

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Health Promotion and Wellness BS Online

As of: 11/17/2016 09:53 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 1: Communication and Advocacy**

The student will be able to promote communication and advocacy for health through participation in community service and volunteer activities.

#### **Strategic Plan Associations**

##### **School of Kinesiology**

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

#### **Related Measures**

##### **M 1: Resume**

Each student will be required to submit a resume as a component of the HLTH 499 Internship in HPW course. Documentation of community service, service learning, or volunteer activities will be evaluated by the instructor using the resume grading checklist. This is completed during their senior semester in HLTH 499 Internship in HPW.

Source of Evidence: Project, either individual or group

##### **Target:**

The student will pass with a score of 85% or higher on the Resume Grading checklist.

##### **Finding (2015-2016) - Target: Met**

Fall 2015: The Department met its goal: 100% (12 out of 12) of the students met the required outcome of a score of 85% or higher on the Resume Grading checklist; 100% of the students had an overall performance score of an A on this assessment. Spring 2016: The Department met its goal: 100% (14 out of 14) of the students met the required outcome of a score of 85% or higher on the Resume Grading checklist; 100% of the students had an overall performance score of an A on this assessment.

##### **Related Action Plans (by Established cycle, then alpha):**

##### **HLTH faculty to re-evaluate student learning objectives**

HLTH faculty plan to re-evaluate the student learning objectives during the fall 2015 semester. To discuss: requiring Turnitin be used for writing papers, possibility of using HLTH 460 course instead of HLTH 452 course for the use of technical skills student learning objectives.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluation of Intern | **Outcome/Objective:** Effective health educators

**Measure:** Presentation on health topic | **Outcome/Objective:** Use of technical skills

**Measure:** Presentation on Internship | **Outcome/Objective:** Plan, implement and evaluate health education strategies, interventions, and programs

**Measure:** Resume | **Outcome/Objective:** Communication and Advocacy

**Implementation Description:** discussions during scheduled meetings and implementation of Turnitin in all HLTH professional courses

**Projected Completion Date:** 11/2015

**Responsible Person/Group:** HLTH faculty

## **SLO 2: Effective health educators**

The student will be able to exhibit the ability to be effective health educators through participation in an internship in a health promotion agency.

### **Strategic Plan Associations**

#### **School of Kinesiology**

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

### **Related Measures**

#### **M 2: Evaluation of Intern**

Each student is required to participate in HLTH 499 Internship in HPW; upon completion of the internship the student will be evaluated by the agency supervisor with the Evaluation of Intern form. This is completed during the senior year in HLTH 499 Internship in HPW.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

The student will attain a score of a 85% or better on the Evaluation of Intern by Agency Supervisor document.

#### **Finding (2015-2016) - Target: Met**

Fall 2015: The Department met its goal: 100% (12 out of 12) of the students met the required outcome of a score of 85% on the Evaluation of Intern by the Agency Supervisor; 100% of the students had an overall performance score of an A on this assessment. Spring 2016: The Department met its goal: 100% (14 out of 14) of the students met the required outcome of a score of 85% on the Evaluation of Intern by the Agency Supervisor; 100% of the students had an overall performance score of an A on this assessment.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Have students participate in more service, clinical experiences**

To improve grades when participating in the internships and graded by the Internship Supervisor, students will participate in more service and clinical experiences. In the 2013-2015 curriculum the required hours in the internship will be increased to 360 hours (9 credits).

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluation of Intern | **Outcome/Objective:** Effective health educators

**Implementation Description:** Students participate in more clinical experiences and internship hours are increased for the 2013-2015 curriculum.

