

Health Sciences

Bachelor of Science in Health Sciences (48)

Contact Person:

Dr. Newman McGee
Health Sciences Department
(501) 569-3523
nemcgee@ualr.edu

UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. 48

Assessment Progress Report Form - Calendar Year 2005

Approach

The Department of Health Sciences offers a Bachelor of Science degree in Health Sciences with two emphasis areas: community health promotion and health and exercise science in secondary education. The following is a summary of the approaches taken for assessing the two-degree programs.

Community Health Promotion

The assessment process of the community health promotion degree uses an evaluation procedure recommended by the National Commission for Health Education Credentialing, Inc. (NCHEC). The focus of the NCHEC process is curriculum development in the seven areas of responsibility recognized as comprising the core of knowledge required for a certified health educator. The community health promotion curriculum is designed so that these seven areas of responsibility are covered in our courses. The seven areas of responsibility for a health education specialists outlined by the NCHEC have been adopted and serve as the health sciences community health promotion student learning objectives. Upon completion of the program of study in community health promotion each student will be able to:

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

The community health promotion student learning objectives are assessed using the following procedures: (1) each course required for the community health promotion degree is assessed by the professor/instructor teaching that course (most current

evaluation was conducted in 2003 will be evaluated again in 2006). All courses are assessed using the format outlined by NCHEC, which covers the seven areas of responsibility (hereafter referred to as student learning objectives) for a certified health education specialist; the competencies and the associated sub competencies. (2) A senior examination is given, which is an objective test of one hundred questions covering knowledge and competencies required to master the student learning objectives (this exam was initially developed as a collaborative effort with the Arkansas Health Education Credentialing Board and over a two-year period produced an instrument with demonstrated reliability and validity). (3) Also included in our assessment is a student and program review by a Health Sciences Community Advisory Board. This advisory board is comprised of professional community health educators and administrators' including some UALR graduates. This advisory board is charged with reviewing student and program data, making recommendations and providing information on the readiness and abilities of students who participate in the HSCI internship program.

Health and Exercise Science in Secondary Education

The assessment of the health and exercise science in secondary education emphasis area is based on the following student learning objectives. These objectives encompass the knowledge and competencies necessary for a secondary teacher of physical education, wellness, and leisure. Students completing the health and exercise science in secondary education tract will:

1. Have applicable knowledge of fitness, fundamental movements, sports, health and safety, as well as natural and social sciences.
2. Be able to evaluate and interpret physical characteristics and performance of students in physical education classes.
3. Be able to assess needs of students in physical education classes.
4. Possess an understanding of relationships between and among areas of content.
5. Be able to apply health and physical education concepts appropriately.

Three techniques are used for this assessment: (1) A comprehensive examination is given, which is an objective test of one hundred questions covering health and physical education content knowledge, analysis, and design. This exam is given to seniors prior to entering into block III, student teaching. This exam is a departmentally developed instrument which was administered for the first time in 2003. All faculty involved in teaching courses within this degree will be engaged in refining questions contained in this instrument. The development of this instrument will be an ongoing process and will require several years to establish validity and reliability. (2) Scores from student Praxis exams are also used, the Praxis Series is a nationally standardized test required for teacher licensure by the State of Arkansas. (3) The final evaluation element is a student and program review by The Health Sciences Community Advisory Board. This advisory board is comprised of physical educators and administrators' including some UALR graduates. This advisory board is charged with reviewing student and program data,

making recommendations and providing information on the readiness and abilities of students who participate in block III student teaching (teacher education).

The Department of Health Sciences plans to review the existing assessment program in the fall of 2006, and will make changes based on outcomes of the faculty reviews. Also the HSCI faculty will develop the assessment approach for the HSCI Community Health Promotion emphasis now being offered through distance education.

