

BACHELOR OF SCIENCE IN HEALTH EDUCATION AND PROMOTION  
FIELD ASSESSMENT REPORT

The Kinesiology and Health Studies faculty support the institutional mission to serve a diverse student body and provide opportunities for lifelong learning. The purpose of the B.S. in Health Education and Promotion is to prepare health education and promotion specialists who will have the skills and competencies to exhibit leadership in developing effective health education and promotion programs throughout the state. With such skills, graduates can make major contributions in improving the health of individuals and communities in Louisiana and beyond. The B.S. in Health Education and Promotion includes course work to prepare individuals for employment in community and worksite health institutions and organizations. Courses have been built into the curriculum which will prepare students to assess health needs and to plan, implement and evaluate health programs for targeted populations. All core professional courses will be assessed regarding their alignment with the CHES certification competencies.

GOAL 1: Graduates of the B.S. in Health Education & Promotion Program will possess the knowledge, skills, and disposition required of health professionals as they deliver health education and promotion instruction and services to clients.

- A. Expected Outcome: Graduates of the B.S. in Health Education and Promotion Program will demonstrate health related knowledge and skills in the planning and delivery of health education programs and health promotion services to clients.

Data Collection: Student grade transcripts and HS 410 Practicum Evaluation Scoring Form.

Assessment:

1. 100% of students will be evaluated favorably by obtaining at the minimum a C at the conclusion of professional core courses focusing on skills and competencies of the professional health educator: 1) conducting health needs assessments, 2) planning health programs, 3) implementing health programs, 4) evaluating health programs, 5) acting as a health resource person, 6) coordinating the provision of health education services, and 7) communicating health concerns.

100 % of students must obtain a C in the following professional core courses.

- HS 260 Foundations of Health course.
- HS 312 Introduction to Community Health
- HS 320 Program Planning and Evaluation
- HS 331 Health Information and the Media
- HS 360 Introduction to Epidemiology
- HS 401 Health Instruction
- HS 453 Health Assessment
- HS 454 Health Behavior Change

**Data: As a grade of C or higher in these courses is a requirement for graduation, 100% of the graduates met this goal.**

2. 80% of students will be evaluated favorably (a score of 4 or better on 5 point scale) during their senior-level internship experience focusing on skills and competencies of the professional health educator: 1) conducting health needs assessments, 2) planning health programs, 3) implementing health programs, evaluating health programs, 5) acting as a health resource person, 6) coordinating the provision of health education services, and 7) communicating health concerns.

**Data: The FINAL RATING of intern's performance (Fall 07 to Spr 09) indicated the following percent of graduates scored a 4 or 5 on the scale:**

**Conducting needs assessments = 90%**

**Planning programs = 89%**

**Implementing programs = 95%**

**Evaluating programs = 84%**

**Serving as a health resource = 90%**

**Coordinating services = 90%**

**Communicating health concerns = 90%**

- B. Expected Outcome: 80% of all students in the B.S. in Health Education & Promotion Program will demonstrate appropriate professional disposition during their practicum experiences.

Data Collection: HS 410 Practicum Evaluation Scoring Form.

Assessment

1. 80% of students will be evaluated favorably (a score of 4 or better on a 5 point scale) during their senior-level practicum experience items focusing on the establishment of working relationships with others in the workplace.

GOAL 2: Graduates of the B.S. in Health Education and Promotion Program will build their competencies in interpersonal relationships, including interpersonal communication and conflict resolution skills, and gain a deeper appreciation for a variety of socio-cultural perspectives.

A. Expected Outcome: All graduates of the B.S. in Health Education & Promotion Program will demonstrate positive interpersonal relationships and cultural sensitivity when interacting with others.

Data Collection: HS 410 Practicum Evaluation Scoring Form

Assessment.

1. 100% students will achieve an acceptable score (a score 3 or better on 5 point scale) on the HS 410 Practicum Evaluation form on items referring to interpersonal communication and conflict resolution skills.

**Data: The internship evaluation document was modified. Items for Assessments 1B1 and 2A1 were eliminated/modified. The following items reflect professional dispositions and workplace relationships. The value represents the percent of graduates who scored a 4 or higher.**

**Problem solving (e.g., uses good judgment) = 94%**

**Cooperativeness = 100%**

**Adaptability = 100%**

**Service to the public = 100%**

GOAL 3: Graduates of the B.S. in Health Education & Promotion Program will evaluate aspects of their undergraduate preparation favorably on the University Exit Survey and Alumni Survey.