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** HLTH faculty

**Additional Resources:** N/A

### **HLTH faculty to re-evaluate student learning objectives**

HLTH faculty plan to re-evaluate the student learning objectives during the fall 2015 semester. To discuss: requiring Turnitin be used for writing papers, possibility of using HLTH 460 course instead of HLTH 452 course for the use of technical skills student learning objectives.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluation of Intern | **Outcome/Objective:** Effective health educators

**Measure:** Presentation on health topic | **Outcome/Objective:** Use of technical skills

**Measure:** Presentation on Internship | **Outcome/Objective:** Plan, implement and evaluate health education strategies, interventions, and programs

**Measure:** Resume | **Outcome/Objective:** Communication and Advocacy

**Implementation Description:** discussions during scheduled meetings and implementation of Turnitin in all HLTH professional courses

**Projected Completion Date:** 11/2015

**Responsible Person/Group:** HLTH faculty

### **SLO 3: Plan, implement and evaluate health education strategies, interventions, and programs**

The student will be able to demonstrate the ability to plan, implement and evaluate health education strategies, interventions, and programs through participation in an internship in a health promotion agency.

#### **Strategic Plan Associations**

##### **School of Kinesiology**

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

#### **Related Measures**

##### **M 3: Presentation on Internship**

Each student is required to participate in HLTH 499 Internship in HPW; upon completion of the internship the student will present a health presentation evaluated by the instructor using a presentation grading rubric. Multiple raters were included in this assessment. This is completed during the senior semester in HLTH 499 Internship in HPW>

Source of Evidence: Field work, internship, or teaching evaluation

##### **Target:**

The student will attain an 85% or better on the Presentation Grading Rubric.

##### **Finding (2015-2016) - Target: Partially Met**

Fall 2015: The Department met its goal; 100% (12 out of 12) of the students met the required outcome of a score of 85% or higher on the Presentation Grading Rubric; 91,6% of the students had an overall performance score of an A on this assessment. Spring 2016: The Department did not meet its goal; 78% (11 out of 14) of the students met the required outcome of a score of 85% or higher on the Presentation Grading Rubric; 22% (3/14) did not meet the goal.

##### **Related Action Plans (by Established cycle, then alpha):**

##### **Add presentations into all HLTH professional classes.**

To improve and meet the departmental goal of 85% of the students attaining a score above 85%, presentations will be included in all professional HLTH classes. Students will be given more experience in

presenting. Additionally, a new health promotion class is being added into the HPW curriculum; HLTH 314 Health Promotion Theory.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation on Internship | **Outcome/Objective:** Plan, implement and evaluate health education strategies, interventions, and programs

**Implementation Description:** Add presentations into all HLTH professional classes: HLTH 214, HLTH 335, HLTH 314, HLTH 440, HLTH 460

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** All HLTH faculty teaching these courses

**Additional Resources:** N/A

### **Adding presentations to all HLTH courses**

Presentations have been added to all professional health classes.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation on Internship | **Outcome/Objective:** Plan, implement and evaluate health education strategies, interventions, and programs

**Implementation Description:** Make sure students complete a presentation in professional health course.

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** anyone assigned to teach one of the professional health courses.

### **HLTH faculty to re-evaluate student learning objectives**

HLTH faculty plan to re-evaluate the student learning objectives during the fall 2015 semester. To discuss: requiring Turnitin be used for writing papers, possibility of using HLTH 460 course instead of HLTH 452 course for the use of technical skills student learning objectives.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluation of Intern | **Outcome/Objective:** Effective health educators

**Measure:** Presentation on health topic | **Outcome/Objective:** Use of technical skills

**Measure:** Presentation on Internship | **Outcome/Objective:** Plan, implement and evaluate health education strategies, interventions, and programs

**Measure:** Resume | **Outcome/Objective:** Communication and Advocacy

**Implementation Description:** discussions during scheduled meetings and implementation of Turnitin in all HLTH professional courses

**Projected Completion Date:** 11/2015

**Responsible Person/Group:** HLTH faculty

## **SLO 4: Use of technical skills**

The student will be able to demonstrate the use of technical skills to be competent in the field of health promotion and wellness through completion of a major oral presentation implementing PowerPoint and other strategies.

### **Strategic Plan Associations**

#### **School of Kinesiology**

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

### **Related Measures**

#### **M 4: Presentation on health topic**

At the conclusion of HLTH 460 Organization and Funding Strategies in the fall semester, or HLTH 440 Health Promotion and Program Planning in the spring semester, the student will either complete a media presentation or a written research paper and will be evaluated by the instructor using a presentation grading rubric or research grading rubric. These courses are usually completed during the student's senior year.

