

Program Plan and Findings: Four Column Layout



Program (EHS) - HCCP - Health Education and Promotion (BS) - 116

Program 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.

Program Information

2019 - 2020

Program Information

Assessment Coordinator's Name: Bridget Miller

Assessment Coordinator's E-mail Address: bridget.miller@okstate.edu

Number of Students Enrolled in the Program:

Total Number of Students Graduated:

Number of Student Graduates from Stillwater Campus:

Number of Student Graduates from Tulsa Campus:

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process:

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Bridget Miller

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 05/31/2015

Date of Future Plan Review and Approval: 05/15/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: Results were shared during a faculty meeting to discuss potential programmatic changes to support further improvement in learning outcomes. While the scores are improving, anecdotal feedback from students and internship supervisors indicates that there is still room for improvement in professional competency understanding prior to the final internship. As such, the faculty is mapping out more comprehensive coverage of the competencies throughout the required major coursework. Additionally, the Pre-internship course (HLTH 4902, that occurs immediately before the internship experience) has added significantly more instruction and discussion focused on the completion of the learning goals during the internship experience.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Faculty raters included: Xuewei Chen, Ho Han, Carlos Mahaffey, & Marshan Marrick

Describe the process for sharing and discussing assessment findings with program faculty: Results were shared with the entire faculty at a faculty meeting, and the group discussed implications and opportunities for improvement.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: Coverage of the professional competencies will be increase across the entire major curriculum.

Based on this year's findings, what (if any) changes are planned for the assessment process?: The program plans to continue assessment of professional competencies in the form of the internship learning goals. However, those competencies have been modified slightly because of updates to the Responsibilities and Competencies for Health Education Specialists (as dictated by the National Commission for Health Education Credentialing, NCHEC).

Describe the process for implementing these changes/planned program improvements: The planned improvements will continue to be implemented throughout the 2020-21 academic year. Situations that require the modification of class assignments will wait until Spring 21. However, inserting clarifications in discussion and faculty feedback in courses can be added during the Fall 20 term as needed.

Program Improvements Made in the Last Year: Course Improvements, Curriculum Improvements, Revised Outcomes

"Other" Improvements:

Goals for the Coming Year: Formalize the collection of artifacts related to other (accreditation related) learning outcomes.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Bridget Miller

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Professional Competencies - Students have the knowledge and skills to apply professional competencies.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>Portfolio Review - Artifacts are collected by the assessment coordinator at the end of each internship term. Artifacts are then distributed to the raters during the summer for scoring. Each artifact is scored by 2 different faculty raters.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 75% of students will score 3 (Pass) on the rubric</p> <p>Timeline for Assessment: Yearly</p> <p>Other Assessment Type:</p> <p>Related Documents: Program (COEHA) - Health Education and Promotion (BS).pdf</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p> <p>Average scores (1-4) and percentage of scores achieving at least the rating of "pass" (3) are listed for each learning goal.</p> <p>LG1 = 3.66, 96%</p> <p>LG2 = 3.47, 90%</p> <p>LG3 = 3.54, 93%</p> <p>LG4 = 3.54, 94%</p> <p>LG5 = 3.51, 91%</p> <p>LG6 = 3.44, 87%</p> <p>LG7 = 3.43, 87%</p> <p>LG8 = 3.61, 92% (17 not scored due to missing information, not included in calculation) (09/11/2020)</p> <p>Number of Students Assessed: 34</p> <p>Number of Successful Students: 30</p> <p>How were students selected to participate in the assessment of this outcome?: The student sample was selected from all the students who completed an internship between Summer 2019 and Spring 2020. Due to Covid, some of the internships from Spring 2020 became restricted during the term and course requirements were</p>	<p>Use of Findings (Actions): Results were shared during a faculty meeting to discuss potential programmatic changes to support further improvement in learning outcomes. While the scores are improving, anecdotal feedback from students and internship supervisors indicates that there is still room for improvement in professional competency understanding prior to the final internship. As such, the faculty is mapping out more comprehensive coverage of the competencies throughout the required major coursework. Additionally, the Pre-internship course (HLTH 4902, that occurs immediately before the internship experience) has added significantly more instruction and discussion focused</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Rating of Skills - Internship supervisor evaluation of student's professional characteristics - at mid-term and end of internship</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of students will average a minimum of 4 out of 5 on the scoring rubric</p> <p>Timeline for Assessment: Yearly (collected from the internship portfolio each semester and evaluated during the summer)</p> <p>Other Assessment Type:</p>	<p>modified accordingly.</p> <p>What do the findings suggest about student achievement of this learning outcome?: In recent years, the internship supervisors have begun allowing (requiring) students to rewrite their assignment submissions when they don't adequately address the assigned learning goal. This has resulted in higher quality submissions and better measures of the students' actual understanding and application of the professional competency. The increased proportion of students achieving the score of "pass" on each of the professional competencies supports this improvement.</p>	<p>on the completion of the learning goals during the internship experience. (09/11/2020)</p>