Expected Outcome: 75% of graduates of the B.S. in Health Education & Promotion Program will express satisfaction with the preparation they received in terms of instruction and professional experiences.

1. On the Senior Exit Survey, 75% of graduates will express satisfaction (a score of 4 or better on 5 point scale) on the following items:
  - a. Overall quality of the degree program
  - b. Effectiveness of the faculty as teachers
  - c. Quality of instruction in professional courses
  - d. Practicum experiences outside the classroom.
  - e. Quality of instruction regarding standards and ethics in the health education and promotion field.

<b>Data: Percent of graduates reaching the criterion:</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>
<b>Overall quality of degree program</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>93%</b>
<b>Effect of faculty as teachers</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>93%</b>
<b>Qual of instr in prof courses</b>	<b>100%</b>	<b>94%</b>	<b>100%</b>	<b>86%</b>
<b>Practicum/internship experiences</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Qual of instr re standards/ethics</b>	<b>100%</b>	<b>88%</b>	<b>100%</b>	<b>86%</b>

2. On the Alumni Survey, 75% of alumni of the B.S. in Health Education & Promotion will express satisfaction (a score 4 or better on 5 point scale) with the preparation they received on the following items:
  - a. Overall quality of the degree program
  - b. Effectiveness of the faculty as teachers
  - c. Quality of instruction in professional courses
  - d. Practicum experiences outside the classroom.
  - e. Quality of instruction regarding standards and ethics in the health education and promotion field.

**No data are available. The BS in HEDP is a relatively new degree. Responses to the university's survey of alumni have not been received from graduates.**

Goal 4:

Graduates of the B.S. in Health Education & Promotion Program will have an awareness of multi-cultural issues in their field, and express positive attitudes towards working with diverse colleagues, students, and community members.

Expected Outcome: All graduates of the B.S. in Health Education & Promotion Program will demonstrate positive cultural sensitivity when interacting with others.

Data Collection: HS 410 Practicum Evaluation Scoring Form, Exit Survey

Assessment:

1. 80% of students will achieve an acceptable score (a score of 4 or better on 5 point scale) on the HS 410 Practicum Evaluation form on items referring multi-cultural issues.

**Data: The internship evaluation document does not address this issue. However, the following data are offered – items from senior internship evaluations reflecting professional dispositions and workplace relationships. The value represents the percent of graduates who scored a 4 or higher.**

**Problem solving (e.g., uses good judgment) = 94%**

**Cooperativeness = 100%**

**Adaptability = 100%**

**Service to the public = 100%**

2. On the exit survey, 75% of graduates of the B.S. in Health Education & Promotion Program will express satisfaction (indicate 4 or higher on a 5 point scale) in their ability to work with diverse populations and their understanding of multi-cultural issues.

**Data: The senior exit survey does not include items addressing this, however, it does assess graduates' perceptions of the quality of global perspective offered in courses. For this item, the percent of graduates reaching the criterion was:**

**2004-05 = 67%**

**2005-06 = 88%**

**2006-07 = 100%**

**2007-08 = 100%**

**Over whole interval = 41 of 45 students, 91%**

Note: Students pursuing a B.S. in Health Education and Promotion are exposed to multi-cultural and diversity issues in several courses including: HS 260, HS 312, HS 320, HS 360, HS 362, HS 401, HS 453, and HS 454. In addition, all student internship experiences are designed to provide students opportunities to work with diverse populations.

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**Summary and modifications to program since last report.**

- (1) Overall, goals were met. The target percent of completers of this degree achieved the goal criteria for all assessments.
- (2) Due to changes in the internship evaluation instrument, or failure to specify outcomes that matched the MFA, some assessments could not be evaluated. Future MFA Plans will correspond to evaluation documents.
- (3) In addition to data reported here, additional sources of evaluation data exist (e.g., responses to open-ended items on the exit survey, continual reflection and discussion of faculty) and are used on a continual basis, these resulting in changes to the degree. Recent changes include:
  - This degree has no “free electives.” Choices on the part of students relative to courses are done in “concentration electives.” We have added courses to the choices available to students for these concentration electives in an effort to provide greater student input into areas they desire expertise (e.g., nutrition, human development, medical terminology).
  - As a result of increases in the number of students enrolled in the program, and their feedback, changes have been made to the Senior Internship, specifically allowing out-of-state (or distant) internship sites, and the possibility of interning over the course of two consecutive semesters.