Source of Evidence: Presentation, either individual or group

#### **Target:**

The student will attain a score of at least 8.5 (85%) on the Presentation Grading Rubric.

#### **Finding (2015-2016) - Target: Partially Met**

Fall 2015: The Department met its goal: 100% (14/14) of the students met the required outcome of a score of 85% or higher on the Presentation Grading Rubric in HLTH 452 Epidemiology.

Spring 2016: The Department did not meet its goal: 29.16% (7/24) of the students met the required outcome of a score of 85% or higher on the Research Paper Rubric in HLTH 440; 29.16% (7/24) of the students had an overall performance score of an A on this assessment, 8.3% (2/24) of the students had an overall performance score of an B on this assessment. 20.83% (5/24) of the students had an overall performance score of a C on this assessment. 25% (6/24) of the students had an overall performance score of a D on this assessment. 16.66% (4/24) of the students had an overall performance score of an F on this assessment.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Improve ability to use APA format**

Include more opportunities for students to document papers, articles, research using the APA format.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation on health topic | **Outcome/Objective:** Use of technical skills

**Implementation Description:** More article reviews and papers will be assigned where the student will be required to implement APA format. This will be added to health promotion courses (HLTH 214, HLTH 335, HLTH 314, HLTH 452).

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** HPW faculty

**Additional Resources:** 0

**Budget Amount Requested:** \$0.00 (no request)

### **HLTH faculty to re-evaluate student learning objectives**

HLTH faculty plan to re-evaluate the student learning objectives during the fall 2015 semester. To discuss: requiring Turnitin be used for writing papers, possibility of using HLTH 460 course instead of HLTH 452 course for the use of technical skills student learning objectives.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluation of Intern | **Outcome/Objective:** Effective health educators

**Measure:** Presentation on health topic | **Outcome/Objective:** Use of technical skills

**Measure:** Presentation on Internship | **Outcome/Objective:** Plan, implement and evaluate health education strategies, interventions, and programs

**Measure:** Resume | **Outcome/Objective:** Communication and Advocacy

**Implementation Description:** discussions during scheduled meetings and implementation of Turnitin in all HLTH professional courses

**Projected Completion Date:** 11/2015

**Responsible Person/Group:** HLTH faculty

### **Reorganize Lit Review into separate parts**

In order to address the low success rate in HLTH 440 on the literature review paper, the assignment will be organized into separate assignments; reference list, lit review outline, required APA and Plagiarism Tutorial, and APA writing sample due throughout the semester with the final literature review due at the end.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation on health topic | **Outcome/Objective:** Use of technical skills

**Implementation Description:** Update online course to include changes.

**Projected Completion Date:** 01/2017

**Responsible Person/Group:** Instructor

## **Analysis Questions and Analysis Answers**

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### **How were assessment results shared and evaluated within the unit?**

We discuss the assessment results during our HPW meetings every semester. Additionally, on an individual basis, we share with each other information on how the students are doing on various assignments. This is how we determined that we needed to make sure that each course has a presentation and a written assignment in it.

### **Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

Additional writing assignments were added to the HLTH courses. We include sources on our Moodle class sites to give students the opportunity to be aware of the writing lab available to them. Hopefully, by the end of this semester, or the spring 2017 semester, we should be able to experience better results for students who are doing presentations and writing.

Directions and grading rubrics are always being improved by faculty in an attempt to clarify all expectations.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

I think that looking at the results of the assessment cycle has let us be aware of student inefficiency so that we can better address it in the courses that they are required to take. The more that we insist that they write, the more that they are improving. Additionally, we are using Turnitin for an assignment in classes so that the students are able to view feedback in advance of the due date and have the opportunity to fix it to improve their grades. There has been a technical difficulty with Turnitin in allowing students to immediately receive the feedback, but the Office of Distance Learning is working to solve this issue. And, the Health Promotion and Wellness (HPW) curriculum is now able to be updated on a yearly basis. During our HPW committee meetings we discuss all the courses that are required in the HPW curriculum and share feedback. We have been able to add another professional health class that will improve the curriculum. Good communication between the faculty that teach in the HPW program, as well as requesting (and using) feedback from our students is constantly improving our curriculum.