

**Weber State University**  
**Biennial Report on Assessment of Student Learning**

**Cover Page**

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

**Academic Year of Report:** 2022 (Covering Summer 2020 to Spring 2022)

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## A. Mission Statement

Information is current; no changes required.

Information is not current; updates below.

### Updates:

#### HPP Mission

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

#### HPP Roles

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

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

To advance the HPP mission and identified roles, the program has identified four overarching goals. The first is to provide students with academic training based on the standards of professional preparation and practice in health education/promotion forwarded by the National Commission for Health Education Credentialing (NCHEC). Through decades of research (e.g., Competencies Update Project, 2004; Health Education Job Analysis, 2010; Health Education Specialist Practice Analysis, 2015; Health Education Specialist Practice Analysis II, 2020)<sup>1</sup> NCHEC has scientifically validated the "Eight Areas of Responsibility" for the contemporary practice of entry- and advanced-level health education specialists:

- 1. Responsibility 1:** Students will assess needs, resources, and capacity for health education/promotion.
- 2. Responsibility 2:** Students will plan health education/promotion.
- 3. Responsibility 3:** Students will implement health education/promotion.
- 4. Responsibility 4:** Students will conduct evaluation and research related to health education/promotion.

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

5. **Responsibility 5:** Students will advocate for health, health education, and/or the health profession.
6. **Responsibility 6:** Students will employ effective communication for health education/promotion.
7. **Responsibility 7:** Students will exhibit leadership and management for health.
8. **Responsibility 8:** Students will demonstrate ethics and professionalism.

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

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

The second goal of HPP is to provide WSU with a general education course, HLTH 1030 (Healthy Lifestyles), that counts as a social science elective for students. The standards for this course are prescribed by the University<sup>2</sup> and include the following learning outcomes:

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

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

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

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

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

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

3. **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.
5. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
6. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
7. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

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

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

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

## B. Student Learning Outcomes

Information is current; no changes required.

Information is not current; updates below.

### Update:

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

**Table 1:** *Learning Outcomes for HPP Goal 1*

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

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

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

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

**Table 1 Continued: Learning Outcomes for HPP Goal 1**

5	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 5: Advocate for health, health education, and/or the health profession.
6	When taking HPP professional-development courses, at least 80% of students achieve 80% competency on identified measures of Responsibility 6: Employ effective communication for health education/promotion.
7	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 7: Exhibit leadership and management for health.
8	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 8: Demonstrate ethics and professionalism.

**Table 2: Learning Outcomes for HPP Goal 2**

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

**Table 3: Learning Outcomes for HPP Goal 3**

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



**Table 3 Continued: Learning Outcomes for HPP Goal 3**

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

**Table 4: Learning Outcomes for HPP Goal 4**

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

## C. Curriculum

Information is current; no changes required.

Information is not current; updates below

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

Required and Professional-Block Courses		NCHEC Areas of Responsibility*							
Prefix	Title	1	2	3	4	5	6	7	8
<b>HLTH 3000</b>	Foundations of Health Promotion	2	1	1	1	1	3	2	3
<b>HLTH 3100</b>	Applications of Technology	1	1	3	1	1	3	0	1
<b>HLTH 3160</b>	Principles of Health Behavior	3	3	2	1	2	2	3	1
<b>HLTH 3200</b>	Methods of Health Education	2	1	3	1	1	1	2	2
<b>HLTH 4013</b>	Health Promotion Research	2	1	1	3	1	2	1	3
<b>HLTH 4150</b>	Needs Assessment and Planning	3	3	2	3	2	2	2	2
<b>HLTH 4700</b>	Wellness Coaching	3	3	3	1	1	1	2	3
<b>HLTH 4990</b>	Senior Seminar	1	1	1	1	1	1	1	3
<b>HAS 3000</b>	Health Care System	1	1	1	1	1	2	1	1
<b>HAS 3150</b>	Community Health Agencies	2	2	1	1	1	2	1	2
<b>HAS 3190</b>	Cultural Diversity in Patient Ed.	3	1	1	1	1	2	2	2
<b>HAS 3230</b>	Health Communication	2	1	1	1	3	1	2	1
<b>HAS 4410</b>	Clinical Instructional Design	1	3	2	1	1	1	2	2
<b>HIM 3200</b>	Epidemiology and Biostatistics	2	1	0	3	1	1	1	1
<b>NUTR 3420</b>	Multicultural Health & Nutrition	2	1	1	1	0	1	1	1

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

**NCHEC Outcomes Key:**\* Responsibility 1: Students will assess needs, resources, and capacity for health education/promotion. Responsibility 2: Students will plan health education/promotion. Responsibility 3: Students will implement health education/promotion. Responsibility 4: Students will conduct evaluation and research related to health education/promotion. Responsibility 5: Students will advocate for health, health education, and/or the health profession. Responsibility 6: Students will employ effective communication for health education/promotion. Responsibility 7: Students will exhibit leadership and management for health. Responsibility 8: Students will demonstrate ethics and professionalism.

**Table 6:** Curriculum Grid for HPP Topic Courses

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

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

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

**Table 7: High Impact Strategies<sup>7</sup> used in HPP courses\***

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

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

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

## D. Program and Contact Information

### **Brief Introductory Statement:**

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

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

**Information is current; no changes required.**

**Information is not current; updates below.**

### **Update:**

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

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

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## E. Assessment Plan

### HPP Assessment Plan

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

**Table 8:** *Assessment Plan for HPP Goal 1*

Outcome Measures*	Assessment Strategies/ Artifacts Collected	Assessment and Improvement Schedule	Storage Procedures
Outcome 1: Measures 1.1-1.24	Performance-based assignments	Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit documents to the program director.	Student learning data is archived using the Canvas Learning Management System, and Chi Tester tool.
Outcome 2: Measures 2.1-2.12	Competency-based exam questions		
Outcome 3: Measures 3.1-3.13	Rubric scores for class discussions	During the spring semester each year, HPP faculty examine assessment data to identify any necessary program changes. If changes are deemed necessary, program and course updates are implemented the next academic year.	Electronic copies of syllabi and sample assignments are stored on the HPP Box folder.
Outcome 4: Measures 4.1-4.8	Term papers and reports		
Outcome 5: Measures 5.1-5.19	Group work evaluated by peers and instructors		
Outcome 6: Measures 6.1-6.10	Oral presentations		
Outcome 7: Measures 7.1-7.10			
Outcome 8: Measures 8.1-8.9			

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

**Table 9: Assessment Plan for HPP Goal 2**

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

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

**Table 10:** *Assessment Plan for HPP Goal 3*

Outcomes Measures	Assessment Strategies/ Artifacts Collected	Assessment and Improvement Schedule	Storage Procedures
Outcome 1: Measures 1.1-1.16	Performance-based assignments	Assessment data are compiled during the fall semester of each academic year. Instructors for individual courses submit document to the program director.	Student learning data is archived using the Canvas Learning Management System, and Chi Tester tool.
Outcome 2: Measures 2.1-2.12	Competency-based exam questions		
Outcome 3: Measures 3.1-3.8	Rubric scores for class discussions	During the spring semester each year, HPP faculty examine assessment data to identify any necessary program changes. If changes are deemed necessary, program and course updates are implemented the next academic year.	Electronic copies of syllabi and sample assignments are stored on the HPP Box folder.
Outcome 4: Measures 4.1-4.10	Term papers and reports		
Outcome 5: Measures 5.1-5.5	Group work evaluated by peers and instructors		
Outcome 6: Measures 6.1-6.3	Oral presentations		
Outcome 7: Measures 7.1-7.12	Rubric scores for participation in experiential activities		
Outcome 8: Measures 8.1-8.5			

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



**Table 11: Assessment Plan for HPP Goal 4**

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

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

### High-Impact Educational Experiences

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

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

Required and Professional Block Courses		High Impact Educational Experiences*				
Prefix	Title	Diversity/ Global Issues	Collaborative Projects	Public Performances	Undergradua te Research	Internships
<b>HLTH 1030</b>	Healthy Lifestyles	1.1, 1.2, 3.1, 3.2				
<b>HLTH 3000</b>	Foundations of Health Promotion	7.1				
<b>HAS 3000</b>	Health Care System		7.3			
<b>HLTH 3100</b>	Applications of Technology			3.2-3.8, 5.1-5.7		
<b>HLTH 3160</b>	Principles of Health Behavior		5.8, 5.9, 6.4			
<b>HAS 3190</b>	Cultural Diversity in Patient Ed.	1.21, 5.14				
<b>HLTH 3200</b>	Methods of Health Education		3.9	5.10		
<b>HAS 3230</b>	Health Communication		3.13, 7.6		1.23	
<b>HIM 3200</b>	Epidemiology and Biostatistics			3.12	4.7, 4.8	
<b>NUTR 3420</b>	Multicultural Health & Nutrition	1.24, 6.10				
<b>HLTH 4013</b>	Health Promotion Research				4.3, 4.4	
<b>HLTH 4150</b>	Needs Assessment and Planning		2.7-2.9			
<b>HLTH 4860</b>	Field Experiences/Internships					4.1-4.4

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

## F. Report of assessment results since the last report:

### Biennial Assessment Results Overview

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

**Table 13:** *Percentage of Student Learning Outcomes Met for HPP Program Goals, 2020-2022.*

Academic Year	Goal 1	Goal 2	Goal 3	Goal 4
2020-2021	100% (105/105)	100% (6/6)	100% (73/73)	100% (4/4)
2021-2022	100% (105/105)	100% (6/6)	100% (73/73)	100% (4/4)

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

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

Over the last two years, all of the benchmarks were met to train students in the eight areas of responsibility necessary to practice health education/promotion (see Tables 14-21). Since the last program review, assessment efforts by HPP were greatly improved in all areas, with more measures to cover a broader range of competencies in each of the eight areas of responsibility. The added assessment measures allowed students to perform more job-related skills throughout their program of study, and also allowed instructors to evaluate students on readiness for employment as entry-level health education/promotion specialists on more occasions. Given that the benchmarks established since the last biennial report were satisfied in all areas, the thresholds necessary to satisfy benchmarks for the current evaluation were increased from 70% or better to 80% or better.

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

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

faculty updated course materials to map to the new standards during the spring 2021 semesters and, beginning in the fall of 2021, used the Outcomes Tool in Canvas to collect data on the new standards. Specific, course-level updates and action plans are outlined in Tables 14-21 of this section.

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

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

Over the last two years, all of the annual benchmarks were met for HPP goal 2 (see Tables 22-24). Faculty will continue to perform test-item analyses to evaluate exam questions for usefulness, value and accuracy. Given that expected levels of achievement were met for each student learning outcome, no other specific curricular or pedagogical changes were deemed necessary. Specific, course-level updates and action plans are outlined in Tables 22-24 of this section.

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

To document student learning in the multiple topic-focused courses offered by HPP and utilized by multiple WSU programs (e.g., Public Health, Health Administrative Services, Nutrition Education, Social Work, etc.), the program developed and implemented during the 2018-2019 academic year a new goal to provide students enrolled in these courses with foundational knowledge and skills in the science of human health and disease prevention. The performance thresholds established for outcomes aligned to this goal, based on the *National Health Education Standards*, were met for each measure in every topic-focused course offered by HPP (see Tables 25-32).

Given that all of the targeted performance thresholds were met for every measure in this goal area, the thresholds necessary to satisfy benchmarks were increased from 70% or better to 80% or better. Specific, course-level updates and action plans for this program goal are outlined in Tables 25-32 of this section.

### **HPP Goal 4: Provide Students with Service Learning Opportunities**

Over the last two years, 84 HPP students completed internship with various community partners, and 100 percent of these students completed the requisite hours, assignments, and term project at or above the desired threshold for this goal (i.e., 80%). Moreover, all of the students received satisfactory reviews from their internship-site supervisors. Given that 100% of the student learning outcomes were met for this goal, no pedagogical or curricular changes were deemed necessary. Nonetheless, HPP will continue to expand its list of potential internship sites, and add appropriate community partners to provide students with additional opportunities to engage in supervised community service.

## High Impact Practices

To increase student engagement, the Health Promotion Program (HPP) has strived to provide students with high-impact educational experiences<sup>9</sup> (HIEEs) during their academic course of study (for review, see Section E, Table 7). For example, multiple courses (e.g., HLTH 3200, HLTH 4150, HAS 3230, HIM 3200) utilize collaborative assignments and projects and require students to work in teams to complete term projects (see Tables 14, 16, 19). Other courses provide research experiences for students (e.g., HLTH 4013, HIM 3200) and allow students to investigate select health issues and apply principles of inquiry to collect information about various topics (see Tables 14, 16, 18). Still other HPP courses focus on diversity and global learning (e.g., NUTR 3420, HAS 3190) and allow students to explore cultures and world views other than their own (see Tables 14, 19). In particular, as a graduation requirement, all HPP students complete internships that involve direct experience in a work setting, and are required to complete a project for the host agency (see Table 33). The HPP courses are sequenced to allow students to have multiple HIEEs throughout their course of study—with at least 1 HIEE in the first 30 credit hours, and another in the last 30 credit hours.

## First-Year Student Success

First-year students routinely enroll in several HPP courses (e.g., HLTH 1030, HLTH 1110, HLTH 2400, HLTH 2700). To facilitate advisement and communication with these students, several technology platforms are used, including StarFish, Canvas announcements, and email (both from course instructors and the HPER advising coordinator). In 2020-2021, for example, 100% of HPP faculty used the StarFish tool to message students about their academic performances and raise concerns regarding attendance and class participation. All HPP courses utilize the Canvas Learning Management System, and each instructor provides students with web pages identifying WSU resources and tools (e.g., contact information for IT services, links to Canvas guides, campus resources such as WSU Student Wellness, Counseling & Psychological Services, Writing Center, etc.). The aforementioned mechanisms and processes assist with retention of first-year students, as well as increase further the satisfaction and success of all students enrolled in HPP courses.

## Closing the Loop

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

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

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

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

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 1.1 (HLTH 3000):</b> Competency-based exam questions. The Chi-tester assessment tool was used to track 26 questions aligned to outcome 1 across multiples sections and semesters of the course.	<b>Measure 1.1 (HLTH 3000):</b> 80% of students will score at or above 80% on exam questions related to outcome 1.	<b>Measure 1.1 (HLTH 3000), 2020-2021:</b> 96% of students (n = 44) scored 80% or higher on exam questions aligned to outcome 1.  <b>Measure 1.1 (HLTH 3000), 2021-2022:</b> 95% of students (n = 48) scored 80% or higher on exam questions aligned to outcome 1.	<b>Measure 1.1 (HLTH 3000):</b> Students successfully demonstrated knowledge of assessment and resource identification for health promotion.	<b>Measure 1.1 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.2 (HLTH 3000):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 1) across multiple sections and semesters of the course.	<b>Measure 1.2 (HLTH 3000):</b> 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq$ 80%) the relationships among behavioral, environmental, and other factors that influence health (HESPA 1.3).	<b>Measure 1.2 (HLTH 3000), 2020-2021:</b> 100% of students (n = 44) completed the assignment with a grade of 80% or higher.  <b>Measure 1.2 (HLTH 3000), 2021-2022:</b> 88% of students (n = 48) completed the assignment with a grade of 80% or higher.	<b>Measure 1.2 (HLTH 3000):</b> Students successfully demonstrated skills to assess key determinants of health.	<b>Measure 1.2 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.3 (HLTH 3100):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 5) across sections and semesters of the course.	<b>Measure 1.3 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will assess an online website designed for health-related self-evaluation (HESPA 1.2).	<b>Measure 1.3 (HLTH 3100), 2020-2021:</b> 88% of students (n = 44) completed the assignment with a score of 80% or higher.  <b>Measure 1.3 (HLTH 3100), 2021-2022:</b> 85% of students (n = 48) completed the assignment with a score of	<b>Measure 1.3 (HLTH 3100):</b> Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.	<b>Measure 1.3 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.

