

Academic Assessment Plan for
Bachelor of Science in Health Promotion & Education
Department of Health Sciences
College of Applied Science and Technology

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

Program faculty and the department chairperson review the program performance data regularly. Additionally, inter-program 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.

Health Promotion & Education Program Assessment Plan

Assessment Procedures

To assess the HPE Program's achievements the Program Assessment Plan employs evaluation strategies which target five major "customers" of the HPE Program: students/candidates, graduates, employers, the institution and external accreditation agencies. Table1: *Summary of Health Education Program Assessment Sources and Methods* identifies each of the assessment sources, the stakeholders from which data are acquired, and the assessment method used for data collection.

The HPE graduate outcomes are based on the standards from professional credentialing and accreditation organizations. The National Commission for Health Education Credentialing (NCHEC) develops and administers a national competency-based examination; develops standards for professional preparation; and promotes professional development through continuing education for health education professional. The American Association for Health Education (AAHE), together with the National Council for Accreditation of Teacher Education (NCATE) establishes teacher education program accreditation standards that also align with NCHEC competencies established for the profession of health education.

**The following sections provide detail on each assessment process and how each has informed and affected practice within the Health Education Program.*

Accreditations and Reviews

Accreditation processes 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 are fully accredited/approved by these governing bodies. As part of the ongoing NCATE/AAHE 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 Re-approval, a five-year designation, effective until, October 31, 2017.

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.

Professional Practice & Student Teaching Assessments

Every student who graduates with a degree in HPE completes either a 9-12 credit hour professional practice (community health) or 12 credit hours of student teaching (school health). As part of these experiences, students complete the following assessments during these experiences:

Professional Practice Assessment Tools:

- Mid-Point and Final Student Performance Evaluations
- Site Supervisor Performance Evaluations
- Site Evaluations

Student Teaching:

- Cooperating Teacher Evaluation
- Site Evaluation

The program faculty, review the student evaluation results from the aforementioned 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 practice settings. Reviews also provide 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.

Basic Skills

The Basic Skills test consists of 125 multiple-choice questions in reading comprehension, language arts (grammar and writing), and mathematics; and a constructed-response writing assignment. Taking this test is condition for admission to the teacher preparation program at Illinois State University.

Content Test

The content test is taken in preparation for student teaching. This exam, assess the knowledge and skills required to teach the subject matter.

edTPA

School Health Education participate in the edTPA process for assessing teacher candidate performance.

Certified Health Education Specialist (CHES) Examination

The CHES is a voluntary, personal certification exam for which graduates of the HPE 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 HPE Program who choose to take the exam are successful at a rate equal 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.

Strategic Planning

Each year the program faculty 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.

Program Faculty Meetings

The program faculty meets bi-monthly to discuss ongoing program management and curricular issues. Issues are identified and recommendations are presented for modification or correction.

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.

HPE Advisory Meetings

Host advisory meetings on a bi-annual basis.

Assessment Report

The Program Assessment Plan is a tool for continuous quality improvement. It is used to monitor the success of a program through achievement of its annual goals. Program evaluation planning occurs annually and is an ongoing process. It involves faculty, administration, the HPE Program Advisory Committee and others (i.e., professional practice site coordinators and cooperating teachers and supervisors) involved with achieving success of the HPE program.

Table 1: Summary of HPE program assessment methods and activities

Evaluation Activity	Responsible Authority	Evaluation Techniques	Frequency	Evaluators				
				Students	Alumni	Employers	Faculty/ISU	External
HSC Assessment Program	HPE Program Faculty	Survey, Questionnaires	Annually	X	X			
HPE Program Review	Department Chairperson; HPE Program Faculty	Self Study	8 years				X	X
HPE Advisory Board	HPE Program Faculty	Open Discussion	Annually		X	X		
HPE Program Meetings	HPE Program Faculty	Open Discussion	Bi-Monthly				X	
Accreditations and Reviews	NCATE CAEP SABPAC CEPH	Self Study	5 years				X	X
Professional Practice	HPE Program Faculty	Performance Evaluations	Semi-Annually	X	X	X	X	
Student Teaching	Coordinator of Student Teaching	Performance Evaluations; Live text	Semi-Annually	X	X	X	X	
CHES Exam (Community Health)	NCHEC	Professional Examination	Ongoing					X
Basic Skills Exam (Teacher Education)	ISBE ICTE	Professional Examination	Ongoing					X
Content Test (Teacher Education)	ISBE ICTS	Professional Examination	Ongoing					X
Assessment of Professional Teaching APT (Teacher Education)	ISBE ICTS	Professional Examination	Ongoing					X
Strategic Planning	HPE Program Faculty	Open Discussion	Annually				X	
Faculty Evaluations	Department Chairperson & DFSC	IDEA	Each Semester	X			X	X
Assessment Report (Internal)	CHP/SHE Coordinators & HPE Program Faculty	Self Study	8 years				X	X