



## Assessment Plan 2015-16

(A) College of Education – School of Applied Health and Educational Psychology  
Bachelor of Science - Health Education & Promotion

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### (C) **MISSION STATEMENT**

The mission of the Health Education and Promotion degree program is to provide the citizens of Oklahoma and beyond with the highest level of total health and well-being through the development of a cadre of diverse health professionals.

#### **Objectives of the program:**

- I. To recruit, advise, retain, and educate students with interest in Health Education & Promotion.
- II. To provide a core of health behavior and application classes that prepare students for employment and further graduate study in a range of academic disciplines (public health, athletic training, physical therapy, nursing, healthcare administration, exercise science, medicine, and nutrition).
- III. To arrange for and supervise student internships that provide practical experience and that will assist the student in bridging between academic study and future employment.
- IV. To support collaborative faculty and student research across the discipline of health behavior and public health that facilitates the highest levels of professional scientific inquiry and exposure to advanced statistical methodologies in a field setting.

### (D) **STUDENT LEARNING OUTCOMES**

1. Students will demonstrate knowledge of current health promotion theories, practices, and skills including effective assessment, communication, program planning, and computer skills.
2. Students will demonstrate the ability to work in a professional health promotion setting through a practical learning experience (i.e. internship).
3. Students will demonstrate the ability to solve problems, to work independently and to work as members of a team.
4. Students will demonstrate the ability to prepare professional quality program design and evaluation.
5. Students will gain employment in the health promotion profession or advance to graduate studies in health education and promotion or an allied field.
6. Students have the knowledge and skills to apply professional competencies.
7. Students will demonstrate effective communication in both the written and oral form.

**(E) ASSESSMENT METHODS****(F) TIMELINE**

1. Outcome #1: Students will demonstrate knowledge of current health promotion theories, practices, and skills including effective assessment, communication, program planning, and computer skills.

Outcome #2: Students will demonstrate the ability to work in a professional health promotion setting through an experiential learning experience (i.e. internship).

Outcome #3: Students will demonstrate the ability to solve problems, to work independently and to work as members of a team.

**Method 1**

Students enroll in HHP 4880/4990 (Health Promotion Internship) during their final semester of the degree. The site supervisor evaluates the intern based on professional characteristics, interpersonal relationships, organization and planning, and progress on learning goals at the mid-point of the internship and again at the end. Individual items are scored on a 1-5 scale (unsatisfactory to excellent). *See attached – Appendix E and F.*

**Timeline 1**

Site supervisor evaluations are submitted by the student in their final portfolio at the end of the internship. Data will be collected by the program director at the end of each semester and combined for both the Stillwater and the Tulsa sections of the course.

2. Outcome #4: Students will demonstrate the ability to prepare professional quality program design and evaluation plans.

**Method 2**

Students complete a semester long project during HHP 4973 (Health Promotion Program Design) that requires the student to plan a health promotion program (intervention) based on sound theory and research. The student also describes an implementation plan and an evaluation plan to accompany their intervention.

**Timeline 2**

Projects are completed during the Fall and Spring semesters and scoring data will be collected at the end of each semester.

3. Outcome #5: Students will gain employment in the health promotion profession or advance to graduate studies in health promotion or an allied field.

**Method 3**

Students complete an exit survey when they return to campus for their final internship presentation. At this time, students report their plans upon graduation. Surveys will be distributed by the internship supervisors and forwarded to the program director when completed. In addition, the OSU Alumni survey collects employment data that is shared with the programs.

**Timeline 3**

Internship supervisors will distribute the surveys when the students return to campus at the end of each semester for final presentations. Alumni survey of undergraduate students is conducted every other year (alternating with the graduate student alumni survey).

4. Outcome #6: Students have the knowledge and skills to apply professional competencies

**Method 4**

Students are required to meet specific learning goals throughout their internship. The learning goals align with the professional competencies as outlined by the National Commission for Health Education Credentialing (NCHEC). Students describe their experiences related to the learning goals and submit the descriptions in their final portfolio. The portfolio is submitted to the internship supervisor at the end of the internship. The supervisor will collect these written descriptions and they will be assessed based on the attached rubric. *See attached – Internship Learning Goals – Assessment Scoring Rubric.*

**Timeline 4**

Internship supervisors will collect competency artifacts at the end of each term and they will be assessed and scored during the summer for inclusion in the final assessment report.

5. Outcome #7: Students will demonstrate effective communication in both the written and oral form.

**Method 5**

Students are required to communicate in the written form throughout their Health Education and Promotion coursework. Writing samples will be collected from courses at each academic level of the program. Final artifacts will be randomly selected and scored based on OSU's Gen Ed rubric for evaluating student writing artifacts. *See attached – General Education Assessment.* This methodology will allow program faculty to compare the writing ability of our students directly with the overall OSU student population.

**Timeline 5**

Writing artifacts will be collected throughout the academic year. The writing samples will then be assessed and scored during the summer for inclusion in the final assessment report.

