

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Health, Physical Education, and Recreation / Health Promotion

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A. Mission Statement

Information is current; no changes required.

Information is not current; updates below.

Updates:

HPP Mission

The Health Promotion Program (HPP) primarily serves Weber State University (WSU), and other stakeholders (e.g., community partners, employers, etc.), by providing academic courses (a) to prepare students to work as health education specialists in health-related settings (e.g., hospitals, community health agencies, worksites, schools, etc.), and (b) to assist students to acquire knowledge, attitudes, and skills needed to adopt and maintain health behaviors.

HPP Roles

The academic courses for the Health Promotion Program include general education (e.g., healthy lifestyles) and varied content/topic courses (e.g., stress management, human sexuality, adolescent health issues, etc.) and, in particular, professional-preparation courses (e.g., program planning, research methods, methods in health promotion, etc.). The academic program offers a bachelor's degree in health promotion (BS, Health Promotion), a minor in health promotion, and a teaching minor in health promotion, and an emphasis area to support the Bachelor of Integrated Studies (BIS) program.

HPP Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists.

To advance the HPP mission and identified roles, the program has identified four overarching goals. The first is to provide students with academic training based on the standards of professional preparation and practice in health education/promotion forwarded by the National Commission for Health Education Credentialing (NCHEC). Through decades of research (e.g., Competencies Update Project, 2004; Health Education Job Analysis, 2010; Health Education Specialist Practice Analysis, 2015)¹ NCHEC has scientifically validated the "Seven Areas of Responsibility" for the contemporary practice of entry- and advanced-level health education specialists:

- 1. Responsibility 1:** Assess needs, resources, and capacity for health education/promotion
- 2. Responsibility 2:** Plan health education/promotion
- 3. Responsibility 3:** Implement health education promotion
- 4. Responsibility 4:** Conduct evaluation and research related to health education/promotion

¹ A review of the research to establish the roles and competencies needed to practice health education can be found at <https://www.nchec.org/responsibilities-and-competencies>.

5. **Responsibility 5:** Administer and manage health education/promotion
6. **Responsibility 6:** Serve as a health education/promotion resource person
7. **Responsibility 7:** Communicate, promote, and advocate for health, health education/promotion, and the profession.

The Seven Areas of Responsibility promoted by NCHEC are deemed the essential elements for professional preparation (i.e., academic curriculum), credentialing (i.e., to become a Certified Health Education Specialist; CHES), and professional development of all health education specialists regardless of employment setting (e.g., health care, school, worksite, etc.). Consistent with NCHEC standards, the WSU Health Promotion Program has developed student-learning outcomes to prepare students/graduates to perform skills in each of the Seven Areas of Responsibility (see sections B and C).

HPP Goal 2: Provide a Social Science General Education (SSGE) course (i.e., HLTH 1030, Healthy Lifestyles) for the University.

The second goal of HPP is to provide WSU with a general education course, HLTH 1030 (Healthy Lifestyles), that counts as a social science elective for students. The standards for this course are prescribed by the University² and include the following learning outcomes:

1. **Interactions between individuals and society:** Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
2. **Application of concepts, theories, and methods:** Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
3. **Diverse perspectives:** Students will identify an argument about a social phenomenon and understand alternative explanations.

HPP Goal 3: Provide students with knowledge and skills in the underlying science of human health and disease prevention.

HPP provides topic-focused courses in multiple areas (e.g., stress management, mind/body wellness, consumer health, substance abuse, human sexuality, etc.), in general, (a) to allow students to explore more in-depth health issues that interest them and, more specifically, (b) to support degree requirements for several degrees (e.g., Health Promotion Major, Health Promotion Minor, Health Promotion Teaching Minor, BIS Emphasis in Health Promotion, etc.). In addition to declared majors and minors, HPP coursework is utilized by 14 other WSU programs such as Public Health, Public Relations, Nutrition Education, and Social Work. In particular, seven HPP courses are cross referenced with the Health Administrative Services (HAS) program to support students in this academic unit to gain necessary knowledge and skills for multiple HAS degrees and emphases. The expectations for what students should know and be able to do in these support courses are based on the framework established by the *Joint Committee on National Health Education Standards* (e.g., American Public Health Association, American School Health Association, American Association for Health Education)³ and include the following performance indicators:

1. **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

² The standards for general education courses in the social science breadth can be found at <https://www.weber.edu/GenEd/default.html>

³ The performance indicators for the *National Health Education Standards* can be found at <https://www.cdc.gov/healthyschools/sher/standards>

4. **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.
5. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
6. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
7. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

HPP Goal 4: Provide students with meaningful and mutually-beneficial engagements with community partners.

The final goal for HPP is to provide students with supervised internship experiences that benefit both the student, in terms of professional growth and work experience, and the organization in regard to student assistance with key tasks and services. The chief student learning outcomes for this goal include the following:

1. **Hours:** Students will complete a minimum of 60 internship hours per credit of HLTH 4860.
2. **Supervisor evaluation:** students will be evaluated satisfactorily by their internship site supervisor.
3. **Project:** Students will complete a project for the host agency that demonstrates at least three NCHEC competencies.
4. **Reflection:** Students will complete structured reflection to summarize and evaluate their field experiences.

B. Student Learning Outcomes

Information is current; no changes required.

Information is not current; updates below.

Update:

The purpose and aims of HPP highlighted in the program mission and goals (see section A), are reflected and evaluated by attainment of the designed learning outcomes for the program. The specific objectives and desired outcomes for each program goal are highlighted in Tables 1-4. As noted earlier, the desired learning outcomes for goal 1 are based on the seven areas of responsibility promoted by NCHEC and deemed the essential elements for professional preparation (i.e., academic curriculum), credentialing (i.e., to become a Certified Health Education Specialist; CHES), and professional development of all health education specialists regardless of employment setting (e.g., health care, school, worksite, community health, etc.).⁴ For goal 2, the outcomes are based on the social science standards forwarded by the WSU General Education and Improvement Committee (GEIAC) and approved by the WSU Faculty Senate and Utah Board of Regents.⁵ The outcomes for goal 3 are based on the National Health Education Standards.⁶ The outcomes for goal 4 are based on direct measures developed by HPP faculty, and the internship coordinator, to evaluate students on professional competencies, similar to goal 1, aligned with NCHEC standards.

Table 1: *Learning Outcomes for HPP Goal 1*

No.	Objective
1	When taking HPP professional-development courses, at least 80% of students will achieve 70% competency on identified measures of Responsibility 1: Assess needs, resources, and capacity for health education/promotion.
2	When taking HPP professional-development courses, at least 80% of students will achieve 70% competency on identified measures of Responsibility 2: Plan health education/promotion.
3	When taking HPP professional-development courses, at least 80% of students will achieve 70% competency on identified measures of Responsibility 3: Implement health education/promotion.
4	When taking HPP professional-development courses, at least 80% of students will achieve 70% competency on identified measures of Responsibility 4: Conduct evaluation and research related to health education/promotion.

⁴ A review of the scientifically-validated responsibilities and competencies needed to practice health education can be found at <https://www.nche.org/responsibilities-and-competencies>.

⁵ The standards for general education courses in the social science breadth can be found at <https://www.weber.edu/GenEd/default.html>

⁶ The performance indicators for the *National Health Education Standards* can be found at <https://www.cdc.gov/healthyschools/sher/standards>

Table 1 Continued: Learning Outcomes for HPP Goal 1

5	When taking HPP professional-development courses, at least 80% of students will achieve 70% competency on identified measures of Responsibility 5: Administer and manage health education/promotion.
6	When taking HPP professional-development courses, at least 80% of students achieve 70% competency on identified measures of Responsibility 6: Serve as a health education/promotion resource person.
7	When taking HPP professional-development courses, at least 80% of students will achieve 70% competency on identified measures of Responsibility 7: Communicate, promote, and advocate for health, health education/promotion, and the profession.

Table 2: Learning Outcomes for HPP Goal 2

No.	Objective
1	By the completion of the HLTH 1030 course, 80% of students will achieve 70% competency on identified measures related to SSGE Outcome 1: Interactions between individuals and groups. In particular, students will be able to describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
2	By the completion of the HLTH 1030 course, 80% of students will achieve 70% competency on identified measures related to SSGE Outcome 2: Application of concepts, theories, and methods. Specifically, students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
3	By the completion of the HLTH 1030 course, 80% of students will achieve 70% competency on identified measures related to SSGE Outcome 3: Diversity. For instance, students will identify an argument about a social phenomenon and understand alternative explanations.

Table 3: Learning Outcomes for HPP Goal 3

No.	Objective
1	By completing HPP topic courses, 80% of students will achieve 70% competency on identified measures related to NHES Outcome 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
2	By completing HPP topic courses, 80% of students will achieve 70% competency on identified measures related to NHES Outcome 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3	By completing HPP topic courses, 80% of students will achieve 70% competency on identified measures related to NHES Outcome 3: Demonstrate the ability to access valid information, products, and services to enhance health.

Table 3 Continued: Learning Outcomes for HPP Goal 3

4	By completing HPP topic courses, 80% of students will achieve 70% competency on identified measures related to NHES Outcome 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5	By completing HPP topic courses, 80% of students will achieve 70% competency on identified measures related to NHES Outcome 5: Demonstrate the ability to use decision-making skills to enhance health.
6	By completing HPP topic courses, students will achieve 70% competency on identified measures related to NHES Outcome 6: Demonstrate the ability to use goal-setting skills to enhance health.
7	By completing HPP topic courses, students will achieve 70% competency on identified measures related to NHES Outcome 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8	By completing HPP topic courses, students will achieve 70% competency on identified measures related to NHES Outcome 8: Demonstrate the ability to advocate for personal, family, and community health.

Table 4: Learning Outcomes for HPP Goal 4

No.	Objective
1	By the conclusion of HLTH 4860, 80% of students will complete a minimum of 60 internship hours per credit.
2	By the conclusion of HLTH 4860, 80% of students will be evaluated satisfactorily (evaluation scores 70% or higher) by their site supervisor.
3	By the conclusion of HLTH 4860, 80% of students will satisfactorily complete a project (project score \geq 70% evaluated by internship coordinator) for the host agency that demonstrates three or more NCHEC competencies or responsibilities.
4	By the conclusion of HLTH 4860, 80% of students will satisfactorily complete (assignment scores \geq 70% evaluated by internship coordinator) structured reflection to summarize and evaluate their field experiences.

C. Curriculum

 Information is current; no changes required.

Information is not current; updates below

Table 5: Curriculum Grid for Core HPP Professional-Development Courses

Required and Professional-Block Courses		NCHEC Areas of Responsibility*						
Prefix	Title	1	2	3	4	5	6	7
HLTH 3000	Foundations of Health Promotion	2	1	1	1	1	3	2
HLTH 3100	Applications of Technology	1	1	3	1	1	2	3
HLTH 3160	Principles of Health Behavior	3	3	2	1	2	2	3
HLTH 3200	Methods of Health Education	2	1	3	1	1	1	2
HLTH 4013	Health Promotion Research	2	1	1	3	1	2	1
HLTH 4150	Needs Assessment and Planning	3	3	2	3	2	2	2
HLTH 4700	Wellness Coaching	3	3	3	1	1	1	2
HLTH 4990	Senior Seminar	1	1	1	1	1	1	1
HAS 3000	Health Care System	1	1	1	1	1	2	1
HAS 3150	Community Health Agencies	2	2	1	1	1	2	1
HAS 3190	Cultural Diversity in Patient Ed.	3	1	1	1	1	2	2
HAS 3230	Health Communication	2	1	1	1	3	1	2
HAS 4410	Clinical Instructional Design	1	3	2	1	1	1	2
HIM 3200	Epidemiology and Biostatistics	2	1	0	3	1	1	1
NUTR 3420	Multicultural Health & Nutrition	2	1	1	1	0	1	1

Student Learning Outcome Rating Key:* 0 = not addressed; 1 = introduced, minor emphasis; 2 = emphasized, moderate importance; 3 = assessed comprehensively, major emphasis

NCHEC Outcomes Key:* Responsibility 1: Assess needs, resources, and capacity for health education/promotion; Responsibility 2: Plan health education/promotion; Responsibility 3: Implement health education/promotion; Responsibility 4: Conduct evaluation and research related to health education/promotion; Responsibility 5: Administer and manage health education/promotion; Responsibility 6: Serve as a health education/promotion resource person; Responsibility 7: Communicate, promote, and advocate for health, health education/promotion, and the profession.

Table 6: Curriculum Grid for HPP Topic Courses

Topic Courses		National Health Education Standards*							
Prefix	Title	1	2	3	4	5	6	7	8
HLTH 1030	Healthy Lifestyles	3	3	2	2	3	3	3	2
HLTH 1110	Stress Management	3	2	1	1	1	2	3	1
HLTH 2400	Mind/Body Wellness	3	1	1	1	1	2	3	1
HLTH 2700	Consumer Health	3	3	3	1	2	0	1	3
HLTH 3400	Substance Abuse Prevention	2	2	1	1	1	0	0	1
HLTH 3500	Human Sexuality	2	2	2	3	3	2	1	1
HLTH 4220	Women's Health Issues	3	3	2	3	1	0	1	2
HLTH 4250	Health Issues of Adolescents	2	1	1	1	3	0	1	1

Student Outcome Rating Key:* 0 = Not covered; standard not included; 1 = Minor emphasis; standard introduced (≤ 1 class session); 2 = Moderate emphasis; standard emphasized (≥ 2 class sessions) but not assessed; 3 = Major emphasis; standard assessed comprehensively.

Standard Descriptions: Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health; Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors; Standard 3: Access valid information, products, and services to enhance health; Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks; Standard 5: Use decision-making skills to enhance health; Standard 6: Use goal-setting skills to enhance health; Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks; Standard 8: Advocate for personal, family, and community health.

Table 7: High Impact Strategies⁷ used in HPP courses*

Course	Performance Expectations	Personal Investment	Meaningful Interactions	Diverse Experiences	Quality Feedback	Reflection/Integration	Practical Application	Demo. of Competence
HLTH 1030	2	2	2	2	3	3	3	1
HLTH 3000	2	2	1	1	3	2	3	2
HLTH 3100	3	2	3	0	3	2	3	3
HLTH 3160	3	2	3	1	3	3	2	3
HLTH 3200	3	2	2	2	3	2	3	3
HLTH 4013	3	2	2	1	3	3	3	2
HLTH 4150	3	3	3	2	3	2	3	3
HLTH 4220	3	3	2	3	3	2	2	2
HLTH 4250	3	2	2	3	3	2	2	2
HLTH 4700	2	2	2	2	3	3	3	2
HLTH 4860	3	3	3	2	3	3	3	2
HLTH 4920	1	1	1	0	0	0	0	1
HLTH 4990	2	2	2	0	3	2	2	1

Notes. *Levels of impact are defined as foundational, integrated, and transformative. **Levels of Impact Rating Key: 0 = Not Applicable;** component not incorporated into course; **1 = Foundation;** component is introduced; **2 = Integration;** component is used at a moderate level in course; **3 = Transformation;** component is used an extended period of time. High-impact educational experiences (HIEEs) are noted in the assessment results included in Section F of this document.

⁷ Kuh, G. D., & O'Donnel, K. (2013). *Ensuring quality and taking high-impact practices to scale*. Washing, DC: Association of American Colleges and Universities.

D. Program and Contact Information

Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

The Department of Health, Physical Education, and Recreation (HPER) in the Jerry & Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The mission of the HPER is to inspire future professionals by providing high quality education through an innovative, engaged learning environment.

The Department provides undergraduate programs for students wishing to complete degrees that include the Health Promotion Major and Minor, the Physical Education Teaching and Non-Teaching Majors, three Physical Education Minors and a Recreation Major and Minor. The Department also provides courses that contribute to the University's commitment to General Education, promote a general interest in living healthy lifestyles and studying fitness, physical activity and health care, and assist students in achieving their college and career goals.

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E. Assessment Plan

HPP Assessment Plan

Assessment data to measure student learning relevant to the program goals is collected every semester. A variety of direct measures are used to track student learning but, in general, performance-based assignments and competency-based exam questions are the preferred methods used by course instructors. In particular, the standards tool in Chi Tester, and the outcomes tool in Canvas, are used by most instructors to track student learning across semesters and through the health curriculum. This aggregate data is then examined annually to identify trends and examine program outcomes. Based on findings from assessment data, HPP faculty identify necessary program updates and implement desired changes for the following academic year.

Table 8: *Assessment Plan for HPP Goal 1*

Outcome Measures*	Assessment Strategies/ Artifacts Collected	Assessment and Improvement Schedule	Storage Procedures
Outcome 1: Measures 1.1-1.20	Performance-based assignments	Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit documents to the program director.	Student learning data is archived using the Canvas Learning Management System, and Chi Tester tool.
Outcome 2: Measures 2.1-2.12	Competency-based exam questions		
Outcome 3: Measures 3.1-3.14	Rubric scores for class discussions	During the spring semester each year, HPP faculty examine assessment data to identify any necessary program changes. If changes are deemed necessary, program and course updates are implemented the next academic year.	Electronic copies of syllabi and sample assignments are stored on the HPP Box folder.
Outcome 4: Measures 4.1-4.10	Term papers and reports		
Outcome 5: Measures 5.1-5.12	Group work evaluated by peers and instructors		
Outcome 6: Measures 6.1-6.10	Oral presentations		
Outcome 7: Measures 7.1-7.24			

Note. **Specific student learning outcomes for each program goal are identified in Section B of this document. Course-level assessment measures and performance thresholds are included with the assessment results provided in Section F of this document.*

Table 9: *Assessment Plan for HPP Goal 2*

Outcomes Measures	Assessment Strategies/ Artifacts Collected	Assessment and Improvement Schedule	Storage Procedures
<p>Outcome 1: Measures 1.1-1.2</p> <p>Outcome 2: Measures 2.1-2.2</p> <p>Outcome 3: Measures 3.1-3.2</p>	<p>Course embedded assignments</p> <p>Course embedded exams/tests</p> <p>Course embedded discussion forums</p>	<p>Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit document to the program director.</p> <p>During the spring semester each year, HPP faculty examine assessment data to identify any necessary program changes. If changes are deemed necessary, program and course updates are implemented the next academic year.</p>	<p>Student learning data is archived using the Canvas Learning Management System, and Chi Tester tool.</p> <p>Electronic copies of syllabi and sample assignments are stored on the HPP Box folder.</p>

Note. **Specific student learning outcomes for each program goal are identified in Section B of this document. Course-level assessment measures and performance thresholds are included with the assessment results provided in Section F of this document.*

Table 10: Assessment Plan for HPP Goal 3

Outcomes Measures	Assessment Strategies/ Artifacts Collected	Assessment and Improvement Schedule	Storage Procedures
Outcome 1: Measures 1.1-1.16	Performance-based assignments	Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit document to the program director.	Student learning data is archived using the Canvas Learning Management System, and Chi Tester tool.
Outcome 2: Measures 2.1-2.13	Competency-based exam questions		
Outcome 3: Measures 3.1-3.8	Rubric scores for class discussions	During the spring semester each year, HPP faculty examine assessment data to identify any necessary program changes. If changes are deemed necessary, program and course updates are implemented the next academic year.	Electronic copies of syllabi and sample assignments are stored on the HPP Box folder.
Outcome 4: Measures 4.1-4.10	Term papers and reports		
Outcome 5: Measures 5.1-5.5	Group work evaluated by peers and instructors		
Outcome 6: Measures 6.1-6.4	Oral presentations		
Outcome 7: Measures 7.1-7.12	Rubric scores for participation in experiential activities		
Outcome 8: Measures 8.1-8.5			

Note. **Specific student learning outcomes for each program goal are identified in Section B of this document. Course-level assessment measures and performance thresholds are included with the assessment results provided in Section F of this document.*

Table 11: *Assessment Plan for HPP Goal 4*

Outcomes Measures	Assessment Strategies/ Artifacts Collected	Assessment and Improvement Schedule	Storage Procedures
Outcome 1: Measure 1.1	Documented hours spent on service-learning activities	Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit document to the program director.	Student learning data is archived using the Canvas Learning Management System, and Chi Tester tool.
Outcome 2: Measure 2.1	Rubric scores for structured reflection		
Outcome 3: Measure 3.1	Internship supervisors' direct evaluation of students' performances	During the spring semester each year, HPP faculty examine assessment data to identify any necessary program changes. If changes are deemed necessary, program and course updates are implemented the next academic year.	Electronic copies of syllabi and sample assignments are stored on the HPP Box folder.
Outcome 3: Measure 3.1			

Note. **Specific student learning outcomes for each program goal are identified in Section B of this document. Course-level assessment measures and performance thresholds are included with the assessment results provided in Section F of this document.*

High-Impact Educational Experiences

The aforementioned assessment plan includes multiple measures to evaluate student engagement in high-impact educational experiences (HIEEs). The faculty of the Health Promotion Program has embraced the importance of moving from passive teaching models (e.g., lecture) to more high-impact practices that involve active learning and greater student engagement. In particular, the HLTH 4013 and 4150 courses have multiple assignments that require collaborative learning and extensive interaction among students to complete term projects. Moreover, these courses entail research activities to allow students to address health issues using empirical and scientific methods. Other courses, such as HLTH 3160 and HLTH 4860 have community-service options that allow students to engage in field-based experiential learning. Still other courses, for example HAS 3190 and NUTR 3420, allow students to explore cultures, life experiences, and worldviews different than their own. These types of practices allow students to demonstrate multiple competencies such as the practical application of relevant professional skills, critical thinking, and communication. Table 12 highlights the key HIEEs currently incorporated into the HPP curriculum (e.g., diversity, collaborative projects, research, and internships) and the assessment measures included in the HPP assessment results also note active and high-impact practices (see Section F, Assessment Results).

Table 12: High-Impact Educational Experiences by Course and Type

Required and Professional Block Courses		High Impact Educational Experiences*				
Prefix	Title	Diversity/ Global Issues	Collaborative Projects	Public Performances	Undergraduate Research	Internships
HLTH 1030	Healthy Lifestyles	3.2				
HLTH 3000	Foundations of Health Promotion	7.4				
HAS 3000	Health Care System		7.16			
HLTH 3100	Applications of Technology			3.6, 7.10		
HLTH 3160	Principles of Health Behavior		5.2, 6.4			
HAS 3190	Cultural Diversity in Patient Ed.	1.17, 7.19				
HLTH 3200	Methods of Health Education		3.11	7.13		
HAS 3230	Health Communication		3.15, 7.19		1.19	
HIM 3200	Epidemiology and Biostatistics			4.9	3.14	
NUTR 3420	Multicultural Health & Nutrition	1.20, 6.1				
HLTH 4013	Health Promotion Research				4.5, 4.6	
HLTH 4150	Needs Assessment and Planning		2.9			
HLTH 4860	Field Experiences/Internships					4.1-4.4

Note. *Embedded numbers in the table identify the direct measures contained in the assessment results (see Section F) to evaluate student engagement in high-impact educational experiences.

F. Report of assessment results since the last report:

Biennial Assessment Results Overview

The assessment data gathered over the last two years indicate that HPP has been very successful in meeting established benchmarks for student learning relevant to the specified program goals. Although select measures for certain courses were below targeted thresholds in some semesters (e.g., HLTH 4150, Measures 1.11, 1.12), the expected thresholds were met for all program goals and measures when course data was aggregated over multiple semesters. An overview of findings is discussed next, and specific evidence of learning is contained in Tables 14-32.

Table 13: *Percentage of Student Learning Outcomes Met for HPP Program Goals, 2018-2020.*

Academic Year	Goal 1	Goal 2	Goal 3	Goal 4
2018-2019	100% (94/94)	100% (6/6)	100% (73/73)	100% (4/4)
2019-2020	100% (94/94)	100% (6/6)	100% (73/73)	100% (4/4)

Notes. *Goal 1, Provide students with a foundation in all seven areas of responsibility for health education specialist; Goal 2, Provide a social science general education course for WSU; Goal 3, Provide students with knowledge and skills in the underlying science of human health and disease prevention; Goal 4, Provide students with meaningful and mutually-beneficial engagements with community partners.*

HPP Goal 1: Provide Students with a Foundation in all Seven Areas of Responsibility

Over the last two years, all of the benchmarks were met to train students in the seven areas of responsibility necessary to practice health education/promotion (see Tables 14-20). Since the last program review, assessment efforts by HPP were greatly improved in all areas, with more measures to cover a broader range of competencies in each of the seven areas of responsibility. The added assessment measures allowed students to perform more job-related skills throughout their program of study, and also allowed instructors to evaluate students on readiness for employment as entry-level health education/promotion specialists on more occasions. Given that the benchmarks were satisfied in all areas, faculty will increase the thresholds necessary to satisfy benchmarks from 70% or better to 80% or better.

The curriculum for the Health Promotion Program (HPP) is aligned to national standards (e.g., endorsed by the National Commission for Health Education Credentialing/NCHEC) for the field of health education/promotion,⁸ and these standards were updated in 2020. Consequently, the main curriculum update necessary for HPP is to align course materials to the new NCHEC standards. In particular, HPP faculty will update

⁸ A review of the scientifically-validated responsibilities and competencies needed to practice health education can be found at <https://www.nche.org/responsibilities-and-competencies>.

course materials to map to the new standards during the spring 2021 semesters and, beginning in the fall of 2021, use the Outcomes Tool in Canvas to collect data on the new standards. Specific, course-level updates and action plans are outlined in Tables 14-20 of this section.

HPP Goal 2: Provide a Social Science General Education Course for WSU

The HLTH 1030 course was updated in the fall of 2018 to adhere to changes in general education (e.g., use of signature assignments to answer “big” and “essential” questions) prescribed by the WSU General Education Improvement and Assessment Committee (GEIAC). To monitor and measure the course updates, faculty teaching HLTH 1030 used the standards tool in Chi Tester, and the outcomes tool in Canvas, to track student learning across multiple sections and semesters of the course.

Over the last two years, all of the annual benchmarks were met for HPP goal 2 (see Tables 21-23). Students’ test scores for outcome 3 (i.e., diversity) were below the expected 80% threshold for the fall 2018 semester but, over the course of the academic year, the targeted performance for the outcome was satisfied. Nonetheless, faculty will continue to perform test-item analyses to evaluate exam questions aligned to outcome 3 for usefulness, value and accuracy to measure concepts related to diversity and social phenomenon. Given that expected levels of achievement were met for each student learning outcome, no other specific curricular or pedagogical changes were deemed necessary.

HPP Goal 3: Provide Students with Support Coursework on Disease Prevention

To document student learning in the multiple topic-focused courses offered by HPP and utilized by multiple WSU programs (e.g., Public Health, Health Administrative Services, Nutrition Education, Social Work, etc.), the program developed and implemented during the 2018-2019 academic year a new goal to provide students enrolled in these courses with foundational knowledge and skills in the science of human health and disease prevention. The performance thresholds established for outcomes aligned to this goal, based on the *National Health Education Standards*, were met for each measure in every topic-focused course offered by HPP (see Tables 24-31).

Given that all of the targeted performance thresholds were met for every measure in this goal area, the desired thresholds for measures will be increased from 70% competency scores to 80% (e.g., 80% of students will score 80% or higher on identified measures). A review of findings did reveal that, compared with other outcomes, HPP has relatively fewer measures for outcome 6 (goal setting) and 8 (advocacy). Consequently, HPP faculty will reexamine the curriculum grid for these outcomes and identify potential courses to include more material and training in these areas. Specific, course-level updates and action plans for this program goal are outlined in Tables 24-31 of this section.

HPP Goal 4: Provide Students with Service Learning Opportunities

Over the last two years, 101 HPP students completed internship with various community partners, and 100 percent of these students completed the requisite hours, assignments, and term project at or above the desired threshold for this goal (i.e., 70%). Moreover, all of the students received satisfactory reviews from their internship-site supervisors. Given that 100% of the student learning outcomes were met for this goal, no pedagogical or curricular changes were deemed necessary. Nonetheless, HPP will continue to expand its list of potential internship sites, and add appropriate community partners to provide students with additional opportunities to engage in supervised community service.

High Impact Practices

To increase student engagement, the Health Promotion Program (HPP) has strived to provide students with high-impact educational experiences⁹ (HIEEs) during their academic course of study (for review, see Section E, Table 7). For example, multiple courses (e.g., HLTH 3160, HLTH 3200, HLTH 4150, HAS 3230, HIM 3200) utilize collaborative assignments and projects and require students to work in teams to complete term projects (see Tables 14, 16, 19). Other courses provide research experiences for students (e.g., HLTH 4013, HIM 3200) and allow students to investigate select health issues and apply principles of inquiry to collect information about various topics (see Tables 14, 16, 18). Still other HPP courses focus on diversity and global learning (e.g., NUTR 3420, HAS 3190) and allow students to explore cultures and world views other than their own (see Tables 14, 19). In particular, as a graduation requirement, all HPP students complete internships that involve direct experience in a work setting, and are required to complete a project for the host agency (see Table 32). The HPP courses are sequenced to allow students to have multiple HIEEs throughout their course of study—with at least 1 HIEE in the first 30 credit hours, and another in the last 30 credit hours.

First-Year Student Success

First-year students routinely enroll in several HPP courses (e.g., HLTH 1030, HLTH 1110, HLTH 2400, HLTH 2700). To facilitate advisement and communication with these students, several technology platforms are used, including StarFish, Canvas announcements, and email (both from course instructors and the HPER advising coordinator). In 2019-2020, for example, 100% of HPP faculty used the StarFish tool to message students about their academic performances and raise concerns regarding attendance and class participation. All HPP courses utilize the Canvas Learning Management System, and each instructor provides students with web pages identifying WSU resources and tools (e.g., contact information for IT services, links to Canvas guides, campus resources such as WSU Student Wellness, Counseling & Psychological Services, Writing Center, etc.). The aforementioned mechanisms and processes assist with retention of first-year students, as well as increase further the satisfaction and success of all students enrolled in HPP courses.

Closing the Loop

To ensure that the current curriculum results in appropriate student learning outcomes, assessment data is gathered every semester and evaluated annually. In general, the HPP annual assessment data is used to inform curriculum changes, and refine instructional strategies used by HPP faculty. In particular, HPP program faculty continue to examine individual courses and the entire curriculum to ensure that student learning outcomes focus on national standards (i.e., responsibilities and competencies verified by the National Commission for Health Education Credentialing/NCHEC; National Health Education Standards/NHES). The curriculum map and assessment grid are reviewed annually to determine the degree to which each course within the curriculum is addressing national standards. This information is used to validate curricular strengths and identify potential ways in which the curriculum may be further enhanced so that students are equipped with needed knowledge and skills. In addition to the multiple direct measures used to evaluate program quality (e.g., competency-based exams,

⁹ Kuh, G. D. (2008). *High-impact educational practices: What are they, who has access to them, and why they matter*. Washing, DC: Association of American Colleges and Universities.

performance-based assignment scored with rubrics), several other indirect measures also are employed (e.g., student exit surveys, alumni surveys, stakeholder surveys, pass rates for certification exams) to assess further student learning and satisfaction among key program constituents (e.g., students, internship site supervisors, alumni, employers, etc.). The multiple sources of data indicate that HPP is successful in achieving its designated goals and objectives, and realizing its identified mission.

Table 14: Assessment Results for NCHCEC Outcome 1: Students Will Assess Needs, Resources, and Capacity for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 1.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 17 questions aligned to outcome 1 across multiples sections and semesters of the course.	Measure 1.1 (HLTH 3000): 80% of students will score at or above 70% on exam questions related to outcome 1.	Measure 1.1 (HLTH 3000), 2018-2019: 97% of students (n = 170) scored 70% or higher on exam questions aligned to outcome 1. Measure 1.1 (HLTH 3000), 2019-2020: 96% of students (n = 128) scored 70% or higher on exam questions aligned to outcome 1.	Measure 1.1 (HLTH 3000): Students successfully demonstrated knowledge of assessment and resource identification for health promotion.	Measure 1.1 (HLTH 3000): No curricular or pedagogical changes needed at this time. Exam questions will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.
Measure 1.2 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 1) across multiple sections and semesters of the course.	Measure 1.2 (HLTH 3000): 80% of students will analyze at a satisfactory level (i.e., assignment scores \geq 70%) the relationships among behavioral, environmental, and other factors that influence health (HESPA 1.4).	Measure 1.2 (HLTH 3000), 2018-2019: 95% of students (n = 170) completed the assignment with a grade of 70% or higher. Measure 1.2 (HLTH 3000), 2019-2020: 97% of students (n = 121) completed the assignment with a grade of 70% or higher.	Measure 1.2 (HLTH 3000): Students successfully demonstrated skills to assess key determinants of health.	Measure 1.2 (HLTH 3000): No curricular or pedagogical changes needed at this time. Assignment will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.
Measure 1.3 (HLTH 3100): Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	Measure 1.3 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will assess an online website designed for health-related self-evaluation (HESPA 1.2).	Measure 1.3 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher. Measure 1.3 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.	Measure 1.3 (HLTH 3100): Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.	Measure 1.3 (HLTH 3100): No curricular or pedagogical changes needed at this time. Assignment will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.

Table 14 Continued: Assessment Results for NCHCEC Outcome 1: Students Will Assess Needs, Resources, and Capacity for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.4 (HLTH 3160): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across multiple semesters of the course.</p>	<p>Measure 1.4 (HLTH 3160): 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq 70\%$) the relationships among behavioral, environmental, and other factors that influence health (HESPA 1.4).</p>	<p>Measure 1.4 (HLTH 3160), 2018-2019: 96% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 1.4 (HLTH 3160), 2019-2020: 100% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 1.4 (HLTH 3160): Students successfully demonstrated skills to conduct assessment and examine key determinants of health.</p>	<p>Measure 1.4 (HLTH 3160): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards (1.1) in Fall 2021.</p>
<p>Measure 1.5 (HLTH 3200): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 5) across multiple sections and semesters of the course.</p>	<p>Measure 1.5 (HLTH 3200): 80% of students will assess at a satisfactory level (assignment scores $\geq 70\%$) the factors that facilitate learning through the development of a lesson plan (HESPA 1.5, 1.6).</p>	<p>Measure 1.5 (HLTH 3200), 2018-2019: 100% of students (n = 82) completed the assignment with a grade of 70% or higher.</p> <p>Measure 1.5 (HLTH 3200), 2019-2020: 100% of students (n = 86) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 1.5 (HLTH 3200): Students successfully demonstrated skill to assess factors that facilitate learning.</p>	<p>Measure 1.5 (HLTH 3200): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 1.6 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across multiple semesters.</p>	<p>Measure 1.6 (HLTH 4013): 80% of students will demonstrate at a satisfactory level (assignment scores $\geq 70\%$) the skill to access and review scholarly literature related to health (HESPA 1.2).</p>	<p>Measure 1.6 (HLTH 4013), 2018-2019: 95% of students (n = 65) completed the assignment with a grade of 70% or higher.</p> <p>Measure 1.6 (HLTH 4013), 2019-2020: 99% of students (n = 74) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 1.6 (HLTH 4013): Students were able to access existing information and data related health.</p>	<p>Measure 1.6 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 14 Continued: Assessment Results for NCHCEC Outcome 1: Students Will Assess Needs, Resources, and Capacity for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.7 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 5) across multiple semesters.</p>	<p>Measure 1.7 (HLTH 4013): 80% of students will demonstrate at a satisfactory level (assignment scores \geq 70%) the skill to review and adapt health information for a client/consumer (HESPA 1.7).</p>	<p>Measure 1.7 (HLTH 4013), 2018-2019: 98% of students (n = 66) completed the assignment with a grade of 70% or higher.</p> <p>Measure 1.7 (HLTH 4013), 2019-2020: 99% of students (n = 74) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 1.7 (HLTH 4013): Students were able to assess health information needs for clients and provide tailored health recommendations.</p>	<p>Measure 1.7 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 1.8 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 1.8 (HLTH 4150): 80% of students will score at or above 70% on the assignment to plan assessment process for health education/promotion (HESPA 1.1).</p>	<p>Measure 1.8 (HLTH 4150), 2018-2019: 99% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 1.8 (HLTH 4150), 2019-2020: 93% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 1.8 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 1.8 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.9 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 1.9 (HLTH 4150): 80% of students will score at or above 70% on the assignment to access existing information and data related to health (HESPA 1.2).</p>	<p>Measure 1.9 (HLTH 4150), 2018-2019: 85% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 1.9 (HLTH 4150), 2019-2020: 72% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 1.9 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 1.9 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>

Table 14 Continued: Assessment Results for NCHEC Outcome 1: Students Will Assess Needs, Resources, and Capacity for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.10 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 1.10 (HLTH 4150): 80% of students will score at or above 70% on the assignment to examine relationships among behavioral, environmental, and other factors that influence health (HESPA 1.4).</p>	<p>Measure 1.10 (HLTH 4150), 2018-2019: 85% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 1.10 (HLTH 4150), 2019-2020: 78% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 1.10 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 1.10 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.11 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 1.11 (HLTH 4150): 80% of students will score at or above 70% on the assignment to examine factors that enhance or impede the process of health education/promotion (HESPA 1.6).</p>	<p>Measure 1.11 (HLTH 4150), 2018-2019: 93% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 1.11 (HLTH 4150), 2019-2020: 78% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 1.11 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 1.11 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.12 (HLTH 4700): Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.12 (HLTH 4700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will assess an individual prior to a wellness coaching session (HESPA 1.1, 1.3, 1.4, 1.7).</p>	<p>Measure 1.12 (HLTH 4700), 2018-2019: 100% of students (n = 12) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.12 (HLTH 4700), 2019-2020: 100% of students (n = 12) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.12 (HLTH 4700): Students successfully demonstrated skills in assessing an individual prior to a wellness coaching session</p>	<p>Measure 1.12 (HLTH 4700): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 14 Continued: Assessment Results for NCHEC Outcome 1: Students Will Assess Needs, Resources, and Capacity for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 1.13 (HAS 3020): Performance-based assignment to describe marketing research.	Measure 1.13 (HAS 3020): At least 95% of students will earn a score of 88% of higher on the assignment to identify health care organizations and perform an internal analysis (HESPA 1.6).	Measure 1.13 (HAS 3020), 2018-2019: 100% of students scored 88% of higher. Measure 1.13 (HAS 3020), 2019-2020: 100% of students scored 88% of higher.	Measure 1.13 (HAS 3020): Students successfully demonstrated an understanding of organizational awareness and governance.	Measure 1.13 (HAS 3020): No action necessary.
Measure 1.14 (HAS 3020): Performance-based marketing assignment to perform SWOT analysis, market segmentation, targeting, and planning.	Measure 1.14 (HAS 3020): At least 90% of students will earn a score of 83% of higher on the assignment to identify target market segments and prepare a SWOT analysis (HESPA 1.7)	Measure 1.14 (HAS 3020), 2018-2019: 99% of students scored 83% of higher. Measure 1.14 (HAS 3020), 2019-2020: 95% of students scored 83% of higher.	Measure 1.14 (HAS 3020): Students successfully demonstrated an understanding of marketing and strategic planning skills.	Measure 1.14 (HAS 3020): No action necessary.
Measure 1.15 (HAS 3150): Performance-based assignment to research and report on population death rates of Weber County.	Measure 1.15 (HAS 3150): At least 90% of students will earn a score of 73% of higher on the assignment to assess population health needs of community (HESPA 1.4).	Measure 1.15 (HAS 3150), 2018-2019: 95% of students scored 73% of higher. Measure 1.15 (HAS 3150), 2019-2020: 94% of students scored 83% of higher.	Measure 1.15 (HAS 3150): Students successfully demonstrated community awareness skills.	Measure 1.15 (HAS 3150): No action necessary.
Measure 1.16 (HAS 3150): Performance-based assignment to identify a health problem and intervention methods.	Measure 1.16 (HAS 3150): At least 90% of students will earn a score of 73% of higher on the assignment to identify a health problem and intervention needs (HESPA 1.7).	Measure 1.16 (HAS 3150), 2018-2019: 97% of students scored 73% of higher. Measure 1.16 (HAS 3150), 2019-2020: 96% of students scored 83% of higher.	Measure 1.16 (HAS 3150): Students successfully demonstrated skills to determine needs and strategies for health education/promotion.	Measure 1.16 (HAS 3150): No action necessary.
Measure 1.17 (HAS 3190): Research paper to investigate ecological and social factors that influence behavior (HIEE).	Measure 1.17 (HAS 3190): At least 90% of students will earn a score of 73% of higher on the assignment to identify a health problem and intervention needs (HESPA 1.4, 1.5, 1.6, 1.7).	Measure 1.17 (HAS 3190), 2018-2019: 98% of students scored 73% of higher. Measure 1.17 (HAS 3190), 2019-2020: 99% of students scored 73% of higher.	Measure 1.17 (HAS 3190): Students successfully demonstrated skills to examine factors the influence the process by which people learn.	Measure 1.17 (HAS 3190): No action necessary.

Table 14 Continued: Assessment Results for NCHCEC Outcome 1: Students Will Assess Needs, Resources, and Capacity for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 1.18 (HIM 3200): Exam and quiz scores related to information and data related to health.	Measure 1.18 (HIM 3200): At least 85% of students will earn a grade of 73% or higher on needs assessment and issues related to epidemiology (HESPA 1.2).	Measure 1.18 (HIM 3200), 2018-2019: 88% of students cored 73% or higher. Measure 1.18 (HIM 3200), 2019-2020: 88% of students cored 73% or higher.	Measure 1.18 (HIM 3200): Students successfully demonstrated knowledge of sources of data related to health.	Measure 1.18 (HIM 3200): No action necessary.
Measure 1.19 (HAS 3230): Research project and presentation to examine and implement basic models of communication (HIEE).	Measure 1.19 (HAS 3230): At least 90% of students will earn a score of 73% of higher on the project to research and present on personal, interpersonal, and organizational communication (HESPA 1.6).	Measure 1.19 (HAS 3230), 2018-2019: 94% of students scored 88% of higher. Measure 1.19 (HAS 3230), 2019-2020: 94% of students scored 88% of higher.	Measure 1.19 (HAS 3230): Students successfully demonstrated knowledge and skills of the basic models of communication.	Measure 1.19 (HAS 3230): No action necessary.
Measure 1.20 (NUTR 3420): Performance-based assignments to investigate global nutrition issues, health, and food practices.	Measure 1.20 (HAS 3230): At least 80% of students will earn a score of 70% of higher on assignments to investigate global health issues (HESPA 1.4).	Measure 1.20 (NUTR 3420), 2018-2019: 97% of students scored 70% of higher. Measure 1.20 (NUTR 3420), 2019-2020: 100% of students scored 70% of higher.	Measure 1.20 (NUTR 3420): Students successfully examined social, cultural, economical, etc. factors that impact health and food practices.	Measure 1.20 (NUTR 3420): No action necessary.

Table 15: Assessment Results for NCHCEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 2.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 11 questions aligned to outcome 2 across multiples sections and semesters of the course.	Measure 2.1 (HLTH 3000): 80% of students will score 70% or above on exam questions related to outcome 2.	Measure 2.1 (HLTH 3000), 2018-2019: 94% of students (n = 170) achieved at least 70% competency on exam questions related to outcome. Measure 2.1 (HLTH 3000), 2019-2020: 97% of students (n = 128) achieved at least 70% competency on exam questions related to outcome.	Measure 2.1 (HLTH 3000): Students successfully demonstrated knowledge of planning and program design.	Measure 2.1 (HLTH 3000): No curricular or pedagogical changes needed at this time. Exam questions will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.

Table 15 Continued: Assessment Results for NCHCEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.2 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across sections and semesters of the course.</p>	<p>Measure 2.2 (HLTH 3000): 80% of students will be able to select and apply correctly (70% or better assignment score) theoretical constructs and design strategies to a hypothetical case study in health (HESPA 2.3).</p>	<p>Measure 2.2 (HLTH 3000), 2018-2019: 95% of students (n = 159) completed the assignment with a grade of 70% or better.</p> <p>Measure 2.2 (HLTH 3000), 2019-2020: 94% of students (n = 113) completed the assignment with a grade of 70% or better.</p>	<p>Measure 2.2 (HLTH 3000): Students demonstrated introductory skills in program design.</p>	<p>Measure 2.2 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold for score will be increased 80%.</p>
<p>Measure 2.3 (HLTH 3100): Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.3 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will plan a health education website (HESPA 2.3).</p>	<p>Measure 2.3 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 2.3 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 2.3 (HLTH 3100): Students successfully demonstrated skills in planning health education website design.</p>	<p>Measure 2.3 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 2.4 (HLTH 3160): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across multiple semesters of the course.</p>	<p>Measure 2.4 (HLTH 3160): 80% of students will be able to develop goals and objectives (HESPA 2.2) at a satisfactory level (70% or better assignment score).</p>	<p>Measure 2.4 (HLTH 3160), 2018-2019: 91% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 2.4 (HLTH 3160), 2019-2020: 92% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 2.4 (HLTH 3160): Students were able to define desired outcomes for health programs.</p>	<p>Measure 2.4 (HLTH 3160): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards (2.2) in Fall 2021.</p>

Table 15 Continued: Assessment Results for NCHCEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.5 (HLTH 3160): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across multiple semesters of the course.</p>	<p>Measure 2.5 (HLTH 3160): 80% of students will be able to apply at a satisfactory level (70% or better assignment score) principles of evidence-based practice in designing interventions (HESPA 2.3).</p>	<p>Measure 2.5 (HLTH 3160), 2018-2019: 91% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 2.5 (HLTH 3160), 2019-2020: 100% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 2.5 (HLTH 3160): Students were able to develop intervention strategies for a hypothetical health program.</p>	<p>Measure 2.5 (HLTH 3160): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards (2.3) in Fall 2021.</p>
<p>Measure 2.6 (HLTH 3200): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignments 1 and 3) across multiple sections and semesters of the course.</p>	<p>Measure 2.6 (HLTH 3200): 80% of students will develop a health education lesson plan at a satisfactory level (assignment score \geq 70%) to address a target population, setting, and topic (HESPA 2.2, 2.3).</p>	<p>Measure 2.6 (HLTH 3200), 2018-2019: 99% of students (n = 82) completed the assignment with a grade of 70% or higher.</p> <p>Measure 2.6 (HLTH 3200), 2019-2020: 96% of students (n = 86) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 2.6 (HLTH 3200): Students successfully demonstrated skills necessary to design and develop a health education lesson plan.</p>	<p>Measure 2.6 (HLTH 3200): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 2.7 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 2.7 (HLTH 4150): 80% of students will score at or above 70% on the assignment to develop goals and objectives (HESPA 2.2).</p>	<p>Measure 2.7 (HLTH 4150), 2018-2019: 97% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 2.7 (HLTH 4150), 2019-2020: 97% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 2.7 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 2.7 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>

Table 15 Continued: Assessment Results for NCHEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.8 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 2.8 (HLTH 4150): 80% of students will score at or above 70% on the assignment to select or design health strategies or interventions (HESPA 2.3).</p>	<p>Measure 2.8 (HLTH 4150), 2018-2019: 97% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 2.8 (HLTH 4150), 2019-2020: 97% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 2.8 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 2.8 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 2.9 (HLTH 4150): Performance-based assignment scored with a rubric. Students work in groups to develop a health intervention (HIEE). The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 2.9 (HLTH 4150): 80% of students will score at or above 70% on the assignment to develop a plan for the delivery of health education/promotion (HESPA 2.4).</p>	<p>Measure 2.9 (HLTH 4150), 2018-2019: 100% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 2.9 (HLTH 4150), 2019-2020: 98% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 2.9 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 2.9 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 2.10 (HLTH 4700): Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.9 (HLTH 4150): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will plan health behaviors with a client in a wellness coaching session (HESPA 2.2, 2.3, 2.4).</p>	<p>Measure 2.9 (HLTH 4150), 2018-2019: 100% of students (n = 12) completed the assignment with a score of 70% or higher.</p> <p>Measure 2.9 (HLTH 4150), 2019-2020: 100% of students (n = 12) completed the assignment with a score of 70% or higher.</p>	<p>Measure 2.9 (HLTH 4150): Students successfully demonstrated skills in planning health education for a designated client.</p>	<p>Measure 2.9 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 15 Continued: Assessment Results for NCHCEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.11 (HAS 3020): Competency-based quiz to evaluate external situation analysis and target market segmentation.</p>	<p>Measure 2.11 (HAS 3020): At least 90% of students will earn a score of 70% of higher on the quiz to perform external situation analysis to address factors that influence implementation (HESPA 2.5).</p>	<p>Measure 2.11 (HAS 3020), 2018-2019: 93% of students scored 70% of higher. Measure 2.11 (HAS 3020), 2019-2020: 96% of students scored 70% of higher.</p>	<p>Measure 2.11 (HAS 3020): Students successfully demonstrated an understanding of organizational awareness and governance.</p>	<p>Measure 2.11 (HAS 3020): No action necessary.</p>
<p>Measure 2.12 (HAS 3020): Competency-based assignment to develop marketing strategies, action plans, and budgeting.</p>	<p>Measure 2.12 (HAS 3020): At least 90% of students will earn a score of 83% of higher on the assignment to identify marketing objectives and list strategies to achieve objectives (HESPA 2.4).</p>	<p>Measure 2.12 (HAS 3020), 2018-2019: 96% of students scored 83% of higher. Measure 2.12 (HAS 3020), 2019-2020: 97% of students scored 83% of higher.</p>	<p>Measure 2.12 (HAS 3020): Students successfully demonstrated skill to develop a marketing plan.</p>	<p>Measure 2.12 (HAS 3020): No action necessary.</p>

Table 16: Assessment Results for NCHCEC Outcome 3: Students Will Implement Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 8 questions aligned to outcome 3 across multiples sections and semesters of the course.</p>	<p>Measure 3.1 (HLTH 3000): 80% of students will score at or above 70% on exam questions related to outcome 3.</p>	<p>Measure 3.1 (HLTH 3000), 2018-2019: 96% of students (n = 170) scored 70% or higher on exam questions aligned to outcome 3.</p> <p>Measure 3.1 (HLTH 3000), 2019-2020: 96% of students (n = 128) scored 70% or higher on exam questions aligned to outcome 3.</p>	<p>Measure 3.1 (HLTH 3000): Students were able to identify key terms and concepts related to program implementation.</p>	<p>Measure 3.1 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Exam questions will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.2 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 3) across sections and semesters of the course.</p>	<p>Measure 3.2 (HLTH 3000): 80% of students will demonstrate at a satisfactory level (assignment scores \geq 70%) the practical application of ethical principles in health education (HESPA 3.4).</p>	<p>Measure 3.2 (HLTH 3000), 2018-2019: 95% of students (n = 157) completed the assignment with a grade of 70% or better.</p> <p>Measure 3.2 (HLTH 3000), 2019-2020: 94% of students (n = 115) completed the assignment with a grade of 70% or better.</p>	<p>Measure 3.2 (HLTH 3000): Students demonstrated decision-making skills and adherence to ethical principles using a case-study approach.</p>	<p>Measure 3.2 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.3 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.3 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related PowerPoint presentation (HESPA 3.3).</p>	<p>Measure 3.3 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.3 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.3 (HLTH 3100): Students successfully demonstrated skills in creating a health-related PowerPoint presentation.</p>	<p>Measure 3.3 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 16 Continued: Assessment Results for NCHEC Outcome 3: Students Will Implement Health Education/Promotion

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.4 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.4 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related brochure. (HESPA 3.3).</p>	<p>Measure 3.4 (HLTH 3100), 2018-2019: 93% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.4 (HLTH 3100), 2019-2020: 100% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.4 (HLTH 3100): Students successfully demonstrated skills in creating a health-related brochure.</p>	<p>Measure 3.4 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.5 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.5 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related newsletter (HESPA 3.3).</p>	<p>Measure 3.5 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.5 (HLTH 3100), 2019-2020: 100% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.5 (HLTH 3100): Students successfully demonstrated skills in creating a health-related newsletter.</p>	<p>Measure 3.5 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.6 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).</p>	<p>Measure 3.6 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related website (HESPA 3.3).</p>	<p>Measure 3.6 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.6 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.6 (HLTH 3100): Students successfully demonstrated skills in creating a health-related website.</p>	<p>Measure 3.6 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 16 Continued: Assessment Results for NCHEC Outcome 3: Students Will Implement Health Education/Promotion

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.7 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.7 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related audio podcast (HESPA 3.3).</p>	<p>Measure 3.7 (HLTH 3100), 2018-2019: 93% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.7 (HLTH 3100), 2019-2020: 100% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.7 (HLTH 3100): Students successfully demonstrated skills in creating an audio podcast.</p>	<p>Measure 3.7 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.8 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.8 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related video podcast (HESPA 3.3).</p>	<p>Measure 3.8 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.8 (HLTH 3100), 2019-2020: 80% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.8 (HLTH 3100): Students successfully demonstrated skills in creating a video podcast.</p>	<p>Measure 3.8 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.9 (HLTH 3100): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.9 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related video infographic (HESPA 3.3).</p>	<p>Measure 3.9 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.9 (HLTH 3100), 2019-2020: 80% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.9 (HLTH 3100): Students successfully demonstrated skills in creating a health-related infographic.</p>	<p>Measure 3.9 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 16 Continued: Assessment Results for NCHEC Outcome 3: Students Will Implement Health Education/Promotion

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.10 (HLTH 3160): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across multiple semesters of the course.</p>	<p>Measure 3.10 (HLTH 3160): 80% of students will be able to coordinate logistics at a satisfactory level (assignment scores \geq 70%) to implement a group project with peers (HESPA 3.1).</p>	<p>Measure 3.10 (HLTH 3160), 2018-2019: 96% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 3.10 (HLTH 3160), 2019-2020: 100% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 3.10 (HLTH 3160): Students demonstrated skills to coordinate activities among multiple stakeholders to deliver a health presentation.</p>	<p>Measure 3.10 (HLTH 3160): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards (7.1) in Fall 2021.</p>
<p>Measure 3.11 (HLTH 3200): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across multiple sections and semesters of the course.</p>	<p>Measure 3.11 (HLTH 3200): 80% of students will demonstrate at a satisfactory level (assignment scores \geq 70%) the practical application of health education theories to educate a target audience (HESPA 3.3).</p>	<p>Measure 3.11 (HLTH 3200), 2018-2019: 100% of students (n = 82) completed the assignment with a grade of 70% or higher.</p> <p>Measure 3.11 (HLTH 3200), 2019-2020: 100% of students (n = 86) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 3.11 (HLTH 3200): Students successfully demonstrated skills required to implement a health education/promotion plan.</p>	<p>Measure 3.11 (HLTH 3200): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.12 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p>Measure 3.12 (HLTH 4150): 80% of students will score at or above 70% on the assignment to implement a health education/promotion plan (HESPA 3.3).</p>	<p>Measure 3.12 (HLTH 4150), 2018-2019: 100% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 3.12 (HLTH 4150), 2019-2020: 98% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 3.12 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 3.12 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>

Table 16 Continued: Assessment Results for NCHEC Outcome 3: Students Will Implement Health Education/Promotion

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.13 (HLTH 4700): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.13 (HLTH 4700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will assist a client in the implementation of health behaviors in a wellness coaching session (HESPA 3.1,3.3,3.4).</p>	<p>Measure 3.13 (HLTH 4700), 2018-2019: 100% of students (n = 12) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.13 (HLTH 4700), 2019-2020: 90% of students (n = 12) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.13 (HLTH 4700): Students successfully demonstrated skills to assist a client in implementing a behavior-change program.</p>	<p>Measure 3.13 (HLTH 4700): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.14 (HIM 3200): Group project with teamwork grade based on evaluation by peers and instructor.</p>	<p>Measure 3.14 (HIM 3200): At least 90% of students will earn a grade of 73% or higher on the formative evaluation to monitor and assess progress in implementation of plan (HESPA 3.4).</p>	<p>Measure 3.14 (HIM 3200), 2018-2019: 99% of students cored 73% or higher.</p> <p>Measure 3.14 (HIM 3200), 2019-2020: 99% of students cored 73% or higher.</p>	<p>Measure 3.14 (HIM 3200): Students successfully demonstrated collaboration and teamwork skills.</p>	<p>Measure 3.14 (HIM 3200): No action necessary.</p>
<p>Measure 3.15 (HAS 3230): Group project to research and present on a model of communication (HIEE).</p>	<p>Measure 3.15 (HAS 3230): At least 90% of students will earn a score of 73% on peer evaluations on adaptability and teamwork within a group (HESPA 3.1).</p>	<p>Measure 3.15 (HAS 3230), 2018-2019: 96% of students scored 73% of higher.</p> <p>Measure 3.15 (HAS 3230), 2019-2020: 92% of students scored 88% of higher.</p>	<p>Measure 3.15 (HAS 3230): Students successfully evaluated their leadership skills.</p>	<p>Measure 3.15 (HAS 3230): No action necessary.</p>

Table 17: Assessment Results for NCHCEC Outcome 4: Students Will Conduct Evaluation and Research Related to Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 4.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 9 questions aligned to outcome 4 across multiples sections and semesters of the course.</p>	<p>Measure 4.1 (HLTH 3000): 80% of students will score at or above 70% on exam questions related to outcome 4.</p>	<p>Measure 4.1 (HLTH 3000), 2018-2019: 97% of students (n = 170) scored 70% or higher on exam questions aligned to outcome 4.</p> <p>Measure 4.1 (HLTH 3000), 2019-2020: 97% of students (n = 128) scored 70% or higher on exam questions aligned to outcome 4.</p>	<p>Measure 4.1 (HLTH 3000): Students demonstrated successful recall of the purpose, goals, and various forms of evaluation (e.g., formative, summative).</p>	<p>Measure 4.1 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Exam questions will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 4.2 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 4.2 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will assess an online website designed for health-related self-evaluation (HESPA 4.2).</p>	<p>Measure 4.2 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 4.2 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 4.2 (HLTH 3100): Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.</p>	<p>Measure 4.2 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 4.3 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 8) across multiple semesters.</p>	<p>Measure 4.3 (HLTH 4013): 80% of students will conduct at a satisfactory level (assignment scores \geq 70%) searches of electronic databases to locate peer-reviewed literature for specific health topics (HESPA 1.1, 4.2.3).</p>	<p>Measure 4.3 (HLTH 4013), 2018-2019: 87% of students (n = 65) completed the assignment with a grade of 70% or higher.</p> <p>Measure 4.3 (HLTH 4013), 2019-2020: 93% of students (n = 74) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 4.3 (HLTH 4013): Students were able to conduct searches of electronic databases to identify sources of secondary data related to health.</p>	<p>Measure 4.3 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 17 Continued: Assessment Results for NCHEC Outcome 4: Students Will Conduct Evaluation and Research Related to Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 4.4 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 9) across multiple semesters.</p>	<p>Measure 4.4 (HLTH 4013): 80% of students will interpret and critique at satisfactory levels (assignment scores \geq 70%) research material obtained from scholarly sources (HESPA 4.5).</p>	<p>Measure 4.4 (HLTH 4013), 2018-2019: 92% of students (n = 64) completed the assignment with a grade of 70% or higher.</p> <p>Measure 4.4 (HLTH 4013), 2019-2020: 89% of students (n = 74) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 4.4 (HLTH 4013): Students were able to interpret at satisfactory levels secondary data obtained from scholarly sources.</p>	<p>Measure 4.4 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 4.5 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 11) across multiple semesters (HIEE).</p>	<p>Measure 4.5 (HLTH 4013): 80% of students will synthesize and draw conclusions at a satisfactory level (assignment scores \geq 70%) from research findings obtained from scholarly sources (HESPA 4.6.7).</p>	<p>Measure 4.5 (HLTH 4013), 2018-2019: 86% of students (n = 64) completed the assignment with a grade of 70% or higher.</p> <p>Measure 4.5 (HLTH 4013), 2019-2020: 88% of students (n = 72) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 4.5 (HLTH 4013): Students were able to draw conclusions based on data from multiple scholarly sources.</p>	<p>Measure 4.5 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 4.6 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 13) across multiple semesters (HIEE).</p>	<p>Measure 4.6 (HLTH 4013): 80% of students will communicate at a satisfactory level (assignment scores \geq 70%) recommendations from research findings for a selected priority population (HESPA 4.7.1).</p>	<p>Measure 4.6 (HLTH 4013), 2018-2019: 86% of students (n = 64) completed the assignment with a grade of 70% or higher.</p> <p>Measure 4.6 (HLTH 4013), 2019-2020: 88% of students (n = 72) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 4.6 (HLTH 4013): Students were able to apply findings from research studies to priority and targeted populations.</p>	<p>Measure 4.6 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 17 Continued: Assessment Results for NCHEC Outcome 4: Students Will Conduct Evaluation and Research Related to Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 4.7 (HLTH 4150): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	Measure 4.7 (HLTH 4150): 80% of students will score at or above 70% on the assignment to develop an evaluation plan for a health education/promotion program (HESPA 4.1).	Measure 4.7 (HLTH 4150), 2018-2019: 100% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome. Measure 4.7 (HLTH 4150), 2019-2020: 98% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.	Measure 4.7 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.	Measure 4.7 (HLTH 4150): No curricular or pedagogical changes needed at this time.
Measure 4.8 (HLTH 4700): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	Measure 4.8 (HLTH 4700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will evaluate the outcomes of determined goals in a wellness coaching setting (HESPA 4.1).	Measure 4.8 (HLTH 4700), 2018-2019: 100% of students (n = 12) completed the assignment with a score of 70% or higher. Measure 4.8 (HLTH 4700), 2019-2020: 100% of students (n = 12) completed the assignment with a score of 70% or higher.	Measure 4.8 (HLTH 4700): Students successfully demonstrated skills to evaluate the outcomes of determined goals in a wellness coaching setting.	Measure 4.8 (HLTH 4700): No curricular or pedagogical changes needed at this time. Assignment will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.
Measure 4.9 (HIM 3200): Research project to perform epidemiologic analysis (HIEE).	Measure 4.9 (HIM 3200): At least 85% of students will earn a score of 73% or higher on the project to perform an epidemiologic analysis (HESPA 4.6).	Measure 4.9 (HIM 3200), 2018-2019: 100% of students scored 73% or higher. Measure 4.9 (HIM 3200), 2019-2020: 100% of students scored 73% or higher.	Measure 4.9 (HIM 3200): Students successfully demonstrated skills to analyze data and interpret results from epidemiologic research.	Measure 4.9 (HIM 3200): No action necessary.
Measure 4.10 (HIM 3200): Exam and quiz scores to measure skills in statistical methods.	Measure 4.10 (HIM 3200): At least 85% of students will earn a score of 73% or higher on the project to perform an epidemiologic analysis (HESPA 4.5).	Measure 4.10 (HIM 3200), 2018-2019: 88% of students scored 73% or higher. 2019-2020: 88% of students scored 73% or higher.	Measure 4.10 (HIM 3200): Students successfully demonstrated skills to analyze data and interpret results from epidemiologic research.	Measure 4.10 (HIM 3200): No action necessary.

Table 18: Assessment Results for NCHEC Outcome 5: Students Will Administer and Manage Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 5.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 5 questions aligned to outcome 5 across multiples sections and semesters of the course.</p>	<p>Measure 5.1 (HLTH 3000): 80% of students will score at or above 70% on exam questions related to outcome 5.</p>	<p>Measure 5.1 (HLTH 3000), 2018-2019: 97% of students (n = 166) scored 70% or higher on exam questions aligned to outcome 5.</p> <p>Measure 5.1 (HLTH 3000), 2019-2020: 95% of students (n = 126) scored 70% or higher on exam questions aligned to outcome 5.</p>	<p>Measure 5.1 (HLTH 3000): Students demonstrated successful recall of the purpose, goals, and forms of evaluation (e.g., formative, summative).</p>	<p>Measure 5.1 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Exam questions will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 5.2 (HLTH 3160): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across multiple semesters of the course.</p>	<p>Measure 5.2 (HLTH 3160): 80% of students will evaluate at a satisfactory level (assignment scores \geq 70%) the contributions and performances of group members in the design and delivery of a health presentation (HESPA 5.6).</p>	<p>Measure 5.2 (HLTH 3160), 2018-2019: 100% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 5.2 (HLTH 3160), 2019-2020: 100% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 5.2 (HLTH 3160): Students demonstrated skills to evaluate relationships of stakeholders in a health program.</p>	<p>Measure 5.2 (HLTH 3160): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards (7.1) in Fall 2021.</p>
<p>Measure 5.3 (HLTH 4150): Performance- based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment</p>	<p>Measure 5.3 (HLTH 4150): 80% of students will score at or above 70% on the assignment to manage human resources for health education/promotion program (HESPA 5.6).</p>	<p>Measure 5.3 (HLTH 4150), 2018-2019: 93% of students (n = 115) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 5.3 (HLTH 4150), 2019-2020: 78% of students (n = 33) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 5.3 (HLTH 4150): Students successfully demonstrated knowledge and skills about the competency.</p>	<p>Measure 5.3 (HLTH 4150): No curricular or pedagogical changes needed at this time.</p>

Table 18 Continued: Assessment Results for NCHEC Outcome 5: Students Will Administer and Manage Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 5.4 (HAS 3000): Group project. Students collaborate with classmates to research a current health care issue. Teamwork is evaluated by peers and instructor.	Measure 5.4 (HAS 3000): At least 80% of students will earn a score of 75% of higher on the assignment to manage relationships with partners and other stakeholders (HESPA 5.3).	Measure 5.4 (HAS 3000), 2018-2019: 94% of students scored 75% of higher. Measure 5.4 (HAS 3000), 2019-2020: 91% of students scored 75% of higher.	Measure 5.4 (HAS 3000): Students successfully demonstrated collaboration and teamwork skills.	Measure 5.4 (HAS 3000): No action necessary.
Measure 5.5 (HAS 3020): Group project with participation and teamwork graded based on evaluation by peers and instructor.	Measure 5.5 (HAS 3020): At least 85% of students will earn a score of 83% of higher for the participation-teamwork evaluation (HESPA 5.3).	Measure 5.5 (HAS 3020), 2018-2019: 99% of students scored 83% of higher. Measure 5.5 (HAS 3020), 2019-2020: 97% of students scored 83% of higher.	Measure 5.5 (HAS 3020): Students successfully demonstrated skill to manage relationships with partners and other stakeholders.	Measure 5.5 (HAS 3020): No action necessary.
Measure 5.6 (HIM 3200): Group project with teamwork grade based on evaluation by peers and instructor.	Measure 5.6 (HIM 3200): At least 90% of students will earn a grade of 73% or higher on the evaluation to manage relationships with partners and other stakeholders (HESPA 5.3).	Measure 5.6 (HIM 3200), 2018-2019: 99% of students scored 73% or higher. Measure 5.6 (HIM 3200), 2019-2020: 99% of students scored 73% or higher.	Measure 5.6 (HIM 3200): Students successfully demonstrated collaboration and teamwork skills.	Measure 5.6 (HIM 3200): No action necessary.
Measure 5.7 (HAS 3230): Assignment to conduct leadership self-assessments.	Measure 5.7 (HAS 3230): At least 90% of students will earn a score of 73% of higher on the assignment (HESPA 5.3).	Measure 5.7 (HAS 3230), 2018-2019: 93% of students scored 73% of higher. Measure 5.7 (HAS 3230), 2019-2020: 94% of students scored 88% of higher.	Measure 5.7 (HAS 3230): Students successfully evaluated their leadership skills.	Measure 5.7 (HAS 3230): No action necessary.
Measure 5.8 (HAS 3240): Assignment to perform job analysis and create job descriptions.	Measure 5.8 (HAS 3240): At least 90% of students will earn a score of 73% on research paper to summarize leadership skills (HESPA 5.6).	Measure 5.8 (HAS 3240): 2018-2019: Not reported. Measure 5.8 (HAS 3240): 2019-2020: 94% of students scored 73% of higher.	Measure 5.8 (HAS 3240): Students successfully demonstrated skills in human resource management.	Measure 5.8 (HAS 3240): No action necessary.

Table 18 Continued: Assessment Results for NCHEC Outcome 5: Students Will Administer and Manage Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 5.9 (HAS 3240): Assignment to develop employee training procedures and performance appraisals.	Measure 5.9 (HAS 3240): At least 90% of students will earn a score of 73% on research paper to summarize leadership skills (HESPA 5.5, 5.6).	Measure 5.9 (HAS 3240), 2018-2019: Not reported. Measure 5.9 (HAS 3240), 2019-2020: 91% of students scored 73% of higher.	Measure 5.9 (HAS 3240): Students successfully demonstrated skills in human resource management.	Measure 5.9 (HAS 3240): No action necessary.
Measure 5.10 (HAS 3260): Research paper to summarize necessary leadership skills in healthcare settings (HIEE).	Measure 5.10 (HAS 3260): At least 85% of students will earn a score of 73% on research paper to summarize leadership skills (HESPA 5.5).	Measure 5.10 (HAS 3260), 2018-2019: 100% of students scored 73% of higher. Measure 5.10 (HAS 3260), 2019-2020: 98% of students scored 73% of higher.	Measure 5.10 (HAS 3260): Students successfully demonstrated knowledge of key leadership skills.	Measure 5.10 (HAS 3260): No action necessary.
Measure 5.11 (HAS 3260): Assignment to develop strategies to facilitate organizational change within a healthcare organization.	Measure 5.11 (HAS 3260): At least 85% of students will earn a score of 73% on the assignment to manage change in an organization (HESPA 5.6).	Measure 5.11 (HAS 3260), 2018-2019: 96% of students scored 73% of higher. Measure 5.11 (HAS 3260), 2019-2020: 93% of students scored 73% of higher.	Measure 5.11 (HAS 3260): Students successfully demonstrated organizational awareness and governance skills	Measure 5.11 (HAS 3260): No action necessary.
Measure 5.12 (HAS 4320): Quizzes on basic principles and concepts of health economics.	Measure 5.12 (HAS 4320): At least 85% of students will earn a score of 73% on quizzes covering health economics (HESPA 5.1).	Measure 5.12 (HAS 4320), 2018-2019: 98% of students scored 73% of higher. Measure 5.12 (HAS 4320), 2019-2020: 84% of students scored 73% of higher.	Measure 5.12 (HAS 4320): Students successfully demonstrated knowledge and skills of financial management principles and concepts.	Measure 5.12 (HAS 4320): No action necessary.

Table 19: Assessment Results for NCHCEC Outcome 6: Students Will Serve as a Health Education/Promotion Resource Person.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 6.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 8 questions aligned to outcome 5 across multiples sections and semesters of the course.</p>	<p>Measure 6.1 (HLTH 3000): 80% of students will score at or above 70% on exam questions related to outcome 6.</p>	<p>Measure 6.1 (HLTH 3000), 2018-2019: 95% of students (n = 170) scored 70% or higher on exam questions aligned to outcome 6.</p> <p>Measure 6.1 (HLTH 3000), 2019-2020: 97% of students (n = 128) scored 70% or higher on exam questions aligned to outcome 6.</p>	<p>Measure 6.1 (HLTH 3000): Students successfully identified methods and means to obtain and disseminate health-related information.</p>	<p>Measure 6.1 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Exam questions will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 6.2 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 5) across sections and semesters of the course.</p>	<p>Measure 6.2 (HLTH 3000): 80% of students will be able to critique at a satisfactory level ($\geq 70\%$ assignment score) online resources for accuracy, relevance, and timeliness (HESPA 6.1).</p>	<p>Measure 6.2 (HLTH 3000), 2018-2019: 93% of students (n = 147) completed the assignment with a grade of 70% or better.</p> <p>Measure 6.2 (HLTH 3000), 2019-2020: 94% of students (n = 117) completed the assignment with a grade of 70% or better.</p>	<p>Measure 6.2 (HLTH 3000): Students successfully demonstrated skills to identify and evaluate health-related information.</p>	<p>Measure 6.2 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 6.3 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 6.3 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score $\geq 70\%$) will assess an online website designed for health-related self-evaluation (HESPA 6.1).</p>	<p>Measure 6.3 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 6.3 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 6.3 (HLTH 3100): Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.</p>	<p>Measure 6.3 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 19 Continued: Assessment Results for NCHEC Outcome 6: Students Will Serve as a Health Education/Promotion Resource Person.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 6.4 (HLTH 3160): Performance-based presentation scored with a rubric. The Canvas Outcomes tool was used to track student performances on the presentations across multiple semesters of the course.</p>	<p>Measure 6.4 (HLTH 3160): 80% of students will train others at a satisfactory level (assignment scores $\geq 70\%$) to use health education and promotion skills (HESPA 6.1).</p>	<p>Measure 6.4 (HLTH 3160), 2018-2019: 100% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 6.4 (HLTH 3160), 2019-2020: 100% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 6.4 (HLTH 3160): Students demonstrated satisfactory skills to train others and serve as a health education/promotion resource person.</p>	<p>Measure 6.4 (HLTH 3160): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards (6.5) in Fall 2021.</p>
<p>Measure 6.5 (HLTH 3200): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 4) across multiple sections and semesters of the course.</p>	<p>Measure 6.5 (HLTH 3200): 80% of students will evaluate at satisfactory levels (assignment scores $\geq 70\%$) resource materials for accuracy, relevance, and timeliness for intended audiences (HESPA 6.1).</p>	<p>Measure 6.5 (HLTH 3200), 2018-2019: 98% of students (n = 82) completed the assignment with a grade of 70% or higher.</p> <p>Measure 6.5 (HLTH 3200), 2019-2020: 100% of students (n = 86) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 6.5 (HLTH 3200): Students were able to obtain and disseminate health-related information.</p>	<p>Measure 6.5 (HLTH 3200): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 6.6 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 4) across multiple semesters.</p>	<p>Measure 6.6 (HLTH 4013): 80% of students will identify at a satisfactory level (assignment scores $\geq 70\%$) valid information resources for targeted populations (HESPA 6.1.2).</p>	<p>Measure 6.6 (HLTH 4013), 2018-2019: 90% of students (n = 60) completed the assignment with a grade of 70% or higher.</p> <p>Measure 6.6 (HLTH 4013), 2019-2020: 93% of students (n = 74) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 6.6 (HLTH 4013): Students were able to identify and adapt resources and materials for a specific population.</p>	<p>Measure 6.6 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 19 Continued: Assessment Results for NCHEC Outcome 6: Students Will Serve as a Health Education/Promotion Resource Person.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 6.7 (HLTH 4700): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	Measure 6.7 (HLTH 4700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will identify and evaluate valid information resources in a wellness coaching setting (HESPA 6.1)	Measure 6.7 (HLTH 4700), 2018-2019: 100% of students (n = 12) completed the assignment with a score of 70% or higher. Measure 6.7 (HLTH 4700), 2019-2020: 100% of students (n = 12) completed the assignment with a score of 70% or higher.	Measure 6.7 (HLTH 4700): Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.	Measure 6.7 (HLTH 4700): No curricular or pedagogical changes needed at this time. Assignment will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.
Measure 6.8 (HLTH 4700): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).	Measure 6.8 (HLTH 4700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will provide advice and consultation in a wellness coaching setting (HESPA 6.3).	Measure 6.8 (HLTH 4700), 2018-2019: 100% of students (n = 12) completed the assignment with a score of 70% or higher. Measure 6.8 (HLTH 4700), 2019-2020: 100% of students (n = 12) completed the assignment with a score of 70% or higher.	Measure 6.8 (HLTH 4700): Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.	Measure 6.8 (HLTH 4700): No curricular or pedagogical changes needed at this time. Assignment will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.
Measure 6.9 (HAS 4320): Team paper and presentation on health systems and policies (HIEE).	Measure 6.9 (HAS 4320): At least 85% of students will earn a score of 73% on presentation covering health systems and policies (HESPA 6.1).	Measure 6.9 (HAS 4320), 2018-2019: 100% of students scored 73% of higher. Measure 6.9 (HAS 4320), 2019-2020: 100% of students scored 73% of higher.	Measure 6.9 (HAS 4320): Students successfully demonstrated communication and collaboration skills.	Measure 6.9 (HAS 4320): No action necessary.
Measure 6.10 (NUTR 3420): Secondary research presentation and discussion (HIEE).	Measure 6.10 (NUTR 3420): At least 80% of students will earn a score of 70% of higher research presentation to examine a global health issue (HESPA 1.4).	Measure 6.10 (NUTR 3420), 2018-2019: 93% of students scored 70% of higher. Measure 6.10 (NUTR 3420), 2019-2020: 100% of students scored 70% of higher.	Measure 6.10 (NUTR 3420): Students successfully disseminated secondary research on social, cultural, economical, etc. factors that impact health and food practices.	Measure 6.10 (NUTR 3420): No action necessary.

Table 20: Assessment Results for NCHCEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.1 (HLTH 3000): Competency-based exam questions. The Chi-tester assessment tool was used to track 16 questions aligned to outcome 7 across multiples sections and semesters of the course.</p>	<p>Measure 7.1 (HLTH 3000): 80% of students will score at or above 70% on exam questions related to outcome 7.</p>	<p>Measure 7.1 (HLTH 3000), 2018-2019: 95% of students (n = 170) scored 70% or higher on exam questions aligned to outcome 7.</p> <p>Measure 7.1 (HLTH 3000), 2019-2020: 97% of students (n = 128) scored 70% or higher on exam questions aligned to outcome 7.</p>	<p>Measure 7.1 (HLTH 3000): Students were able to remember and understand test items on communication and advocacy.</p>	<p>Measure 7.1 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Exam questions will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.2 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 4) across sections and semesters of the course.</p>	<p>Measure 7.2 (HLTH 3000): 80% of students will be able to describe at a satisfactory level (assignment score \geq 70%) the seven major responsibilities for health education specialists (HESPA 7.4).</p>	<p>Measure 7.2 (HLTH 3000), 2018-2019: 93% of students (n = 159) completed the assignment with a grade of 70% or better.</p> <p>Measure 7.2 (HLTH 3000), 2019-2020: 91% of students (n = 117) completed the assignment with a grade of 70% or better.</p>	<p>Measure 7.2 (HLTH 3000): Students were able to describe the major responsibilities of the health education specialists.</p>	<p>Measure 7.2 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.3 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 4) across sections and semesters of the course.</p>	<p>Measure 7.3 (HLTH 3000): 80% of students will be able to describe at a satisfactory level (assignment score \geq 70%) the benefits of participating in professional organizations (HESPA 7.4).</p>	<p>Measure 7.3 (HLTH 3000), 2018-2019: 93% of students (n = 159) completed the assignment with a grade of 70% or better.</p> <p>2019-2020: 91% of students (n = 117) completed the assignment with a grade of 70% or better.</p>	<p>Measure 7.3 (HLTH 3000): Students successfully demonstrated an understanding of the benefits of participating in professional organizations.</p>	<p>Measure 7.3 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 20 Continued: Assessment Results for NCHCEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.4 (HLTH 3000): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 5) across sections and semesters of the course.</p>	<p>Measure 7.4 (HLTH 3000): 80% of students will be able to describe at a satisfactory level (assignment score \geq 70%) current and emerging issues in health promotion that require advocacy (HESPA 7.4).</p>	<p>Measure 7.4 (HLTH 3000), 2018-2019: 94% of students (n = 159) completed the assignment with a grade of 70% or better.</p> <p>Measure 7.4 (HLTH 3000), 2019-2020: 93% of students (n = 117) completed the assignment with a grade of 70% or better.</p>	<p>Measure 7.4 (HLTH 3000): Students were able to describe major societal changes that will influence the practice of health education/promotion in the next 10 years.</p>	<p>Measure 7.4 (HLTH 3000): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.5 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.5 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related PowerPoint presentation (HESPA 7.2).</p>	<p>Measure 7.5 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.5 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.5 (HLTH 3100): Students successfully demonstrated skills in creating a health-related PowerPoint presentation.</p>	<p>Measure 7.5 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.6 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.6 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related brochure (HESPA 7.2).</p>	<p>Measure 7.6 (HLTH 3100), 2018-2019: 93% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.6 (HLTH 3100), 2019-2020: 100% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.6 (HLTH 3100): Students successfully demonstrated skills in creating a health-related brochure.</p>	<p>Measure 7.6 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 20 Continued: Assessment Results for NCHEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.7 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.7 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related newsletter (HESPA 7.2).</p>	<p>Measure 7.7 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.7 (HLTH 3100), 2019-2020: 100% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.7 (HLTH 3100): Students successfully demonstrated skills in creating a health-related newsletter.</p>	<p>Measure 7.7 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.8 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).</p>	<p>Measure 7.8 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related website (HESPA 7.2).</p>	<p>Measure 7.8 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.8 (HLTH 3100), 2019-2020: 90% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.8 (HLTH 3100): Students successfully demonstrated skills in creating a health-related website.</p>	<p>Measure 7.8 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.9 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.9 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related audio podcast (HESPA 7.2).</p>	<p>Measure 7.9 (HLTH 3100), 2018-2019: 93% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.9 (HLTH 3100), 2019-2020: 100% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.9 (HLTH 3100): Students successfully demonstrated skills in creating an audio podcast.</p>	<p>Measure 7.9 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 20 Continued: Assessment Results for NCHC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.10 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).</p>	<p>Measure 7.10 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related video podcast (HESPA 7.2).</p>	<p>Measure 7.10 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.10 (HLTH 3100), 2019-2020: 80% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.10 (HLTH 3100): Students successfully demonstrated skills in creating a video podcast.</p>	<p>Measure 7.10 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.11 (HLTH 3100): Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.11 (HLTH 3100): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a health-related video infographic (HESPA 7.2).</p>	<p>Measure 7.11 (HLTH 3100), 2018-2019: 100% of students (n = 13) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.11 (HLTH 3100), 2019-2020: 80% of students (n = 10) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.11 (HLTH 3100): Students successfully demonstrated skills in creating a health-related infographic.</p>	<p>Measure 7.11 (HLTH 3100): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.12 (HLTH 3160): Performance-based presentation scored with a rubric. The Canvas Outcomes tool was used to track student performances on the presentation across multiple semesters of the course.</p>	<p>Measure 7.12 (HLTH 3160): 80% of students will deliver at a satisfactory level (assignment scores \geq 70%) messages using media and communication strategies (HESPA 7.1).</p>	<p>Measure 7.12 (HLTH 3160), 2018-2019: 100% of students (n = 23) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.12 (HLTH 3160), 2019-2020: 100% of students (n = 12) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.12 (HLTH 3160): Students demonstrated satisfactory skills to develop and deliver messages using a variety of communication strategies, methods, and techniques.</p>	<p>Measure 7.12 (HLTH 3160): No curricular or pedagogical changes needed at this time</p> <p>Assignment will be updated to align to HESPA II standards (6.5) in Fall 2021.</p>

Table 20 Continued: Assessment Results for NCHEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.13 (HLTH 3200): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6) across multiple sections and semesters of the course (HIEE).</p>	<p>Measure 7.13 (HLTH 3200): 80% of students will deliver at a satisfactory level (assignment scores $\geq 70\%$) a health education presentation using a variety of communication methods and strategies (HESPA 7.1).</p>	<p>Measure 7.13 (HLTH 3200), 2018-2019: 96% of students (n = 82) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.13 (HLTH 3200), 2019-2020: 94% of students (n = 86) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.13 (HLTH 3200): Students were able to identify, develop, and deliver messages using a variety of communication strategies and techniques.</p>	<p>Measure 7.13 (HLTH 3200): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.14 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6) across multiple semesters.</p>	<p>Measure 7.14 (HLTH 4013): 80% of students will access resources at satisfactory level (assignment scores $\geq 70\%$) related to identified advocacy needs (HESPA 7.2.3).</p>	<p>Measure 7.14 (HLTH 4013), 2018-2019: 90% of students (n = 60) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.14 (HLTH 4013), 2019-2020: 97% of students (n = 73) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.14 (HLTH 4013): Students were able to access and summarize resources related to identified advocacy needs.</p>	<p>Measure 7.14 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.15 (HLTH 4013): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 14) across multiple semesters of the course.</p>	<p>Measure 7.15 (HLTH 4013): 80% of students will explain at a satisfactory level (assignment scores $\geq 70\%$) major responsibilities of the health education specialists (HESPA 7.4.1).</p>	<p>Measure 7.15 (HLTH 4013), 2018-2019: 95% of students (n = 64) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.15 (HLTH 4013), 2019-2020: 99% of students (n = 70) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.15 (HLTH 4013): Students were able to describe key responsibilities of health education specialists.</p>	<p>Measure 7.15 (HLTH 4013): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 20 Continued: Assessment Results for NCHEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 7.16 (HAS 3000): Research paper. Students collaborate with classmates to plan and research a current health care issue, and present the paper to the class (HIEE).	Measure 7.16 (HAS 3000): At least 80% of students will earn a score of 75% or higher on the assignment to develop and deliver a presentation on a current health issue (HESPA 7.1, 7.2).	Measure 7.16 (HAS 3000), 2018-2019: 98% of students scored 75% or higher. Measure 7.16 (HAS 3000), 2019-2020: 98% of students scored 75% or higher.	Measure 7.16 (HAS 3000): Students successfully demonstrated written and oral communication skills.	Measure 7.16 (HAS 3000): No action necessary.
Measure 7.17 (HAS 3190): Research paper with presentation on the ecological and social factors that influence behavior (HIEE).	Measure 7.17 (HAS 3190): At least 90% of students will earn a score of 73% or higher on the assignment to identify a health problem and intervention needs (HESPA 7.1).	Measure 7.17 (HAS 3190), 2018-2019: 96% of students scored 73% or higher. Measure 7.17 (HAS 3190), 2019-2020: 97% of students scored 73% or higher.	Measure 7.17 (HAS 3190): Students successfully demonstrated communication skills.	Measure 7.17 (HAS 3190): No action necessary.
Measure 7.18 (HAS 3230): Assignment to review communication structures in professional and clinical settings.	Measure 7.18 (HAS 3230): At least 90% of students will earn a score of 73% or higher on the assignment (HESPA 7.1).	Measure 7.18 (HAS 3230), 2018-2019: 95% of students scored 73% or higher. Measure 7.18 (HAS 3230), 2019-2020: 93% of students scored 88% or higher.	Measure 7.18 (HAS 3230): Students successfully demonstrated skills to identify communication strategies and techniques in professional settings.	Measure 7.18 (HAS 3230): No action necessary.
Measure 7.19 (HAS 3230): Group presentation on basic models of communication (HIEE).	Measure 7.19 (HAS 3230): At least 90% of students will earn a score of 73% on peer evaluations on adaptability and teamwork within a group (HESPA 7.1).	Measure 7.19 (HAS 3230), 2018-2019: 95% of students scored 73% or higher. Measure 7.19 (HAS 3230), 2019-2020: 94% of students scored 88% or higher.	Measure 7.19 (HAS 3230): Students successfully demonstrated skills to deliver messages using a variety of communication strategies.	Measure 7.19 (HAS 3230): No action necessary.
Measure 7.20 (HAS 4320): Policy analysis paper.	Measure 7.20 (HAS 4320): At least 85% of students will earn a score of 73% on research paper to describe the role of health policy and process of policy making in the U.S. healthcare system (HESPA 7.3).	Measure 7.20 (HAS 4320), 2018-2019: 98% of students scored 73% or higher. Measure 7.20 (HAS 4320), 2019-2020: 88% of students scored 73% or higher.	Measure 7.20 (HAS 4320): Students successfully demonstrated skills in human resource management.	Measure 7.20 (HAS 4320): No action necessary.

Table 20 Continued: Assessment Results for NCHEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.21 (HAS 4320): Team paper and presentation on policy solutions for an identified health issue (HIEE).</p>	<p>Measure 7.21 (HAS 4320): At least 85% of students will earn a score of 73% on policy presentation identified solutions for an identified health issue (HESPA 7.2. 7.3).</p>	<p>Measure 7.21 (HAS 4320), 2018-2019: 98% of students scored 73% of higher.</p> <p>Measure 7.21 (HAS 4320), 2019-2020: 100% of students scored 73% of higher.</p>	<p>Measure 7.21 (HAS 4320), Students successfully demonstrated critical and creative thinking skills.</p>	<p>Measure 7.21 (HAS 4320): No action necessary.</p>
<p>Measure 7.22 (HLTH 4990): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2: Professional Philosophy) across multiple semesters of the course.</p>	<p>Measure 7.22 (HLTH 4990): 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq 70\%$) the relationships among behavioral, environmental, and other factors that influence health (HESPA 7.4).</p>	<p>Measure 7.22 (HLTH 4990), Fall 2018: 88% of students (n=16) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.22 (HLTH 4990), Fall 2019, Spring 2020, Summer 2020: 88% of students (n=152) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.22 (HLTH 4990): Students were able to Advocate for the importance of health education professionals.</p>	<p>Measure 7.22 (HLTH 4990): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 7.23 (HLTH 4990): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6: Resume & Cover Letter) across multiple semesters of the course.</p>	<p>Measure 7.23 (HLTH 4990): 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq 70\%$) the relationships among behavioral, environmental, and other factors that influence health (HESPA 7.1).</p>	<p>Measure 7.23 (HLTH 4990), Fall 2018: 100% of students (n=16) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.23 (HLTH 4990), Fall 2019, Spring 2020, Summer 2020: 92% of students (n=152) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.23 (HLTH 4990): Students were able to adequately deliver messages.</p>	<p>Measure 7.23 (HLTH 4990): No curricular or pedagogical changes needed at this time.</p> <p>Assignment will be updated to align to HESPA II standards in Fall 2021.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 20 Continued: Assessment Results for NCHEC Outcome 7: Students Will Communicate and Advocate for Health and the Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 7.24 (HLTH 4990): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Mock Interview) across multiple semesters of the course.	Measure 7.24 (HLTH 4990): 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq 70\%$) the relationships among behavioral, environmental, and other factors that influence health (HESPA 7.1).	Measure 7.24 (HLTH 4990), Fall 2018: 100% of students (n=16) completed the assignment with a grade of 70% or higher. Measure 7.24 (HLTH 4990), Fall 2019, Spring 2020, Summer 2020: 90% of students (n=152) completed the assignment with a grade of 70% or higher.	Measure 7.24 (HLTH 4990): Students were able to adequately deliver, evaluate, and revise messages.	Measure 7.24 (HLTH 4990): No curricular or pedagogical changes needed at this time. Assignment will be updated to align to HESPA II standards in Fall 2021. Performance threshold will be increased to a score of 80%.

Table 21: Assessment Results for Goal 2, Outcome 1: Students Will Describe How Individuals and Groups Influence and are Influenced by Social Process.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 1.1 (HLTH 1030): Competency-based, exam questions on the interactions between individuals in society. The Chi-tester online assessment tool was used to track 35 exam questions aligned to Gen Ed. SS Outcome 1 across multiple sections and semesters of the course.	Measure 1.1 (HLTH 1030): At least 80% of students will score 70% or higher on exam questions aligned to Gen Ed. SS Outcome 1.	Measure 1.1 (HLTH 1030), Fall 2019: 82% of students (n = 143) scored 70% or higher on exam questions aligned to Outcome 1. Measure 1.1 (HLTH 1030), Spring 2020: 84% of students (n = 291) scored 70% or higher on exam questions aligned to Outcome 1.	Measure 1.1 (HLTH 1030): For the 2019-2020 academic year, 83% of students (n = 434) were able to identify and describe at a satisfactory level (exam scores $\geq 70\%$) interactions between individuals and society.	Measure 1.1 (HLTH 1030): No curricular or pedagogical changes needed at this time. Additional student retention efforts (e.g., messaging low-performing students through StarFish) have been initiated to keep students engaged.
Measure 1.2 (HLTH 1030): Performance-based assignment scored with a rubric that maps to Gen ED SS Outcome 1. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.	Measure 1.2 (HLTH 1030): At least 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq 70\%$) individual and socio-cultural determinants of health from an ecological perspective.	Measure 1.2 (HLTH 1030), Fall 2019: 92% of students (n = 143) completed the interaction assignment with a grade of 70% or higher. Measure 1.2 (HLTH 1030), Spring 2020: 95% of students (n = 291) completed the interaction assignment with a grade of 70% or higher.	Measure 1.2 (HLTH 1030): For the 2019-2020 academic year, 94% of students (n = 434) were able to analyze interactions between individuals and society at satisfactory levels.	Measure 1.2 (HLTH 1030): No curricular or pedagogical changes needed at this time. The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.

Table 22: Assessment Results for Goal 2, Outcome 2: Students Will Apply Basic Social Science Concepts, Theories, and/or Methods.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.1 (HLTH 1030): Competency-based, exam questions on the application of concepts, theories, and methods for behavior change.</p> <p>The Chi-tester online assessment tool was used to track 58 exam questions aligned to Gen Ed. SS Outcome 2 across multiple sections and semesters of the course.</p>	<p>Measure 2.1 (HLTH 1030): At least 80% of students will score 70% or higher on exam questions aligned to Gen Ed. SS Outcome 2.</p>	<p>Measure 2.1 (HLTH 1030), Fall 2019: 86% of students (n = 143) scored 70% or higher on exam questions aligned to Outcome 2.</p> <p>Measure 2.1 (HLTH 1030), Spring 2020: 93% of students (n = 291) scored 70% or higher on exam questions aligned to Outcome 2.</p>	<p>Measure 2.1 (HLTH 1030): For the 2019-2020 academic year, 91% of students (n = 434) were able to identify at a satisfactory level (exam scores $\geq 70\%$) social science concepts, theories, and/or methods used to explain, predict, and change health-related behaviors.</p>	<p>Measure 2.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 2.2 (HLTH 1030): Performance-based project scored with a rubric that maps to Gen ED SS Outcome 1. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.</p>	<p>Measure 2.2 (HLTH 1030): At least 80% of students will complete at a satisfactory level (i.e., assignment scores $\geq 70\%$) a behavior-change project involving assessment (Assignment 1), planning (Assignment 2), implementation (Assignment 3), and evaluation (Assignment 4).</p>	<p>Measure 2.2 (HLTH 1030), Fall 2019: 91% of students (n = 143) completed the project with a grade of 70% or higher.</p> <p>Measure 2.2 (HLTH 1030), Spring 2020: 87% of students (n = 291) completed the project with a grade of 70% or higher.</p>	<p>Measure 2.2 (HLTH 1030): Over the course of two semesters, 88% of students (n = 434) were able to assess, plan, implement, and evaluate a behavior-change project using social science concepts, theories, and methods.</p>	<p>Measure 2.2 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>

Table 23: Assessment Results for Goal 2, Outcome 3: Students Will Identify and Understand Diverse Perspectives for Social Phenomena.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.1 (HLTH 1030): Competency-based, exam questions to identify diverse perspectives on controversial health issues.</p> <p>The Chi-tester online assessment tool was used to track 19 exam questions aligned to Gen Ed. SS Outcome 3 across multiple sections and semesters of the course.</p>	<p>Measure 3.1 (HLTH 1030): At least 80% of students will score 70% or higher on exam questions aligned to Gen Ed. SS Outcome 3.</p>	<p>Measure 3.1 (HLTH 1030), Fall 2019: 68% of students (n = 143) scored 70% or higher on exam questions aligned to Outcome 2.</p> <p>Measure 3.1 (HLTH 1030), Spring 2020: 71% of students (n = 291) scored 70% or higher on exam questions aligned to Outcome 2.</p>	<p>Measure 3.1 (HLTH 1030): For the 2019-2020 academic year, 70% of students (n = 434) were able to identify at a satisfactory level opposing views on current controversial health issues.</p>	<p>Measure 3.1 (HLTH 1030): Given the lower test scores on this area, faculty will perform test-item analyses using Chi Tester to determine if select exam questions need to be updated.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 3.2 (HLTH 1030): Performance-based assignment scored with a rubric that maps to Gen ED SS Outcome 3. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.</p>	<p>Measure 3.2 (HLTH 1030): At least 80% of students will evaluate at a satisfactory level (i.e., assignment scores \geq 70%) opposed points of view on contemporary health issues to work toward a personal resolution of the issues.</p>	<p>Measure 3.2 (HLTH 1030), Fall 2019: 93% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 3.2 (HLTH 1030), Spring 2020: 93% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 3.2 (HLTH 1030): For the 2019-2020 academic year, 93% of students (n = 434) were able to evaluate opposed points of view on contemporary health issues to work toward a personal resolution of the issues.</p>	<p>Measure 3.2 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>

Table 24: Assessment Results for NHES Outcome 1: Students Will Comprehend Concepts Related to Health Promotion and Disease Prevention.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.1 (HLTH 1030): Competency-based, exam questions on the application of concepts, theories, and methods for behavior change.</p> <p>The Chi-tester online assessment tool was used to track 41 exam questions aligned to outcome across multiple sections and semesters of the course.</p>	<p>Measure 1.1 (HLTH 1030): At least 80% of students will score 70% or higher on exam questions aligned to NHES Outcome 1.</p>	<p>Measure 1.1 (HLTH 1030), Fall 2019: 92% of students (n = 143) scored 70% or higher on exam questions aligned to NHES Outcome 1.</p> <p>Direct Measure 1.1, Spring 2020: 98% of students (n = 291) scored 70% or higher on exam questions aligned NHES Outcome 1.</p>	<p>Measure 1.1 (HLTH 1030): Students (n = 434) were able to demonstrate acquisition of basic health concepts and functional health knowledge that provides a foundation for promoting health-enhancing behaviors.</p>	<p>Measure 1.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 1.2 (HLTH 1110): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.2 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn cognitive restructuring to prevent and reduce stress (NHES 1.5).</p>	<p>Measure 1.2 (HLTH 1110), 2018-2019: 94% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.2 (HLTH 1110), 2019-2020: 96% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.2 (HLTH 1110): Students learned cognitive restructuring to prevent and reduce stress.</p>	<p>Measure 1.2 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.3 (HLTH 1110): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.3 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn mindfulness to prevent and reduce stress (NHES 1.5).</p>	<p>Measure 1.3 (HLTH 1110), 2018-2019: 92% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.3 (HLTH 1110), 2019-2020: 89% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.3 (HLTH 1110): Students learned mindfulness to prevent and reduce stress.</p>	<p>Measure 1.3 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>

Table 24 Continued: Assessment Results for NHES Outcome 1: Students Will Comprehend Concepts Related to Health Promotion and Disease Prevention.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.4 (HLTH 1110): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.4 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn methods to manage time to prevent and reduce stress (NHES 1.5).</p>	<p>Measure 1.4 (HLTH 1110), 2018-2019: 93% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>2019-2020: 96% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.4 (HLTH 1110): Students learned how to manage their time to prevent and reduce stress.</p>	<p>Measure 1.4 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.5 (HLTH 1110): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.5 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn additional methods to prevent and reduce stress (NHES 1.5).</p>	<p>Measure 1.5 (HLTH 1110), 2018-2019: 93% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.5 (HLTH 1110), 2019-2020: 93% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.5 (HLTH 1110): Students learned additional methods to prevent and reduce stress.</p>	<p>Measure 1.5 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.6 (HLTH 2400): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.6 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn cognitive restructuring to prevent and reduce stress (NHES 1.5).</p>	<p>Measure 1.6 (HLTH 2400), 2018-2019: 91% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.6 (HLTH 2400), 2019-2020: 94% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.6 (HLTH 2400): Students learned cognitive restructuring to prevent and reduce stress.</p>	<p>Measure 1.6 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>

Table 24 Continued: Assessment Results for NHES Outcome 1: Students Will Comprehend Concepts Related to Health Promotion and Disease Prevention.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.7 (HLTH 2400): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.7 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn mindfulness to prevent and reduce stress (NHES 1.5).</p>	<p>Measure 1.7 (HLTH 2400), 2018-2019: 92% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.7 (HLTH 2400), 2019-2020: 85% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.7 (HLTH 2400): Students learned mindfulness to prevent and reduce stress.</p>	<p>Measure 1.7 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.8 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.8 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will analyze the holistic nature of health (NHES 1.1).</p>	<p>Measure 1.8 (HLTH 2700), 2018-2019: 97% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.8 (HLTH 2700), 2019-2020: 83% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.8 (HLTH 2700): Students learned the holistic nature of health.</p>	<p>Measure 1.8 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.9 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 1.9 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will compare and contrast the benefits of and barriers to a variety of healthy behaviors (NHES 1.7).</p>	<p>Measure 1.9 (HLTH 2700), 2018-2019: 98% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 1.9 (HLTH 2700), 2019-2020: 92% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 1.9 (HLTH 2700): Students compared and contrasted the benefits of and barriers to a variety of healthy behaviors.</p>	<p>Measure 1.9 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>

Table 24 Continued: Assessment Results for NHES Outcome 1: Students Will Comprehend Concepts Related to Health Promotion and Disease Prevention.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.10 (HLTH 3400): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Truth About Crystal-Meth Assignment).</p>	<p>Measure 1.10 (HLTH 3400): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 1.10 (HLTH 3400), 2018-2019: 95% of students (n = 500) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 1.10 (HLTH 3400), 2019-2020: 97% of students (n = 211) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 1.10 (HLTH 3400): Students successfully demonstrated knowledge about health promotion and disease prevention concepts.</p>	<p>Measure 1.10 (HLTH 3400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.11 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.</p>	<p>Measure 1.11 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignments to describe how environment, access to health care, and personal characteristics influence health.</p>	<p>Measure 1.11 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment.</p> <p>Measure 1.11 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.</p>	<p>Measure 1.11 (HLTH 3500): Students were able to describe how health determinants and behaviors affect health status.</p>	<p>Measure 1.11 (HLTH 3500): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 1.12 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Topic Discussion #1</i>) across multiple sections and semesters of the course.</p>	<p>Measure 1.12 (HLTH 4220): 80% of students will be able analyze research information on health topics and describe at a satisfactory level (\geq70% assignment score) the basic characteristics of health promotion and disease prevention.</p>	<p>Measure 1.12 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 92% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 1.12 (HLTH 4220): Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p>Measure 1.12 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 1.13 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment 5</i>) across multiple sections and semesters of the course.</p>	<p>Measure 1.13 (HLTH 4220): 80% of students will describe at a satisfactory level (i.e., assignment scores \geq 70%) the basic characteristics of health promotion and disease prevention.</p>	<p>Measure 1.13 (HLTH 4220), Spring 2019, Spring 2020: 86% of students (n = 59) completed the assignment with a grade of 70% or better.</p>	<p>Measure 1.13 (HLTH 4220): Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p>Measure 1.13 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 24 Continued: Assessment Results for NHES Outcome 1: Students Will Comprehend Concepts Related to Health Promotion and Disease Prevention.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.14 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment 2</i>) across multiple sections and semesters of the course.</p>	<p>Measure 1.14 (HLTH 4220): 80% of students will describe at a satisfactory level (i.e., assignment scores $\geq 70\%$) the basic characteristics of health promotion and disease prevention.</p>	<p>Measure 1.14 (HLTH 4220), Spring 2019, Spring 2019, Spring 2020: 88% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 1.14 (HLTH 4220): Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p>Measure 1.14 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 1.15 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).</p>	<p>Measure 1.15 (HLTH 4220): 80% of students will be able analyze research information on health topics and present information at a satisfactory level ($\geq 70\%$ assignment score).</p>	<p>Measure 1.15 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 1.15 (HLTH 4220): Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p>Measure 1.15 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 1.16 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Teenage Brain Assignment).</p>	<p>Measure 1.16 (HLTH 4250): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 1.16 (HLTH 4250), 2018-2019: 95% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 1.16 (HLTH 4250), 2019-2020: 89% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 1.16 (HLTH 4250): Students successfully demonstrated knowledge about health promotion and disease prevention concepts.</p>	<p>Measure 1.16 (HLTH 4250): No curricular or pedagogical changes needed at this time.</p>

Table 25: Assessment Results for NHES Outcome 2: Students Analyze the Influence of Family, Peers, Culture, Media, and Technology on Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.1 (HLTH 1030): Competency-based, exam questions on the interactions between individuals in society. The Chi-tester online assessment tool was used to track 35 exam questions aligned to Outcome 2 across multiple sections and semesters of the course.</p>	<p>Measure 2.1 (HLTH 1030): At least 80% of students will score 70% or higher on exam questions aligned to Outcome 2.</p>	<p>Measure 2.1 (HLTH 1030), Fall 2019: 82% of students (n = 143) scored 70% or higher on exam questions aligned to Outcome 1.</p> <p>Measure 2.1 (HLTH 1030), Spring 2020: 84% of students (n = 291) scored 70% or higher on exam questions aligned to Outcome 1.</p>	<p>Measure 2.1 (HLTH 1030): Students were able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<p>Measure 2.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 2.2 (HLTH 1030): Performance-based assignment scored with a rubric that maps Outcome 2. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.</p>	<p>Measure 2.2 (HLTH 1030): At least 80% of students will complete at a satisfactory level (i.e., assignment scores \geq 70%) the identification of barriers to behavior change and develop strategies for overcoming the identified obstacles (Assignment 1).</p>	<p>Measure 2.2 (HLTH 1030), Fall 2019: 91% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 2.2 (HLTH 1030), Spring 2020: 99% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 2.2 (HLTH 1030): Students were able to analyze determinants of health behavior, identify potential obstacles to behavior change, and develop strategies for overcoming barriers to change.</p>	<p>Measure 2.2 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 2.3 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.3 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn environmental factors that relate to stress and stress management (NHES 2.2).</p>	<p>Measure 2.3 (HLTH 1110), 2018-2019: 95% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 2.3 (HLTH 1110), 2019-2020: 93% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 2.3 (HLTH 1110): Students discovered environmental factors as they relate to stress and stress management.</p>	<p>Measure 2.3 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>

Table 25 Continued: Assessment Results for NHES Outcome 2: Students Analyze the Influence of Family, Peers, Culture, Media, and Technology on Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.4 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.4 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn how personal values relate to stress and stress management (NHES 2.8).</p>	<p>Measure 2.4 (HLTH 1110), 2018-2019: 90% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 2.4 (HLTH 1110), 2019-2020: 92% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 2.4 (HLTH 1110): Students learned how personal values relate to stress and stress management.</p>	<p>Measure 2.4 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 2.5 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.5 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will examine the effect of media, advertising, and culture influence healthy and unhealthy behaviors (NHES 2.2; 2.5; 2.7).</p>	<p>Measure 2.5 (HLTH 2700), 2018-2019: 98% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 2.5 (HLTH 2700), 2019-2020: 93% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 2.5 (HLTH 2700): Students examined the effect of media, advertising, and culture influence healthy and unhealthy behaviors.</p>	<p>Measure 2.5 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 2.6 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.6 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will examine how public policy and governmental regulations influence individual health (NHES 2.10).</p>	<p>Measure 2.6 (HLTH 2700), 2018-2019: 98% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 2.6 (HLTH 2700), 2019-2020: 92% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 2.6 (HLTH 2700): Students examine how public policy and governmental regulations influence individual health.</p>	<p>Measure 2.6 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>

Table 25 Continued: Assessment Results for NHES Outcome 2: Students Analyze the Influence of Family, Peers, Culture, Media, and Technology on Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 2.7 (HLTH 3400): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Inappropriate Alcohol Use Discussion).</p>	<p>Measure 2.7 (HLTH 3400): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 2.7 (HLTH 3400), 2018-2019: 97% of students (n = 500) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 2.7 (HLTH 3400), 2019-2020: 93% of students (n = 211) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 2.7 (HLTH 3400): Students successfully demonstrated knowledge and skills about influences on health behaviors.</p>	<p>Measure 2.7 (HLTH 3400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 2.8 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignments (online discussion boards) across sections and semesters of the course.</p>	<p>Measure 2.8 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignment to analyze how peers, family, and culture influence health beliefs and attitudes.</p>	<p>Measure 2.8 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment.</p> <p>Measure 2.8 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.</p>	<p>Measure 2.8 (HLTH 3500): Students were able to analyze how health beliefs and personal values are affected by a variety of influences in society.</p>	<p>Measure 2.8 (HLTH 3500): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 2.9 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 2.9 (HLTH 4220): 80% of students will be able to discuss the relationship between factors influencing health behaviors at a satisfactory level (\geq70% assignment score).</p>	<p>Measure 2.9 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 97% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 2.9 (HLTH 4220): Students demonstrated the ability to analyze the influence of determinants on health behavior.</p>	<p>Measure 2.9 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 2.10 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment #5-Discussion Board</i>) across multiple sections and semesters of the course.</p>	<p>Measure 2.10 (HLTH 4220): 80% of students will be able to analyze and discuss determinants of health at a satisfactory level (\geq70% assignment score).</p>	<p>Measure 2.10 (HLTH 4220), Spring 2019, Spring 2020: 86% of students (n = 59) completed the assignment with a grade of 70% or better.</p>	<p>Measure 2.10 (HLTH 4220): Students demonstrated the ability to analyze the influence of determinants on health behavior.</p>	<p>Measure 2.10 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 25 Continued: Assessment Results for NHES Outcome 2: Students Analyze the Influence of Family, Peers, Culture, Media, and Technology on Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 2.11 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Journal Article</i>) across multiple sections and semesters of the course.	Measure 2.11 (HLTH 4220): 80% of students will be able analyze and discuss determinants of health at a satisfactory level ($\geq 70\%$ assignment score).	Measure 2.11 (HLTH 4220), Spring 2019, Spring 2020, Spring 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.	Measure 2.11 (HLTH 4220): Students demonstrated the ability to analyze the influence of determinants on health behavior.	Measure 2.11 (HLTH 4220): No curricular or pedagogical changes needed at this time. Performance threshold will be increased to a score of 80%.
Measure 2.12 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).	Measure 2.12 (HLTH 4220): 80% of students will be able analyze and discuss determinants of health at a satisfactory level ($\geq 70\%$ assignment score).	Measure 2.12 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.	Measure 2.12 (HLTH 4220): Students demonstrated comprehension and application of basic concepts in health promotion.	Measure 2.12 (HLTH 4220): No curricular or pedagogical changes needed at this time. Performance threshold will be increased to a score of 80%.
Measure 2.13 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Minorities and Ethnicity Discussion).	Measure 2.13 (HLTH 4220): 80% of students will score at or above 70% on the assignment related to the outcome.	Measure 2.13 (HLTH 4220), 2018-2019: 91% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome. Measure 2.13 (HLTH 4220), 2019-2020: 98% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.	Measure 2.13 (HLTH 4220): Students successfully demonstrated knowledge and skills about influences on health behaviors.	Measure 2.13 (HLTH 4220): No curricular or pedagogical changes needed at this time.

Table 26: Assessment Results for NHES Outcome 3: Students Will Access Valid Information, Products, and Services to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.1 (HLTH 1030): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.</p>	<p>Measure 3.1 (HLTH 1030): At least 80% of students will identify at a satisfactory level (i.e., assignment scores \geq 70%) community and informational resources to assist with behavior change (Assignment 3).</p>	<p>Measure 3.1 (HLTH 1030), Fall 2019: 91% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 3.1 (HLTH 1030), Spring 2020: 99% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 3.1 (HLTH 1030): Students were able to identify and use resources that provide valid health information.</p>	<p>Measure 3.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 3.2 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).</p>	<p>Measure 3.2 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will present a health-related topic associated with a health product, service or information (NHES 3.1; 3.3).</p>	<p>Measure 3.2 (HLTH 2400), 2018-2019: 98% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.2 (HLTH 2400), 2019-2020: 96% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.2 (HLTH 2400): Students gave a classroom presentation on a health product, service or information.</p>	<p>Measure 3.2 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 3.3 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.3 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will evaluate the validity and reliability of conventional medical products and services (NHES 3.3; 3.5).</p>	<p>Measure 3.3 (HLTH 2700), 2018-2019: 88% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.3 (HLTH 2700), 2019-2020: 100% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.3 (HLTH 2700): Students evaluated the validity and reliability of conventional medical products and services.</p>	<p>Measure 3.3 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>

Table 26 Continued: Assessment Results for NHES Outcome 3: Students Will Access Valid Information, Products, and Services to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.4 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 3.4 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will evaluate the validity and reliability of complementary and alternative products and services (NHES 3.3; 3.5).</p>	<p>Measure 3.4 (HLTH 2700), 2018-2019: 97% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 3.4 (HLTH 2700), 2019-2020: 90% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 3.4 (HLTH 2700): Students evaluated the validity and reliability of complementary and alternative products and services.</p>	<p>Measure 3.4 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 3.5 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignments (online discussion boards) across sections and semesters of the course.</p>	<p>Measure 3.5 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignment to determine the accessibility of services that enhance sexual health.</p>	<p>Measure 3.5 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment.</p> <p>Measure 3.5 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.</p>	<p>Measure 3.5 (HLTH 3500): Students were able to determine the accessibility of services that enhance sexual health.</p>	<p>Measure 3.5 (HLTH 3500): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 3.6 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Journal Article</i>) across multiple sections and semesters of the course.</p>	<p>Measure 3.6 (HLTH 4220): 80% of students will be able to critique at a satisfactory level (\geq70% assignment score) online resources for accuracy, relevance, and timeliness.</p>	<p>Measure 3.6 (HLTH 4220), Spring 2019, Spring 2020, Spring 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 3.6 (HLTH 4220): Students demonstrated the ability to analyze the influence of determinants on health behavior.</p>	<p>Measure 3.6 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 26 Continued: Assessment Results for NHES Outcome 3: Students Will Access Valid Information, Products, and Services to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 3.7 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).</p>	<p>Measure 3.7 (HLTH 4220): 80% of students will be able to critique at a satisfactory level ($\geq 70\%$ assignment score) online resources for accuracy, relevance, and timeliness.</p>	<p>Measure 3.7 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 3.7 (HLTH 4220): Students demonstrated the ability to access and assess valid health information.</p>	<p>Measure 3.7 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 3.8 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Injury Risk Assignment).</p>	<p>Measure 3.8 (HLTH 4250): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 3.8 (HLTH 4250), 2018-2019: 95% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 3.8 (HLTH 4250), 2019-2020: 89% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 3.8 (HLTH 4250): Students successfully demonstrated knowledge and skills about accessing information, products, and services.</p>	<p>Measure 3.8 (HLTH 4250): No curricular or pedagogical changes needed at this time.</p>

Table 27: Assessment Results for NHES Outcome 4: Students Will Use Communication Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 4.1 (HLTH 1030): Performance-based assignment (Online discussion forum) scored with a rubric that maps to Outcome 4. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.</p>	<p>Measure 4.1 (HLTH 1030): At least 80% of students will evaluate at a satisfactory level (i.e., assignment scores \geq 70%) opposed points of view on contemporary health issues to work toward a personal resolution of the issues.</p>	<p>Measure 4.1 (HLTH 1030), Fall 2019: 93% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 4.1 (HLTH 1030), Spring 2020: 100% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 4.1 (HLTH 1030): For the 2019-2020 academic year, 93% of students (n = 434) were able to use communication skills to examine opposed points of view on contemporary health issues to work toward a personal resolution of the issues.</p>	<p>Measure 4.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 4.2 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 4.2 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice positive communication skills (NHES 4.1).</p>	<p>Measure 4.2 (HLTH 2400), 2018-2019: 80% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 4.2 (HLTH 2400), 2019-2020: 85% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 4.2 (HLTH 2400): Students learned and practiced positive communication skills.</p>	<p>Measure 4.2 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 4.3 (HLTH 3400): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: AA/NA Meeting or Substance Abuse Counselor Interview).</p>	<p>Measure 4.3 (HLTH 3400): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 4.3 (HLTH 3400), 2018-2019: 92% of students (n = 500) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 4.3 (HLTH 3400), 2019-2020: 95% of students (n = 211) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 4.3 (HLTH 3400): Students successfully demonstrated knowledge and skills about interpersonal communication.</p>	<p>Measure 4.3 (HLTH 3400): No curricular or pedagogical changes needed at this time.</p>

Table 27 Continued: Assessment Results for NHES Outcome 4: Students Will Use Communication Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 4.4 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across course sections and semesters.	Measure 4.4 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignment to convey information and feelings with peers about sexual behaviors.	Measure 4.4 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment. Measure 4.4 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.	Measure 4.4 (HLTH 3500): Students were able to use skills for communicating effectively with peers.	Measure 4.4 (HLTH 3500): No curricular or pedagogical changes needed at this time.
Measure 4.5 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Topic Discussion #1</i>) across multiple sections and semesters of the course.	Measure 4.5 (HLTH 4220): 80% of students will be able to communicate effectively on a discussion board (\geq 70% assignment score).	Measure 4.5 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 92% of students (n = 65) completed the assignment with a grade of 70% or better.	Measure 4.5 (HLTH 4220): Students demonstrated the ability to use interpersonal communication skills to enhance health.	Measure 4.5 (HLTH 4220): No curricular or pedagogical changes needed at this time. Performance threshold will be increased to a score of 80%.
Measure 4.6 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment 2</i>) across multiple sections and semesters of the course.	Measure 4.6 (HLTH 4220): 80% of students will be able to identify and interview a community expert and present information at a satisfactory level (i.e., assignment scores \geq 70%).	Measure 4.6 (HLTH 4220), Spring 2019, Spring 2019, Spring 2020: 88% of students (n = 65) completed the assignment with a grade of 70% or better.	Measure 4.6 (HLTH 4220): Students demonstrated the ability to use interpersonal communication skills to enhance health.	Measure 4.6 (HLTH 4220): No curricular or pedagogical changes needed at this time. Performance threshold will be increased to a score of 80%.
Measure 4.7 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Short Answer-Chapter 1</i>) across multiple sections and semesters of the course.	Measure 4.7 (HLTH 4220): 80% of students will be able use interpersonal communication skills to discuss health topics at a satisfactory level (\geq 70% assignment score).	Measure 4.7 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 97% of students (n = 65) completed the assignment with a grade of 70% or better.	Measure 4.7 (HLTH 4220): Students demonstrated the ability to use interpersonal communication skills to enhance health.	Measure 4.7 (HLTH 4220): No curricular or pedagogical changes needed at this time. Performance threshold will be increased to a score of 80%.

Table 27 Continued: Assessment Results for NHES Outcome 4: Students Will Use Communication Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 4.8 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment #5-Discussion Board</i>) across multiple sections and semesters of the course.</p>	<p>Measure 4.8 (HLTH 4220): 80% of students will be able to communicate effectively on a discussion board ($\geq 70\%$ assignment score).</p>	<p>Measure 4.8 (HLTH 4220), Spring 2019, Spring 2020: 86% of students (n = 59) completed the assignment with a grade of 70% or better.</p>	<p>Measure 4.8 (HLTH 4220): Students demonstrated the ability to analyze the influence of determinants on health behavior.</p>	<p>Measure 4.8 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 4.9 (HLTH 4220): HLTH 4220 Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).</p>	<p>Measure 4.9 (HLTH 4220): 80% of students will be able to communicate effectively on a discussion board ($\geq 70\%$ assignment score).</p>	<p>Measure 4.9 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 4.9 (HLTH 4220): Students demonstrated the ability to access and assess valid health information.</p>	<p>Measure 4.9 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>
<p>Measure 4.10 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Parenting Styles Assignment).</p>	<p>Measure 4.10 (HLTH 4250): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 4.10 (HLTH 4250), 2018-2019: 93% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 4.10 (HLTH 4250), 2019-2020: 98% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 4.10 (HLTH 4250): Students successfully demonstrated knowledge and skills about interpersonal communication.</p>	<p>Measure 4.10 (HLTH 4250): No curricular or pedagogical changes needed at this time.</p>

Table 28: Assessment Results for NHES Outcome 5: Students Will Use Decision-Making Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 5.1 (HLTH 1030): Performance-based assignment scored with a rubric that maps to Outcome 5. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.</p>	<p>Measure 5.1 (HLTH 1030): At least 80% of students will complete at a satisfactory level (i.e., assignment scores \geq 70%) an analysis of the pros and cons of behavior-change and evaluate the effectiveness of health-related decisions.</p>	<p>Measure 5.1 (HLTH 1030), Fall 2019: 91% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 5.1 (HLTH 1030), Spring 2020: 99% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 5.1 (HLTH 1030): Students were able to demonstrate decision-making skills needed to identify, implement, and sustain health-enhancing behaviors.</p>	<p>Measure 5.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 5.2 (HLTH 2700): Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 5.2 (HLTH 2700): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will evaluate the effectiveness of popular diets on individual health (NHES 5.7).</p>	<p>Measure 5.2 (HLTH 2700), 2018-2019: 97% of students (n = 100) completed the assignment with a score of 70% or higher.</p> <p>Measure 5.2 (HLTH 2700), 2019-2020: 81% of students (n = 89) completed the assignment with a score of 70% or higher.</p>	<p>Measure 5.2 (HLTH 2700): Students evaluated the effectiveness of popular diets on individual health.</p>	<p>Measure 5.2 (HLTH 2700): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 5.3 (HLTH 3400): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Pharmaceutical Fraud Assignment).</p>	<p>Measure 5.3 (HLTH 3400): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 5.3 (HLTH 3400), 2018-2019: 93% of students (n = 500) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 5.3 (HLTH 3400), 2019-2020: 94% of students (n = 211) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 5.3 (HLTH 3400): Students successfully demonstrated decision making knowledge and skills.</p>	<p>Measure 5.3 (HLTH 3400): No curricular or pedagogical changes needed at this time.</p>

Table 28 Continued: Assessment Results for NHES Outcome 5: Students Will Use Decision-Making Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 5.4 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.	Measure 5.4 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignments to generate alternatives to health-related issues and problems.	Measure 5.4 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment. Measure 5.4 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.	Measure 5.4 (HLTH 3500): Students were able to examine barriers to healthy behaviors and identify alternatives to health-related issues.	Measure 5.4 (HLTH 3500): No curricular or pedagogical changes needed at this time.
Measure 5.5 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Post formal Thought Assignment).	Measure 5.5 (HLTH 4250): 80% of students will score at or above 70% on the assignment related to the outcome.	Measure 5.5 (HLTH 4250), 2018-2019: 90% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome. Measure 5.5 (HLTH 4250), 2019-2020: 89% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.	Measure 5.5 (HLTH 4250): Students successfully demonstrated decision making knowledge and skills.	Measure 5.5 (HLTH 4250): No curricular or pedagogical changes needed at this time.

Table 29: Assessment Results for NHES Outcome 6: Students Will Use Goal-Setting Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 6.1 (HLTH 1030): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.	Measure 6.1 (HLTH 1030): At least 80% of students will formulate at a satisfactory level (i.e., assignment scores \geq 70%) short-term and long-term health goals and a plan to improve their personal health.	Measure 6.1 (HLTH 1030), Fall 2019: 91% of students (n = 143) completed the assignment with a grade of 70% or higher. Measure 6.1 (HLTH 1030), Spring 2020: 97% of students (n = 291) completed the assignment with a grade of 70% or higher.	Measure 6.1 (HLTH 1030): Students were able to use goal-setting skills to identify, adopt, and maintain healthy behaviors.	Measure 6.1 (HLTH 1030): No curricular or pedagogical changes needed at this time. The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.

Table 29 Continued: Assessment Results for NHES Outcome 6: Students Will Use Goal-Setting Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 6.2 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 6.2 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will assess personal stress levels and practices that increase stress (NHES 6.1).</p>	<p>Measure 6.2 (HLTH 1110), 2018-2019: 98% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 6.2 (HLTH 1110), 2019-2020: 97% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 6.2 (HLTH 1110): Students assessed personal stress levels and practices that increase stress.</p>	<p>Measure 6.2 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 6.3 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 6.3 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) develop a personal contract designed to meet individual health-related goals (NHES 6.2).</p>	<p>Measure 6.3 (HLTH 2400), 2018-2019: 98% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 6.3 (HLTH 2400), 2019-2020: 95% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 6.3 (HLTH 2400): Students developed a personal contract designed to meet individual health-related goals.</p>	<p>Measure 6.3 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 6.4 (HLTH 3500): Performance- based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.</p>	<p>Measure 6.4 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignments to assess personal health practices and develop plans to enhance.</p>	<p>Measure 6.4 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment.</p> <p>Measure 6.4 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.</p>	<p>Measure 6.4 (HLTH 3500): Students were able to identify strategies to achieve a personal health goal.</p>	<p>Measure 6.4 (HLTH 3500): No curricular or pedagogical changes needed at this time.</p>

Table 30: Assessment Results for NHES Outcome 7: Students Will Practice Health-Enhancing Behaviors.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.1 (HLTH 1030): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course (HIEE).</p>	<p>Measure 7.1 (HLTH 1030): At least 80% of students will evaluate at a satisfactory level (i.e., assignment scores \geq 70%) the implementation of a behavior-change project and the practice of health-enhancing behaviors.</p>	<p>Measure 7.1 (HLTH 1030), Fall 2019: 91% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 7.1 (HLTH 1030), Spring 2020: 99% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 7.1 (HLTH 1030): Students were able to implement and evaluate a behavior-change project involving the practice of health-enhancing behaviors.</p>	<p>Measure 7.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 7.2 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.2 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice meditation to reduce stress (NHES 7.2).</p>	<p>Measure 7.2 (HLTH 1110), 2018-2019: 100% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.2 (HLTH 1110), 2019-2020: 91% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.2 (HLTH 1110): Students learned and successfully practiced meditation.</p>	<p>Measure 7.2 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.3 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.3 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice yoga to reduce stress (NHES 7.2).</p>	<p>Measure 7.3 (HLTH 1110), 2018-2019: 88% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.3 (HLTH 1110), 2019-2020: 88% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.3 (HLTH 1110): Students learned and successfully practiced yoga.</p>	<p>Measure 7.3 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>

Table 30 Continued: Assessment Results for NHES Outcome 7: Students Will Practice Health-Enhancing Behaviors.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.4 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.4 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice guided relaxation to reduce stress (NHES 7.2).</p>	<p>Measure 7.4 (HLTH 1110), 2018-2019: 96% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.4 (HLTH 1110), 2019-2020: 95% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.4 (HLTH 1110): Students learned and successfully practiced guided relaxation.</p>	<p>Measure 7.4 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.5 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.5 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice mindfulness to reduce stress (NHES 7.2).</p>	<p>Measure 7.5 (HLTH 1110), 2018-2019: 90% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.5 (HLTH 1110), 2019-2020: 90% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.5 (HLTH 1110): Students learned and successfully practiced mindfulness.</p>	<p>Measure 7.5 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.6 (HLTH 1110): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.6 (HLTH 1110): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will create a personal constitution/mission statement (NHES 7.2).</p>	<p>Measure 7.6 (HLTH 1110), 2018-2019: 87% of students (n = 416) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.6 (HLTH 1110), 2019-2020: 87% of students (n = 413) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.6 (HLTH 1110): Students created a personal mission statement/constitution.</p>	<p>Measure 7.6 (HLTH 1110): No curricular or pedagogical changes needed at this time.</p>

Table 30 Continued: Assessment Results for NHES Outcome 7: Students Will Practice Health-Enhancing Behaviors.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.7 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.7 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice meditation to reduce stress (NHES 7.2).</p>	<p>Measure 7.7 (HLTH 2400), 2018-2019: 89% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.7 (HLTH 2400), 2019-2020: 95% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.7 (HLTH 2400): Students learned and successfully practiced meditation.</p>	<p>Measure 7.7 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.8 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.8 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice yoga to reduce stress (NHES 7.2).</p>	<p>Measure 7.8 (HLTH 2400), 2018-2019: 86% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.8 (HLTH 2400), 2019-2020: 92% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.8 (HLTH 2400): Students learned and successfully practiced yoga.</p>	<p>Measure 7.8 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.9 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.9 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice guided relaxation to reduce stress (NHES 7.2).</p>	<p>Measure 7.9 (HLTH 2400), 2018-2019: 96% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.9 (HLTH 2400), 2019-2020: 95% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.9 (HLTH 2400): Students learned and successfully practiced guided relaxation.</p>	<p>Measure 7.9 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>

Table 30 Continued: Assessment Results for NHES Outcome 7: Students Will Practice Health-Enhancing Behaviors.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 7.10 (HLTH 2400): Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p>Measure 7.10 (HLTH 2400): 80% of students at a satisfactory level (i.e., assignment score \geq 70%) will learn and practice mindfulness to reduce stress (NHES 7.2).</p>	<p>Measure 7.10 (HLTH 2400), 2018-2019: 90% of students (n = 80) completed the assignment with a score of 70% or higher.</p> <p>Measure 7.9 (HLTH 2400), 2019-2020: 90% of students (n = 74) completed the assignment with a score of 70% or higher.</p>	<p>Measure 7.10 (HLTH 2400): Students learned and successfully practiced mindfulness.</p>	<p>Measure 7.10 (HLTH 2400): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.11 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.</p>	<p>Measure 7.11 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignments to analyze the role of individual responsibility for enhancing health.</p>	<p>Measure 7.11 (HLTH 3500), Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment.</p> <p>Measure 7.11 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.</p>	<p>Measure 7.11 (HLTH 3500): Students were able to evaluate the role of personal responsibility for health.</p>	<p>Measure 7.11 (HLTH 3500): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 7.12 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: How Do Cell Phones Affect Teens).</p>	<p>Measure 7.12 (HLTH 4250): 80% of students will score at or above 70% on the assignment related to the outcome.</p>	<p>Measure 7.12 (HLTH 4250), 2018-2019: 95% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome.</p> <p>Measure 7.12 (HLTH 4250), 2019-2020: 100% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.</p>	<p>Measure 7.12 (HLTH 4250): Students successfully demonstrated knowledge and skills to practice health-enhancing behaviors.</p>	<p>Measure 7.12 (HLTH 4250): No curricular or pedagogical changes needed at this time.</p>

Table 31: Assessment Results for NHES Outcome 8: Students Will Advocate for Personal, Family, and/or Community Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 8.1 (HLTH 1030): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.</p>	<p>Measure 8.1 (HLTH 1030): At least 80% of students will demonstrate at a satisfactory level (i.e., assignment scores \geq 70%) how to influence and support others to make positive health choices.</p>	<p>Measure 8.1 (HLTH 1030), Fall 2019: 93% of students (n = 143) completed the assignment with a grade of 70% or higher.</p> <p>Measure 8.1 (HLTH 1030), Spring 2020: 100% of students (n = 291) completed the assignment with a grade of 70% or higher.</p>	<p>Measure 8.1 (HLTH 1030): For the 2019-2020 academic year, 93% of students (n = 434) were able to demonstrate an advocacy plan to promote health norms and behaviors.</p>	<p>Measure 8.1 (HLTH 1030): No curricular or pedagogical changes needed at this time.</p> <p>The faculty who teach HLTH 1030 will continue to collect data and monitor student performance.</p>
<p>Measure 8.2 (HLTH 3500): Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.</p>	<p>Measure 8.2 (HLTH 3500): 80% of students will meet or exceed expectations (i.e., assignment score \geq 70%) on assignments to demonstrate how to influence and support others to make positive health choices.</p>	<p>Measure 8.2 (HLTH 3500): Fall 2019: 100% of students (n = 117) scored 70% or higher on assignment.</p> <p>Measure 8.2 (HLTH 3500), Spring 2020: 100% of students (n = 118) scored 70% or higher on assignment.</p>	<p>Measure 8.2 (HLTH 3500): Students were able to demonstrate skills to encourage others to adopt healthy behaviors.</p>	<p>Measure 8.2 (HLTH 3500): No curricular or pedagogical changes needed at this time.</p>
<p>Measure 8.3 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Community Interview 2</i>) across multiple sections and semesters of the course.</p>	<p>Measure 8.3 (HLTH 4220): 80% of students will demonstrate at a satisfactory level (assignment scores \geq 70%) the practical application of advocating for personal, family, and/or community health.</p>	<p>Measure 8.3 (HLTH 4220), Spring 2019, Spring 2019, Spring 2020: 88% of students (n = 65) completed the assignment with a grade of 70% or better.</p>	<p>Measure 8.3 (HLTH 4220): Students demonstrated the ability to access and assess valid health information.</p>	<p>Measure 8.3 (HLTH 4220): No curricular or pedagogical changes needed at this time.</p> <p>Performance threshold will be increased to a score of 80%.</p>

Table 31 Continued: Assessment Results for NHES Outcome 8: Students Will Advocate for Personal, Family, and/or Community Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 8.4 (HLTH 4220): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).	Measure 8.4 (HLTH 4220): 80% of students will be able to advocate health concepts for self, family, and/or the community at a satisfactory level ($\geq 70\%$ assignment score).	Measure 8.4 (HLTH 4220), Spring 2019, Spring 2020, Summer 2020: 94% of students (n = 65) completed the assignment with a grade of 70% or better.	Measure 8.4 (HLTH 4220): Students demonstrated the ability to access and assess valid health information.	Measure 8.4 (HLTH 4220): No curricular or pedagogical changes needed at this time. Performance threshold will be increased to a score of 80%.
Measure 8.5 (HLTH 4250): Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Pregnancy in Adolescence).	Measure 8.5 (HLTH 4250): 80% of students will score at or above 70% on the assignment related to the outcome.	Measure 8.5 (HLTH 4250), 2018-2019: 94% of students (n = 91) scored 70% or higher on the assignment aligned to the outcome. Measure 8.5 (HLTH 4250), 2019-2020: 98% of students (n = 28) scored 70% or higher on the assignment aligned to the outcome.	Measure 8.5 (HLTH 4250). Students successfully demonstrated knowledge and skills in health advocacy.	Measure 8.5 (HLTH 4250): No curricular or pedagogical changes needed at this time.

Table 32: Assessment Results for Goal 4: Students Will Complete Service-Learning and Community-Based Field Experiences.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
Measure 1.1 (HLTH 4860): Documentation of field-experience hours approved by site supervisor.	Measure 1.1 (HLTH 4860): 90% of students will complete a minimum of 60 internship hours per credit of HLTH 4860.	Measure 1.1 (HLTH 4860), 2018-2019: 100% of students (n = 59) completed a minimum of 60 internship hours per credit of HLTH 4860. Measure 1.1 (HLTH 4860), 2019-2020: 100% of students (n = 42) completed a minimum of 60 internship hours per credit of HLTH 4860.	Measure 1.1 (HLTH 4860): Students are identifying, initiating, and completing required hours for field experiences.	Measure 1.1 (HLTH 4860): No curricular or pedagogical changes needed at this time.

Table 32 Continued: Assessment Results for Goal 4: Students Will Complete Service-Learning and Community-Based Field Experiences.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p>Measure 1.2 (HLTH 4860): Supervisor evaluation of students using a rubric to assess students' levels of professional knowledge, skill, dispositions, and ethics.</p>	<p>Measure 1.2 (HLTH 4860): 90% of students will be evaluated satisfactorily (80% or higher) by their internship site supervisor.</p>	<p>Measure 1.2 (HLTH 4860), 2018-2019: 100% of students (n = 59) earned satisfactory ratings (80% or higher) by their internship supervisor.</p> <p>Measure 1.2 (HLTH 4860), 2019-2020: 100% of students (n = 42) earned satisfactory ratings (80% or higher) by their internship supervisor.</p>	<p>Measure 1.2 (HLTH 4860): Students are demonstrating successfully professional knowledge, skills, and dispositions in employment settings.</p>	<p>Measure 1.2 (HLTH 4860): No curricular or pedagogical changes needed at this time.</p> <p>The supervisor evaluation rubric was updated in 2020 to include a question on CHES competencies.</p>
<p>Measure 1.3 (HLTH 4860): Performance-based project completed for host agency. The project activities must align with verified competencies needed for health education/promotion outlined by the NCHEC (HIEE).</p>	<p>Measure 1.3 (HLTH 4860): 90% of students will earn an 80% or higher on their final project for the internship.</p>	<p>Measure 1.3 (HLTH 4860), 2018-2019: 98% of students (n = 59) earned an 80% or higher on the final project for the internship.</p> <p>Measure 1.3 (HLTH 4860), 2019-2020: 95% of students (n = 42) earned an 80% or higher on the final project for the internship.</p>	<p>Measure 1.3 (HLTH 4860): Students successfully designed, developed, implemented, and evaluated a professional project utilizing professional competencies aligned with NCHEC standards.</p>	<p>Measure 1.3 (HLTH 4860): To measure more accurately the types of projects students engage in, the Outcomes Tool in Canvas is now being used to track NCHEC competencies covered during students' projects.</p>
<p>Measure 1.4 (HLTH 4860): Structured reflection by students to examine and summarize challenges and benefits of field experience.</p>	<p>Measure 1.4 (HLTH 4860): HLTH 4860: 90% of students will earn an 80% or higher on their mid- and final assignments to summarize and evaluate their field experiences.</p>	<p>Measure 1.4 (HLTH 4860), 2018-2019: 100% of students earned an 80% or higher on their reflection assignments.</p> <p>Measure 1.4 (HLTH 4860), 2019-2020: 100% of students earned an 80% or higher on their on their reflection assignments.</p>	<p>Measure 1.4 (HLTH 4860): Students successfully evaluated the goals, skills, personal- and professional growth obtained, etc. during their field experiences.</p>	<p>Measure 1.4 (HLTH 4860): No curricular or pedagogical changes needed at this time.</p>

Appendix A: Updates on Action Plans to Address Five-Year Program Review Recommendations.

No.	A. Mission Recommendation	Initial Program Response and Action Plan	Progress and Current Action Plans
1	Create a strategic plan for the program that includes vision, mission, objectives, strategies, and action plan to achieve these.	By April 2020, the HPP faculty will update the HPP strategic plan to include a vision statement, strategic goals aligned to WSU initiatives (e.g., access, affordability, value/quality), and plans to support HPP strengths and address unit challenges.	The HPP strategic plan was updated during the spring semester 2019, and changes are reflected in the current biennial report. The Strategic Planning Report (SPR) submitted by the HPER to the WSU Office of Institutional Effectiveness (OIE) specifically highlights the strategies implemented by HPP and HPER to address WSU initiatives related to access, affordability, value and quality.
No.	B. Curriculum Recommendations	Initial Program Response and Action Plan	Progress and Current Action Plans
2	Incorporate into courses/curriculum more authentic learning experiences that apply directly to workplace skills.	By August 2019, each HPP faculty will include in their courses an authentic assignment that (a) requires application of what students have learned, and (b) replicates or simulates the contexts in which adults are “tested” in the workplace or personal life.	To simulate real-world work experiences, each HPP faculty in 2019-2020 included in their required courses a “hands-on, learning by doing” (active learning) assignment that aligned with one of the seven areas of responsibility for health education practice. These assignments are reflected in the current HPP assessment plan and results, and alluded to in the HIEE curriculum map.
3	Key professional areas to consider adding to courses/curriculum include health policy, grant writing, technology, budgeting, and administration.	By August 2020, the supporting coursework for HPP will be expanded to include (a) a course on grant writing (HAS 4500, Grant Writing), and (b) more elective options in management and administration (e.g., OCRE 3100, Recreation Leadership and Group Facilitation; OCRE 3600, Administration and Management of Community Services).	HPP implemented curriculum proposals in the Fall 2020 to add elective coursework in the following areas: HAS 4500 (Grant Writing), OCRE 3100 (Outdoor Leadership & Group Facilitation); OCRE 3600 (Administration and Management of Community Services). These updates will be reflected in the 2021 WSU Catalog.
4	Consider scaffolding courses and obtaining student input on desired courses for inclusion.	By December 2019, HPP faculty will examine and update the HPP curriculum map to address academic gaps with a focus on improving vertical coherence (or course sequences) to allow students to build on what they have learned in earlier courses.	HPP faculty updated the curriculum map for the program during the 2020 spring semester. Changes were made to the HPP curriculum map (& corresponding assessment plan) to ensure that every required program objective was introduced, emphasized, and assessed comprehensively throughout students’ program of study.
5	Consider offering program planning and evaluation course over two semesters.	By August 2019, the format for HLTH 4150 will be expanded to include student learning activities and assessments related to program implementation, administration, and evaluation.	Beginning Fall 2019, the scope of HLTH 4150 was expanded to include greater emphasis on the following areas: operations and risk analysis, marketing, human resource management, strategic planning, and evaluation approaches. The new topic areas are currently be assessed to document student learning.

6	Consider offering multiple tracks within HPP (e.g., holistic health, community health, etc.).	By April 2020, HPP faculty will identify and map elective courses that are best suited for specific professional settings (e.g., schools, hospitals/clinics, public community health agencies, business/industry).	For students interested in concentrated areas of study, faculty developed lists of recommended coursework for each major employment setting in health education/promotion (e.g., school health, community health, worksite wellness, health care). The program will continue to provide health ed. training transferable to all employment settings, but the course concentrations created will help students with specific interests focus their elective coursework further to meet their professional goals.
7	Consider offering face-to-face and online sections of professional-development courses.	By December 2019, HPP faculty will survey students enrolled in the program on their preferred delivery format (e.g., online, face-to-face) for required- and elective courses. The survey also will gauge student perceptions of the quality and difficulty of online courses compared to courses taught face-to-face.	The HPP Senior Exit Survey was updated in 2020 to include questions on preferred course format (e.g., online, face-to-face), and satisfaction with online delivery. Results of the survey (N = 44) indicate that 74% of students preferred online courses over face-to-face courses, and 93% believed the online instruction provided by HPP was equally effective as face-to-face instruction. The survey will continue to be administered each semester and results reviewed annually.
No. C. Learning Outcomes			Initial Program Response and Action Plan
8	Document procedures and outcomes of annual reviews.	By October 2020, HPP faculty will include in the annual program report, an update on the metrics established to achieve the 3-year HPP strategic goals.	Progress and Current Action Plans
No. D. Academic Advising			Initial Program Response and Action Plan
9	Develop plan and means to disseminate information to students regarding preferred sequencing of courses.	Each academic year, the HPER faculty adviser will provide HPP students with the suggested sequence of HPP courses (i.e., the HPP Major Academic Plan/MAP) via email and during individual student consultations.	Progress and Current Action Plans
10	Provide students with information on career opportunities in field.	By January 2020, HPP faculty will disseminate to students career opportunities in health education/promotion (e.g., potential occupational settings, how to find jobs, etc.) via the HPP website and Facebook page.	In January 2020, HPP initiated a new and ongoing program policy whereby emails are sent each semester by the HPER Academic Adviser to remind HPP students to schedule appointments for academic advising. These reminder emails contain copies of the HPP MAP, links to schedule advising appointments, and links to additional resources (e.g., WSU Career Services, WSU HPP home page, etc.). The academic adviser will continue to provide students with hard-copies of the Academic MAP during individual consultations.
			In January 2020, HPP initiated a new and ongoing program policy whereby bulk emails are sent each semester by the HPER Academic Adviser to all HPP students to schedule appointments for academic advising. These reminder emails also contain hyperlinks to numerous career resources, including WSU Career Services, the Occupational Outlook Handbook (a job outlook site provided by the U.S. Bureau of Labor Statistics), and job banks provided by professional organizations (e.g., Society for Public Health Education, National Commission for Health Education Credentialing, etc.). Career opportunities in health education/promotion will continue to be a key topic covered in HLTH 3000 (Foundations of Health Promotion) and HLTH 4990 (Senior Seminar), and current job opportunities posted online for students using Canvas, and the HPP Facebook page.

11	Establish a student advisory group to obtain feedback on curriculum sequencing and other student needs.	Beginning in Fall 2019, HPP will add questions to the Senior Exit Survey to obtain more information about student feelings and satisfaction with the HPP curriculum, faculty, and services.	The Senior Exit Survey was updated in January 2020 to include questions on preferred course format (item 6), satisfaction with curriculum (items 11-18), course sequencing (item 22), effectiveness of online instruction (item 38), and satisfaction with internship coordination (item 42). A student advisory committee was not formed due to the COVID-19/Coronavirus outbreak that occurred during the 2020 spring and fall semesters. The new survey will continue to be administered each semester and results evaluated annually.
No. E. Faculty Recommendations Initial Program Response and Action Plan Progress and Current Action Plans			
12	Conduct peer reviews of online courses to ensure best practices are followed, and develop recommended strategies for online delivery.	By March 2020, every HPP faculty member teaching an online course will undergo a best practices course review with a WSU Online instructional designer.	By Fall 2020, 75% of faculty completed a best practice course review with a WSU Online instructional designer. The majority of faculty also completed several continuing education sessions related to online instruction (e.g., WSU trainings such as Growing with Canvas, Intro. to e-learning, etc.). Faculty will continue to participate annually in continuing education to stay abreast of best practices for online instruction.
13	Develop recommended strategies for online HPP courses to engage students.	By March 2020, every HPP faculty member teaching an online course will undergo a best practices course review with a WSU Online instructional designer.	By Fall 2020, 75% of faculty completed a best practice course review with a WSU Online instructional designer. The majority of faculty also completed several continuing education (CE) sessions related to online instruction (e.g., WSU trainings such as Growing with Canvas, Intro. to e-learning, etc.). The best practice reviews and CE activities included training and recommendations to engage online students (e.g., student-student, student-content, student-instructor engagement).
14	Provide mentoring opportunities for distance-delivery students.	By Fall 2020, HPP online faculty and staff will utilize more efficient help-desk services, online tutoring, peer mentors, and other services to increase satisfaction and success of online learners (e.g., to ensure “online” doesn’t mean “alone” for students).	By Fall 2020 all HPP faculty included in their online course websites and syllabi a list of resources and tools (e.g., contact information for IT services, links to Canvas guides, campus resources such as WSU Student Wellness, Counseling & Psychological Services, Writing Center, etc.). To facilitate communication and connection between faculty and students, 100% of HPP faculty in the 2019-2020 academic year utilized the WSU Starfish tool. By fall 2021, HPP will create a plan to utilize peer mentors to increase further satisfaction and success of online learners.
15	Develop plan for equitable faculty input into direction and decision making for HPP.	By October 2019, HPP faculty will develop a policy statement that specifies each faculty member’s right to participate fully in program governance (e.g., approval of curriculum, student learning outcomes, course fees, etc.), and the collective responsibility of HPP faculty to take part in program development and decision making.	HPP faculty agreed in October 2019 to a program policy statement that specified all program faculty (tenure- and non-tenure track) have equal input and shared responsibility in program governance (e.g., approval of curriculum, course fees, program learning outcomes, etc.).

G. External Communities		
No.	Initial Program Response and Action Plan	Progress and Current Action Plans
16	Require students to have completed advanced level coursework prior to internship placement.	By August 2020, HPP will mandate the completion of prerequisite courses (i.e., HLTH 3000, HLTH 3200, HLTH 4150) prior to students completing internship experiences (i.e., HLTH 4860) in health promotion.
17	Revise internship expectations for students to require specific deliverables related to CHES responsibilities.	A curriculum proposal was completed Fall 2020 to require students to complete the following pre-requisite courses prior to engaging in required field experiences: HLTH 3000, HLTH 3100, HLTH 3200, HLTH 4150. The pre-requisites will go into effect Fall 2021 for students seeking internships.
H. Previous Review		
No.	Initial Program Response and Action Plan	Progress and Current Action Plans
18	Provide students with more exposure to working professionals and authentic learning experiences.	During the fall semester 2019, the course requirements for HLTH 4860 (Field Experience) were updated. The updated requirements were implemented in January 2020 and include the provision of a term project aligned to responsibilities and competencies of health education specialists.
19	Incorporate guest speakers in lower level courses that address career opportunities.	All HLTH-prefixed, professional-development courses were updated for the spring 2020 semester to include learning activities, objectives and course outcomes aligned with national competencies deemed essential to health education practice by the National Commission for Health Education Credentialing. Each required course also included content and activities to inform students of what to expect in the profession and, when appropriate, exposure to working professionals. In 2019-2020 several guest presentations in HPP courses were provided by local professional (see action plan 19).
20	Make students aware of the importance of CHES credentialing early in their program of study.	During the 2019-2020 academic year multiple working professionals provided guest presentations in HPP courses to offer insights to HPP students on health careers and issues: e.g., Angela Stander (Utah Department of Health), Raeanna Johnson (WSU Employee Wellness), Amber Fritz (Ogden Regional Medical Center); Jesse Bush (Weber-Morgan Health Department); Kim Davis (Davis County Wellness Program); etc. These presentations were recorded to provide ongoing and online review by current and future HPP students.
21	Continue to collect benchmark data to monitor improvements in course rigor and extent that NCHEC responsibilities are being covered.	Beginning January 2020, the HPER Academic Advisor will provide all students that declare a major or minor in Health Promotion with the curriculum MAP, goals and student learning outcomes of the program. This material clearly highlights the importance of the CHES exam for students at their intake into the academic program. The importance of the CHES exam also is highlighted in students first professional-development course, HLTH 3000 (Foundations of Health Promotion), and reiterated throughout the students' program of study (e.g., HLTH 3160, HLTH 3200, HLTH 4013, HLTH 4150).
21	Each academic year, HPP will compile annual evidence of student learning to determine the degree to which each course within the curriculum is addressing NCHEC* standards.	Evidence of student learning is documented for every HPP course, every year. Data is compiled annually and included in the evidence of student learning report submitted biennially to the WSU Office of Institutional Effectiveness.

Appendix B: Faculty Headcount

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty - Health Promotion Program	2018-19	2019-20
Headcount	6	4
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4	3
Full-time Tenured	2	2
Full-time Non-Tenured (includes tenure-track)	1	0
Part-time	1	0
With Master's Degrees	2	1
Full-time Tenured	0	0
Full-time Non-Tenured	2	1
Part-time	0	0
With Bachelor's Degrees	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time	0	0
Other	0	0
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time	0	0
Total Headcount Faculty	6	4
Full-time Tenured	2	2
Full-time Non-tenured	3	2
Part-time	1	0