		80% or higher.		
<b>Measure 1.4 (HLTH 3160):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment across multiple semesters of the course.	<b>Measure 1.4 (HLTH 3160):</b> 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq$ 80%) the relationships among behavioral, environmental, and other factors that influence health (HESPA 1.1).	<b>Measure 1.4 (HLTH 3160), 2020-2021:</b> 90% of students (n = 21) completed the assignment with a grade of 80% or higher.  <b>Measure 1.4 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or higher.	<b>Measure 1.4 (HLTH 3160):</b> Students successfully demonstrated skills to conduct assessment and examine key determinants of health.	<b>Measure 1.4 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.5 (HLTH 3200):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 5) across multiple sections and semesters of the course.	<b>Measure 1.5 (HLTH 3200):</b> 80% of students will assess at a satisfactory level (assignment scores $\geq$ 80%) the factors that facilitate learning through the development of a lesson plan (HESPA 1.3).	<b>Measure 1.5 (HLTH 3200), 2020-2021:</b> 92% of students (n = 25) completed the assignment with a grade of 80% or higher.  <b>Measure 1.5 (HLTH 3200), 2021-2022:</b> 88% of students (n = 119) completed the assignment with a grade of 80% or higher.	<b>Measure 1.5 (HLTH 3200):</b> Students successfully demonstrated skill to assess factors that facilitate learning.	<b>Measure 1.5 (HLTH 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.6 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 8) across multiple semesters.	<b>Measure 1.6 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to define the scope of assessment and identify a priority population for research (HESPA 1.1).	<b>Measure 1.6 (HLTH 4013), 2020-2021:</b> 88% of students (n = 24) scored 80% or higher on exam questions aligned to outcome 1.  <b>Measure 1.6 (HLTH 4013), 2021-2022:</b> 80% of students (n = 15) scored 80% or higher on exam questions aligned to outcome 1.	<b>Measure 1.6 (HLTH 4013):</b> Students successfully demonstrated knowledge to plan assessment (i.e., define purpose and identify priority population).	<b>Measure 1.6 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.7 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 9) across multiple semesters.	<b>Measure 1.7 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to conduct searches of electronic databases to obtain peer-reviewed secondary data for specific health topics (HESPA 1.2).	<b>Measure 1.7 (HLTH 4013), 2020-2021:</b> 92% of students (n = 24) scored 80% or higher on exam questions aligned to outcome 1.  <b>Measure 1.7 (HLTH 4013), 2021-2022:</b> 87% of students (n = 15) scored 80% or higher	<b>Measure 1.7 (HLTH 4013):</b> Students successfully demonstrated knowledge to to conduct searches of electronic databases to identify sources of secondary data related to health.	<b>Measure 1.7 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.

		on exam questions aligned to outcome 1.		
<b>Measure 1.8 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 10) across multiple semesters.	<b>Measure 1.8 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to analyze research reports to determine factors that influence the health of a priority population (HESPA 1.3).	<b>Measure 1.8 (HLTH 4013), 2020-2021:</b> 88% of students (n = 24) scored 80% or higher on exam questions aligned to outcome 1.  <b>Measure 1.8 (HLTH 4013), 2021-2022:</b> 83% of students (n = 15) scored 80% or higher on exam questions aligned to outcome 1.	<b>Measure 1.8 (HLTH 4013):</b> Students successfully demonstrated knowledge to to to analyze key determinants of health for a selected population.	<b>Measure 1.8 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.9 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 11) across multiple semesters.	<b>Measure 1.9 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to draw conclusions from research findings obtained from scholarly sources (HESPA 1.4).	<b>Measure 1.9 (HLTH 4013), 2020-2021:</b> 88% of students (n = 24) scored 80% or higher on exam questions aligned to outcome 1.  <b>Measure 1.9 (HLTH 4013), 2021-2022:</b> 80% of students (n = 15) scored 80% or higher on exam questions aligned to outcome 1.	<b>Measure 1.9 (HLTH 4013):</b> Students successfully demonstrated knowledge to draw conclusions based on data from multiple scholarly sources.	<b>Measure 1.9 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.10 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 12) across multiple semesters.	<b>Measure 1.10 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to develop evidence-based recommendations based on research for a selected priority population (HESPA 1.4).	<b>Measure 1.10 (HLTH 4013), 2020-2021:</b> 88% of students (n = 24) scored 80% or higher on exam questions aligned to outcome 1.  <b>Measure 1.10 (HLTH 4013), 2021-2022:</b> 83% of students (n = 15) scored 80% or higher on exam questions aligned to outcome 1.	<b>Measure 1.10 (HLTH 4013):</b> Students successfully demonstrated knowledge to develop data-based recommendations for a priority population based on research findings.	<b>Measure 1.10 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.11 (HLTH 4013):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across multiple semesters.	<b>Measure 1.11 (HLTH 4013):</b> 80% of students will demonstrate at a satisfactory level (assignment scores $\geq$ 80%) the skill to access and review scholarly literature related to health (HESPA 1.2).	<b>Measure 1.11 (HLTH 4013), 2020-2021:</b> 95% of students (n = 24) completed the assignment with a grade of 80% or higher.  <b>Measure 1.11 (HLTH 4013), 2021-2022:</b> 99% of students	<b>Measure 1.11 (HLTH 4013):</b> Students were able to access existing information and data related health.	<b>Measure 1.11 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.



		(n = 15) completed the assignment with a grade of 80% or higher.		
<b>Measure 1.12 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	<b>Measure 1.12 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to plan assessment process for health education/promotion (HESPA 1.1).	<b>Measure 1.12 (HLTH 4150), 2020-2021:</b> 98% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 1.12 (HLTH 4150), 2021-2022:</b> 97% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 1.12 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 1.12 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.13 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	<b>Measure 1.13 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to access existing information and data related to health (HESPA 1.2).	<b>Measure 1.13 (HLTH 4150), 2020-2021:</b> 87% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 1.13 (HLTH 4150), 2021-2022:</b> 83% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 1.13 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 1.13 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.14 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	<b>Measure 1.14 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to examine relationships among behavioral, environmental, and other factors that influence health (HESPA 1.4).	<b>Measure 1.14 (HLTH 4150), 2020-2021:</b> 80% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 1.14 (HLTH 4150), 2021-2022:</b> 84% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 1.14 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 1.14 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.15 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	<b>Measure 1.15 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to examine factors that enhance or impede the process of health education/promotion (HESPA	<b>Measure 1.15 (HLTH 4150), 2020-2021:</b> 82% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 1.15 (HLTH 4150),</b>	<b>Measure 1.15 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 1.15 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.

	1.4).	<b>2021-2022:</b> 89% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.		
<b>Measure 1.16 (HLTH 4700):</b> Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 1.16 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will assess an individual prior to a wellness coaching session (HESPA 1.1, 1.3, 1.4).	<b>Measure 1.16 (HLTH 4700), 2020-2021:</b> 100% of students (n = 8) completed the assignment with a score of 80% or higher.  <b>Measure 1.16 (HLTH 4700), 2021-2022:</b> 100% of students (n = 11) completed the assignment with a score of 80% or higher.	<b>Measure 1.16 (HLTH 4700):</b> Students successfully demonstrated skills in assessing an individual prior to a wellness coaching session	<b>Measure 1.16 (HLTH 4700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.17 (HAS 3020):</b> Performance-based assignment to describe marketing research.	<b>Measure 1.17 (HAS 3020):</b> At least 80% of students will earn a score of 80% of higher on the assignment to identify health care organizations and perform an internal analysis (HESPA 1.3).	<b>Measure 1.17 (HAS 3020), 2020-2021:</b> 99% of students scored 80% of higher.  <b>Measure 1.17 (HAS 3020), 2021-2022:</b> 97% of students scored 80% of higher.	<b>Measure 1.17 (HAS 3020):</b> Students successfully demonstrated an understanding of organizational awareness and governance.	<b>Measure 1.17 (HAS 3020):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.18 (HAS 3020):</b> Performance-based marketing assignment to perform SWOT analysis, market segmentation, targeting, and planning.	<b>Measure 1.18 (HAS 3020):</b> At least 80% of students will earn a score of 80% of higher on the assignment to identify target market segments and prepare a SWOT analysis (HESPA 1.4)	<b>Measure 1.18 (HAS 3020), 2020-2021:</b> 97% of students scored 80% of higher.  <b>Measure 1.18 (HAS 3020), 2021-2022:</b> 94% of students scored 80% of higher.	<b>Measure 1.18 (HAS 3020):</b> Students successfully demonstrated an understanding of marketing and strategic planning skills.	<b>Measure 1.18 (HAS 3020):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.19 (HAS 3150):</b> Performance-based assignment to research and report on population death rates of Weber County.	<b>Measure 1.19 (HAS 3150):</b> At least 80% of students will earn a score of 80% of higher on the assignment to assess population health needs of community (HESPA 1.4).	<b>Measure 1.19 (HAS 3150), 2020-2021:</b> 95% of students scored 80% of higher.  <b>Measure 1.19 (HAS 3150), 2021-2022:</b> 94% of students scored 80% of higher.	<b>Measure 1.19 (HAS 3150):</b> Students successfully demonstrated community awareness skills.	<b>Measure 1.19 (HAS 3150):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.20 (HAS 3150):</b> Performance-based assignment to identify a health problem and intervention methods.	<b>Measure 1.20 (HAS 3150):</b> At least 80% of students will earn a score of 80% of higher on the assignment to identify a health problem and intervention needs (HESPA 1.4).	<b>Measure 1.20 (HAS 3150), 2020-2021:</b> 95% of students scored 80% of higher.  <b>Measure 1.20 (HAS 3150), 2021-2022:</b> 94% of students scored 80% of higher.	<b>Measure 1.20 (HAS 3150):</b> Students successfully demonstrated skills to determine needs and strategies for health education/promotion.	<b>Measure 1.20 (HAS 3150):</b> No curricular or pedagogical changes needed at this time.

<b>Measure 1.21 (HAS 3190):</b> Research paper to investigate ecological and social factors that influence behavior (HIEE).	<b>Measure 1.21 (HAS 3190):</b> At least 80% of students will earn a score of 80% of higher on the assignment to identify a health problem and intervention needs (HESPA 1.3).	<b>Measure 1.21 (HAS 3190), 2020-2021:</b> 80% of students scored 80% of higher.  <b>Measure 1.21 (HAS 3190), 2021-2022:</b> 98% of students scored 80% of higher.	<b>Measure 1.21 (HAS 3190):</b> Students successfully demonstrated skills to examine factors the influence the process by which people learn.	<b>Measure 1.21 (HAS 3190):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.22 (HIM 3200):</b> Exam and quiz scores related to information and data related to health.	<b>Measure 1.22 (HIM 3200):</b> At least 80% of students will earn a grade of 80% or higher on needs assessment and issues related to epidemiology (HESPA 1.2).	<b>Measure 1.22 (HIM 3200), 2020-2021:</b> 97% of students scored 80% or higher.  <b>Measure 1.22 (HIM 3200), 2021-2022:</b> 95% of students scored 80% or higher.	<b>Measure 1.22 (HIM 3200):</b> Students successfully demonstrated knowledge of sources of data related to health.	<b>Measure 1.22 (HIM 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.23 (HAS 3230):</b> Research project and presentation to examine and implement basic models of communication (HIEE).	<b>Measure 1.23 (HAS 3230):</b> At least 80% of students will earn a score of 80% of higher on the project to research and present on personal, interpersonal, and organizational communication (HESPA 1.4).	<b>Measure 1.23 (HAS 3230), 2020-2021:</b> 93% of students scored 80% of higher.  <b>Measure 1.23 (HAS 3230), 2021-2022:</b> 94% of students scored 80% of higher.	<b>Measure 1.23 (HAS 3230):</b> Students successfully demonstrated knowledge and skills of the basic models of communication.	<b>Measure 1.23 (HAS 3230):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.24 (NUTR 3420):</b> Performance-based assignments to investigate global nutrition issues, health, and food practices.	<b>Measure 1.24 (HAS 3230):</b> At least 80% of students will earn a score of 80% of higher on assignments to investigate global health issues (HESPA 1.4).	<b>Measure 1.24 (NUTR 3420), 2020-2021:</b> 97% of students (n = 170) achieved at least 80% competency related to the outcome.  <b>Measure 1.24 (NUTR 3420), 2021-2022:</b> 91% of students (n = 48) achieved at least 80% competency related to the outcome.	<b>Measure 1.24 (NUTR 3420):</b> Students successfully examined social, cultural, economical, etc. factors that impact health and food practices.	<b>Measure 1.24 (NUTR 3420):</b> No curricular or pedagogical changes needed at this time.

**Table 15:** Assessment Results for HPP Goal 1, NCHEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 2.1 (HLTH 3000):</b> Competency-based exam questions. The Chi-tester assessment tool was used to track 12 questions aligned to	<b>Measure 2.1 (HLTH 3000):</b> 80% of students will score 80% or above on exam questions related to outcome 2.	<b>Measure 2.1 (HLTH 3000), 2020-2021:</b> 87% of students (n = 44) achieved at least 80% competency on exam questions related to outcome.	<b>Measure 2.1 (HLTH 3000):</b> Students successfully demonstrated knowledge of planning and program design.	<b>Measure 2.1 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.

outcome 2 across multiples sections and semesters of the course.		<b>Measure 2.1 (HLTH 3000), 2021-2022:</b> 94% of students (n = 48) achieved at least 80% competency on exam questions related to outcome.		
<b>Measure 2.2 (HLTH 3000):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across sections and semesters of the course.	<b>Measure 2.2 (HLTH 3000):</b> 80% of students will be able to select and apply correctly (80% or better assignment score) theoretical constructs and design strategies to a hypothetical case study in health (HESPA 2.2).	<b>Measure 2.2 (HLTH 3000), 2020-2021:</b> 96% of students (n = 44) completed the assignment with a grade of 80% or better.  <b>Measure 2.2 (HLTH 3000), 2021-2022:</b> 84% of students (n = 48) completed the assignment with a grade of 80% or better.	<b>Measure 2.2 (HLTH 3000):</b> Students demonstrated introductory skills in program design.	<b>Measure 2.2 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.3 (HLTH 3160):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across sections and semesters of the course.	<b>Measure 2.3 (HLTH 3160):</b> At least 80% of students will score 80% or better on assignment to construct program goals and objectives for a health intervention (HESPA 2.3).	<b>Measure 2.3 (HLTH 3160), 2020-2021:</b> 90% of students (n = 21) completed the assignment with a grade of 80% or higher.  <b>Measure 2.2 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or higher.	<b>Measure 2.3 (HLTH 3160):</b> Students were able to examine factors and determinants that influence the assessment process.	<b>Measure 2.3 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.4 (HLTH 3100):</b> Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 2.4 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will plan a health education website (HESPA 2.3).	<b>Measure 2.4 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 2.4 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 2.4 (HLTH 3100):</b> Students successfully demonstrated skills in planning health education website design.	<b>Measure 2.4 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.

**Table 15 Continued:** Assessment Results for HPP Goal 1, NCHEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p><b>Measure 2.5 (HLTH 3160):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6) across sections and semesters of the course.</p>	<p><b>Measure 2.5 (HLTH 3160):</b> 80% of students will be able to apply at a satisfactory level (80% or better assignment score) principles of evidence-based practice in designing interventions (HESPA 2.3).</p>	<p><b>Measure 2.5 (HLTH 3160), 2020-2021:</b> 81% of students (n = 21) completed the assignment with a grade of 80% or higher.</p> <p><b>Measure 2.5 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or higher.</p>	<p><b>Measure 2.5 (HLTH 3160):</b> Students were able to to develop a tailored intervention for a specified population</p>	<p><b>Measure 2.5 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.6 (HLTH 3200):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignments 1 and 3) across multiple sections and semesters of the course.</p>	<p><b>Measure 2.6 (HLTH 3200):</b> 80% of students will develop a health education lesson plan at a satisfactory level (assignment score <math>\geq</math> 80%) to address a target population, setting, and topic (HESPA 2.2, 2.3).</p>	<p><b>Measure 2.6 (HLTH 3200), 2020-2021:</b> 100% of students (n = 25) completed the assignment with a grade of 80% or higher.</p> <p><b>Measure 2.6 (HLTH 3200), 2021-2022:</b> 96% of students (n = 119) completed the assignment with a grade of 80% or higher.</p>	<p><b>Measure 2.6 (HLTH 3200):</b> Students successfully demonstrated skills necessary to design and develop a health education lesson plan.</p>	<p><b>Measure 2.6 (HLTH 3200):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.7 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p><b>Measure 2.7 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to develop goals and objectives (HESPA 2.2).</p>	<p><b>Measure 2.7 (HLTH 4150), 2020-2021:</b> 95% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.</p> <p><b>Measure 2.7 (HLTH 4150), 2021-2022:</b> 92% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.</p>	<p><b>Measure 2.7 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.</p>	<p><b>Measure 2.7 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.</p>

**Table 15 Continued:** Assessment Results for HPP Goal 1, NCHEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p><b>Measure 2.8 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p><b>Measure 2.8 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to select or design health strategies or interventions (HESPA 2.3).</p>	<p><b>Measure 2.8 (HLTH 4150), 2020-2021:</b> 98% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.</p> <p><b>Measure 2.8 (HLTH 4150), 2021-2022:</b> 97% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.</p>	<p><b>Measure 2.8 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.</p>	<p><b>Measure 2.8 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.9 (HLTH 4150):</b> Performance-based assignment scored with a rubric. Students work in groups to develop a health intervention (HIEE). The Canvas Outcomes tool was used to track student performance on the assignment.</p>	<p><b>Measure 2.9 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to develop a plan for the delivery of health education/promotion (HESPA 2.4).</p>	<p><b>Measure 2.9 (HLTH 4150), 2020-2021:</b> 95% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.</p> <p><b>Measure 2.9 (HLTH 4150), 2021-2022:</b> 91% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.</p>	<p><b>Measure 2.9 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.</p>	<p><b>Measure 2.9 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.10 (HLTH 4700):</b> Performance-based assignments scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 2.10 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will plan health behaviors with a client in a wellness coaching session (HESPA 2.2, 2.3, 2.4).</p>	<p><b>Measure 2.10 (HLTH 4700), 2020-2021:</b> 88% of students (n = 8) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 2.10 (HLTH 4700), 2021-2022:</b> 91% of students (n = 11) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 2.10 (HLTH 4700):</b> Students successfully demonstrated skills in planning health education for a designated client.</p>	<p><b>Measure 2.10 (HLTH 1700):</b> No curricular or pedagogical changes needed at this time.</p>

**Table 15 Continued:** Assessment Results for HPP Goal 1, NCHEC Outcome 2: Students Will Plan Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 2.11 (HAS 3020):</b> Competency-based quiz to evaluate external situation analysis and target market segmentation.	<b>Measure 2.11 (HAS 3020):</b> At least 80% of students will earn a score of 80% or higher on the quiz to perform external situation analysis to address factors that influence implementation (HESPA 2.3).	<b>Measure 2.11 (HAS 3020), 2020-2021:</b> 99% of students scored 80% or higher.  <b>Measure 2.11 (HAS 3020), 2021-2022:</b> 99% of students scored 80% or higher.	<b>Measure 2.11 (HAS 3020):</b> Students successfully demonstrated an understanding of organizational awareness and governance.	<b>Measure 2.11 (HAS 3020):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.12 (HAS 3020):</b> Competency-based assignment to develop marketing strategies, action plans, and budgeting.	<b>Measure 2.12 (HAS 3020):</b> At least 80% of students will earn a score of 80% or higher on the assignment to identify marketing objectives and list strategies to achieve objectives (HESPA 2.4).	<b>Measure 2.12 (HAS 3020), 2020-2021:</b> 97% of students scored 80% or higher.  <b>Measure 2.12 (HAS 3020), 2021-2022:</b> 96% of students scored 80% or higher.	<b>Measure 2.12 (HAS 3020):</b> Students successfully demonstrated skill to develop a marketing plan.	<b>Measure 2.12 (HAS 3020):</b> No curricular or pedagogical changes needed at this time.

**Table 16:** Assessment Results for HPP Goal 1, NCHEC Outcome 3: Students Will Implement Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 3.1 (HLTH 3000):</b> Competency-based exam questions. The Chi-tester assessment tool was used to track 11 questions aligned to outcome 3 across multiples sections and semesters of the course.	<b>Measure 3.1 (HLTH 3000):</b> 80% of students will score at or above 80% on exam questions related to outcome 3.	<b>Measure 3.1 (HLTH 3000), 2020-2021:</b> 87% of students (n = 44) scored 80% or higher on exam questions aligned to outcome 3.  <b>Measure 3.1 (HLTH 3000), 2021-2022:</b> 94% of students (n = 48) scored 80% or higher on exam questions aligned to outcome 3.	<b>Measure 3.1 (HLTH 3000):</b> Students were able to identify key terms and concepts related to program implementation.	<b>Measure 3.1 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.2 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.2 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related PowerPoint presentation (HESPA 3.3).	<b>Measure 3.2 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.2 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the	<b>Measure 3.2 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related PowerPoint presentation.	<b>Measure 3.2 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.

		assignment with a score of 80% or higher.		
<b>Measure 3.3 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.3 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related brochure. (HESPA 3.3).	<b>Measure 3.3 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.3 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 3.3 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related brochure.	<b>Measure 3.3 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.4 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.4 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related newsletter (HESPA 3.3).	<b>Measure 3.4 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.4 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 3.4 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related newsletter.	<b>Measure 3.4 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.5 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).	<b>Measure 3.5 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related website (HESPA 3.3).	<b>Measure 3.5 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.5 (HLTH 3100), 2021-2022:</b> 90% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 3.5 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related website.	<b>Measure 3.5 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.6 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.6 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related audio podcast (HESPA 3.3).	<b>Measure 3.6 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.6 (HLTH 3100), 2021-2022:</b> 100% of students	<b>Measure 3.6 (HLTH 3100):</b> Students successfully demonstrated skills in creating an audio podcast.	<b>Measure 3.6 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.



		(n = 9) completed the assignment with a score of 80% or higher.		
<b>Measure 3.7 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.7 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related video podcast (HESPA 3.3).	<b>Measure 3.7 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.7 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 3.7 (HLTH 3100):</b> Students successfully demonstrated skills in creating a video podcast.	<b>Measure 3.7 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.8 (HLTH 3100):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.8 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related video infographic (HESPA 3.3).	<b>Measure 3.8 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 3.8 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 3.8 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related infographic.	<b>Measure 3.8 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.9 (HLTH 3200):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2) across multiple sections and semesters of the course.	<b>Measure 3.9 (HLTH 3200):</b> 80% of students will demonstrate at a satisfactory level (assignment scores $\geq$ 80%) the practical application of health education theories to educate a target audience (HESPA 3.3).	<b>Measure 3.9 (HLTH 3200), 2020-2021:</b> 96% of students (n = 25) completed the assignment with a grade of 80% or higher.  <b>Measure 3.9 (HLTH 3200), 2021-2022:</b> 93% of students (n = 119) completed the assignment with a grade of 80% or higher.	<b>Measure 3.9 (HLTH 3200):</b> Students successfully demonstrated skills required to implement a health education/promotion plan.	<b>Measure 3.9 (HLTH 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.10 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	<b>Measure 3.10 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to implement a health education/promotion plan (HESPA 3.3).	<b>Measure 3.10 (HLTH 4150), 2020-2021:</b> 95% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 3.10 (HLTH 4150),</b>	<b>Measure 3.10 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 3.10 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.

		<b>2021-2022:</b> 91% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.		
<b>Measure 3.11 (HLTH 4700):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.11 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score ≥ 80%) will assist a client in the implementation of health behaviors in a wellness coaching session (HESPA 3.1, 3.3).	<b>Measure 3.11 (HLTH 4700), 2020-2021:</b> 88% of students (n = 8) completed the assignment with a score of 80% or higher.  <b>Measure 3.11 (HLTH 4700), 2021-2022:</b> 91% of students (n = 11) completed the assignment with a score of 80% or higher.	<b>Measure 3.11 (HLTH 4700):</b> Students successfully demonstrated skills to assist a client in implementing a behavior-change program.	<b>Measure 3.11 (HLTH 4700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.12 (HIM 3200):</b> Group project with teamwork grade based on evaluation by peers and instructor.	<b>Measure 3.12 (HIM 3200):</b> At least 80% of students will earn a grade of 80% or higher on the formative evaluation to monitor and assess progress in implementation of plan (HESPA 3.2).	<b>Measure 3.12 (HIM 3200), 2020-2021:</b> 90% of students scored 80% or higher.  <b>Measure 3.12 (HIM 3200), 2021-2022:</b> 94% of students scored 80% or higher.	<b>Measure 3.12 (HIM 3200):</b> Students successfully demonstrated collaboration and teamwork skills.	<b>Measure 3.12 (HIM 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.13 (HAS 3230):</b> Group project to research and present on a model of communication (HIEE).	<b>Measure 3.13 (HAS 3230):</b> At least 80% of students will earn a score of 80% on peer evaluations on adaptability and teamwork within a group (HESPA 3.1).	<b>Measure 3.13 (HAS 3230), 2020-2021:</b> 93% of students scored 80% or higher.  <b>Measure 3.13 (HAS 3230), 2021-2022:</b> 94% of students scored 80% or higher.	<b>Measure 3.13 (HAS 3230):</b> Students successfully evaluated their leadership skills.	<b>Measure 3.13 (HAS 3230):</b> No curricular or pedagogical changes needed at this time..

**Table 17:** Assessment Results for HPP Goal 1, NCHEC Outcome 4: Students Will Conduct Evaluation and Research Related to Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 4.1 (HLTH 3000):</b> Competency-based exam questions. The Chi-tester assessment tool was used to track 9 questions aligned to outcome 4 across multiples sections and semesters of the course.	<b>Measure 4.1 (HLTH 3000):</b> 80% of students will score at or above 80% on exam questions related to outcome 4.	<b>Measure 4.1 (HLTH 3000), 2020-2021:</b> 91% of students (n = 44) scored 80% or higher on exam questions aligned to outcome 4.  <b>Measure 4.1 (HLTH 3000), 2021-2022:</b> 94% of students (n = 48) scored 80% or higher	<b>Measure 4.1 (HLTH 3000):</b> Students demonstrated successful recall of the purpose, goals, and various forms of evaluation (e.g., formative, summative).	<b>Measure 4.1 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.

		on exam questions aligned to outcome 4.		
<b>Measure 4.2 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 4.2 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will assess an online website designed for health-related self-evaluation (HESPA 4.2).	<b>Measure 4.2 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 4.2 (HLTH 3100), 2021-2022:</b> 89% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 4.2 (HLTH 3100):</b> Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.	<b>Measure 4.2 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.3 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 11) across multiple semesters.	<b>Measure 4.3 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to interpret data to identify limitations, draw conclusions, and develop recommendations based on research (HESPA 4.4).	<b>Measure 4.3 (HLTH 4013), 2020-2021:</b> 88% of students (n = 24) completed the assignment with a grade of 80% or higher.  <b>Measure 4.3 (HLTH 4013), 2021-2022:</b> 80% of students (n = 15) completed the assignment with a grade of 80% or higher.	<b>Measure 4.3 (HLTH 4013):</b> Students were able to interpret research data from multiple scholarly sources.	<b>Measure 4.3 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.4 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 13) across multiple semesters (HIEE).	<b>Measure 4.4 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to communicate using professional standards of style the research findings for a selected priority population (HESPA 4.5).	<b>Measure 4.4 (HLTH 4013), 2020-2021:</b> 83% of students (n = 24) completed the assignment with a grade of 80% or higher.  <b>Measure 4.4 (HLTH 4013), 2021-2022:</b> 80% of students (n = 15) completed the assignment with a grade of 80% or higher.	<b>Measure 4.4 (HLTH 4013):</b> Students were able to communicate research findings by preparing a professional report.	<b>Measure 4.4 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.5 (HLTH 4150):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment.	<b>Measure 4.5 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to develop an evaluation plan for a health education/promotion program (HESPA 4.1).	<b>Measure 4.5 (HLTH 4150), 2020-2021:</b> 95% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 4.5 (HLTH 4150), 2021-2022:</b> 91% of students	<b>Measure 4.5 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 4.5 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.

		(n = 89) scored 80% or higher on the assignment aligned to the outcome.		
<b>Measure 4.6 (HLTH 4700):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 4.6 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will evaluate the outcomes of determined goals in a wellness coaching setting (HESPA 4.1).	<b>Measure 4.6 (HLTH 4700), 2020-2021:</b> 88% of students (n = 8) completed the assignment with a score of 80% or higher.  <b>Measure 4.6 (HLTH 4700), 2021-2022:</b> 91% of students (n = 11) completed the assignment with a score of 80% or higher.	<b>Measure 4.6 (HLTH 4700):</b> Students successfully demonstrated skills to evaluate the outcomes of determined goals in a wellness coaching setting.	<b>Measure 4.6 (HLTH 4700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.7 (HIM 3200):</b> Research project to perform epidemiologic analysis (HIEE).	<b>Measure 4.7 (HIM 3200):</b> At least 80% of students will earn a score of 80% or higher on the project to perform an epidemiologic analysis (HESPA 4.5).	<b>Measure 4.7 (HIM 3200), 2020-2021:</b> 85% of students scored 80% or higher.  <b>Measure 4.7 (HIM 3200), 2021-2022:</b> 95% of students scored 80% or higher.	<b>Measure 4.7 (HIM 3200):</b> Students successfully demonstrated skills to analyze data and interpret results from epidemiologic research.	<b>Measure 4.7 (HIM 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.8 (HIM 3200):</b> Exam and quiz scores to measure skills in statistical methods.	<b>Measure 4.8 (HIM 3200):</b> At least 80% of students will earn a score of 80% or higher on the project to perform an epidemiologic analysis (HESPA 4.5).	<b>Measure 4.8 (HIM 3200), 2020-2021:</b> 98% of students scored 80% or higher.  <b>2021-2022:</b> 95% of students scored 80% or higher.	<b>Measure 4.8 (HIM 3200):</b> Students successfully demonstrated skills to analyze data and interpret results from epidemiologic research.	<b>Measure 4.8 (HIM 3200):</b> No curricular or pedagogical changes needed at this time..

**Table 18:** Assessment Results for HPP Goal 1, NCHEC Outcome 5: Students Will Advocate for Health, Health Education, and/or the Health Profession.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 5.1 (HLTH 3000):</b> Competency-based exam questions. The Chi-tester assessment tool was used to track 5 questions aligned to outcome 5 across multiples sections and semesters of the course.	<b>Measure 5.1 (HLTH 3000):</b> At least 80% of students will score 80% or better on assignment to describe current and emerging issues in health promotion that require advocacy (HESPA 5.1).	<b>Measure 5.1 (HLTH 3000), 2020-2021:</b> 88% of students (n = 44) scored 80% or higher on exam questions aligned to outcome 5.  <b>Measure 5.1 (HLTH 3000), 2021-2022:</b> 86% of students (n = 48) scored 80% or higher on exam questions aligned to outcome 7.	<b>Measure 5.1 (HLTH 3000):</b> Students demonstrated successful recall of test items covering leadership and management.	<b>Measure 5.1 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.

<p><b>Measure 5.2 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 5.2 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will create a health-related PowerPoint presentation (HESPA 5.3).</p>	<p><b>Measure 5.2 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 5.2 (HLTH 3100), 2021-2022:</b> 90% of students (n = 9) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 5.2 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related PowerPoint presentation.</p>	<p><b>Measure 5.2 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 5.3 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 5.3 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will create a health-related brochure (HESPA 5.3).</p>	<p><b>Measure 5.3 (HLTH 3100), 2020-2021:</b> 93% of students (n = 9) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 5.3 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 5.3 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related brochure.</p>	<p><b>Measure 5.3 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 5.4 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 5.4 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will create a health-related newsletter (HESPA 5.3).</p>	<p><b>Measure 5.4 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 5.4 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 5.4 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related newsletter.</p>	<p><b>Measure 5.4 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 5.5 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).</p>	<p><b>Measure 5.5 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will create a health-related website (HESPA 5.3).</p>	<p><b>Measure 5.5 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 5.5 (HLTH 3100), 2021-2022:</b> 90% of students (n = 9) completed the assignment with a score of</p>	<p><b>Measure 5.5 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related website.</p>	<p><b>Measure 5.5 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.</p>

		80% or higher.		
<b>Measure 5.6 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 5.6 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related audio podcast (HESPA 5.3).	<b>Measure 5.6 (HLTH 3100), 2020-2021:</b> 93% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 5.6 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 5.6 (HLTH 3100):</b> Students successfully demonstrated skills in creating an audio podcast.	<b>Measure 5.6 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.7 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).	<b>Measure 5.7 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related video podcast (HESPA 5.3).	<b>Measure 5.7 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 5.7 (HLTH 3100), 2021-2022:</b> 80% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 5.7 (HLTH 3100):</b> Students successfully demonstrated skills in creating a video podcast.	<b>Measure 5.7 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.8 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 5.8 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a health-related video infographic (HESPA 5.3).	<b>Measure 5.8 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 5.8 (HLTH 3100), 2021-2022:</b> 80% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 5.8 (HLTH 3100):</b> Students successfully demonstrated skills in creating a health-related infographic.	<b>Measure 5.8 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.9 (HLTH 3160):</b> Performance-based presentation scored with a rubric. The Canvas Outcomes tool was used to track student performances on the presentation across multiple semesters of the course.	<b>Measure 5.9 (HLTH 3160):</b> 80% of students will deliver at a satisfactory level (assignment scores $\geq$ 80%) messages using media and communication strategies (HESPA 5.3).	<b>Measure 5.9 (HLTH 3160), 2020-2021:</b> 100% of students (n = 21) completed the assignment with a grade of 80% or higher.  <b>Measure 5.9 (HLTH 3160), 2021-2022:</b> 100% of students (n = 7) completed the	<b>Measure 5.9 (HLTH 3160):</b> Students demonstrated satisfactory skills to develop and deliver messages using a variety of communication strategies, methods, and techniques.	<b>Measure 5.9 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time

		assignment with a grade of 80% or higher.		
<b>Measure 5.10 (HLTH 3160):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 7) across sections and semesters of the course.	<b>Measure 5.10 (HLTH 3160):</b> At least 80% of students will score 80% or better on assignment to identify factors that influence advocacy efforts for an identified health issue (HESPA 5.1).	<b>Measure 5.10 (HLTH 3160), 2020-2021:</b> 86% of students (n = 21) completed the assignment with a grade of 80% or better.  <b>Measure 5.10 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or better.	<b>Measure 5.10 (HLTH 3160):</b> Students were able to identify and examine determinants of a health issue requiring advocacy.	<b>Measure 5.10 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.11 (HLTH 3200):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6) across multiple sections and semesters of the course (HIEE).	<b>Measure 5.11 (HLTH 3200):</b> 80% of students will deliver at a satisfactory level (assignment scores $\geq$ 80%) a health education presentation using a variety of communication methods and strategies (HESPA 5.3).	<b>Measure 5.11 (HLTH 3200), 2020-2021:</b> 84% of students (n = 25) completed the assignment with a grade of 80% or higher.  <b>Measure 5.11 (HLTH 3200), 2021-2022:</b> 85% of students (n = 119) completed the assignment with a grade of 80% or higher.	<b>Measure 5.11 (HLTH 3200):</b> Students were able to identify, develop, and deliver messages using a variety of communication strategies and techniques.	<b>Measure 5.11 (HLTH 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.12 (HLTH 4013):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6) across multiple semesters.	<b>Measure 5.12 (HLTH 4013):</b> 80% of students will access resources at satisfactory level (assignment scores $\geq$ 80%) related to identified advocacy needs (HESPA 5.1.2).	<b>Measure 5.12 (HLTH 4013), 2020-2021:</b> 91% of students (n = 24) completed the assignment with a grade of 80% or higher.  <b>Measure 5.12 (HLTH 4013), 2021-2022:</b> 97% of students (n = 15) completed the assignment with a grade of 80% or higher.	<b>Measure 5.12 (HLTH 4013):</b> Students were able to access and summarize resources related to identified advocacy needs.	<b>Measure 5.12 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.13 (HLTH 4990):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 2: Professional Philosophy)	<b>Measure 5.13 (HLTH 4990):</b> 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq$ 80%) the relationships among behavioral, environmental, and other factors that influence health (HESPA	<b>Measure 5.13 (HLTH 4990), 2020-2021:</b> 81% of students (n=24) completed the assignment with a grade of 80% or higher.  <b>Measure 5.13 (HLTH 4990), 2021-2022:</b> 92% of students	<b>Measure 5.13 (HLTH 4990):</b> Students were able to advocate for the importance of health education professionals.	<b>Measure 5.13 (HLTH 4990):</b> No curricular or pedagogical changes needed at this time.

across multiple semesters of the course.	5.3).	(n=58) completed the assignment with a grade of 80% or higher.		
<b>Measure 5.14 (HAS 3000):</b> Research paper. Students collaborate with classmates to plan and research a current health care issue, and present the paper to the class (HIEE).	<b>Measure 5.14 (HAS 3000):</b> At least 80% of students will earn a score of 80% of higher on the assignment to develop a deliver a presentation on a current health issue (HESPA 5.2).	<b>Measure 5.14 (HAS 3000), 2020-2021:</b> 99% of students scored 80% of higher. <b>Measure 5.14 (HAS 3000), 2021-2022:</b> 100% of students scored 80% of higher.	<b>Measure 5.14 (HAS 3000):</b> Students successfully demonstrated written and oral communication skills.	<b>Measure 5.14 (HAS 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.15 (HAS 3190):</b> Research paper with presentation on the ecological and social factors that influence behavior (HIEE).	<b>Measure 5.15 (HAS 3190):</b> At least 80% of students will earn a score of 80% of higher on the assignment to identify a health problem and intervention needs (HESPA 5.2).	<b>Measure 5.15 (HAS 3190), 2020-2021:</b> 94% of students scored 80% of higher. <b>Measure 5.15 (HAS 3190), 2021-2022:</b> 98% of students scored 80% of higher.	<b>Measure 5.15 (HAS 3190):</b> Students successfully demonstrated communication skills.	<b>Measure 5.15 (HAS 3190):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.16 (HAS 3230):</b> Assignment to review communication structures in professional and clinical settings.	<b>Measure 5.16 (HAS 3230):</b> At least 80% of students will earn a score of 80% of higher on the assignment (HESPA 5.2).	<b>Measure 5.16 (HAS 3230), 2020-2021:</b> 95% of students scored 80% of higher. <b>Measure 5.16 (HAS 3230), 2021-2022:</b> 91% of students scored 80% of higher.	<b>Measure 5.16 (HAS 3230):</b> Students successfully demonstrated skills to identified communication strategies and techniques in professional settings.	<b>Measure 5.16 (HAS 3230):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.17 (HAS 3230):</b> Group presentation on basic models of communication (HIEE).	<b>Measure 5.17 (HAS 3230):</b> At least 80% of students will earn a score of 80% on peer evaluations on adaptability and teamwork within a group (HESPA 5.2).	<b>Measure 5.17 (HAS 3230), 2020-2021:</b> 93% of students scored 80% of higher. <b>Measure 5.17 (HAS 3230), 2021-2022:</b> 93% of students scored 80% of higher.	<b>Measure 5.17 (HAS 3230):</b> Students successfully demonstrated skills to deliver messages using a variety of communication strategies.	<b>Measure 5.17 (HAS 3230):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.18 (HAS 4320):</b> Policy analysis paper.	<b>Measure 5.18 (HAS 4320):</b> At least 80% of students will earn a score of 80% on research paper to describe the role of health policy and process of policy making in the U.S. healthcare system (HESPA 5.2).	<b>Measure 5.18 (HAS 4320), 2020-2021:</b> 100% of students scored 80% of higher. <b>Measure 5.18 (HAS 4320), 2021-2022:</b> 96% of students scored 80% of higher.	<b>Measure 5.18 (HAS 4320):</b> Students successfully demonstrated skills in human resource management.	<b>Measure 5.18 (HAS 4320):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.19 (HAS 4320):</b> Team paper and presentation on policy solutions for an	<b>Measure 5.19 (HAS 4320):</b> At least 80% of students will earn a score of 80% on policy	<b>Measure 5.19 (HAS 4320), 2020-2021:</b> 85% of students scored 80% of higher.	<b>Measure 5.19 (HAS 4320),</b> Students successfully demonstrated critical and	<b>Measure 5.19 (HAS 4320):</b> No curricular or pedagogical changes needed at this time.



identified health issue (HIEE).	presentation identified solutions for an identified health issue (HESPA 5.2. 5.3).	<b>Measure 5.19 (HAS 4320), 2021-2022:</b> 96% of students scored 80% of higher.	creative thinking skills.	
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**Table 19:** Assessment Results for HPP Goal 1, NCHC Outcome 6: Students Will Employ Effective Communication for Health Education/Promotion.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 6.1 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 6.1 (HLTH 3100):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will assess an online website designed for health-related self-evaluation (HESPA 6.2).	<b>Measure 6.1 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 6.1 (HLTH 3100), 2021-2022:</b> 89% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 6.1 (HLTH 3100):</b> Students successfully demonstrated skills in assessing the suitability of new and/or existing communication aids, materials, or tools for audiences.	<b>Measure 6.1 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 6.2 (HLTH 3100):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semester of the course.	<b>Measure 6.2 (HLTH 3100):</b> At least 80% of students at a satisfactory level (i.e. assignment scores $\geq$ 80%) will create a health-related website (HESPA 6.2).	<b>Measure 6.2 (HLTH 3100), 2020-2021:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.  <b>Measure 6.2 (HLTH 3100), 2021-2022:</b> 100% of students (n = 9) completed the assignment with a score of 80% or higher.	<b>Measure 6.2 (HLTH 3100):</b> Students successfully demonstrated skills in assessing the suitability of new and/or existing communication aids, materials, or tools for audiences.	<b>Measure 6.2 (HLTH 3100):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 6.3 (HLTH 3160):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 7) across sections and semesters of the course.	<b>Measure 6.3 (HLTH 3160):</b> At least 80% of students will score 80% or better on assignment to identify communication channels (social media, mass media) available to and used by an identified audience (HESPA 6.1).	<b>Measure 6.3 (HLTH 3160), 2020-2021:</b> 90% of students (n = 21) completed the assignment with a grade of 80% or better.  <b>Measure 6.3 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or better.	<b>Measure 6.3 (HLTH 3160):</b> Students were able to examine factors and determinants that influence the assessment process.	<b>Measure 6.3 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.

<p><b>Measure 6.4 (HLTH 3160):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Discussion Board 2) across sections and semesters of the course.</p>	<p><b>Measure 6.4 (HLTH 3160):</b> At least 80% of students will score 80% or better on assignment to deliver messages aligned with professional standards of style using identified media (HESPA 6.5).</p>	<p><b>Measure 6.4 (HLTH 3160), 2020-2021:</b> 95% of students (n = 421) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 6.4 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or better.</p>	<p><b>Measure 6.4 (HLTH 3160):</b> Students were able to deliver written communication that aligns with professional standards of style using current technology tools.</p>	<p><b>Measure 6.4 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 6.5 (HLTH 3200):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 4) across multiple sections and semesters of the course.</p>	<p><b>Measure 6.5 (HLTH 3200):</b> 80% of students will evaluate at satisfactory levels (assignment scores <math>\geq</math> 80%) resource materials for accuracy, relevance, and timeliness for intended audiences (HESPA 6.2).</p>	<p><b>Measure 6.5 (HLTH 3200), 2020-2021:</b> 100% of students (n = 25) completed the assignment with a grade of 80% or higher.</p> <p><b>Measure 6.5 (HLTH 3200), 2021-2022:</b> 96% of students (n = 119) completed the assignment with a grade of 80% or higher.</p>	<p><b>Measure 6.5 (HLTH 3200):</b> Students successfully demonstrated skills in assessing the suitability of new and/or existing communication aids, materials, or tools for audiences.</p>	<p><b>Measure 6.5 (HLTH 3200):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 6.6 (HLTH 4013):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 13) across multiple semesters (HIEE).</p>	<p><b>Measure 6.6 (HLTH 4013):</b> At least 80% of students will score 80% or better on assignment to communicate using professional standards of style the research findings for a selected priority population (HESPA 6.5).</p>	<p><b>Measure 6.6 (HLTH 4013), 2020-2021:</b> 83% of students (n = 24) completed the assignment with a grade of 80% or higher.</p> <p><b>Measure 6.6 (HLTH 4013), 2021-2022:</b> 80% of students (n = 15) completed the assignment with a grade of 80% or higher.</p>	<p><b>Measure 6.6 (HLTH 4013):</b> Students were able to deliver messages effectively using the identified media and strategies.</p>	<p><b>Measure 6.6 (HLTH 4013):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 6.7 (HLTH 4700):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 6.7 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will identify and evaluate valid information resources in a wellness coaching setting (HESPA 6.2)</p>	<p><b>Measure 6.7 (HLTH 4700), 2020-2021:</b> 100% of students (n = 8) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 6.7 (HLTH 4700), 2021-2022:</b> 100% of students (n = 11) completed the assignment with a score of</p>	<p><b>Measure 6.7 (HLTH 4700):</b> Students successfully demonstrated skills in assessing the suitability of new and/or existing communication aids, materials, or tools for audiences.</p>	<p><b>Measure 6.7 (HLTH 4700):</b> No curricular or pedagogical changes needed at this time.</p>

		80% or higher.		
<b>Measure 6.8 (HLTH 4700):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).	<b>Measure 6.8 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will provide advice and consultation in a wellness coaching setting (HESPA 6.2).	<b>Measure 6.8 (HLTH 4700), 2020-2021:</b> 88% of students (n = 8) completed the assignment with a score of 80% or higher.  <b>Measure 6.8 (HLTH 4700), 2021-2022:</b> 91% of students (n = 11) completed the assignment with a score of 80% or higher.	<b>Measure 6.8 (HLTH 4700):</b> Students successfully demonstrated skills in assessing the suitability of new and/or existing communication aids, materials, or tools for audiences.	<b>Measure 6.8 (HLTH 4700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 6.9 (HAS 4320):</b> Team paper and presentation on health systems and policies (HIEE).	<b>Measure 6.9 (HAS 4320):</b> At least 80% of students will earn a score of 80% on presentation covering health systems and policies (HESPA 6.5).	<b>Measure 6.9 (HAS 4320), 2020-2021:</b> 100% of students scored 80% of higher.  <b>Measure 6.9 (HAS 4320), 2021-2022:</b> 96% of students scored 80% of higher.	<b>Measure 6.9 (HAS 4320):</b> Students successfully demonstrated facilitation skills with large and/or small groups.	<b>Measure 6.9 (HAS 4320):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 6.10 (NUTR 3420):</b> Secondary research presentation and discussion (HIEE).	<b>Measure 6.10 (NUTR 3420):</b> At least 80% of students will earn a score of 80% of higher research presentation to examine a global health issue (HESPA 6.6).	<b>Measure 6.10 (NUTR 3420), 2020-2021:</b> 100% of students (n = 20) completed the assignment with a grade of 80% or better.  <b>Measure 6.10 (NUTR 3420), 2021-2022:</b> 100% of students (n = 48) completed the assignment with a grade of 80% or better.	<b>Measure 6.10 (NUTR 3420):</b> Student successfully demonstrated skills in conducting process, impact, and outcome evaluations of communications.	<b>Measure 6.10 (NUTR 3420):</b> No curricular or pedagogical changes needed at this time.

**Table 20:** Assessment Results for HPP Goal 1, NCHEC Outcome 7: Students Will Exhibit Leadership and Management for Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 7.1 (HLTH 4150):</b> Performance- based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment	<b>Measure 7.1 (HLTH 4150):</b> 80% of students will score at or above 80% on the assignment to manage human resources for health education/promotion program (HESPA 7.3).	<b>Measure 7.1 (HLTH 4150), 2020-2021:</b> 95% of students (n = 43) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 7.1 (HLTH 4150),</b>	<b>Measure 7.1 (HLTH 4150):</b> Students successfully demonstrated knowledge and skills about the competency.	<b>Measure 7.1 (HLTH 4150):</b> No curricular or pedagogical changes needed at this time.

		2021-2022: 91% of students (n = 89) scored 80% or higher on the assignment aligned to the outcome.		
<b>Measure 7.2 (HAS 3000):</b> Group project. Students collaborate with classmates to research a current health care issue. Teamwork is evaluated by peers and instructor.	<b>Measure 7.2 (HAS 3000):</b> At least 80% of students will earn a score of 80% or higher on the assignment to manage relationships with partners and other stakeholders (HESPA 7.3).	<b>Measure 7.2 (HAS 3000), 2020-2021:</b> 91% of students scored 80% or higher. <b>Measure 7.2 (HAS 3000), 2021-2022:</b> 96% of students scored 80% or higher.	<b>Measure 7.2 (HAS 3000):</b> Students successfully demonstrated collaboration and teamwork skills.	<b>Measure 7.2 (HAS 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.3 (HAS 3020):</b> Group project with participation and teamwork graded based on evaluation by peers and instructor.	<b>Measure 7.3 (HAS 3020):</b> At least 80% of students will earn a score of 80% or higher for the participation-teamwork evaluation (HESPA 7.1).	<b>Measure 7.3 (HAS 3020), 2020-2021:</b> 99% of students scored 80% or higher. <b>Measure 7.3 (HAS 3020), 2021-2022:</b> 99% of students scored 80% or higher.	<b>Measure 7.3 (HAS 3020):</b> Students successfully demonstrated skill to manage relationships with partners and other stakeholders.	<b>Measure 7.3 (HAS 3020):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.4 (HIM 3200):</b> Group project with teamwork grade based on evaluation by peers and instructor.	<b>Measure 7.4 (HIM 3200):</b> At least 80% of students will earn a grade of 80% or higher on the evaluation to manage relationships with partners and other stakeholders (HESPA 7.3).	<b>Measure 7.4 (HIM 3200), 2020-2021:</b> 98% of students scored 80% or higher. <b>Measure 7.4 (HIM 3200), 2021-2022:</b> 98% of students scored 80% or higher.	<b>Measure 7.4 (HIM 3200):</b> Students successfully demonstrated collaboration and teamwork skills.	<b>Measure 7.4 (HIM 3200):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.5 (HAS 3230):</b> Assignment to conduct leadership self-assessments.	<b>Measure 7.5 (HAS 3230):</b> At least 80% of students will earn a score of 80% or higher on the assignment (HESPA 7.3).	<b>Measure 7.5 (HAS 3230), 2020-2021:</b> 94% of students scored 80% or higher. <b>Measure 7.5 (HAS 3230), 2021-2022:</b> 94% of students scored 80% or higher.	<b>Measure 7.5 (HAS 3230):</b> Students successfully evaluated their leadership skills.	<b>Measure 7.5 (HAS 3230):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.6 (HAS 3240):</b> Assignment to perform job analysis and create job descriptions.	<b>Measure 7.6 (HAS 3240):</b> At least 80% of students will earn a score of 80% on research paper to summarize leadership skills (HESPA 7.3).	<b>Measure 7.6 (HAS 3240), 2020-2021:</b> 92% of students scored 80% or higher. <b>Measure 7.6 (HAS 3240), 2021-2022:</b> 87% of students scored 80% or higher.	<b>Measure 7.6 (HAS 3240):</b> Students successfully demonstrated skills in human resource management.	<b>Measure 7.6 (HAS 3240):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.7 (HAS 3240):</b> Assignment to develop employee training procedures and performance appraisals.	<b>Measure 7.7 (HAS 3240):</b> At least 80% of students will earn a score of 80% on research paper to summarize	<b>Measure 7.7 (HAS 3240), 2020-2021:</b> 92% of students scored 80% or higher.	<b>Measure 7.7 (HAS 3240):</b> Students successfully demonstrated skills in human resource management.	<b>Measure 7.7 (HAS 3240):</b> No curricular or pedagogical changes needed at this time.

	leadership skills (HESPA 7.3).	<b>Measure 7.7 (HAS 3240), 2021-2022:</b> 87% of students scored 80% of higher.		
<b>Measure 7.8 (HAS 3260):</b> Research paper to summarize necessary leadership skills in healthcare settings (HIEE).	<b>Measure 7.8 (HAS 3260):</b> At least 80% of students will earn a score of 80% on research paper to summarize leadership skills (HESPA 7.3).	<b>Measure 7.8 (HAS 3260), 2020-2021:</b> 96% of students scored 80% of higher.  <b>Measure 7.8 (HAS 3260), 2021-2022:</b> 95% of students scored 80% of higher.	<b>Measure 7.8 (HAS 3260):</b> Students successfully demonstrated knowledge of key leadership skills.	<b>Measure 7.8 (HAS 3260):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.9 (HAS 3260):</b> Assignment to develop strategies to facilitate organizational change within a healthcare organization.	<b>Measure 7.9 (HAS 3260):</b> At least 80% of students will earn a score of 80% on the assignment to manage change in an organization (HESPA 7.5).	<b>Measure 7.9 (HAS 3260), 2020-2021:</b> 98% of students scored 80% of higher.  <b>Measure 7.9 (HAS 3260), 2021-2022:</b> 100% of students scored 80% of higher.	<b>Measure 7.9 (HAS 3260):</b> Students successfully demonstrated organizational awareness and governance skills	<b>Measure 7.9 (HAS 3260):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.10 (HAS 4320):</b> Quizzes on basic principles and concepts of health economics.	<b>Measure 7.10 (HAS 4320):</b> At least 80% of students will earn a score of 80% on quizzes covering health economics (HESPA 7.4).	<b>Measure 7.10 (HAS 4320), 2020-2021:</b> 98% of students scored 80% of higher.  <b>Measure 7.10 (HAS 4320), 2021-2022:</b> 99% of students scored 80% of higher.	<b>Measure 7.10 (HAS 4320):</b> Students successfully demonstrated knowledge and skills of financial management principles and concepts.	<b>Measure 7.10 (HAS 4320):</b> No curricular or pedagogical changes needed at this time.

**Table 21:** Assessment Results for HPP Goal 1, NCHC Outcome 8: Students Will Demonstrate Ethics and Professionalism.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 8.1 (HLTH 3000):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 3) across sections and semesters of the course.	<b>Measure 8.1 (HLTH 3000):</b> At least 80% of students will score 80% or better on assignment to demonstrate the practical application of ethical principles in health education (HESPA 8.1).	<b>Measure 8.1 (HLTH 3000), 2020-2021:</b> 88% of students (n = 44) completed the assignment with a score of 80% or higher.  <b>Measure 8.1 (HLTH 3000), 2021-2022:</b> 84% of students (n = 48) completed the assignment with a score of 80% or higher.	<b>Measure 8.1 (HLTH 3000):</b> Students successfully demonstrated skills in decision-making and adherence to ethical principles using a case-study approach.	<b>Measure 8.1 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.2 (HLTH 3000):</b> The Canvas Outcomes tool was used to track student	<b>Measure 8.2 (HLTH 3000):</b> At least 80% of students will score 80% or better on	<b>Measure 8.2 (HLTH 3000), 2020-2021:</b> 88% of students (n = 44) completed the	<b>Measure 8.2 (HLTH 3000):</b> Students successfully demonstrated skills in	<b>Measure 8.2 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.

performance on the assignment (Assignment 4) across sections and semesters of the course.	assignment to describe the benefits of participating in professional organizations (HESPA 8.4).	assignment with a score of 80% or higher. <b>Measure 8.2(HLTH 3000), 2021-2022:</b> 80% of students (n = 48) completed the assignment with a score of 80% or higher.	understanding of the benefits of participating in professional organizations	
<b>Measure 8.3 (HLTH 3000):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 4) across sections and semesters of the course.	<b>Measure 8.3 (HLTH 3000):</b> At least 80% of students will score 80% or better on assignment to describe the eight major responsibilities for health education specialists (HESPA 8.5).	<b>Measure 8.3 (HLTH 3000), 2020-2021:</b> 87% of students (n = 44) completed the assignment with a score of 80% or higher. <b>Measure 8.3 (HLTH 3000), 2021-2022:</b> 80% of students (n = 48) completed the assignment with a score of 80% or higher.	<b>Measure 8.3 (HLTH 3000):</b> Students successfully demonstrated skills in describing the major responsibilities of the health education specialists.	<b>Measure 8.3 (HLTH 3000):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.4 (HLTH 3160):</b> The Canvas Outcomes tool was used to track student performance on the assignment (Discussion Board 1) across sections and semesters of the course.	<b>Measure 8.4 (HLTH 3160):</b> At least 80% of students will score 80% or better on assignment to describe the ethical value of using evidence-informed theories, models, and strategies for health education (HESPA 8.1).	<b>Measure 8.4 (HLTH 3160), 2020-2021:</b> 95% of students (n = 21) completed the assignment with a grade of 80% or better. <b>Measure 8.4 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or better.	<b>Measure 8.4 (HLTH 3160):</b> Students were able to describe the ethical value of using evidence-informed research to guide health education practice.	<b>Measure 8.4 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.5 (HLTH 3160):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Discussion Board 3) across sections and semesters of the course.	<b>Measure 8.5 (HLTH 3160):</b> At least 80% of students will score 80% or better on assignment to describe how theory is used to assess, plan, implement, and evaluate a health intervention (HESPA 8.4).	<b>Measure 8.5 (HLTH 3160), 2020-2021:</b> 81% of students (n = 21) completed the assignment with a grade of 80% or better. <b>Measure 8.5 (HLTH 3160), 2021-2022:</b> 86% of students (n = 7) completed the assignment with a grade of 80% or better.	<b>Measure 8.5 (HLTH 3160):</b> Students were able to describe how theory guides program assessment, planning, implementation, and evaluation.	<b>Measure 8.5 (HLTH 3160):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.6 (HLTH 4013):</b> The Canvas Outcomes tool was	<b>Measure 8.6 (HLTH 4013):</b> At least 80% of students will	<b>Measure 8.6 (HLTH 4013), 2020-2021:</b> 92% of students	<b>Measure 8.6 (HLTH 4013):</b> Students successfully	<b>Measure 8.6 (HLTH 4013):</b> No curricular or pedagogical

used to track student performance on the assignment (Assignment 14) across multiple semesters of the course.	score 80% or better on assignment to describe the application of competency-based skills in research to various professional settings (HESPA 8.4).	(n = 24) completed the assignment with a score of 80% or higher.  <b>Measure 8.6 (HLTH 4013), 2021-2022:</b> 87% of students (n = 15) completed the assignment with a score of 80% or higher.	demonstrated skills to describe the value of competency-based research skills for various professional settings.	changes needed at this time.
<b>Measure 8.7 (HLTH 4700):</b> Performance-based assignment scored with the Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).	<b>Measure 8.7 (HLTH 4700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will provide expert consultation, assistance, and guidance to individuals (HESPA 8.2)	<b>Measure 8.7 (HLTH 4700), 2020-2021:</b> 88% of students (n = 8) completed the assignment with a score of 80% or higher.  <b>Measure 8.7 (HLTH 4700), 2021-2022:</b> 91% of students (n = 11) completed the assignment with a score of 80% or higher.	<b>Measure 8.7 (HLTH 4700):</b> Students successfully demonstrated skills in assessing an online website designed for health-related self-evaluation.	<b>Measure 8.7 (HLTH 4700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.8 (HLTH 4990):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Mock Interview) across multiple semesters of the course.	<b>Measure 8.8 (HLTH 4990):</b> 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq$ 80%) the relationships among behavioral, environmental, and other factors that influence health (HESPA 8.3).	<b>Measure 8.8 (HLTH 4990), 2020-2021:</b> 81% of students (n=24) completed the assignment with a grade of 80% or higher.  <b>Measure 8.8 (HLTH 4990), 2021-2022:</b> 92% of students (n=58) completed the assignment with a grade of 80% or higher.	<b>Measure 8.8 (HLTH 4990):</b> Students were able to adequately deliver, evaluate, and revise messages.	<b>Measure 8.8 (HLTH 4990):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.9 (HLTH 4990):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment 6: Resume & Cover Letter) across multiple semesters of the course.	<b>Measure 8.9 (HLTH 4990):</b> 80% of students will analyze at a satisfactory level (i.e., assignment scores $\geq$ 80%) the relationships among behavioral, environmental, and other factors that influence health (HESPA 8.3).	<b>Measure 8.9 (HLTH 4990), 2020-2021:</b> 81% of students (n=24) completed the assignment with a grade of 80% or higher.  <b>Measure 8.8 (HLTH 4990), 2021-2022:</b> 92% of students (n=58) completed the assignment with a grade of 80% or higher.	<b>Measure 8.9 (HLTH 4990):</b> Students were able to adequately deliver messages.	<b>Measure 8.9 (HLTH 4990):</b> No curricular or pedagogical changes needed at this time.

**Table 22:** Assessment Results for HPP Goal 2, Outcome 1: Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p><b>Measure 1.1 (HLTH 1030):</b> Competency-based, exam questions on the interactions between individuals in society. The Chi-tester online assessment tool was used to track 35 exam questions aligned to Gen Ed. SS Outcome 1 across multiple sections and semesters of the course.</p>	<p><b>Measure 1.1 (HLTH 1030):</b> At least 80% of students will score 80% or higher on exam questions aligned to Gen Ed. SS Outcome 1.</p>	<p><b>Measure 1.1 (HLTH 1030), 2020-2021:</b> 83% of students (n = 194) scored 80% or higher on exam questions aligned to Outcome 1.</p> <p><b>Measure 1.1 (HLTH 1030), 2021-2022:</b> 84% of students (n = 257) scored 80% or higher on exam questions aligned to Outcome 1.</p>	<p><b>Measure 1.1 (HLTH 1030):</b> Students were able to identify and describe at a satisfactory level interactions between individuals and society.</p>	<p><b>Measure 1.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.</p> <p>Additional student retention efforts (e.g., messaging low-performing students through StarFish) have been initiated to keep students engaged.</p>
<p><b>Measure 1.2 (HLTH 1030):</b> Performance-based assignment scored with a rubric that maps to Gen ED SS Outcome 1. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.</p>	<p><b>Measure 1.2 (HLTH 1030):</b> At least 80% of students will analyze at a satisfactory level (i.e., assignment scores <math>\geq</math> 80%) individual and socio-cultural determinants of health from an ecological perspective.</p>	<p><b>Measure 1.2 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) completed the interaction assignment with a grade of 80% or higher.</p> <p><b>Measure 1.2 (HLTH 1030), 2021-2022:</b> 88% of students (n = 257) completed the interaction assignment with a grade of 80% or higher.</p>	<p><b>Measure 1.2 (HLTH 1030):</b> Students were able to analyze interactions between individuals and society at satisfactory levels.</p>	<p><b>Measure 1.2 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.</p>

**Table 23:** Assessment Results for HPP Goal 2, Outcome 2: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p><b>Measure 2.1 (HLTH 1030):</b> Competency-based, exam questions on the application of concepts, theories, and methods for behavior change.</p> <p>The Chi-tester online assessment tool was used to track 58 exam questions</p>	<p><b>Measure 2.1 (HLTH 1030):</b> At least 80% of students will score 80% or higher on exam questions aligned to Gen Ed. SS Outcome 2.</p>	<p><b>Measure 2.1 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) scored 80% or higher on exam questions aligned to Outcome 2.</p> <p><b>Measure 2.1 (HLTH 1030), 2021-2022:</b> 81% of students (n = 257) scored 80% or</p>	<p><b>Measure 2.1 (HLTH 1030):</b> Students were able to identify at a satisfactory level social science concepts, theories, and/or methods used to explain, predict, and change health-related behaviors.</p>	<p><b>Measure 2.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.</p>



aligned to Gen Ed. SS Outcome 2 across multiple sections and semesters of the course.		higher on exam questions aligned to Outcome 2.		
<b>Measure 2.2 (HLTH 1030):</b> Performance-based project scored with a rubric that maps to Gen ED SS Outcome 1. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.	<b>Measure 2.2 (HLTH 1030):</b> At least 80% of students will complete at a satisfactory level (i.e., assignment scores $\geq$ 80%) a behavior-change project involving assessment (Assignment 1), planning (Assignment 2), implementation (Assignment 3), and evaluation (Assignment 4).	<b>Measure 2.2 (HLTH 1030), 2020-2021:</b> 88% of students (n = 194) completed the project with a grade of 80% or higher.  <b>Measure 2.2 (HLTH 1030), 2021-2022:</b> 86% of students (n = 257) completed the project with a grade of 80% or higher.	<b>Measure 2.2 (HLTH 1030):</b> Students were able to assess, plan, implement, and evaluate a behavior-change project using social science concepts, theories, and methods.	<b>Measure 2.2 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.

**Table 24:** Assessment Results for HPP Goal 2, Outcome 3: Students will identify an argument about a social phenomenon and understand alternative explanations.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 3.1 (HLTH 1030):</b> Competency-based, exam questions to identify diverse perspectives on controversial health issues.  The Chi-tester online assessment tool was used to track 19 exam questions aligned to Gen Ed. SS Outcome 3 across multiple sections and semesters of the course.	<b>Measure 3.1 (HLTH 1030):</b> At least 80% of students will score 80% or higher on exam questions aligned to Gen Ed. SS Outcome 3 .	<b>Measure 3.1 (HLTH 1030), 2020-2021:</b> 81% of students (n = 194) scored 80% or higher on exam questions aligned to Outcome 2.  <b>Measure 3.1 (HLTH 1030), 2021-2022:</b> 79% of students (n = 257) scored 80% or higher on exam questions aligned to Outcome 2.	<b>Measure 3.1 (HLTH 1030):</b> Students were able to identify at a satisfactory level opposing views on current controversial health issues.	<b>Measure 3.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.2 (HLTH 1030):</b> Performance-based assignment scored with a rubric that maps to Gen ED SS Outcome 3. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.	<b>Measure 3.2 (HLTH 1030):</b> At least 80% of students will evaluate at a satisfactory level (i.e., assignment scores $\geq$ 80%) opposed points of view on contemporary health issues to work toward a personal resolution of the issues.	<b>Measure 3.2 (HLTH 1030), 2020-2021:</b> 88% of students (n = 194) completed the assignment with a grade of 80% or higher.  <b>Measure 3.2 (HLTH 1030), 2021-2022:</b> 85% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 3.2 (HLTH 1030):</b> Students were able to evaluate opposed points of view on contemporary health issues to work toward a personal resolution of the issues.	<b>Measure 3.2 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.

**Table 25: Assessment Results for HPP Goal 3, NHES Outcome 1: Students Will Comprehend Concepts Related to Health Promotion and Disease Prevention.**

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p><b>Measure 1.1 (HLTH 1030):</b> Competency-based, exam questions on the application of concepts, theories, and methods for behavior change.</p> <p>The Chi-tester online assessment tool was used to track 41 exam questions aligned to outcome across multiple sections and semesters of the course.</p>	<p><b>Measure 1.1 (HLTH 1030):</b> At least 80% of students will score 80% or higher on exam questions aligned to NHES outcome (NHES 1.5).</p>	<p><b>Measure 1.1 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) scored 80% or higher on exam questions aligned to NHES Outcome 1.</p> <p><b>Measure 1.1 [HLTH 1030], 2021-2022:</b> 81% of students (n = 257) scored 80% or higher on exam questions aligned NHES Outcome 1.</p>	<p><b>Measure 1.1 (HLTH 1030):</b> Students were able to demonstrate acquisition of basic health concepts and functional health knowledge that provides a foundation for promoting health-enhancing behaviors.</p>	<p><b>Measure 1.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 1.2 (HLTH 1110):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 1.2 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will learn cognitive restructuring to prevent and reduce stress (NHES 1.5).</p>	<p><b>Measure 1.2 (HLTH 1110), 2020-2021:</b> 95% of students (n = 392) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 1.2 (HLTH 1110), 2021-2022:</b> 94% of students (n = 385) completed the assignment with a score of 70% or higher.</p>	<p><b>Measure 1.2 (HLTH 1110):</b> Students learned cognitive restructuring to prevent and reduce stress.</p>	<p><b>Measure 1.2 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 1.3 (HLTH 1110):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 1.3 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will learn mindfulness to prevent and reduce stress (NHES 1.5).</p>	<p><b>Measure 1.3 (HLTH 1110), 2020-2021:</b> 96% of students (n = 392) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 1.3 (HLTH 1110), 2021-2022:</b> 93% of students (n = 385) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 1.3 (HLTH 1110):</b> Students learned mindfulness to prevent and reduce stress.</p>	<p><b>Measure 1.3 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 1.4 (HLTH 1110):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book</p>	<p><b>Measure 1.4 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will</p>	<p><b>Measure 1.4 (HLTH 1110), 2020-2021:</b> 92% of students (n = 392) completed the assignment with a score of</p>	<p><b>Measure 1.4 (HLTH 1110):</b> Students learned how to manage their time to prevent and reduce stress.</p>	<p><b>Measure 1.4 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.</p>

was used to track student performance on the assignment across sections and semesters of the course.	learn methods to manage time to prevent and reduce stress (NHES 1.5).	80% or higher. <b>Measure 1.4 (HLTH 1110), 2021-2022:</b> 91% of students (n = 385) completed the assignment with a score of 70% or higher.		
<b>Measure 1.5 (HLTH 1110):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 1.5 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn additional methods to prevent and reduce stress (NHES 1.5).	<b>Measure 1.5 (HLTH 1110), 2020-2021:</b> 93% of students (n = 392) completed the assignment with a score of 80% or higher. <b>Measure 1.5 (HLTH 1110), 2021-2022:</b> 91% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 1.5 (HLTH 1110):</b> Students learned additional methods to prevent and reduce stress.	<b>Measure 1.5 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.6 (HLTH 2400):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 1.6 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn cognitive restructuring to prevent and reduce stress (NHES 1.5).	<b>Measure 1.6 (HLTH 2400), 2020-2021:</b> 92% of students (n = 169) completed the assignment with a score of 80% or higher. <b>Measure 1.6 (HLTH 2400), 2021-2022:</b> 98% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 1.6 (HLTH 2400):</b> Students learned cognitive restructuring to prevent and reduce stress.	<b>Measure 1.6 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.7 (HLTH 2400):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 1.7 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn mindfulness to prevent and reduce stress (NHES 1.5).	<b>Measure 1.7 (HLTH 2400), 2020-2021:</b> 93% of students (n = 169) completed the assignment with a score of 80% or higher. <b>Measure 1.7 (HLTH 2400), 2021-2022:</b> 98% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 1.7 (HLTH 2400):</b> Students learned mindfulness to prevent and reduce stress.	<b>Measure 1.7 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.8 (HLTH 2700):</b> Competency-based assignment scored with Canvas grade	<b>Measure 1.8 (HLTH 2700):</b> 80% of students at a satisfactory level (i.e.,	<b>Measure 1.8 (HLTH 2700), 2020-2021:</b> 92% of students (n = 78) completed the	<b>Measure 1.8 (HLTH 2700):</b> Students learned the holistic nature of health.	<b>Measure 1.8 (HLTH 2700):</b> No curricular or pedagogical changes needed at this time.

book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	assignment score $\geq$ 80%) will analyze the holistic nature of health (NHES 1.1).	assignment with a score of 80% or higher.  <b>Measure 1.8 (HLTH 2700), 2021-2022:</b> 93% of students (n = 47) completed the assignment with a score of 80% or higher.		
<b>Measure 1.9 (HLTH 2700):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 1.9 (HLTH 2700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will compare and contrast the benefits of and barriers to a variety of healthy behaviors (NHES 1.7).	<b>Measure 1.9 (HLTH 2700), 2020-2021:</b> 94% of students (n = 78) completed the assignment with a score of 80% or higher.  <b>Measure 1.9 (HLTH 2700), 2021-2022:</b> 86% of students (n = 47) completed the assignment with a score of 80% or higher.	<b>Measure 1.9 (HLTH 2700):</b> Students compared and contrasted the benefits of and barriers to a variety of healthy behaviors.	<b>Measure 1.9 (HLTH 2700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.10 (HLTH 3400):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Truth About Crystal-Meth Assignment).	<b>Measure 1.10 (HLTH 3400):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 1.5).	<b>Measure 1.10 (HLTH 3400), 2020-2021:</b> 98% of students (n = 186) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 1.10 (HLTH 3400), 2021-2022:</b> 94% of students (n = 553) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 1.10 (HLTH 3400):</b> Students successfully demonstrated knowledge about health promotion and disease prevention concepts.	<b>Measure 1.10 (HLTH 3400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.11 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.	<b>Measure 1.11 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignments to describe how environment, access to health care, and personal characteristics influence health (NHES 1.12).	<b>Measure 1.11 (HLTH 3500), 2020-2021:</b> 95% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 1.11 (HLTH 3500), 2021-2022:</b> 95% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 1.11 (HLTH 3500):</b> Students were able to describe how health determinants and behaviors affect health status.	<b>Measure 1.11 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.12 (HLTH 4220):</b> Performance-based assignment scored with a	<b>Measure 1.12 (HLTH 4220):</b> 80% of students will be able analyze research information	<b>Measure 1.12 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the	<b>Measure 1.12 (HLTH 4220):</b> Students demonstrated comprehension and	<b>Measure 1.12 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.

<p>rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Topic Discussion #1</i>) across multiple sections and semesters of the course.</p>	<p>on health topics and describe at a satisfactory level (<math>\geq 80\%</math> assignment score) the basic characteristics of health promotion and disease prevention (NHES 1.12).</p>	<p>assignment with a grade of 80% or better.</p> <p><b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p>application of basic concepts in health promotion.</p>	
<p><b>Measure 1.13 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment 5</i>) across multiple sections and semesters of the course.</p>	<p><b>Measure 1.13 (HLTH 4220):</b> 80% of students will describe at a satisfactory level (i.e., assignment scores <math>\geq 80\%</math>) the basic characteristics of health promotion and disease prevention (NHES 1.12).</p>	<p><b>Measure 1.13 (HLTH 4220), 2020-2021:</b> 86% of students (n = 6) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p><b>Measure 1.13 (HLTH 4220):</b> Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p><b>Measure 1.13 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 1.14 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment 2</i>) across multiple sections and semesters of the course.</p>	<p><b>Measure 1.14 (HLTH 4220):</b> 80% of students will describe at a satisfactory level (i.e., assignment scores <math>\geq 80\%</math>) the basic characteristics of health promotion and disease prevention (NHES 1.12).</p>	<p><b>Measure 1.14 (HLTH 4220), 2020-2021:</b> 83% of students (n = 6) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p><b>Measure 1.14 (HLTH 4220):</b> Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p><b>Measure 1.14 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 1.15 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).</p>	<p><b>Measure 1.15 (HLTH 4220):</b> 80% of students will be able analyze research information on health topics and present information at a satisfactory level (<math>\geq 80\%</math> assignment score) (NHES 1.12).</p>	<p><b>Measure 1.15 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p><b>Measure 1.15 (HLTH 4220):</b> Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p><b>Measure 1.15 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 1.16 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Teenage Brain Assignment).</p>	<p><b>Measure 1.16 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 1.12).</p>	<p><b>Measure 1.16 (HLTH 4250), 2020-2021:</b> 97% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome.</p> <p><b>Measure 1.16 (HLTH 4250), 2021-2022:</b> 100% of students (n = 88) scored 80% or</p>	<p><b>Measure 1.16 (HLTH 4250):</b> Students successfully demonstrated knowledge about health promotion and disease prevention concepts.</p>	<p><b>Measure 1.16 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.</p>

		higher on the assignment aligned to the outcome.		
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**Table 26:** Assessment Results for HPP Goal 3, NHES Outcome 2: Students Analyze the Influence of Family, Peers, Culture, Media, and Technology on Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 2.1 (HLTH 1030):</b> Performance-based assignment (Discussion Board 1) scored with a rubric that maps to NHES Outcome 2. The Canvas Outcomes tool was used to track and aggregate student performance data on multiple sections and semesters of the course.	<b>Measure 2.1 (HLTH 1030):</b> At least 80% of students will score 80% or better on assignment to evaluate the influence of social factors on health behaviors (NHES 2.2).	<b>Measure 2.1 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) completed the assignment with a grade of 80% or higher.  <b>Measure 2.1 (HLTH 1030), 2021-2022:</b> 88% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 2.1 (HLTH 1030):</b> Students were able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	<b>Measure 2.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.2 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 2.2 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn environmental factors that relate to stress and stress management (NHES 2.2).	<b>Measure 2.2 (HLTH 1110), 2020-2021:</b> 91% of students (n = 392) completed the assignment with a score of 80% or higher.  <b>Measure 2.2 (HLTH 1110), 2021-2022:</b> 91% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 2.2 (HLTH 1110):</b> Students discovered environmental factors as they relate to stress and stress management.	<b>Measure 2.2 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.3 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 2.3 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn how personal values relate to stress and stress management (NHES 2.8).	<b>Measure 2.3 (HLTH 1110), 2020-2021:</b> 92% of students (n = 392) completed the assignment with a score of 80% or higher.  <b>Measure 2.3 (HLTH 1110), 2021-2022:</b> 92% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 2.3 (HLTH 1110):</b> Students learned how personal values relate to stress and stress management.	<b>Measure 2.3 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.4 (HLTH 2700):</b> Competency-based assignment scored with Canvas grade	<b>Measure 2.4 (HLTH 2700):</b> 80% of students at a satisfactory level (i.e.,	<b>Measure 2.4 (HLTH 2700), 2020-2021:</b> 94% of students (n = 78) completed the	<b>Measure 2.4 (HLTH 2700):</b> Students examined the effect of media, advertising, and	<b>Measure 2.4 (HLTH 2700):</b> No curricular or pedagogical changes needed at this time.

book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	assignment score $\geq$ 80%) will examine the effect of media, advertising, and culture influence healthy and unhealthy behaviors (NHES 2.2; 2.5; 2.7).	assignment with a score of 80% or higher.  <b>Measure 2.4 (HLTH 2700), 2021-2022:</b> 86% of students (n = 47) completed the assignment with a score of 80% or higher.	culture influence healthy and unhealthy behaviors.	
<b>Measure 2.5 (HLTH 2700):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 2.5 (HLTH 2700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will examine how public policy and governmental regulations influence individual health (NHES 2.10).	<b>Measure 2.5 (HLTH 2700), 2020-2021:</b> 88% of students (n = 78) completed the assignment with a score of 80% or higher.  <b>Measure 2.5 (HLTH 2700), 2021-2022:</b> 92% of students (n = 47) completed the assignment with a score of 80% or higher.	<b>Measure 2.5 (HLTH 2700):</b> Students examine how public policy and governmental regulations influence individual health.	<b>Measure 2.5 (HLTH 2700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.6 (HLTH 3400):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Inappropriate Alcohol Use Discussion).	<b>Measure 2.6 (HLTH 3400):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 2.12).	<b>Measure 2.6 (HLTH 3400), 2020-2021:</b> 99% of students (n = 186) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 2.6 (HLTH 3400), 2021-2022:</b> 96% of students (n = 553) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 2.6 (HLTH 3400):</b> Students successfully demonstrated knowledge and skills about influences on health behaviors.	<b>Measure 2.6 (HLTH 3400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.7 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignments (online discussion boards) across sections and semesters of the course.	<b>Measure 2.7 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignment to analyze how peers, family, and culture influence health beliefs and attitudes (NHES 2.12).	<b>Measure 2.7 (HLTH 3500), 2020-2021:</b> 92% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 2.7 (HLTH 3500), 2021-2022:</b> 94% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 2.7 (HLTH 3500):</b> Students were able to analyze how health beliefs and personal values are affected by a variety of influences in society.	<b>Measure 2.7 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 2.8 (HLTH 4220):</b> Performance-based assignment scored with a	<b>Measure 2.8 (HLTH 4220):</b> 80% of students will be able to discuss the relationship	<b>Measure 2.8 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the	<b>Measure 2.8 (HLTH 4220):</b> Students demonstrated the ability to analyze the influence	<b>Measure 2.8 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.

<p>rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Short Answer-Chapter 1) across sections and semesters of the course.</p>	<p>between factors influencing health behaviors at a satisfactory level (<math>\geq 80\%</math> assignment score) (NHES 2.12).</p>	<p>assignment with a grade of 80% or better.</p> <p><b>Measure 2.8 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p>of determinants on health behavior.</p>	
<p><b>Measure 2.9 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Assignment #5-Discussion Board</i>) across multiple sections and semesters of the course.</p>	<p><b>Measure 2.9 (HLTH 4220):</b> 80% of students will be able analyze and discuss determinants of health at a satisfactory level (<math>\geq 80\%</math> assignment score) (NHES 2.12).</p>	<p><b>Measure 2.9 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 2.9 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p><b>Measure 2.9 (HLTH 4220):</b> Students demonstrated the ability to analyze the influence of determinants on health behavior.</p>	<p><b>Measure 2.9 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.10 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Journal Article</i>) across multiple sections and semesters of the course.</p>	<p><b>Measure 2.10 (HLTH 4220):</b> 80% of students will be able analyze and discuss determinants of health at a satisfactory level (<math>\geq 80\%</math> assignment score) (NHES 2.12).</p>	<p><b>Measure 2.10 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 2.10 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p><b>Measure 2.10 (HLTH 4220):</b> Students demonstrated the ability to analyze the influence of determinants on health behavior.</p>	<p><b>Measure 2.10 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.11 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (<i>Narrated PowerPoint</i>) across multiple sections and semesters of the course (HIEE).</p>	<p><b>Measure 2.11 (HLTH 4220):</b> 80% of students will be able analyze and discuss determinants of health at a satisfactory level (<math>\geq 80\%</math> assignment score) (NHES 2.12).</p>	<p><b>Measure 2.11 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.</p> <p><b>Measure 2.11 (HLTH 4220), 2021-2022:</b> The course was not offered.</p>	<p><b>Measure 2.11 (HLTH 4220):</b> Students demonstrated comprehension and application of basic concepts in health promotion.</p>	<p><b>Measure 2.11 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 2.12 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Minorities and Ethnicity</p>	<p><b>Measure 2.12 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 2.12).</p>	<p><b>Measure 2.12 (HLTH 4250), 2020-2021:</b> 93% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome.</p> <p><b>Measure 2.12 (HLTH 4250), 2021-2022:</b> 87% of students</p>	<p><b>Measure 2.12 (HLTH 4250):</b> Students successfully demonstrated knowledge and skills about influences on health behaviors.</p>	<p><b>Measure 2.12 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.</p>



Discussion).		(n = 88) scored 80% or higher on the assignment aligned to the outcome.		
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**Table 27:** Assessment Results for HPP Goal 3, NHES Outcome 3: Students Will Access Valid Information, Products, and Services to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 3.1 (HLTH 1030):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.	<b>Measure 3.1 (HLTH 1030):</b> At least 80% of students will identify at a satisfactory level (i.e., assignment scores $\geq$ 80%) community and informational resources to assist with behavior change (Assignment 3) (NHES 3.5).	<b>Measure 3.1 (HLTH 1030), 2020-2021:</b> 86% of students (n = 194) completed the assignment with a grade of 80% or higher.  <b>Measure 3.1 (HLTH 1030), 2021-2022:</b> 88% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 3.1 (HLTH 1030):</b> Students were able to identify and use resources that provide valid health information.	<b>Measure 3.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.2 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course (HIEE).	<b>Measure 3.2 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will present a health-related topic associated with a health product, service or information (NHES 3.1; 3.3).	<b>Measure 3.2 (HLTH 2400), 2020-2021:</b> 86% of students (n = 169) completed the assignment with a score of 80% or higher.  <b>Measure 3.2 (HLTH 2400), 2021-2022:</b> 92% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 3.2 (HLTH 2400):</b> Students gave a classroom presentation on a health product, service or information.	<b>Measure 3.2 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.3 (HLTH 2700):</b> Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 3.3 (HLTH 2700):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will evaluate the validity and reliability of conventional medical products and services (NHES 3.3; 3.5).	<b>Measure 3.3 (HLTH 2700), 2020-2021:</b> 90% of students (n = 78) completed the assignment with a score of 80% or higher.  <b>Measure 3.3 (HLTH 2700), 2021-2022:</b> 95% of students (n = 47) completed the assignment with a score of 80% or higher.	<b>Measure 3.3 (HLTH 2700):</b> Students evaluated the validity and reliability of conventional medical products and services.	<b>Measure 3.3 (HLTH 2700):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.4 (HLTH 2700):</b> Competency-based assignment	<b>Measure 3.4 (HLTH 2700):</b> 80% of students at a	<b>Measure 3.4 (HLTH 2700), 2020-2021:</b> 87% of students	<b>Measure 3.4 (HLTH 2700):</b> Students evaluated the validity	<b>Measure 3.4 (HLTH 2700):</b> No curricular or pedagogical

scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	satisfactory level (i.e., assignment score $\geq$ 80%) will evaluate the validity and reliability of complementary and alternative products and services (NHES 3.3; 3.5).	(n =78) completed the assignment with a score of 80% or higher.  <b>Measure 3.4 (HLTH 2700), 2021-2022:</b> 86% of students (n = 47) completed the assignment with a score of 80% or higher.	and reliability of complementary and alternative products and services.	changes needed at this time.
<b>Measure 3.5 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignments (online discussion boards) across sections and semesters of the course.	<b>Measure 3.5 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignment to determine the accessibility of services that enhance sexual health (NHES 3.12).	<b>Measure 3.5 (HLTH 3500), 2020-2021:</b> 96% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 3.5 (HLTH 3500), 2021-2022:</b> 93% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 3.5 (HLTH 3500):</b> Students were able to determine the accessibility of services that enhance sexual health.	<b>Measure 3.5 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.6 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Journal Article</i> ) across multiple sections and semesters of the course.	<b>Measure 3.6 (HLTH 4220):</b> 80% of students will be able to critique at a satisfactory level ( $\geq$ 80% assignment score) online resources for accuracy, relevance, and timeliness (NHES 3.8).	<b>Measure 3.6 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.  <b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.	<b>Measure 3.6 (HLTH 4220):</b> Students demonstrated the ability to analyze the influence of determinants on health behavior.	<b>Measure 3.6 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.7 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Narrated PowerPoint</i> ) across multiple sections and semesters of the course (HIEE).	<b>Measure 3.7 (HLTH 4220):</b> 80% of students will be able to critique at a satisfactory level ( $\geq$ 80% assignment score) online resources for accuracy, relevance, and timeliness (NHES 3.8).	<b>Measure 3.7 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.  <b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.	<b>Measure 3.7 (HLTH 4220):</b> Students demonstrated the ability to access and assess valid health information.	<b>Measure 3.7 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 3.8 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to	<b>Measure 3.8 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 3.12).	<b>Measure 3.8 (HLTH 4250), 2020-2021:</b> 97% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 3.8 (HLTH 4250):</b> Students successfully demonstrated knowledge and skills about accessing information, products, and	<b>Measure 3.8 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.

track student performance on the assignment (Assignment used: Injury Risk Assignment).		<b>Measure 3.8 (HLTH 4250), 2021-2022:</b> 95% of students (n = 88) scored 80% or higher on the assignment aligned to the outcome.	services.	
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**Table 28:** Assessment Results for HPP Goal 3, NHES Outcome 4: Students Will Use Communication Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 4.1 (HLTH 1030):</b> Performance-based assignment (Online discussion forum) scored with a rubric that maps to Outcome 4. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.	<b>Measure 4.1 (HLTH 1030):</b> At least 80% of students will evaluate at a satisfactory level (i.e., assignment scores $\geq$ 80%) opposed points of view on contemporary health issues to work toward a personal resolution of the issues (NHES 4.2).	<b>Measure 4.1 (HLTH 1030), 2020-2021:</b> 88% of students (n = 194) completed the assignment with a grade of 80% or higher.  <b>Measure 4.1 (HLTH 1030), 2021-2022:</b> 85% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 4.1 (HLTH 1030):</b> Students were able to use communication skills to examine opposed points of view on contemporary health issues to work toward a personal resolution of the issues.	<b>Measure 4.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.2 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 4.2 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice positive communication skills (NHES 4.2).	<b>Measure 4.2 (HLTH 2400), 2020-2021:</b> 89% of students (n = 169) completed the assignment with a score of 80% or higher.  <b>Measure 4.2 (HLTH 2400), 2021-2022:</b> 94% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 4.2 (HLTH 2400):</b> Students learned and practiced positive communication skills.	<b>Measure 4.2 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.3 (HLTH 3400):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: AA/NA Meeting or Substance Abuse Counselor Interview).	<b>Measure 4.3 (HLTH 3400):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 4.5).	<b>Measure 4.3 (HLTH 3400), 2020-2021:</b> 98% of students (n = 186) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 4.3 (HLTH 3400), 2021-2022:</b> 96% of students (n = 553) scored 80% or higher on the assignment	<b>Measure 4.3 (HLTH 3400):</b> Students successfully demonstrated knowledge and skills about interpersonal communication.	<b>Measure 4.3 (HLTH 3400):</b> No curricular or pedagogical changes needed at this time.

		aligned to the outcome.		
<b>Measure 4.4 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across course sections and semesters.	<b>Measure 4.4 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignment to convey information and feelings with peers about sexual behaviors (NHES 4.12).	<b>Measure 4.4 (HLTH 3500), 2020-2021:</b> 92% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 4.4 (HLTH 3500), 2021-2022:</b> 92% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 4.4 (HLTH 3500):</b> Students were able to use skills for communicating effectively with peers.	<b>Measure 4.4 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.5 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Topic Discussion #1</i> ) across multiple sections and semesters of the course.	<b>Measure 4.5 (HLTH 4220):</b> 80% of students will be able to communicate effectively on a discussion board ( $\geq$ 80% assignment score) (NHES 4.8).	<b>Measure 4.5 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.	<b>Measure 4.5 (HLTH 4220):</b> Students demonstrated the ability to use interpersonal communication skills to enhance health.	<b>Measure 4.5 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.6 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Assignment 2</i> ) across multiple sections and semesters of the course.	<b>Measure 4.6 (HLTH 4220):</b> 80% of students will be able to identify and interview a community expert and present information at a satisfactory level (i.e., assignment scores $\geq$ 80%) (NHES 4.8).	<b>Measure 4.6 (HLTH 4220), 2020-2021:</b> 83% of students (n = 6) completed the assignment with a grade of 80% or better.  <b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.	<b>Measure 4.6 (HLTH 4220):</b> Students demonstrated the ability to use interpersonal communication skills to enhance health.	<b>Measure 4.6 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.7 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Short Answer-Chapter 1</i> ) across multiple sections and semesters of the course.	<b>Measure 4.7 (HLTH 4220):</b> 80% of students will be able use interpersonal communication skills to discuss health topics at a satisfactory level ( $\geq$ 80% assignment score) (NHES 4.8).	<b>Measure 4.7 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better.  <b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.	<b>Measure 4.7 (HLTH 4220):</b> Students demonstrated the ability to use interpersonal communication skills to enhance health.	<b>Measure 4.7 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.8 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student	<b>Measure 4.8 (HLTH 4220):</b> 80% of students will be able to communicate effectively on a discussion board ( $\geq$ 80% assignment score) (NHES 4.8).	<b>Measure 4.8 (HLTH 4220), 2020-2021:</b> 86% of students (n = 6) completed the assignment with a grade of 80% or better.	<b>Measure 4.8 (HLTH 4220):</b> Students demonstrated the ability to analyze the influence of determinants on health behavior.	<b>Measure 4.8 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.

performance on the assignment ( <i>Assignment #5-Discussion Board</i> ) across multiple sections and semesters of the course.		<b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.		
<b>Measure 4.9 (HLTH 4220):</b> HLTH 4220 Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Narrated PowerPoint</i> ) across multiple sections and semesters of the course (HIEE).	<b>Measure 4.9 (HLTH 4220):</b> 80% of students will be able to communicate effectively on a discussion board ( $\geq 80\%$ assignment score) (NHES 4.12).	<b>Measure 4.9 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better. <b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.	<b>Measure 4.9 (HLTH 4220):</b> Students demonstrated the ability to access and assess valid health information.	<b>Measure 4.9 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 4.10 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Parenting Styles Assignment).	<b>Measure 4.10 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 4.8).	<b>Measure 4.10 (HLTH 4250), 2020-2021:</b> 93% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome. <b>Measure 4.10 (HLTH 4250), 2021-2022:</b> 93% of students (n = 88) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 4.10 (HLTH 4250):</b> Students successfully demonstrated knowledge and skills about interpersonal communication.	<b>Measure 4.10 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.

**Table 29:** Assessment Results for HPP Goal 3, NHES Outcome 5: Students Will Use Decision-Making Skills to Enhance Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 5.1 (HLTH 1030):</b> Performance-based assignment scored with a rubric that maps to Outcome 5. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.	<b>Measure 5.1 (HLTH 1030):</b> At least 80% of students will complete at a satisfactory level (i.e., assignment scores $\geq 80\%$ ) an analysis of the pros and cons of behavior-change and evaluate the effectiveness of health-related decisions (NHES 5.5).	<b>Measure 5.1 (HLTH 1030), 2020-2021:</b> 88% of students (n = 194) completed the assignment with a grade of 80% or higher. <b>Measure 5.1 (HLTH 1030), 2021-2022:</b> 87% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 5.1 (HLTH 1030):</b> Students were able to demonstrate decision-making skills needed to identify, implement, and sustain health-enhancing behaviors.	<b>Measure 5.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.2 (HLTH 2700):</b>	<b>Measure 5.2 (HLTH 2700):</b>	<b>Measure 5.2 (HLTH 2700),</b>	<b>Measure 5.2 (HLTH 2700):</b>	<b>Measure 5.2 (HLTH 2700):</b>

Competency-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will evaluate the effectiveness of popular diets on individual health (NHES 5.5).	<b>2020-2021:</b> 91% of students (n = 78) completed the assignment with a score of 80% or higher.  <b>Measure 5.2 (HLTH 2700), 2021-2022:</b> 88% of students (n = 47) completed the assignment with a score of 80% or higher.	Students evaluated the effectiveness of popular diets on individual health.	No curricular or pedagogical changes needed at this time.
<b>Measure 5.3 (HLTH 3400):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Pharmaceutical Fraud Assignment).	<b>Measure 5.3 (HLTH 3400):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 5.5).	<b>Measure 5.3 (HLTH 3400), 2020-2021:</b> 98% of students (n = 186) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 5.3 (HLTH 3400), 2021-2022:</b> 94% of students (n = 553) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 5.3 (HLTH 3400):</b> Students successfully demonstrated decision making knowledge and skills.	<b>Measure 5.3 (HLTH 3400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.4 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.	<b>Measure 5.4 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignments to generate alternatives to health-related issues and problems (NHES 5.8).	<b>Measure 5.4 (HLTH 3500), 2020-2021:</b> 82% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 5.4 (HLTH 3500), 2021-2022:</b> 95% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 5.4 (HLTH 3500):</b> Students were able to examine barriers to healthy behaviors and identify alternatives to health-related issues.	<b>Measure 5.4 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 5.5 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Post formal Thought Assignment).	<b>Measure 5.5 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 5.5).	<b>Measure 5.5 (HLTH 4250), 2020-2021:</b> 87% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 5.5 (HLTH 4250), 2021-2022:</b> 91% of students (n = 88) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 5.5 (HLTH 4250):</b> Students successfully demonstrated decision making knowledge and skills.	<b>Measure 5.5 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.

**Table 30: Assessment Results for HPP Goal 3, NHES Outcome 6: Students Will Use Goal-Setting Skills to Enhance Health.**

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<p><b>Measure 6.1 (HLTH 1030):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course.</p>	<p><b>Measure 6.1 (HLTH 1030):</b> At least 80% of students will formulate at a satisfactory level (i.e., assignment scores <math>\geq</math> 80%) short-term and long-term health goals and a plan to improve their personal health (HESPA 6.1).</p>	<p><b>Measure 6.1 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) completed the assignment with a grade of 80% or higher.</p> <p><b>Measure 6.1 (HLTH 1030), 2021-2022:</b> 81% of students (n = 257) completed the assignment with a grade of 80% or higher.</p>	<p><b>Measure 6.1 (HLTH 1030):</b> Students were able to use goal-setting skills to identify, adopt, and maintain healthy behaviors.</p>	<p><b>Measure 6.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 6.2 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 6.2 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) will assess personal stress levels and practices that increase stress (NHES 6.1).</p>	<p><b>Measure 6.2 (HLTH 1110), 2020-2021:</b> 99% of students (n = 392) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 6.2 (HLTH 1110), 2021-2022:</b> 99% of students (n = 385) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 6.2 (HLTH 1110):</b> Students assessed personal stress levels and practices that increase stress.</p>	<p><b>Measure 6.2 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.</p>
<p><b>Measure 6.3 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.</p>	<p><b>Measure 6.3 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score <math>\geq</math> 80%) develop a personal contract designed to meet individual health-related goals (NHES 6.2).</p>	<p><b>Measure 6.3 (HLTH 2400), 2020-2021:</b> 93% of students (n = 169) completed the assignment with a score of 80% or higher.</p> <p><b>Measure 6.3 (HLTH 2400), 2021-2022:</b> 94% of students (n = 180) completed the assignment with a score of 80% or higher.</p>	<p><b>Measure 6.3 (HLTH 2400):</b> Students developed a personal contract designed to meet individual health-related goals.</p>	<p><b>Measure 6.3 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.</p>

**Table 31: Assessment Results for HPP Goal 3, NHES Outcome 7: Students Will Practice Health-Enhancing Behaviors.**

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 7.1 (HLTH 1030):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the project across multiple sections and semesters of the course (HIEE).	<b>Measure 7.1 (HLTH 1030):</b> At least 80% of students will evaluate at a satisfactory level (i.e., assignment scores $\geq$ 80%) the implementation of a behavior-change project and the practice of health-enhancing behaviors (NHES 7.2).	<b>Measure 7.1 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) completed the assignment with a grade of 80% or higher.  <b>Measure 7.1 (HLTH 1030), 2021-2022:</b> 86% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 7.1 (HLTH 1030):</b> Students were able to implement and evaluate a behavior-change project involving the practice of health-enhancing behaviors.	<b>Measure 7.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.2 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.2 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice meditation to reduce stress (NHES 7.2).	<b>Measure 7.2 (HLTH 1110), 2020-2021:</b> 92% of students (n = 392) completed the assignment with a score of 80% or higher.  <b>Measure 7.2 (HLTH 1110), 2021-2022:</b> 91% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 7.2 (HLTH 1110):</b> Students learned and successfully practiced meditation.	<b>Measure 7.2 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.3 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.3 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice yoga to reduce stress (NHES 7.2).	<b>Measure 7.3 (HLTH 1110), 2020-2021:</b> 92% of students (n = 392) completed the assignment with a score of 80% or higher.  <b>Measure 7.3 (HLTH 1110), 2021-2022:</b> 91% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 7.3 (HLTH 1110):</b> Students learned and successfully practiced yoga.	<b>Measure 7.3 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.4 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to	<b>Measure 7.4 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice guided	<b>Measure 7.4 (HLTH 1110), 2020-2021:</b> 96% of students (n = 392) completed the assignment with a score of 80% or higher.	<b>Measure 7.4 (HLTH 1110):</b> Students learned and successfully practiced guided relaxation.	<b>Measure 7.4 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.



track student performance on the assignment across sections and semesters of the course.	relaxation to reduce stress (NHES 7.2).	<b>Measure 7.4 (HLTH 1110), 2021-2022:</b> 95% of students (n = 385) completed the assignment with a score of 80% or higher.		
<b>Measure 7.5 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.5 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice mindfulness to reduce stress (NHES 7.2).	<b>Measure 7.5 (HLTH 1110), 2020-2021:</b> 93% of students (n = 392) completed the assignment with a score of 80% or higher.  <b>Measure 7.5 (HLTH 1110), 2021-2022:</b> 92% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 7.5 (HLTH 1110):</b> Students learned and successfully practiced mindfulness.	<b>Measure 7.5 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.6 (HLTH 1110):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.6 (HLTH 1110):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will create a personal constitution/mission statement (NHES 7.2).	<b>Measure 7.6 (HLTH 1110), 2020-2021:</b> 89% of students (n = 392) completed the assignment with a score of 80% or higher.  <b>Measure 7.6 (HLTH 1110), 2021-2022:</b> 93% of students (n = 385) completed the assignment with a score of 80% or higher.	<b>Measure 7.6 (HLTH 1110):</b> Students created a personal mission statement/constitution.	<b>Measure 7.6 (HLTH 1110):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.7 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.7 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice meditation to reduce stress (NHES 7.2).	<b>Measure 7.7 (HLTH 2400), 2020-2021:</b> 97% of students (n = 169) completed the assignment with a score of 80% or higher.  <b>Measure 7.7 (HLTH 2400), 2021-2022:</b> 97% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 7.7 (HLTH 2400):</b> Students learned and successfully practiced meditation.	<b>Measure 7.7 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.8 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The	<b>Measure 7.8 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will	<b>Measure 7.8 (HLTH 2400), 2020-2021:</b> 98% of students (n = 169) completed the assignment with a score of	<b>Measure 7.8 (HLTH 2400):</b> Students learned and successfully practiced yoga.	<b>Measure 7.8 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.

Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	learn and practice yoga to reduce stress (NHES 7.2).	80% or higher.  <b>Measure 7.8 (HLTH 2400), 2021-2022:</b> 97% of students (n = 180) completed the assignment with a score of 80% or higher.		
<b>Measure 7.9 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.9 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice guided relaxation to reduce stress (NHES 7.2).	<b>Measure 7.9 (HLTH 2400), 2020-2021:</b> 98% of students (n = 169) completed the assignment with a score of 80% or higher.  <b>Measure 7.9 (HLTH 2400), 2021-2022:</b> 99% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 7.9 (HLTH 2400):</b> Students learned and successfully practiced guided relaxation.	<b>Measure 7.9 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.

**Table 31 Continued:** Assessment Results for HPP Goal 3, NHES Outcome 7: Students Will Practice Health-Enhancing Behaviors.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 7.10 (HLTH 2400):</b> Performance-based assignment scored with Canvas grade book. The Canvas grade book was used to track student performance on the assignment across sections and semesters of the course.	<b>Measure 7.10 (HLTH 2400):</b> 80% of students at a satisfactory level (i.e., assignment score $\geq$ 80%) will learn and practice mindfulness to reduce stress (NHES 7.2).	<b>Measure 7.10 (HLTH 2400), 2020-2021:</b> 95% of students (n = 169) completed the assignment with a score of 80% or higher.  <b>Measure 7.9 (HLTH 2400), 2021-2022:</b> 95% of students (n = 180) completed the assignment with a score of 80% or higher.	<b>Measure 7.10 (HLTH 2400):</b> Students learned and successfully practiced mindfulness.	<b>Measure 7.10 (HLTH 2400):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 7.11 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the	<b>Measure 7.11 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignments to analyze the role of individual responsibility for enhancing health (NHES 7. 12).	<b>Measure 7.11 (HLTH 3500), 2020-2021:</b> 82% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 7.11 (HLTH 3500), 2021-2022:</b> 95% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 7.11 (HLTH 3500):</b> Students were able to evaluate the role of personal responsibility for health.	<b>Measure 7.11 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.

course.				
<b>Measure 7.12 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: How Do Cell Phones Affect Teens).	<b>Measure 7.12 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 7.12).	<b>Measure 7.12 (HLTH 4250), 2020-2021:</b> 97% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome.  <b>Measure 7.12 (HLTH 4250), 2021-2022:</b> 95% of students (n = 88) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 7.12 (HLTH 4250):</b> Students successfully demonstrated knowledge and skills to practice health-enhancing behaviors.	<b>Measure 7.12 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.

**Table 32:** Assessment Results for HPP Goal 3, NHES Outcome 8: Students Will Advocate for Personal, Family, and/or Community Health.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 8.1 (HLTH 1030):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.	<b>Measure 8.1 (HLTH 1030):</b> At least 80% of students will demonstrate at a satisfactory level (i.e., assignment scores $\geq$ 80%) how to influence and support others to make positive health choices (NHES 8.5).	<b>Measure 8.1 (HLTH 1030), 2020-2021:</b> 84% of students (n = 194) completed the assignment with a grade of 80% or higher.  <b>Measure 8.1 (HLTH 1030), 2021-2022:</b> 85% of students (n = 257) completed the assignment with a grade of 80% or higher.	<b>Measure 8.1 (HLTH 1030):</b> Students were able to demonstrate an advocacy plan to promote health norms and behaviors.	<b>Measure 8.1 (HLTH 1030):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.2 (HLTH 3500):</b> Performance-based assignments scored with a rubric. The Canvas Outcomes tool was used to track student performance on multiple assignment (online discussion boards) across sections and semesters of the course.	<b>Measure 8.2 (HLTH 3500):</b> 80% of students will meet or exceed expectations (i.e., assignment score $\geq$ 80%) on assignments to demonstrate how to influence and support others to make positive health choices (NHES 8.5).	<b>Measure 8.2 (HLTH 3500): 2020-2021:</b> 85% of students (n = 102) scored 80% or higher on assignment.  <b>Measure 8.2 (HLTH 3500), 2021-2022:</b> 94% of students (n = 321) scored 80% or higher on assignment.	<b>Measure 8.2 (HLTH 3500):</b> Students were able to demonstrate skills to encourage others to adopt healthy behaviors.	<b>Measure 8.2 (HLTH 3500):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.3 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student	<b>Measure 8.3 (HLTH 4220):</b> 80% of students will demonstrate at a satisfactory level (assignment scores $\geq$ 80%) the practical application	<b>Measure 8.3 (HLTH 4220), 2020-2021:</b> 83% of students (n = 6) completed the assignment with a grade of 80% or better.	<b>Measure 8.3 (HLTH 4220):</b> Students demonstrated the ability to access and assess valid health information.	<b>Measure 8.3 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.

performance on the assignment ( <i>Community Interview 2</i> ) across multiple sections and semesters of the course.	of advocating for personal, family, and/or community health (NHES 8.8).	<b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.		
<b>Measure 8.4 (HLTH 4220):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment ( <i>Narrated PowerPoint</i> ) across multiple sections and semesters of the course (HIEE).	<b>Measure 8.4 (HLTH 4220):</b> 80% of students will be able to advocate health concepts for self, family, and/or the community at a satisfactory level ( $\geq 80\%$ assignment score) (NHES 8.8).	<b>Measure 8.4 (HLTH 4220), 2020-2021:</b> 100% of students (n = 6) completed the assignment with a grade of 80% or better. <b>Measure 1.12 (HLTH 4220), 2021-2022:</b> The course was not offered.	<b>Measure 8.4 (HLTH 4220):</b> Students demonstrated the ability to access and assess valid health information.	<b>Measure 8.4 (HLTH 4220):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 8.5 (HLTH 4250):</b> Performance-based assignment scored with a rubric. The Canvas Outcomes tool was used to track student performance on the assignment (Assignment used: Pregnancy in Adolescence).	<b>Measure 8.5 (HLTH 4250):</b> 80% of students will score at or above 80% on the assignment related to the outcome (NHES 8.12).	<b>Measure 8.5 (HLTH 4250), 2020-2021:</b> 97% of students (n = 30) scored 80% or higher on the assignment aligned to the outcome. <b>Measure 8.5 (HLTH 4250), 2021-2022:</b> 90% of students (n = 88) scored 80% or higher on the assignment aligned to the outcome.	<b>Measure 8.5 (HLTH 4250):</b> Students successfully demonstrated knowledge and skills in health advocacy.	<b>Measure 8.5 (HLTH 4250):</b> No curricular or pedagogical changes needed at this time.

**Table 33:** Assessment Results for HPP Goal 4: Students Will Complete Service-Learning and Community-Based Field Experiences.

Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plans/Use of Results/Closing the Loop
<b>Measure 1.1 (HLTH 4860):</b> Documentation of field-experience hours approved by site supervisor.	<b>Measure 1.1 (HLTH 4860):</b> 90% of students will complete a minimum of 60 internship hours per credit of HLTH 4860.	<b>Measure 1.1 (HLTH 4860), 2020-2021:</b> 100% of students (n = 21) completed a minimum of 60 internship hours per credit of HLTH 4860. <b>Measure 1.1 (HLTH 4860), 2021-2022:</b> 100% of students (n = 63) completed a minimum of 60 internship hours per credit of HLTH 4860.	<b>Measure 1.1 (HLTH 4860):</b> Students are identifying, initiating, and completing required hours for field experiences.	<b>Measure 1.1 (HLTH 4860):</b> No curricular or pedagogical changes needed at this time.
<b>Measure 1.2 (HLTH 4860):</b>	<b>Measure 1.2 (HLTH 4860):</b>	<b>Measure 1.2 (HLTH 4860),</b>	<b>Measure 1.2 (HLTH 4860):</b>	<b>Measure 1.2 (HLTH 4860):</b>

<p>Supervisor evaluation of students using a rubric to assess students' levels of professional knowledge, skill, dispositions, and ethics.</p>	<p>90% of students will be evaluated satisfactorily (80% or higher) by their internship site supervisor.</p>	<p><b>2020-2021:</b> 100% of students (n = 21) earned satisfactory ratings (80% or higher) by their internship supervisor.</p> <p><b>Measure 1.2 (HLTH 4860), 2021-2022:</b> 100% of students (n = 63) earned satisfactory ratings (80% or higher) by their internship supervisor.</p>	<p>Students are demonstrating successfully professional knowledge, skills, and dispositions in employment settings.</p>	<p>No curricular or pedagogical changes needed at this time.</p> <p>The supervisor evaluation rubric was updated in 2020 to include a question on CHES competencies.</p>
<p><b>Measure 1.3 (HLTH 4860):</b> Performance-based project completed for host agency. The project activities must align with verified competencies needed for health education/promotion outlined by the NCHEC (HIEE).</p>	<p><b>Measure 1.3 (HLTH 4860):</b> 90% of students will earn an 80% or higher on their final project for the internship.</p>	<p><b>Measure 1.3 (HLTH 4860), 2020-2021:</b> 100% of students (n = 21) earned an 80% or higher on the final project for the internship.</p> <p><b>Measure 1.3 (HLTH 4860), 2021-2022:</b> 100% of students (n = 63) earned an 80% or higher on the final project for the internship.</p>	<p><b>Measure 1.3 (HLTH 4860):</b> Students successfully designed, developed, implemented, and evaluated a professional project utilizing professional competencies aligned with NCHEC standards.</p>	<p><b>Measure 1.3 (HLTH 4860):</b> No curricular or pedagogical changes needed at this time.</p> <p>To measure more accurately the types of projects students engage in, the Outcomes Tool in Canvas is now being used to track NCHEC competencies covered during students' projects.</p>
<p><b>Measure 1.4 (HLTH 4860):</b> Structured reflection by students to examine and summarize challenges and benefits of field experience.</p>	<p><b>Measure 1.4 (HLTH 4860): HLTH 4860:</b> 90% of students will earn an 80% or higher on their mid- and final assignments to summarize and evaluate their field experiences.</p>	<p><b>Measure 1.4 (HLTH 4860), 2020-2021:</b> 100% of students (n=21) earned an 80% or higher on their reflection assignments.</p> <p><b>Measure 1.4 (HLTH 4860), 2021-2022:</b> 100% of students (n=63) earned an 80% or higher on their on their reflection assignments.</p>	<p><b>Measure 1.4 (HLTH 4860):</b> Students successfully evaluated the goals, skills, personal- and professional growth obtained, etc. during their field experiences.</p>	<p><b>Measure 1.4 (HLTH 4860):</b> No curricular or pedagogical changes needed at this time.</p>

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

No.	A. Mission Recommendation	Initial Program Response and Action Plan	Progress and Current Action Plans
1	Create a strategic plan for the program that includes vision, mission, objectives, strategies, and action plan to achieve these.	By April 2020, the HPP faculty will update the HPP strategic plan to include a vision statement, strategic goals aligned to WSU initiatives (e.g., access, affordability, value/quality), and plans to support HPP strengths and address unit challenges.	The HPP strategic plan was updated, and changes are reflected in the current biennial report. The Strategic Planning Report (SPR) submitted by the HPER to the WSU Office of Institutional Effectiveness (OIE) specifically highlights the strategies implemented by HPP and HPER to address WSU initiatives related to access, affordability, value and quality.
No.	B. Curriculum Recommendations	Initial Program Response and Action Plan	Progress and Current Action Plans
2	Incorporate into courses/curriculum more authentic learning experiences that apply directly to workplace skills.	By August 2019, each HPP faculty will include in their courses an authentic assignment that (a) requires application of what students have learned, and (b) replicates or simulates the contexts in which adults are “tested” in the workplace or personal life.	To simulate real-world work experiences, each HPP faculty included in their required courses a “hands-on, learning by doing” (active learning) assignment that aligned with one of the seven (now eight) areas of responsibility for health education practice. These assignments are reflected in the current HPP assessment plan and results, and alluded to in the HIEE curriculum map. HPP faculty continue to include hands-on, practical application activities and assignments that align with Health Education Specialist Practice Analysis II (HESPA II) (2020) standards.
3	Key professional areas to consider adding to courses/curriculum include health policy, grant writing, technology, budgeting, and administration.	By August 2020, the supporting coursework for HPP will be expanded to include (a) a course on grant writing (HAS 4500, Grant Writing), and (b) more elective options in management and administration (e.g., OCRE 3100, Recreation Leadership and Group Facilitation; OCRE 3600, Administration and Management of Community Services).	HPP implemented curriculum proposals in the Fall 2020 to add elective coursework in the following areas: HAS 4500 (Grant Writing), OCRE 3100 (Outdoor Leadership & Group Facilitation); OCRE 3600 (Administration and Management of Community Services). These updates were reflected in the 2021 WSU Catalog. HAS 4320 (Healthcare Economics and Policy) and HLTH 3100 (Applications of Technology in Health Promotion) are already offered. HPP is in the process of updating the program curriculum matrix to align to Health Education Specialist Practice Analysis II (HESPA II), and identify competencies covered in health policy (likely Area 5), grant writing (Area 7), and technology (Area 6),
4	Consider scaffolding courses and obtaining student input on desired courses for inclusion.	By December 2019, HPP faculty will examine and update the HPP curriculum map to address academic gaps with a focus on improving vertical coherence (or course sequences) to allow students to build on what they have learned in earlier courses.	HPP faculty updated the curriculum map for the program during the 2020 spring semester. Changes were made to the HPP curriculum map (& corresponding assessment plan) to ensure that every required program objective was introduced, emphasized, and assessed comprehensively throughout students’ program of study. In this report, measures and student learning outcomes are presented by level (1000, 2000, 3000, 4000-level courses), so that scaffolding of competencies is more evident. HPP is in the process of updating the program curriculum matrix to align to Health Education Specialist Practice Analysis II (HESPA II), and identify competencies covered.
5	Consider offering program planning	By August 2019, the format for HLTH 4150	Beginning Fall 2019, the scope of HLTH 4150 was expanded to

	and evaluation course over two semesters.	will be expanded to include student learning activities and assessments related to program implementation, administration, and evaluation.	include greater emphasis on the following areas: operations and risk analysis, marketing, human resource management, strategic planning and evaluation approaches. The new topic areas are currently being assessed to document student learning. As of Fall 2022, student learning outcome data shows that students successfully master these emphasis areas.
6	Consider offering multiple tracks within HPP (e.g., holistic health, community health, etc.).	By April 2020, HPP faculty will identify and map elective courses that are best suited for specific professional settings (e.g., schools, hospitals/clinics, public community health agencies, business/industry).	For students interested in concentrated areas of study, faculty developed lists of recommended coursework for each major employment setting in health education/promotion (e.g., school health, community health, worksite wellness, health care). The program will continue to provide health ed. training transferable to all employment settings, but the course concentrations created will help students with specific interests focus their elective coursework further to meet their professional goals.
7	Consider offering face-to-face and online sections of professional-development courses.	By December 2019, HPP faculty will survey students enrolled in the program on their preferred delivery format (e.g., online, face-to-face) for required- and elective courses. The survey also will gauge student perceptions of the quality and difficulty of online courses compared to courses taught face-to-face.	The HPP Senior Exit Survey (available upon request) was updated in 2020 to include questions on preferred course format (e.g., online, face-to-face), and satisfaction with online delivery. Recent results of the survey compiled in 2022 (N = 114) indicate that 81% of students preferred online courses over face-to-face courses, and 84% believed the online instruction provided by HPP was equally effective as face-to-face instruction. The survey will continue to be administered each semester and results reviewed annually.
<b>No. C. Learning Outcomes</b>			
8	Document procedures and outcomes of annual reviews.	By October 2020, HPP faculty will include in the annual program report, an update on the metrics established to achieve the 3-year HPP strategic goals.	<b>Progress and Current Action Plans</b> The HPP Biennial Report was completed by faculty in November 2020. The Strategic Planning Report (SPR) submitted in 2020 by the HPER Department to the WSU Office of Institutional Effectiveness (OIE) included strategies implemented by HPP to address WSU initiatives related to access, affordability, value and quality.
<b>No. D. Academic Advising</b>			
9	Develop plan and means to disseminate information to students regarding preferred sequencing of courses.	Each academic year, the HPER faculty adviser will provide HPP students with the suggested sequence of HPP courses (i.e., the HPP Major Academic Plan/MAP) via email and during individual student consultations.	<b>Progress and Current Action Plans</b> In January 2020, HPP initiated a new and ongoing program policy whereby emails are sent each semester by the HPER Academic Adviser to remind HPP students to schedule appointments for academic advising. These reminder emails contain copies of the HPP MAP, links to schedule advising appointments, and links to additional resources (e.g., WSU Career Services, WSU HPP home page, etc.). The academic adviser will continue to provide students with hard-copies of the Academic MAP during individual consultations.
10	Provide students with information on career opportunities in field.	By January 2020, HPP faculty will disseminate to students career opportunities in health education/promotion (e.g., potential occupational settings, how to find jobs, etc.) via the HPP website and Facebook page.	HPP has implemented a new and ongoing program policy whereby bulk emails are sent each semester by the HPER Academic Adviser to all HPP students to schedule appointments for academic advising. These reminder emails also contain hyperlinks to numerous career resources, including WSU Career Services, the Occupational Outlook Handbook (a job outlook site provided by the U.S. Bureau of Labor

Statistics), and job banks provided by professional organizations (e.g., Society for Public Health Education, National Commission for Health Education Credentialing, etc.). Career opportunities in health education/promotion will continue to be a key topic covered in HLTH 3000 (Foundations of Health Promotion) and HLTH 4990 (Senior Seminar), and current job opportunities posted online for students using Canvas, and the HPP Facebook page. HPP is actively working with College of Education Recruitment & Marketing Coordinator Lindsey Sweatland to create promotional materials for the program.

<p><b>11</b> Establish a student advisory group to obtain feedback on curriculum sequencing and other student needs.</p>	<p>Beginning in Fall 2019, HPP will add questions to the Senior Exit Survey to obtain more information about student feelings and satisfaction with the HPP curriculum, faculty, and services.</p>	<p>The Senior Exit Survey (available upon request) was updated in January 2020 to include questions on preferred course format (item 6), satisfaction with curriculum (items 11-18), course sequencing (item 22), effectiveness of online instruction (item 38), and satisfaction with internship coordination (item 42). The survey will continue to be administered each semester and results evaluated annually. A student advisory committee was not formed due to the COVID-19/Coronavirus outbreak that occurred during the 2020 spring and fall semesters. A student advisory committee is will be formed in spring 2023.</p>
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No.	E. Faculty Recommendations	Initial Program Response and Action Plan	Progress and Current Action Plans
<p><b>12</b></p>	<p>Conduct peer reviews of online courses to ensure best practices are followed, and develop recommended strategies for online delivery.</p>	<p>By March 2020, every HPP faculty member teaching an online course will undergo a best practices course review with a WSU Online instructional designer.</p>	<p>100% of HPP faculty completed a best practice course review with a WSU Online instructional designer. The majority of faculty also completed several continuing education sessions related to online instruction (e.g., WSU trainings such as Growing with Canvas, Intro. to e-learning, etc.). Faculty will continue to participate annually in continuing education to stay abreast of best practices for online instruction.</p>
<p><b>13</b></p>	<p>Develop recommended strategies for online HPP courses to engage students.</p>	<p>By March 2020, every HPP faculty member teaching an online course will undergo a best practices course review with a WSU Online instructional designer.</p>	<p>100% of HPP faculty completed a best practice course review with a WSU Online instructional designer. The majority of faculty also completed several continuing education (CE) sessions related to online instruction (e.g., WSU trainings such as Growing with Canvas, Intro. to e-learning, etc.). The best practice reviews and CE activities included training and recommendations to engage online students (e.g., student-student, student-content, student-instructor engagement).</p>
<p><b>14</b></p>	<p>Provide mentoring opportunities for distance-delivery students.</p>	<p>By Fall 2020, HPP online faculty and staff will utilize more efficient help-desk services, online tutoring, peer mentors, and other services to increase satisfaction and success of online learners (e.g., to ensure “online” doesn’t mean “alone” for students).</p>	<p>100% of HPP faculty included in their online course websites and syllabi a list of resources and tools (e.g., contact information for IT services, links to Canvas guides, campus resources such as WSU Student Wellness, Counseling &amp; Psychological Services, Writing Center, etc.). To facilitate communication and connection between faculty and students, 100% of HPP faculty utilized the WSU Starfish tool. By fall 2023, HPP will create a plan to utilize peer mentors to</p>



			increase further satisfaction and success of online learners.
15	Develop plan for equitable faculty input into direction and decision making for HPP.	By October 2019, HPP faculty will develop a policy statement that specifies each faculty member's right to participate fully in program governance (e.g., approval of curriculum, student learning outcomes, course fees, etc.), and the collective responsibility of HPP faculty to take part in program development and decision making.	HPP faculty agreed in October 2019 to a program policy statement that specified all program faculty (tenure- and non-tenure track) have equal input and shared responsibility in program governance (e.g., approval of curriculum, course fees, program learning outcomes, etc.).
<b>No. G. External Communities</b>			
16	Require students to have completed advanced level coursework prior to internship placement.	By August 2020, HPP will mandate the completion of prerequisite courses (i.e., HLTH 3000, HLTH 3200, HLTH 4150) prior to students completing internship experiences (i.e., HLTH 4860) in health promotion.	A curriculum proposal was completed Fall 2020 to require students to complete the following pre-requisite courses prior to engaging in required field experiences: HLTH 3000, HLTH 3100, HLTH 3200, HLTH 4150. The pre-requisites went into effect Fall 2021 for students seeking internships.
17	Revise internship expectations for students to require specific deliverables related to CHES responsibilities.	By April 2020, HPP students completing internships will be required to complete at least one project relevant to the responsibilities and competencies of health education specialists.	During the fall semester 2019, the course requirements for HLTH 4860 (Field Experience) were updated. The updated requirements were implemented in January 2020 and include the provision of a term project aligned to responsibilities and competencies of health education specialists.
<b>No. H. Previous Review</b>			
18	Provide students with more exposure to working professionals and authentic learning experiences.	By January 2020, each HPP faculty will (a) include in their professional-development courses activities (online or face-to-face) that offer insights from current practitioners on important health issues, how to find jobs, what to expect in the profession, etc.; and (b) provide an authentic assignment that replicates or simulates real-world tasks similar to workplace settings.	All HLTH-prefixed, professional-development courses were updated for the spring 2020 semester to include learning activities, objectives and course outcomes aligned with national competencies deemed essential to health education practice by the National Commission for Health Education Credentialing. Each required course also included content and activities to inform students of what to expect in the profession and, when appropriate, exposure to working professionals. In 2019-2020 several guest presentations in HPP courses were provided by local professional (see action plan 19). Starting from the 2022 academic year, with the continuous improvement of COVID-19 pandemic and the lifting of restrictions, HPP courses will resume inviting local professionals to give in-person presentations to our students.
19	Incorporate guest speakers in lower level courses that address career opportunities.	By August 2020, each HPP faculty will include in their professional-development courses activities (online or face-to-face) that offer insights from current practitioners on important health issues, how to find jobs, what to expect in the profession, etc.	During the 2019-2020 academic year, multiple working professionals provided guest presentations in HPP courses to offer insights to HPP students on health careers and issues: e.g., Angela Stander (Utah Department of Health), Raeanna Johnson (WSU Employee Wellness), Amber Fritz (Ogden Regional Medical Center); Jesse Bush (Weber-Morgan Health Department); Kim Davis (Davis County Wellness Program); etc. These presentations were recorded to provide ongoing and online review by current and future HPP students. Starting from the 2022 academic year, with the continuous improvement of COVID-

		19 pandemic and the lifting of restrictions, HPP courses will resume inviting local professionals to give in-person presentations to our students.
<b>20</b>	Make students aware of the importance of CHES credentialing early in their program of study.	By January 2020, HPP faculty and staff (i.e., Academic Advisor) will disseminate to students the HPP curriculum goals and intended student learning outcomes.
		Beginning January 2020, the HPER Academic Advisor provided all students that declare a major or minor in Health Promotion with the curriculum MAP, goals and student learning outcomes of the program. This material clearly highlights the importance of the CHES exam for students at their intake into the academic program. The importance of the CHES exam also is highlighted in students first professional-development course, HLTH 3000 (Foundations of Health Promotion), and reiterated throughout the students' program of study (e.g., HLTH 3160, HLTH 3200, HLTH 4013, HLTH 4150, and HLTH 4990).
<b>21</b>	Continue to collect benchmark data to monitor improvements in course rigor and extent that NCHEC responsibilities are being covered.	Each academic year, HPP will compile annual evidence of student learning to determine the degree to which each course within the curriculum is addressing NCHEC* standards.
		Evidence of student learning is documented for every HPP course, every year. Data is compiled annually and included in the evidence of student learning report submitted biennially to the WSU Office of Institutional Effectiveness. HPP is aligning course activities and assignments with Health Education Specialist Practice Analysis II (HESPA II) competencies to make sure the curriculum is consistent with the most recent professional standards.

## Appendix B: Faculty Headcount

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

<b>Faculty - Health Promotion Program</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-202</b>
Headcount	6	4	4	4
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4	3	3	3
Full-time Tenured	2	2	2	2
Full-time Non-Tenured (includes tenure-track)	1	1	1	1
Part-time	1	0	0	0
With Master's Degrees	2	1	1	1
Full-time Tenured	0	0	0	0
Full-time Non-Tenured	2	1	1	1
Part-time	0	0	0	0
With Bachelor's Degrees	0	0	0	0
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time	0	0	0	0
Other	0	0	0	0
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time	0	0	0	0
<b>Total Headcount Faculty</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>
Full-time Tenured	2	2	2	2
Full-time Non-tenured	3	2	2	2
Part-time	1	0	0	0

**Please respond to the following questions:**

1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

Ans: Appendix A lists in detail all the action plans and specific implementations of our program after the last Five-Year Program Review, especially after the last Biennial Review.

2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:

a. What are you seeing?

Ans: Statistics show that most of the students in our program get a grade of C or above.

b. What concerns you?

Ans: HLTH 1030 had 11.5% of students with grades below C- showing "unknown" ethnicity. The same issue arose in HLTH 1110 when 15.6% of students with lower grades than C- showed "unknown" ethnicity.

c. What additional data could be beneficial?

Ans: Data on ethnicity, nontraditional, and first-time students would be very helpful.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

Ans: We welcome any suggestions that can help our program grow and better serve our students. We will also draw up development and practice plans based on the suggestions.