**(G) USING RESULTS TO IMPROVE THE PROGRAM**

Assessment results will be shared with program faculty on a regular basis during regularly scheduled faculty meetings. The final assessment report will be distributed to program faculty immediately upon submission to the University. Assessment information will be used to identify areas of program strengths and weaknesses. Results will be used in making curricular, training, or other program decisions or changes when warranted. Program faculty will meet yearly (prior to the start of the fall semester) to review assessment findings and discuss programmatic improvements.

In addition to formal evaluation procedures, programmatic strengths and needs are also identified through ongoing contact with students and alumni via email, phone, and meetings. The program attempts to address student learning needs as they arise.

## APPENDIX E: MID-TERM EVALUATION OF OSU STUDENT INTERN

Student Name \_\_\_\_\_

Internship Site \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Evaluation Procedure: Rate the performance of the student for each item with **5** being the best performance and **1** being the weakest performance. Write NA for any item that does not apply. *Please include additional comments regarding specific strengths or weaknesses of the student intern on a separate page.*

	5	4	3	2	1
<b>PROFESSIONAL CHARACTERISTICS:</b>					
Demonstrates vitality, enthusiasm					
Shows initiative					
Dresses in a professional manner					
Demonstrates consistent, sustained effort					
Not tardy or absent except for emergency/illness					
Appears comfortable in role as intern					
Flexible, able to deal with the unexpected					
Dependable, thorough, and conscientious in completing assignments					
<b>INTERPERSONAL RELATIONSHIPS:</b>					
Effectively communicates with supervisors					
Receptive to suggestions/criticisms					
Effectively communicates with participants					
Appropriate rapport with participants					
Works cooperatively with co-workers					
<b>ORGANIZATION AND PLANNING:</b>					
Demonstrates competence in planning					
Demonstrates a high level of preparation					
Is prompt with deadline or time-sensitive responsibilities					
Is aware of participant needs					
<b>PROGRESS ON LEARNING GOALS:</b>					
Timely progress towards completion of goals					
Progress of internship project					
Level of individual effort applied to each learning goal					
Approaches internship supervisor to pass off learning goals					
On schedule to be finished with learning goals by the end of the internship?					

Site Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX F: FINAL EVALUATION OF OSU STUDENT INTERN

Student Name: \_\_\_\_\_ Semester \_\_\_\_\_

Internship Site: \_\_\_\_\_

Evaluation Procedure: Rate the performance of the student for each item with **5** being the best performance and **1** being the weakest performance. Write NA for any item that does not apply. *Please include additional comments regarding specific strengths or weaknesses of the student intern on a separate page.*

	5	4	3	2	1
.					
Acceptance of responsibility					
Initiative to learn and conform with the policies of this site					
Ability to work within the philosophy and methods of this site					
Courtesy					
Attendance					
Punctuality					
Initiative and Resourcefulness					
Acceptance of Criticism					
Interest in Participants					
Appropriate Rapport with Participants					
Knowledge of Health Promotion Principles					
Maturity					
Organizational and Planning Skills					
Leadership Skills					
Communication Skills					
Ability to Make Adjustments					
Personal Dress and Appearance					
Timely Completion of Records and Reports					
Comments (continue on back):					

Date: \_\_\_\_\_

Site Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

# INTERNSHIP LEARNING GOALS ASSESSMENT SCORING RUBRIC

**4 = HIGH PASS** = Exceeds the established standards and expectations and indicates exceptional expertise

- Student demonstrates a thorough understanding of the concepts and elements of the competency
- Student provides a clear, complete, and unambiguous explanation of how they met the learning goal
- Student clearly synthesizes information presented in preparatory coursework into the process of meeting learning goal

**3 = PASS** = Meets the established standards and expectations

- Student demonstrates an understanding of most of the concepts and elements of the competency
- Student provides adequate support describing how they met the learning goal
- Student ties some information presented in preparatory coursework into the process of meeting learning goal

**2 = LOW PASS** = Meets the minimum standards and expectations

- Student demonstrates a basic understanding of the concepts and elements of the competency
- Student provides minimal support describing how they met the learning goal
- Student minimally presents the relationship between the learning goal and preparatory coursework

**1 = FAIL** = Fails to meet minimum standards; competency not achieved

- Student displays little comprehension or understanding of the concepts and elements of the competency
- Student does not provide supporting evidence describing how they achieved learning goal
- Student fails to demonstrate the relationship between learning goal and preparatory coursework

**Learning Outcome: Graduates will be able to communicate effectively in writing.**

Skill		Level of Achievement				
		1	2*	3	4**	5
A	Content	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.		Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.
B	Organization	Most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers.  No clear over-all organization		Most paragraphs are focused; discernible beginning and ending paragraphs; some appropriate sequence markers.  Overall organization can be inferred and is appropriate for the assignment		Paragraphs are clearly focused and organized around a central theme; clear beginnings and ending paragraphs; appropriate, coherent sequences and sequence markers.  Overall organization is clearly marked and is appropriate for the assignment
C	Style and mechanics	Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone.  Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility.		Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone.  Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.		Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone.  Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.
D	Documentation	In-text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document; content is not supported by sources.		In-text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document; content is somewhat supported with sources.		In-text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document; content is well-supported with sources.

\* Exhibits most characteristics of '1' and some of '3'

\*\* Exhibits most characteristics of '3' and some of '5'