation</p>	<p>Rubric</p> <p>Bi-weekly report, Evaluation by supervisor, Student experience survey</p>
Coordinate the provisions of health education services.	<p>Projects</p> <p>Assessments</p> <p>Internship Evaluation</p>	<p>Rubric</p> <p>Bi-weekly report, Evaluation by supervisor, Student experience survey</p>
Describes and employs	<p>Projects</p>	<p>Rubric</p>

methods to obtain and disseminate health education information.	Assessments	
	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 Internship Evaluation	Rubric Bi-weekly report, Evaluation by supervisor, Student experience survey
Select health education programs and services based on best-evidence.	Assignments/Assessments Projects Internship Evaluation	Rubric Bi-weekly report, Evaluation by supervisor, Student experience survey
Communicate health needs, concerns and resources to identified clients and consumers.	Assignments/Assessments Internship Evaluation	Rubric 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 Internship Evaluation	Rubric 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.

Faculty members submit their SLO-related course assignments and students' corresponding grades 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.

 2015-16 HEB BS Assessment Matrix

SLO Assessment Rubric (All AAPs)

See Attached Files.

 2015-16 HEB BS Assessment Rubrics

Measurement Tools (Graduate and Professional AAPs Only)

Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Sadie B. Sanders, PhD, CHES	Undergraduate Program Coordinator & Senior Lecturer	ssanders@hhp.ufl.edu	352- 294-1810
Kristina Garcia, PhD, CHES	Acting Undergraduate Program Coordinator & Lecturer	t.garcia@ufl.edu	352-294-1817
Suzanne Sneed-Murphy, PhD	Director of Assessment College of Health and Human Performance	murphysm@hhp.ufl.edu	352- 294-1607
Chris Janelle, PhD	Associate Dean for Academic and StudentAffairs	cjanelle@hhp.ufl.edu	352- 294-1718

Academic Assessment Plan Entry Complete:

BS HEd AAP Detail

Start: 7/1/2015

End: 6/30/2016

Progress: Ongoing

Providing Department: Health Education & Behavior (BSHED)

Responsible Roles: Professor (Janelle, Christopher)

Research (Graduate and Professional AAPs only)

Assessment Timeline (Graduate and Professional AAPs only)

Curriculum Map (UG AAPs only)

Curriculum Map

Health Education and Behavior (CIP 51.1504) College: Health and Human Performance

Key: Inroduced

Reinforced

Assessed

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

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

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Anchor Points

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

2. During the Internship

Assessment Cycle (All AAPs)

Analysis and Interpretation: June-August

Improvement Actions: Completed by September 15

Dissemination: Completed by October 15

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

Methods and Procedures (UG and Certificate AAPs)

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 programs.	Assignments/Assessments Projects	Rubric
	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	Projects Assessments	Rubric

related to nutrition, substance abuse, emotional health, human sexuality and environmental health.	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
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SLO Assessment Rubric (All AAPs)**Measurement Tools (Graduate and Professional AAPs Only)****Assessment Oversight (All AAPs)**

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Sadie B. Sanders, PhD, CHES	Undergraduate Program Coordinator & Senior Lecturer	ssanders@hhp.ufl.edu	352- 294- 1810
Suzanne Sneed- Murphy, PhD	Director of Assessment College of Health and Human Performance	murphysm@hhp.ufl.edu	352- 294- 1607
Chris Janelle, PhD	Associate Dean for Academic and Student Affairs	cjanelle@hhp.ufl.edu	352- 294- 1718

Academic Assessment Plan Entry Complete: