

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Health Promotion & Human Performance / Health Promotion
Academic Year of Report: 2016/17
Date Submitted: November 1, 2017
Report authors: Chris Eisenbarth

Contact Information:

Corresponding Author: Chris Eisenbarth

Phone: 801-626-6316

Email: ceisenbarth@weber.edu

A. 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 Promotion and Human Performance (HPHP) in the Jerry & Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The mission of the Health Promotion and Human Performance Department 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 Human Performance Management Major with a Wellness or Sport and Recreation Services Emphasis, the Physical Education Teaching and Non-Teaching Majors, three Physical Education Minors and a Recreation 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.

[Health Promotion Website](#)

Website Contact Information:

Tim Ruden

Weber State University

1435 Village Drive, Department 2801

Ogden, UT 84408-2801

WI112C

(801) 626-7372

[truden@weber.edu@weber.edu](mailto:truden@weber.edu)

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Update:

Program Mission Statement

- A twofold mission exists for the Health Promotion Program at Weber State University (WSU). The first is to prepare students to become professional health education specialists who can serve in five settings of practice including schools, worksites (i.e., occupational health promotion), communities, with individuals (i.e., wellness coaching), and in the health care system. The second is to promote the health and prevent disease of the respective participants including students, staff, faculty, and members of the community. Professional preparation of health educators is interdisciplinary and concentrates primarily on nationally-prescribed responsibilities developed by the National Commission for Health Education Credentialing, Inc. (i.e., those on which the Certified Health Education Specialist credential is based). Other professional organizations that provide guidance to professional preparation include the International Association for Worksite Health Promotion, the American Public Health Association, the American College Health Association, the Society for Public Health Education, the American School Health Association, and the Society of Health and Physical Educators.

Program Goals

1. **Education Goal 1:** Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists
2. **Education Goal 2:** Provide a Social Science General Education (SSGE) course for the University
3. **Service Goal 1:** Provide students with meaningful and mutually beneficial engagements with community partners

Program Roles

- The academic courses for the Health Promotion Program include general education and content courses (stress management, human sexuality, adolescent health issues, etc.), and professional-preparation courses (program planning, research methods, methods in health promotion, etc.) offered in both health promotion and health administrative services (HAS). The respective academic programs include bachelor’s degrees in health promotion/HAS. Minor programs include a general health promotion minor, a school health education minor, a nutrition minor, and support of the Bachelor of Integrated Studies (BIS) program.

Fundamental Definitions of Health Promotion and Health Education

- **Health Promotion** was defined by the Joint Committee on Health Education and Promotion Terminology as “any planned combination of educational, political, environmental, regulatory, or organizational mechanisms that support actions and conditions of living conducive to the health of individuals, groups, and communities” (Joint Committee, 2012, p. 18). It involves the science and art of helping people change or maintain their lifestyle to move toward a state of optimal health. Optimal health includes not only absence or healthful management of disease but functioning in balance with the dimensions of the total person concept (social, mental, emotional, physical, and spiritual). Lifestyle change can be facilitated through a combination of efforts to enhance awareness, change behavior, and create environments that support good health practices. This implies that health promotion is multidimensional and comprehensive.
- **Health Education** was defined by the Joint Committee on Health Education and Promotion Terminology as "any combination of planned learning experiences using evidence based practices and/or sound theories that provide the opportunity to acquire knowledge, attitudes, and skills needed to adopt and maintain healthy behaviors” (Joint Committee, 2012, p. 17).

Note. Joint Committee on Health Education and Health Promotion Terminology. (2012). *Report of the 2011 Joint Committee on Health Education and Promotion Terminology*. Reston, VA: AAHE.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Update:

The WSU Health Promotion Program is 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) NCHEC has scientifically validated the "Seven Areas of Responsibility" for the contemporary practice of entry- and advanced-level health education specialists (see below):

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.

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 specialist 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 in each of the Seven Areas of Responsibility.

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

Objective #1: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 1: Assess needs, resources, and capacity for health education/promotion.

Objective #2: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 2: Plan health education/promotion.

Objective #3: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 3: Implement health education/promotion.

Objective #4: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 4: Conduct evaluation and research related to health education/promotion.

Objective #5: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 5: Administer and manage health education/promotion.

Objective #6: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 6: Serve as a health education/promotion resource person.

Objective #7: At the time of graduation, 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.

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

Objective #1: By the completion of the SSGE course, 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.

Objective #2: By the completion of the SSGE course, 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.

Objective #3: By the completion of the SSGE course, 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.

Service Goal #1: Provide students with meaningful and mutually beneficial engagements with community partners.

Objective #1: By the time of graduation, 90% of students will complete a mutually beneficial internship with a community partner.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Update:

This grid includes only the required courses for the Health Promotion major (see the course key below).

Learning Outcomes*	Core Courses in Program**											
	HLTH 3000	HLTH 3200	HLTH 4013	HLTH 4150	HLTH 4990	HAS 3000	HAS 3150	HAS 3190	HAS 3230	HAS 4410	HIM 3200	NUTR 3420
Responsibility 1: Assess	2	2	2	3	1	1	2	2	2	1	1	2
Responsibility 2: Plan	1	1	1	3	1	1	2	1	1	3	0	1
Responsibility 3: Implement	1	3	1	2	1	1	1	1	1	2	0	1
Responsibility 4: Evaluate	1	1	3	2	1	1	1	1	1	1	3	1
Responsibility 5: Administer	1	1	1	2	1	1	1	1	3	1	1	0
Responsibility 6: Serve as a Resource	1	1	1	2	1	2	2	2	1	1	1	1
Responsibility 7: Communicate	2	2	1	2	1	1	1	2	2	2	1	1

*Student Learning Outcome Rating Key:

0 = not addressed

1 = introduced, minor emphasis

2 = emphasized, moderate importance

3 = assessed comprehensive, major emphasis

***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

****Course Key:**

HLTH 3000: Foundations of Health Promotion

HLTH 3200: Methods of Health Education

HLTH 4013: Health Promotion Research and Assessment

HLTH 4150: Needs Assessment and Planning Health Promotion Programs

HLTH 4990: Senior Seminar

HAS 3000: Health Care System

HAS 3150: Community Health Agencies and Services

HAS 3190: Cultural Diversity in Patient Education

HAS 3230: Health Communication

HAS 4410: Clinical Instructional Design

HIM 3200: Epidemiology and Biostatistics

NUTR 3420: Multicultural Health and Nutrition

Notes. HLTH 4860 (Field Experience) is not on the curriculum map, as the experience (and the competencies covered within it) varies significantly from student to student. There are specific objectives and measures associated with HLTH 4860 represented in the assessment plan (under Service Goal #1).

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Update (starts on next page):

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 1: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 1: Assess needs, resources, and capacity for health education/promotion.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 1.	Chi-tester online assessment tool with items aligned to program standards: 123 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 4990: 60% of students who take the CHES proxy test will score at or above 70% for Responsibility 1.	Chi-tester online assessment tool with items aligned to program standards: 15 questions.	During the fall semester, for all sections in the prior academic year.
	3. HLTH 3000: 80% of students will analyze relationships among behavioral and environmental factors that influence health at a satisfactory level (i.e., assignment scores $\geq 70\%$).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	4. HLTH 3200: 80% of students will review and rate one health-related audio-visual production at a satisfactory level (assignment score $>$ or $= 70\%$).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	5. HAS 3190: 70% of students will research and report at a satisfactory level ($\geq 70\%$ assignment scores) the health traditions of individuals from cultures different than their own.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	6. HIM 3200: 90% of students will be able to demonstrate basic principles of epidemiology at a satisfactory level (assignment and exam scores $\geq 70\%$).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	7. HAS 3230: 90% of students will conduct at a satisfactory level (assignment scores $\geq 70\%$) a personal SWOT analysis identifying their various strengths, weakness, with action items relating to those findings.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	8. HLTH 4150: 80% of students will demonstrate at a satisfactory level (assignment scores $\geq 70\%$) necessary skills to access existing information and data related to health.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 1 Continued: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 1: Assess needs, assets, and capacity for health education.	9. HLTH 4150: 80% of students will demonstrate at a satisfactory level (assignment scores $\geq 70\%$) necessary skills to analyze factors that influence or impede the process of health education/promotion.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	10. NUTR 3420: 80% of students will complete the Information Literacy Quiz at a satisfactory level (i.e., score $>$ or $= 70\%$).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	11. HAS 3150: 90% of students will complete an assignment at a satisfactory level (assignment score $>$ or $= 70\%$) to assess population health needs of their local community and associated interventions.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	12. HAS 3150: 90% of students will complete an assignment locating mortality rates in Weber County at a satisfactory level (assignment score $>$ or $= 70\%$).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	13. HLTH 4013: 80% of students will demonstrate at a satisfactory level (assignment scores $\geq 70\%$) the skill to access existing information and data related to health.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 2: At the time of graduation, at least 80% of students achieve 70% competency on identified measures of Responsibility 2: Plan health education/promotion.	1. HLTH 3000: 80% of students will score 70% or above on exam questions related to Responsibility 2.	Chi-tester online assessment tool with items aligned to program standards: 88 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 3000: 80% of students will be able to identify and apply correctly (80% or better assignment score) theoretical constructs to a hypothetical case study in health.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	3. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Responsibility 2.	Chi-tester online assessment tool with items aligned to program standards: 23 questions.	During the fall semester, for all sections in the prior academic year.
	4. HLTH 3200: 80% of students will develop a comprehensive instructional unit plan at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	5. HLTH 3200: 80% of students will develop a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	6. HLTH 4150: 80% of students will construct at a satisfactory level (assignment score > or = 70%) goals and objectives to plan a health program.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	7. HLTH 4150: 80% of students will develop at a satisfactory level (assignment score > or = 70%) the design and strategy for a health intervention.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	8. HLTH 4150: 80% of students will develop at a satisfactory level (assignment score > or = 70%) a plan for the delivery of a health intervention.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
<p>Objective 3: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 3: Implement health education.</p>	<p>1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Area of Responsibility 3.</p>	<p>Chi-tester online assessment tool with items aligned to program standards: 54 questions.</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>2. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Responsibility 3.</p>	<p>Chi-tester online assessment tool with items aligned to program standards: 37 questions.</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>3. HLTH 3200: 80% of students will demonstrate a comprehensive instructional presentation at a satisfactory level (assignment score > or = 70%).</p>	<p>Student data recorded using the WSU learning management system (Canvas).</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>4. HLTH 3200: 80% of students will provide a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score > or = 70%).</p>	<p>Student data recorded using the WSU learning management system (Canvas).</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>5. HLTH 3200: 80% of students will construct, demonstrate, and disseminate an innovative methods presentation at a satisfactory level (assignment score > or = 70%).</p>	<p>Student data recorded using the WSU learning management system (Canvas).</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>6. HLTH 3200: 95% of students will train class members in activities necessary to implement health education/promotion.</p>	<p>Student data recorded using the WSU learning management system (Canvas).</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>7. HAS 3150: 90% of students will observe and report at a satisfactory level (assignment score > or = 70%) program implementation by local health educators and practitioners.</p>	<p>Student data recorded using the WSU learning management system (Canvas).</p>	<p>During the fall semester, for all sections in the prior academic year.</p>
	<p>8. HLTH 3000: 80% of students will demonstrate at a satisfactory level (assignment score > or = 70%) the practical application of ethical principles in health promotion.</p>	<p>Student data recorded using the WSU learning management system (Canvas).</p>	<p>During the fall semester, for all sections in the prior academic year.</p>

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 4: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 4: Conduct evaluation and research related to health education/promotion.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 4.	Chi-tester online assessment tool with items aligned to program standards: 37 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 4.	Chi-tester online assessment tool with items aligned to program standards: 26 questions.	During the fall semester, for all sections in the prior academic year.
	3. HLTH 4013: 90% of students will earn an 80% or higher on the research proposal assignment that selects and adapts instruments to collect data.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	4. HIM 3200: 90% of students will complete at a satisfactory level (assignment score > or = 70%) a paper that analyzes and interprets epidemiological data.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	5. NUTR 3420: 80% of students will complete the Major Project (Written) at a satisfactory level (i.e., score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	6. HIM 3200: 80% of students will earn a score of 70% or higher in all course examinations and quizzes.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	7. HLTH 3200: 90% of students will earn an 80% or higher on the development of an evaluation plan for an instructional presentation.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 5: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 5: Administer and manage health education/promotion.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 5.	Chi-tester online assessment tool with items aligned to program standards: 19 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 5.	Chi-tester online assessment tool with items aligned to program standards: 16 questions.	During the fall semester, for all sections in the prior academic year.
	3. HAS 3230: 90% of students will conduct at a satisfactory level (assignment scores \geq 70%) a personal leadership analysis to identify and expand their strengths and weakness to manage and administer health programs.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	4. HAS 3230: 90% of students will complete at a satisfactory level (assignment score of 70% or higher) a group project to demonstrate adaptable and innovative leadership styles.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	5. HAS 3230: 80% of students will complete peer exercises at a satisfactory level (assignment score $>$ or = 73%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	6. HAS 3000: 80% of students will complete collaborative exercises with peers (research & plan a presentation) exercises at a satisfactory level (assignment score $>$ or = 73%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 6: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 6: Serve as a health education resource person.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 6.	Chi-tester online assessment tool with items aligned to program standards: 118 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 3000: 80% of students will be able to critique online resources for accuracy, relevance, and timeliness ($\geq 70\%$ assignment score).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	3. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 6.	Chi-tester online assessment tool with items aligned to program standards: 23 questions.	During the fall semester, for all sections in the prior academic year.
	4. HLTH 3200: 80% of students will provide advice and consultation to peers during a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score $>$ or $= 70\%$).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	5. HAS 3000: 90% of students will be able to present and document at a satisfactory level (assignment scores $\geq 70\%$) a scholarly research that examines a current major issue in the U.S. health care system.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 7: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 7: Communicate, promote, and advocate for health, health education, and the profession.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 7.	Chi-tester online assessment tool with items aligned to program standards: 145 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 3000: 80% of students will be able to describe at a satisfactory level (assignment score > or = 70%) the seven major responsibilities for the health education specialists.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	3. HLTH 3000: 80% of students will be able to describe at a satisfactory level (assignment score > or = 70%) the benefits of participating in professional organizations.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	4. HLTH 4990: 50% of students who take the CHES proxy test in HLTH 4990 will score at or above 70% for Area of Responsibility 7.	Chi-tester online assessment tool with items aligned to program standards: 14 questions.	During the fall semester, for all sections in the prior academic year.
	5. HLTH 3200: 80% of students will construct, demonstrate, and disseminate an innovative methods presentation at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	6. HLTH 3200: 80% of students will demonstrate the correct usage of an audio-visual aid through the final presentation at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	7. HAS 3000: 90% of students will develop an oral presentation on complementary and alternative strategies at a satisfactory level (assignment score > or = 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	8. HAS 3230: 90% of students will complete a presentation to demonstrate basic models of communication with a grade of 70% or better	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	Assessment Strategy	Schedule
Objective 7 Continued: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 7: Communicate, promote, and advocate for health, health education, and the profession.	9. NUTR 3420: 80% of students will complete a final presentation on a culturally-relevant issue related to diet and health at a satisfactory level (i.e., presentation score > or + 70%).	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	10. HLTH 3000: 80% of students will be able to describe at a satisfactory level (assignment score > or = 70%) current and emerging issues in health promotion that require advocacy.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
Education Goal #2: Provide a Social Science General Education (SSGE) course for the University			
Objectives	Measures	Assessment Strategy	Schedule
Objective 1: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 1: Interactions between individuals and society.	1. HLTH 1030: By the completion of the course, at least 70% of students will score 70% or above on exam items related to Outcome 1: Interactions between individuals and society.	Chi-tester online assessment tool with items aligned to program standards: 127 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 1030: By the completion of the course, at least 70% of students will complete at a satisfactory level (≥70% assignment score) a socio-cultural analysis of a health issue in the U.S. using the ecological model.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
Objective 2: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 2: Application of concepts, theories, and methods.	1. HLTH 1030: By the completion of the course, at least 70% of students will score 70% or above on exam items related to Outcome 2: Applications of concepts, theories, and methods.	Chi-tester online assessment tool with items aligned to program standards: 138 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 1030: By the completion of the course, at least 70% of students will identify at satisfactory levels (≥70% assignment score) evidence-based strategies to employ for behavior change.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

Education Goal #2: Provide a Social Science General Education (SSGE) course for the University			
Objectives	Measures	Assessment Strategy	Schedule
Objective 2 Continued: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 2: Application of concepts, theories, and methods.	3. HLTH 1030: By the completion of the course, at least 70% of students will complete at satisfactory levels (assignment scores 70% or above) applications of both the Transtheoretical and Health Belief Models to personal health behaviors.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
Objective 3: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 3: Diverse perspectives.	1. HLTH 1030: By the completion of the course, at least 70% of students will score 70% or above on exam items related to Outcome 3: Diverse perspectives.	Chi-tester online assessment tool with items aligned to program standards: 5 questions.	During the fall semester, for all sections in the prior academic year.
	2. HLTH 1030: By the completion of the course, at least 70% of students will complete at satisfactory levels (assignment scores 70% or above) discussion boards to examine the challenges of ethnicity, race, religion, gender, and sexual orientation to the health care system.	Chi-tester online assessment tool with items aligned to program standards: 5 questions.	During the fall semester, for all sections in the prior academic year.
Service Goal 1: Provide students with meaningful and mutually beneficial engagements with community partners			
Objectives	Measures	Assessment Strategy	Schedule
Objective 1: By the time of graduation, 90% of students will complete a mutually beneficial internship with a community partner.	1. HLTH 4860: 90% of students will earn an 80% or higher on their final grade for the internship.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	2. HLTH 4860: 90% of students will complete a minimum of 60 internship hours per credit of HLTH 4860.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.
	3. HLTH 4860: 90% of students will be evaluated satisfactorily (80% or higher) by their internship site supervisor.	Student data recorded using the WSU learning management system (Canvas).	During the fall semester, for all sections in the prior academic year.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Update (starts on next page):

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 1: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 1: Assess needs, resources, and capacity for health education.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 1.	88% of students achieved at least 70% competency on exam questions related to Responsibility 1.	No curricular or pedagogical changes needed at this time.
	2. HLTH 4990: 60% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 1.	62% of students scored at or above 70% for Area of Responsibility 1.	No curricular or pedagogical changes needed at this time.
	3. HLTH 3000: 80% of students will analyze at a satisfactory level (assignment scores \geq 70%) relationships among behavioral and environmental factors that influence health.	93% of students demonstrated at a satisfactory level (assignment scores \geq 70%) necessary skills to analyze relationships among behavioral and environmental factors that influence health.	No curricular or pedagogical changes needed at this time.
	4. HLTH 3200: 80% of students will review and rate one health-related audio-visual production at a satisfactory level (assignment score $>$ or $=$ 70%).	100% of students reviewed and rated one health-related audio-visual production at a satisfactory level (assignment score $>$ or $=$ 70%).	No curricular or pedagogical changes needed at this time.
	5. HAS 3190: 70% of students will research and report at a satisfactory level (assignment scores \geq 70%) the health traditions of individuals coming from cultures different than their own.*	97% of students scored 70% or higher.	No curricular or pedagogical changes needed at this time.
	6. HIM 3200: 90% of students will be able to demonstrate basic principles of epidemiology at a satisfactory level (assignment and exam scores \geq 70%).	96% of students scored 70% or better on the epidemiology assignments and exams.	No curricular or pedagogical changes needed at this time.
	7. HAS 3230: 90% of students will conduct at a satisfactory level (assignment scores \geq 70%) a personal SWOT analysis identifying their various strengths, weakness, with determined action items relating to those findings.	96% of students scored 70% or better on the SWOT analysis identifying their various strengths, weakness, with determined action items relating to those findings.	No additional action is required at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 1 Continued: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 1: Assess needs, resources, and capacity for health education.	8. HLTH 4150: 80% of students will demonstrate at a satisfactory level (assignment scores $\geq 70\%$) necessary skills to access existing information and data related to health.	100% of students demonstrated at a satisfactory level (assignment scores $\geq 70\%$) necessary skills to access existing information and data related to health.	No curricular or pedagogical changes needed at this time.
	9. HLTH 4150: 80% of students will demonstrate at a satisfactory level (assignment scores $\geq 70\%$) necessary skills to analyze factors that influence or impede the process of health education/promotion.*	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	10. NUTR 3420: 80% of students will complete the Information Literacy Quiz at a satisfactory level (i.e., score $>$ or $= 70\%$).	86% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	11. HAS 3150: 90% of students will complete an assignment at a satisfactory level (assignment score $>$ or $= 70\%$) to assess population health needs of their local community and associated interventions.*	81% of students completed the assignment with a grade of 70% or better.	Additional instructions will be added to the assignment directions to provide students with greater focus on required items to complete.
	12. HAS 3150: 90% of students will complete an assignment locating mortality rates in Weber County at a satisfactory level (assignment score $>$ or $= 70\%$).	86% of students completed the assignment with a grade of 70% or better.	Assignment instructions will be updated to include access to further resources to aid students to complete the required items.
	13. HLTH 4013: 80% of students will demonstrate at a satisfactory level (assignment score $>$ or $= 70\%$) the skill to access existing information and data related to health.	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 2: At the time of graduation, at least 80% of students achieve 70% competency on identified measures of Responsibility 2: Plan health education/promotion.	1. HLTH 3000: 80% of students will score 70% or above on exam questions related to Responsibility 2.	82% of students scored at or above 70% for Area of Responsibility 2.	No curricular or pedagogical changes needed at this time.
	2. HLTH 3000: 80% of students will be able to identify and apply correctly (80% or better assignment score) theoretical constructs to a hypothetical case study in health.	92% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	3. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 2.	52% of students scored at or above 70% for Area of Responsibility 2.	No curricular or pedagogical changes needed at this time.
	4. HLTH 3200: 80% of students will develop a comprehensive instructional unit plan at a satisfactory level (assignment score > or = 70%).	98% of students developed a comprehensive instructional unit plan at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	5. HLTH 3200: 80% of students will develop a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score > or = 70%).	100% of students developed a comprehensive instructional unit plan at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	6. HLTH 4150: 80% of students will construct at a satisfactory level (assignment score > or = 70%) goals and objectives to plan a health program.	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	7. HLTH 4150: 80% of students will develop at a satisfactory level (assignment score > or = 70%) the design and strategy for a health intervention.	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	8. HLTH 4150: 80% of students will develop at a satisfactory level (assignment score > or = 70%) a plan for the delivery of a health intervention.	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 3: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 3: Implement health education.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 3.	86% of students scored at or above 70% for Area of Responsibility 3.	No curricular or pedagogical changes needed at this time.
	2. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Responsibility 3.	61% of students scored above 70% for Area of Responsibility 3.	No curricular or pedagogical changes needed at this time. Threshold will be raised to 55% for next academic year.
	3. HLTH 3200: 80% of students will demonstrate a comprehensive instructional presentation at a satisfactory level (assignment score > or = 70%).	100% of students provided a comprehensive instructional presentation at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	4. HLTH 3200: 80% of students will provide a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score > or = 70%).	100% of students developed a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	5. HLTH 3200: 80% of students will construct, demonstrate, and disseminate an innovative methods presentation at a satisfactory level (assignment score > or = 70%).	100% of students constructed, demonstrated, and disseminated an innovative methods presentation at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	6. HLTH 3200: 95% of students will train class members in activities necessary to implement health education/promotion.	100% of students trained class members in activities necessary to implement health education (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	7. HAS 3150: 90% of students will observe and report at a satisfactory level (assignment score > or = 70%) program implementation by local health educators and community health practitioners	86% of students scored at or above 70% for Area of Responsibility 3	Additional instructions will be added to the course to provide further focus for student success.
	8. HLTH 3000: 80% of students will demonstrate at a satisfactory level (assignment score > or = 70%) the practical application of ethical principles in health promotion.	83% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 4: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 4: Conduct evaluation and research related to health education/promotion.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 4.	86% of students scored at or above 70% for Area of Responsibility 4.	No curricular or pedagogical changes needed at this time.
	2. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 4.	28% of students scored above 70% for Area of Responsibility 4.	The HP program will continue to offer a CHES Exam preparation workshop for interested students.
	3. HLTH 4013: 90% of students will earn an 80% or higher on the full written research proposal assignment that selects and adapts instruments to collect data.*	94% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	4. HIM 3200: 90% of students will complete at a satisfactory level (assignment score > or = 70%) a paper that analyzes and interprets epidemiological data.*	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	5. NUTR 3420: 80% of students will complete the Major Project (Written) at a satisfactory level (i.e., score > or = 70%).*	89% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	6. HIM 3200: 80% of students will earn a score of 70% or higher in all course examinations and quizzes.	96% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	7. HLTH 3200: 90% of students will earn an 80% or higher on the development of an evaluation plan for an instructional presentation.	100% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 5: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 5: Administer and manage health education/promotion.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 5.	79% of students scored at or above 70% for Area of Responsibility 5.	The study guides to accompany the course exams will be updated to include further examples of questions related to administration and management.
	2. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 5.	55% of students scored above 70% for Area of Responsibility 5.	No curricular or pedagogical changes needed at this time. The performance threshold will be raised to 55% for the next academic year.
	3. HAS 3230: 90% of students will conduct at a satisfactory level (assignment scores \geq 70%) a personal leadership analysis to identify and expand their strengths and weakness to manage and administer health programs.	97% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	4. HAS 3230: 90% of students will complete at a satisfactory level (assignment score of 70% or higher) a group project to demonstrate adaptable and innovative leadership styles.	95% of students completed the project with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	5. HAS 3230: 80% of students will complete peer exercises at a satisfactory level (assignment score $>$ or $=$ 73%).*	95% of students completed the exercises with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	6. HAS 3000: 80% of students will complete collaborative exercises with peers (research & plan a presentation) exercises at a satisfactory level (assignment score $>$ or $=$ 73%).*	96% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 6: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 6: Serve as a health education resource person.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 6.	91% of students scored at or above 70% for Area of Responsibility 6.	No curricular or pedagogical changes needed at this time.
	2. HLTH 3000: 80% of students will be able to critique online resources for accuracy, relevance, and timeliness (70% or better assignment score).	95% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	3. HLTH 4990: 50% of students who take the CHES proxy test will score at or above 70% for Area of Responsibility 6.	27% of students scored above 70% for Area of Responsibility 6.	The HP program will continue to offer a CHES Exam preparation workshop for interested students. Current curriculum also will be evaluated to identify courses to infuse further with content and skills related to Area of Responsibility 6.
	4. HLTH 3200: 80% of students will provide advice and consultation to peers during a comprehensive content presentation incorporating a minimum of three separate teaching modalities at a satisfactory level (assignment score > or = 70%).	100% of students provided appropriate advice and consultation to peers during a teaching presentation.	No curricular or pedagogical changes needed at this time.
	5. HAS 3000: 90% of students will be able to present and document at a satisfactory level (assignment scores ≥ 70%) a scholarly research that examines a current major issue in the U.S. health care system.	95% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 7: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 7: Communicate, promote, and advocate for health, health education, and the profession.	1. HLTH 3000: 80% of students will score at or above 70% on exam questions related to Responsibility 7.	89% of students scored at or above 70% for Area of Responsibility 6.	No curricular or pedagogical changes needed at this time.
	2. HLTH 3000: 80% of students will be able to describe at a satisfactory level (assignment score > or = 70%) the seven major responsibilities for the health education specialists.	85% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	3. HLTH 3000: 80% of students will be able to describe at a satisfactory level (assignment score > or = 70%) the benefits of participating in professional organizations.	86% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time.
	4. HLTH 4990: 50% of students who take the CHES proxy test in HLTH 4990 will score at or above 70% for Area of Responsibility 7.	50% of students scored above 70% for Area of Responsibility 7.	No curricular or pedagogical changes needed at this time.
	5. HLTH 3200: 80% of students will construct, demonstrate, and disseminate an innovative methods presentation at a satisfactory level (assignment score > or = 70%).	100% of students constructed, demonstrated, and disseminated an innovative methods presentation at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	6. HLTH 3200: 80% of students will demonstrate the correct usage of an audio-visual aid through the final presentation at a satisfactory level (assignment score > or = 70%).	100% of students constructed, demonstrated, and disseminated an innovative methods presentation at a satisfactory level (assignment score > or = 70%).	No curricular or pedagogical changes needed at this time.
	7. HAS 3000: 90% of students will develop an oral presentation on complementary and alternative strategies at a satisfactory level (assignment score > or = 70%).	95% of students completed the presentation with a grade of 70% or better.	No curricular or pedagogical changes needed at this time

