

Student Learning Outcomes
Bachelor in Health Education
Department of Health Sciences
College of Applied Science and Technology

Upon successful completion of the program, a graduate of the Bachelor's in Health Education will be able to demonstrate the ability to:

1. Assess individual and community needs for health education.
2. Plan effective health education programs.
3. Implement health education programs.
4. Evaluate the effectiveness of health education programs.
5. Coordinate provision of health education services.
6. Act as a resource person in health education.
7. Communicate health and health education needs, concerns, and resources.

Health Education Program Program Assessment Plan

Assessment procedures

The Health Education Program utilizes a variety of assessment approaches described in Table 1.

Table 1: Summary of HE Program Assessment Activities

Evaluation Programs	Responsible Authority	Evaluators	Evaluation Techniques	Frequency
HSC Assessment Program	Department Chairperson	Students, Graduates, Employers	Survey Questionnaires	Annually
Program Accreditation	Program faculty	NCATE (school health) & SABPAC (community health)	Accreditation	Every five years
Program Review	Provost's Office	Administration and Faculty	Program Review	Every seven years
Program Faculty Meeting	Program Faculty	Faculty	Open Discussion	Weekly
Strategic Planning	Program Faculty	Faculty	Planning	Annually
Professional Practice & Student Teaching Assessments	PP & ST supervisors	Cooperating supervisors, Cooperating teachers, Students	Performance & program evaluations	Every semester
CHES Examination	National Commission for Health Education Credentialing, Inc.	Faculty	Professional certification examination	Semi-Annually
Advisory meetings	Program Faculty	Employers, Graduates, Students	Discussions Surveys	Occasionally
Faculty Evaluations	Department Chairperson	Students, Department Chairperson, &/or other faculty	Performance evaluations	Every Semester

What follows are more details on each of these assessment processes and how they have informed and affected practice within the program.

Department of Health Sciences (HSC) Assessment Program

In 1996, the Department of Health Sciences (HSC) Assessment Program was created to implement a more uniform department-wide quality management program. The department chairperson formed the HSC Assessment Committee, a multidisciplinary committee with faculty representatives from each of the five programs in the Health Sciences Department. The goal of the HSC Assessment Committee was to develop assessment tools to capture feedback from groups with a vested interest in the performance of program graduates. Targeted groups included students, graduates, employers, and the institution itself.

In 1998, the Program began using the assessment tools to collect program performance data. The data is collected annually and includes data from:

- Graduating Seniors
- 1st Year Graduates
- 5th Year Graduates
- Employers

Where appropriate, the results of this evaluation program will be presented to illustrate students and alumni evaluation of the program.

Program faculty and the department chairperson review the program performance data regularly. Additionally, intradepartmental comparative analyses of each program's assessment data are performed at the departmental chair level to identify opportunities for improvement across the five programs in the department.

Professional Accreditations/Approval

Accreditations by professional organizations are a stringent review of the program's merit. The school health education sequence within the health education major is accredited through the university's participation in National Council for Accreditation of Teacher Education (NCATE). The Health Education Professional Association for NCATE is the American Association for Health Education (AAHE). The community health education sequence is approved through a process defined and operated by two professional organizations, the Society for Public Health Education and AAHE (SABPAC).

Both sequences successfully completed the accreditation/approval process since the last Illinois Board of Higher Education review. As part of the ongoing NCATE review the school health education sequence received notice from AAHE of being in compliance with guidelines on April 16, 2003. No weaknesses were noted by the reviewers. The community health education sequence was granted Full Approval, a five year designation, on February 20, 2001.

It is significant that our program is accredited in both school and community health education as it is one of two such programs in the State of Illinois and one of a limited number in the nation.

Program Review

At Illinois State University, primary responsibility for quality of academic programs resides with faculty; review of existing academic programs resides with the Academic Planning Committee, an external committee of the Academic Senate. Program Review is carried out in a manner compatible with institutional academic planning mechanisms and guidelines established by the Illinois Board of Higher Education (IBHE). Academic program review is both a critical and constructive process with two essential elements:

- documentation of learning outcomes, and
- identification of actions for program improvement.

Program Faculty Meetings

The Program faculty meets weekly to discuss ongoing Program management and curricular issues. Issues are identified and recommendations are presented for modification or correction. Most of the issues discussed in these meetings are addressed at the program level.

Strategic Planning

Each year the program faculty reviews our programmatic vision, mission and goal statements and selects and prioritizes objectives for the coming year(s) into discernable action items. As with typical strategic planning, we consider the strengths and weaknesses of our own program and the opportunities and threats external to the program.

Professional Practice & Student Teaching Assessments

Every student who graduates with a degree in Health Education completes either a 9-12 credit hour professional practice (community health) or 9 credit hours of student teaching (school health). For these experiences, one credit hour is earned by successful completion of 40 clock hours. As part of this experience students are assessed in a variety of ways and students assess the university supervisor, site supervisor and practice site.

The program faculty review the student evaluation results from these professional practice experiences on a regular basis. Faculty identify areas and trends where student performance is unsatisfactory or has potential for improvement. The faculty reviews provide an ongoing opportunity to evaluate the current curricular content through student performance in the “real world.” It also provides the faculty with the opportunity to develop new instructional strategies to improve

student performance. Additionally, group meetings are held with students on or about the mid-point of their professional practice/student teaching experience. This provides another opportunity for faculty to gather feedback on how well students think they are prepared for the practicum experience.

Certified Health Education Specialist (CHES) Examination

The CHES is a voluntary, personal certification exam for which graduates of the Health Education Program are prepared and eligible to take. Traditionally it has been perceived within the discipline as more relevant to the work of community health educators than school health educators and in fact, very few school health people take this exam. Those graduates of the Health Education Program who choose to take the exam are successful – equal to or superior to the national average. Pass rates serve as one indicator for how well-prepared graduates are on the professionally defined responsibilities and competencies. The exam covers each of the seven student learning outcomes previously identified in this report.

HE Advisory Committee

During the past several years the program has occasionally hosted advisory committee meetings on an ad hoc basis. This is an area of our assessment program that could be improved. We could more proactively involve an advisory committee in the ongoing assessment of the program.

Faculty Evaluations

The program faculty are evaluated through student and peer/self-assessment.

Student Evaluations

Students complete faculty evaluations at the completion of every course. An individual who is not associated with the course administers the evaluations to the students. This assessment process is “blind” to promote student honesty on the evaluation. Individual faculty data are compared to aggregate faculty data from other departmental faculty. From these data, faculty identify opportunities for improvement in their individual courses and instructional approaches. Faculty respond to potential areas for improvement in their annual Department Faculty Status Committee documents.

Peer /self-assessment Evaluations

Annually, each faculty member is required to develop a self-assessment document or portfolio for review by the department chairperson and the Department Faculty Status Committee. Areas of evaluations include scholarship, teaching and service activities. Student evaluations of faculty instruction and any professional activity evaluations are included in the faculty portfolio. These evaluations can have an impact on the faculty member’s retention, salary, tenure and promotion status.