Education Goal 1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 7 Continued: At the time of graduation, at least 80% of students will achieve 70% competency on identified measures of Responsibility 7: Communicate, promote, and advocate for health, health education, and the profession.	8. HAS 3230: 90% of students will complete a presentation to demonstrate basic models of communication with a grade of 70% or better	94% of students completed the presentation with a grade of 70% or better.	No curricular or pedagogical changes needed at this time
	9. NUTR 3420: 80% of students will complete a final presentation to the class at a satisfactory level (i.e., presentation score > or + 70%).*	89% of students completed the presentation with a grade of 70% or better.	No curricular or pedagogical changes needed at this time
	10. HLTH 3000: 80% of students will be able to describe at a satisfactory level (assignment score > or = 70%) current and emerging issues in health promotion that require advocacy.*	87% of students completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time
Education Goal #2: Provide a Social Science General Education (SSGE) course for the University			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 1: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 1: Interactions between individuals and society.	1. HLTH 1030: By the completion of the course, at least 70% of students will score 70% or above on exam items related to Outcome 1: Interactions between individuals and society.*	83% of students (n = 332) scored 70% or higher on exam items related to Outcome 1.	No curricular or pedagogical changes needed at this time
	2. HLTH 1030: By the completion of the course, at least 70% of students will complete at a satisfactory level (assignment score 70% or above) a sociocultural analysis of a health issue in the U.S. using the ecological model.*	88% of students (n = 373) completed the assignment with a grade of 70% or better.	No curricular or pedagogical changes needed at this time
Objective 2: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 2: Application of concepts, theories, and methods.	1. HLTH 1030: By the completion of the course, at least 70% of students will score 70% or above on exam items related to Outcome 2: Applications of concepts, theories, and methods.	85% of students (n = 344) scored 70% or higher on exam items related to Outcome 2.	No curricular or pedagogical changes needed at this time

Education Goal #2: Provide a Social Science General Education (SSGE) course for the University			
Objectives	Measures	2015-2016 Results	Action Plan
<p>Objective 2 Continued: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 2: Application of concepts, theories, and methods.</p>	<p>2. HLTH 1030: By the completion of the course, at least 70% of students will complete at satisfactory levels (assignment scores 70% or above) evidence-based strategies to employ for behavior change.</p>	<p>88% of students (n = 372) completed the assignment with a grade of 70% or better.</p>	<p>No curricular or pedagogical changes needed at this time</p>
	<p>3. HLTH 1030: By the completion of the course, at least 70% of students will complete at satisfactory levels (assignment scores 70% or above) applications of both the Transtheoretical and Health Belief Models to personal health behaviors.</p>	<p>95% of students (n = 372) completed the assignments with a grade of 70% or better.</p>	<p>No curricular or pedagogical changes needed at this time</p>
<p>Objective 3: By the completion of the social science general education course (SSGE), students will achieve 70% competency on identified measures related to SSGE Outcome 3: Diverse perspectives.</p>	<p>1. HLTH 1030: By the completion of the course, at least 70% of students will score 70% or above on exam items related to Outcome 3: Diverse perspectives.*</p>	<p>84% of students (n = 242) scored 70% or higher on exam items related to Outcome 3.</p>	<p>No curricular or pedagogical changes needed at this time</p>
	<p>2. HLTH 1030: By the completion of the course, at least 70% of students will complete at satisfactory levels (assignment scores 70% or above) discussion boards to examine the challenges of ethnicity, race, religion, gender, and sexual orientation to the health care system.*</p>	<p>93% of students (n = 384) completed the assignment with a grade of 70% or better.</p>	<p>No curricular or pedagogical changes needed at this time</p>

Service Goal 1: Provide students with meaningful and mutually beneficial engagements with community partners			
Objectives	Measures	2015-2016 Results	Action Plan
Objective 1: By the time of graduation, 90% of students will complete a mutually beneficial internship with a community partner.	1. HLTH 4860: 90% of students will earn an 80% or higher on their final grade for the internship.*	95% of students earned an 80% or higher on their final grade for the internship.	No curricular or pedagogical changes needed at this time.
	2. HLTH 4860: 90% of students will complete a minimum of 60 internship hours per credit of HLTH 4860.*	97% of students completed a minimum of 60 internship hours per credit of HLTH 4860.	No curricular or pedagogical changes needed at this time.
	3. HLTH 4860: 90% of students will be evaluated satisfactorily (80% or higher) by their internship site supervisor.*	97% of students earned satisfactory ratings (80% or higher) by their internship supervisor.	No curricular or pedagogical changes needed at this time.

Note. *Denotes high-impact educational practice (e.g., collaborative assignments, undergraduate research, diversity/worldviews, community-based learning, and/or internships).

b. Evidence of Learning: High Impact Practices

- The faculty of the Health Promotion Program have 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.

G. Summary of Artifact Collection Procedure

Artifact	Goal/Objective Measured	When/How Collected?	Where Stored?
Exam, assignment, and final grades for relevant courses	Education Goal 1: Objective 1, Measures 1-13 Objective 2, Measures 1-8 Objective 3, Measures 1-8 Objective 4, Measures 1-7 Objective 5, Measure 1-6 Objective 6, Measures 1-5 Objective 7, Measures 1-10 Education Goal 2: Objective 1, Measures 1-2 Objective 2, Measures 1-3 Objective 3, Measures 1-2 Service Goal 1: Objective 1, Measures 1-3	Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit documentation to the Program Director.	Electronic copies are stored on HP Program Assessment Box folder; Artifacts also are archived using the Canvas Learning Management System, and the Chi Tester System.

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Report of progress on 'non-learning-outcome recommendations from 2013-2014 program review (starts on next page):

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>The site review team noted that other Utah institutions have greater number of faculty members to serve similar amounts of HP students. However, all four of Weber’s faculty members were tenure-track professors holding terminal degrees in their fields.</p>	<p>At present, the program is at instructional capacity, and periodically, an insufficient number of faculty exist to provide specific content courses (e.g., HLTH 4220, Women’s Health Issues) and to teach select professional courses within the School Health Minor (e.g., HLTH 3050, School Health Program). The HP Program will investigate in Fall 2014 the feasibility of hiring an additional tenure-track faculty member to teach courses for the health teaching minor. In the meantime, the HP Program will maintain a strong pool of qualified adjunct faculty to meet instructional responsibilities.</p>	<p>The Health Promotion (HP) Program hired three new faculty members for the 2017-2018 academic year. These new faculty members will enhance the instructional capacity in needed areas (e.g., program planning, substance abuse) and assist with various service roles within the program (e.g., BIS committees). The HP program also continues to maintain a strong pool of qualified adjunct faculty to meet instructional responsibilities.</p>
<p>Both the site visit team and the HP faculty noted that for some students the CHES certification was very important for their professional careers, while for others, less important. This presents a dilemma: the HP Program has carefully articulated its program to meet CHES competencies; however, some students may not be aware of the significance of the importance of CHES for their future employment.</p>	<p>Based on formal exit surveys and informal discussions with students, the HP Program faculty have ascertained that not all students majoring in health promotion are interested in seeking national certification as health education specialists. For example, some students are more interested in content-related courses (e.g., Mind-Body Wellness), rather than process-oriented courses (e.g., Health Promotion Research and Assessment) geared toward national certification. To monitor students’ interest in national certification and preferences for specific content- and process-oriented courses, the HP Program administers a biannual senior exit survey to graduating students. For the 2013-2014 academic year, results of the Senior Exit Survey revealed that 83% of students anticipated taking the national examination for certification as a health education specialist given by the National Commission for Health Education Credentialing (NCHEC). In terms of students’ preferred areas of coursework, the exit survey notes a strong interest among students in a Mind-Body Wellness track (42% of respondents), followed by areas of concentration in community/public health (25% of respondents).</p>	<p>Instructors of core-required courses continue to identify on course syllabi the NCHEC competencies covered in the courses.</p> <p>Based on the 2016-2017 Senior Exit Survey (Item 9), 63% of students anticipate taking the national examination for certification as a health education specialist. Although this percentage is slightly lower than previous years (e.g., 66% in 2015), the survey results suggest that the majority of students in the HP Program are both knowledgeable of, and inclined toward, national certification.</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>HP Students knew about CHES and that it was emphasized in the program's classes, but they felt like they need more information and preparation in order to “sit” for the national exam.</p>	<p>The curricular standards used in the HP Program are based on a framework set forth by the National Commission for Health Education Credentialing (NCHEC). Students graduating with a major in Health Promotion should feel confident and prepared to “sit” for the national certification exam offered by NCHEC. To assist students to recognize the major areas of responsibility and specific competencies forwarded by NCHEC, instructors in all “Courses Required” for the HP Major will include in their course syllabi at least 3 course objectives specific to NCHEC competencies (e.g., NCHEC 7.2: Identify and develop a variety of communication strategies, methods, and techniques). Course syllabi are the basic planning tools and roadmaps to success for both students and faculty: by incorporating specific NCHEC competencies into course syllabi, students will subsequently engage in competency-based application activities aligned with NCHEC standards, and faculty will provide ongoing documentation of student performance based on NCHEC standards. By September 2014, 80% of the instructors of “Courses Required” for the Health Promotion Major will have syllabi that specifically detail at least 3 course objectives aligned to NCHEC competencies (e.g., NCHEC 7.2: Identify and develop a variety of communication strategies, methods, and techniques).</p>	<p>Students in HLTH 3000 and HLTH 4990 complete practice tests to assist with preparation for the national CHES exam. In addition, a Canvas course was created to support students studying for the CHES examination. Included in this course are student-developed study materials and recorded study sessions that cover each NCHEC Area of Responsibility and associated competencies. The Canvas site is available to any student requesting support/assistance with studying for the CHES examination.</p> <p>The 2016-2017 Senior Exit Survey (Items 11-17), evaluated students perceived competence in the seven core areas of responsibility necessary for national certification as a health education specialist. A strong majority of students, greater than 80 percent, believed that the required coursework in the major provided them with adequate-to-advanced knowledge, skills, and ability in the seven core areas of responsibility (e.g., Area 1, 91%; Area 2, 90%; Area 3, 88%; Area 4, 86%; Area 5, 86%; Area 6, 90%; Area 7, 86%).</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>HP Students commented that the courses in the program were “low stress” courses. They compared them to other courses on campus like anatomy, physiology, and microbiology and stated that it was a relief to be able to balance those courses with the HP program courses. This may lead to the perception that HP coursework is not challenging compared with other health science departments.</p>	<p>Although some introductory or elective courses in the program may be considered “low stress” (e.g., with the intent being to attract and recruit students to other courses in the program), the “Courses Required” for the Health Promotion Major are based on national standards (NCHEC) deemed to be academically challenging. To monitor students’ beliefs regarding the rigor, difficulty, and academic challenge of courses within the Health Promotion Major, the HPP will administer a biannual senior exit survey to graduating students. The contents of this survey may vary from year to year, but in 2013, questions were added to evaluate among graduates whether “classes in my major were academically challenging” and if “the health promotion program required me to evaluate and solve complex problems.” For the 2013-2014 academic year, results of the Senior Exit Survey revealed that a strong majority of students believed that classes within the Health Promotion Major were academically challenging: “Overall the classes in my major were academically challenging” (50% somewhat agree; 33% strong agree). Similarly, 75 percent of students for this academic year believed “The health promotion program required me to evaluate and solve complex problems” (25% somewhat agree; 50% strong agree).</p>	<p>Based on data from the 2016-2017 Senior Exit Survey (Item 36), 92 percent of students either agreed or strongly agreed that courses in the major were academically challenging. Similarly, the exit survey indicated that a strong majority of students either agreed or strongly agreed that the health promotion major provided the following: (a) skills needed to be successful in their chosen career (Item 22, 98%), and (b) multiple opportunities to apply skills (e.g., internships, projects, assignments, presentations, etc.) during their academic program of study (Item 29, 97%).</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>We recommend that there be continued emphasis on the primacy of the internship component of the HP program and on its related growth given the competitive nature of the employment market for HP graduates in Utah. There is an increased marketability likely afforded by varied field practicum experiences [STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES]</p>	<p>The HP Program considers the internship component of the curriculum to be the culminating experience for HP students. This experience is meant to provide the student with the opportunity to apply skills learned in the classroom in a way that is mutually beneficial for the student and the community/campus partner. To ensure high standards associated with internship credit, the HP Program will add additional structure to the experience. In addition to a newly instituted final presentation requirement, in which HP students must formally present their accomplishments over the course of their internship experience, the HP Program will also provide the site supervisors with the opportunity to contribute to the student's HLTH 4860 grade. In prior semesters, students received full credit for the simple completion of the mid-term and final site supervisor evaluations. In future semesters, site supervisors will be provided the opportunity to give a mid-term and final grade, which will contribute (in part) to the student's overall HLTH 4860 grade. By April 21, 2014, all students enrolled in HLTH 4860 will be required to formally present their internship experience in a structured format (i.e., oral, poster, or video presentation). This new requirement will be carried forward in all subsequent semesters. By May 5, 2014 (the beginning of the summer 2014 semester), the opportunity for site supervisors to directly contribute to student grades through the mid-semester and final site supervisor evaluations will be incorporated into the syllabus and Canvas site for HLTH 4860 in the summer semester. This new requirement will be carried forward in all subsequent semesters.</p>	<p>A minimum of 180 hours of supervised internship experience is required for all HP students. If desired, students also have the option to complete an additional 180 internship hours with approved community partners.</p> <p>The HP Program has continued to expand its list of potential internship sites, adding opportunities with the OUTreach Resource Center, the CAPES! program at WSU, the Huntsman Cancer Institute, and the WSU Women's Center, among others.</p> <p>Based on data from the 2016-2017 Senior Exit Survey (Item 25), 91 percent of students either agreed or strongly agreed that their internship was a valuable educational experience related to their major.</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>We recommend increased faculty promotion of student memberships in HP-related national and state organizations (e.g., Health Education Assoc. of Utah—HEAU) as an additional means of fostering students’ professional development [STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES]</p>	<p>The HP Program faculty see significant value in student membership in, and involvement with, both national and state health promotion organizations. In both foundational and upper-division courses, HP students are both formally and informally encouraged by faculty to learn more about (and consider membership in) the various national and state health promotion organizations. The HP Program will explore adding a course fee on to the senior seminar class to pay for the student’s annual membership in the Health Education Association of Utah (HEAU) or students will be encouraged to start their own HP club and raise funds for membership dues; an HP faculty member will serve as their advisor. In addition, two mechanisms exist (HLTH 2920 and HLTH 4920) in which students could potentially receive credit for attendance and presenting at state conferences. However, until additional faculty positions in the HP program, it will not be feasible to offer these classes.</p>	<p>With the addition of new faculty in 2017, the HP Program will develop in 2018 a mechanism (e.g., HLTH 2920 or 4920 courses) to allow students to obtain academic credit to attend professional conferences held within Utah (e.g., Utah Society of Public Health Education)</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>We commend existing and encourage continued HP collaboration and service involvements across the campus community (e.g., collaborations with the Counseling & Psychological Services Center, Student Wellness Program, Integrated Studies Program), as such involvements are viewed as valued partnerships within the University community [STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES]</p>	<p>The HP Program has many strong community and campus partners that provide relevant, hands-on, service-oriented internship experiences for HP students. The HP faculty will continue to nurture existing relationships with on-campus partners to ensure that the placement of student interns at their sites is beneficial for all involved. During each academic semester, HP faculty, with the support of the HPHP internship coordinator, will obtain feedback from each on-campus internship site supervisor about both the needs of that site, and, the quality of the current student interns.</p>	<p>The HP Program has a dedicated internship coordinator who supervises students engaged in their internship experience, as well as develops new, and maintains existing, internship sites. Feedback from and about internship sites is communicated on a regular basis to the HP Program Director. The HP Program has continued to expand its list of potential internship sites, adding opportunities with the OUTreach Resource Center, the CAPES! program at WSU, the Huntsman Cancer Institute, and the WSU Women's Center, among others.</p>
<p>We recommend periodic assessment of the prospective need for additional full-time faculty to meet the growing segment of HP student majors at WSU, with continued attention and commitment to matching the various elements of diversity represented within both the student population and surrounding communities [STANDARD E – FACULTY]</p>	<p>At present, the program is at instructional capacity, and periodically, an insufficient number of faculty exist to provide specific content courses (e.g., HLTH 4220, Women’s Health Issues) and to teach select professional courses within the School Health Minor (e.g., HLTH 3050, School Health Program). The HP Program will investigate in Fall 2014 the feasibility of hiring an additional tenure-track faculty member to teach courses for the health teaching minor. In the meantime, the HP Program will maintain a strong pool of qualified adjunct faculty to meet instructional responsibilities.</p>	<p>The Health Promotion (HP) Program hired three new faculty members for the 2017-2018 academic year. These new faculty members will enhance the instructional capacity in needed areas (e.g., program planning, substance abuse) and assist with various service roles within the program (e.g., BIS committees). The HP program also continues to maintain a strong pool of qualified adjunct faculty to meet instructional responsibilities.</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>We recommend continued efforts to base HP's academic curriculum and related student learning objectives on national standards (benchmarks) within the area of health promotion, adapting to the changing landscape within the profession as needed per faculty's exhibited commitment to linking student learning with professional practice [STANDARD B – CURRICULUM / STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT].</p>	<p>The curricular standards used in the HP Program are based on a framework set forth by the National Commission for Health Education Credentialing (NCHEC). Students graduating with a major in Health Promotion should feel confident and prepared to “sit” for the national certification exam offered by NCHEC. To assist students to recognize the major areas of responsibility and specific competencies forwarded by NCHEC, instructors in all “Courses Required” for the HP Major will include in their course syllabi at least 3 course objectives specific to NCHEC competencies (e.g., NCHEC 7.2: Identify and develop a variety of communication strategies, methods, and techniques). Course syllabi are the basic planning tools and roadmaps to success for both students and faculty: by incorporating specific NCHEC competencies into course syllabi, students will subsequently engage in competency-based application activities aligned with NCHEC standards, and faculty will provide ongoing documentation of student performance based on NCHEC standards.</p>	<p>The 2016-2017 assessment results for the HP program revealed that 62 out of 67 instructional benchmarks were met (i.e., 93%). The findings are similar to previous academic years (e.g., 2015-2016 assessment results) and suggest that the HP program continues to provide students with high-quality academic experiences in multiple areas: (a) for declared HPP majors and minors preparing to work in health education/promotion settings (i.e., HP goal 1); for students seeking to satisfy general education requirements in the social sciences (i.e., HP goal 2); and engaged-learning opportunities (i.e., service learning internships) for upper-division HPP students (i.e., HP goal 3).</p>

Challenge Identified	Initial Response & Action Plan	Progress & Current Action Plan
<p>We recommend continued support (e.g., allocation of time and necessary resources) for assisting students in preparation for the CHES (Certified Health Educator Specialist) examination to increase the percentage of students who pass the CHES examination both at and beyond the 70% cutoff score [STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT]</p>	<p>The curricular standards used in the HP Program are based on a framework set forth by the National Commission for Health Education Credentialing (NCHEC). Given that approximately 70 percent of individuals who qualify and sit for the Certified Health Education Specialist (CHES) examination receive certification, a similar success rate should be seen among WSU students who take the exam. To increase the percentage of WSU students who pass the CHES exam, the HPP will pursue the following objectives:</p> <ul style="list-style-type: none"> i. By September 2014, 80% of the instructors of “Courses Required” for the Health Promotion Major will have syllabi that specifically detail at least 3 course objectives aligned to NCHEC competencies (e.g., NCHEC 7.2: Identify and develop a variety of communication strategies, methods, and techniques); ii. By March 2015, program faculty will investigate the interest and utility of formal study groups (facilitated through the HLTH 4990 course, Senior Seminar) for students interested in taking the CHES exam; iii. By December 2015, HPP faculty will use results from the Senior Exit Survey (e.g., percentage of students who anticipate taking the national examination for certification as a health education specialist given by the NCHEC) to determine whether the format and content of HLTH 4990 (Senior Seminar) will be changed to allow a greater focus on CHES preparation. (At present, only two weeks in HLTH 4990 are devoted toward CHES preparation and, possibly, an increase in course credit from 1-credit hours to 2-credit hours may be necessary to prepare students to sit for the CHES exam.) 	<p>Students in HLTH 3000 and HLTH 4990 complete practice tests to assist with preparation for the national CHES exam. In addition, a Canvas course was created to support students studying for the CHES examination. Included in this course are student-developed study materials and recorded study sessions that cover each NCHEC Area of Responsibility and associated competencies. The Canvas site is available to any student requesting support/assistance with studying for the CHES examination.</p> <p>The 2016-2017 Senior Exit Survey (Items 11-17), evaluated students perceived competence in the seven core areas of responsibility necessary for national certification as a health education specialist. A strong majority of students, greater than 80 percent, believed that the required coursework in the major provided them with adequate-to-advanced knowledge, skills, and ability in the seven core areas of responsibility (e.g., Area 1, 91%; Area 2, 90%; Area 3, 88%; Area 4, 86%; Area 5, 86%; Area 6, 90%; Area 7, 86%).</p>

Appendix B

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	
Headcount	9
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4
Full-time Tenured	2
Full-time Non-Tenured (includes tenure-track)	1
Part-time	1
With Master’s Degrees	5
Full-time Tenured	0
Full-time Non-Tenured	2
Part-time	3
With Bachelor’s Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	9
Full-time Tenured	2
Full-time Non-tenured	4
Part-time	3

Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?

- The 2016-2017 assessment plan for the Health Promotion Program (HPP) included 67 measures aligned to 11 learning outcomes for three broad program goals. Overall, the expected thresholds or desired benchmarks set by HPP faculty were met for 62 out of 67 measures (i.e., 93%). For the HPP goal to train students in the seven core areas of health education/promotion, 52 out of 57 benchmarks were met (91%). For the other program goals (i.e., to provide a social science general education course; to provide students with meaningful service opportunities with community partners), all of the established benchmarks were met (10/10). The findings are similar to previous academic years (e.g., 2015-2016 assessment results) and suggest that HPP continues to provide students with high-quality academic experiences in multiple areas: (a) for declared HPP majors and minors preparing to work in health education/promotion settings (i.e., HPP goal 1); for students seeking to satisfy general education requirements in the social sciences (i.e., HPP goal 2); and engaged-learning opportunities (i.e., service learning internships) for upper-division HPP students (i.e., HPP goal 3).
- The few measures that HPP students did not meet benchmarks were predominately related to the practice test students completed to prepare for the Certified Health Education Specialists (CHES) exam. The practice test was designed to replicate the actual CHES exam and measure possession, application, and interpretation of knowledge by students in the seven areas of responsibility for health education specialists (i.e., HPP goal 1). Given that most HPP students completed the practice test while they were still taking several required HPP courses designed to teach professional skills and competencies (e.g., HLTH 4013, HLTH 4150, HLTH 4990), scores on the practice test were low. The HPP faculty surmised that the low test scores on the practice test were more the result of students not yet completing their academic course of study, rather than students not possessing appropriate knowledge and skills. Nonetheless, the low practice-test scores suggested some professional skills for students (notably evaluation, measurement, administration and management) need to be introduced earlier in the HPP curriculum, rather than emphasized predominately in 4000-level courses. Consequently, the HPP faculty created a plan to revise the current curriculum, to expand the number of required courses (e.g., to include HLTH 3160), and to infuse other courses (e.g., HLTH 3000, HLTH 3200) with more training in verified knowledge items related to the national CHES exam.

Additional Action Plans:

- The HP program faculty will 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). An updated curriculum map will be completed during the 2017-2018 academic year to determine the degree to which each course within the curriculum is addressing NCHEC standards (i.e., professional responsibilities and competencies). This information will be used to validate curricular strengths and identify potential ways in which the curriculum may be further enhanced so that students are equipped with needed professional competencies.

- The HP program will continue to offer a CHES examination preparation workshop during the spring semester. In addition, students preparing for the CHES exam will be offered access to the Canvas site associated with a prior workshop, which includes a variety of exam preparation materials (most developed by fellow students in, or alumni of, the HP Program).
 - The HP program will conduct a campus and community partner survey to assess needs and satisfaction among stakeholders and the HP program.
 - The HP program will pursue mechanisms to support students in obtaining membership in professional organizations and in attending/presenting at local conferences hosted by those organizations.
 - The HP program will continue to utilize the Canvas Outcomes tool to track student learning of the NCHEC/CHES competencies. All instructors, but especially those who teach courses in the core curriculum, will be advised to utilize these outcomes in assignment rubrics. This will ensure that students are being assessed in the competencies emphasized in each course, and throughout the HP program.
- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?
- In general, the curriculum for the Health Promotion Program (HPP) is aligned to national standards for the field of health education/promotion, and course assessments based on these standards are infused into every required course in the HPP. This allows students to perform relevant skills throughout their program of study, and also allows instructors to evaluate students on readiness for employment as entry-level health education/promotion specialists on multiple occasions.
 - In particular, the standards tool in Chi Tester, and the outcomes tool in Canvas, are used by several instructors to track student learning across semesters and throughout the health curriculum. Instructors for multiple courses align individual exam and assignment questions to specific learning objectives using Chi-tester and/or Canvas to track student performance on selected outcomes both within a single semester and across multiple semesters. This aggregate data is then used to identify trends and examine program outcomes (e.g., ongoing, rather than episodic, records of student learning).
 - For the current academic year, the expected thresholds or desired benchmarks set by HP faculty were met for 62 out of 67 outcome measures (i.e., 93%). The benchmarks achieved indicate that HP program is promoting student success, and is effective in advancing its mission and goals.
 - In addition to the many direct measures of student success identified in the assessment results for the HP program, a Senior Exit Survey also is completed by graduating HP students as an indirect measure of student success. The 2016-2017 Senior Exit Survey, for example, evaluated students perceived competence in the seven core areas of responsibility necessary for national certification as a health education specialist. A strong majority of students, greater than 80 percent, believed that the required coursework in the major provided them with adequate-to-advanced knowledge, skills, and ability in the seven core areas of responsibility (e.g., Area 1, 91%; Area 2, 90%; Area 3, 88%; Area 4, 86%; Area 5, 86%; Area 6, 90%; Area 7, 86%).