Use of Assessment for Program Building and Improvement:

Community Health Promotion

NCHEC Course Assessments by Faculty

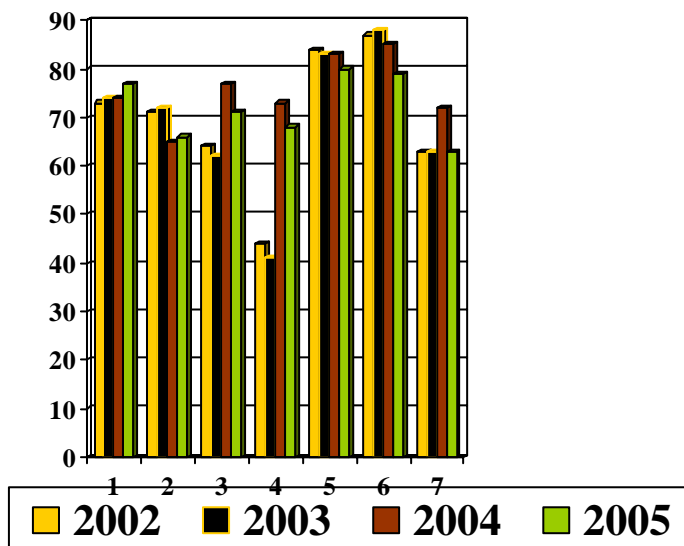
Faculty evaluated courses required of the community health promotion emphasis area using the NCHEC protocol in terms of responsibilities, competencies, and sub-competencies. The faculty converted the seven areas of responsibilities found in the NCHEC protocol to student learning objectives. The following are the results of the 2003 assessment of all community health promotion courses. The coverage of each learning objective by all courses currently offered in this emphasis area ranged from 22% to 39%, with objective I being 39%, objective II 26%, objective III 30%, objective IV 28%, objective V 22%, objective VI 27%, and objective VII 38% (these seven student learning objectives are defined in the approach section under the community health promotion emphasis).

The faculty will review all data and address the data with regard to adapting existing curriculum to better coordinate between individual course objectives and student achievement based on the seven student learning objectives. This evaluation will be completed fall 2006 when the faculty will also re-evaluate all courses using the NCHEC protocol.

Comprehensive Exam (Community Health Promotion)

Student comprehensive examination scores are reflected in Table 1 which shows the comparison of student scores in the seven student learning objectives from 2002 through 2005. The scores are recorded as a percent correct response rate on all questions relating to each objective.

Table 1: Comprehensive Exam Community Health
--



In 2005 three of the student objectives fell below the 70 percent proficiency goal set by the HSCI department and those were objectives two, four, and seven (plan effective health education programs; evaluate effectiveness of health education programs; communicate health and health education needs, concerns and resources). There were increases in two of the objectives; one and two while five objectives decreased from 2004; three, four, five, six, and seven. The faculty is scheduled to re-evaluate each course within this emphasis in the fall of 2006 using the NCHED protocol. Extra emphasis will be placed on the three objectives falling below 70%.

Program Changes Community Health Promotion

During fall 2005 curriculum changes were submitted to the College Curriculum Committee, see appendix A. The proposed curriculum changes were a result of prior assessment data, culminating in the addition of four new courses (HSCI 2303 Theory & Practice of HLED, HSCI 4377 Epidemiology, HSCI 4380 Health Education Program Evaluation, and HSCI 4381 Health Sciences Seminar) and revising HSCI 4695 Internship. At present approval of the curriculum changes are pending minor modifications which are to be completed prior to the end of the current semester.

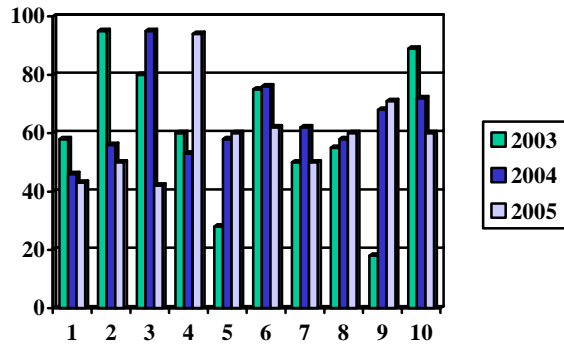
Health and Exercise Science in Secondary Education

Comprehensive Exam

The comprehensive exam for the emphasis in health and exercise science in secondary education was administered for the third year in 2005. The exam for 2003 covered content material for ten of the courses in this curriculum but was increased to include all core emphasis courses for 2004. There are fifteen courses required for this emphasis, refer to tables 2 and 3 for a comparison of student scores. Three students took this exam with two of the three students passing (67%). The tables present the results

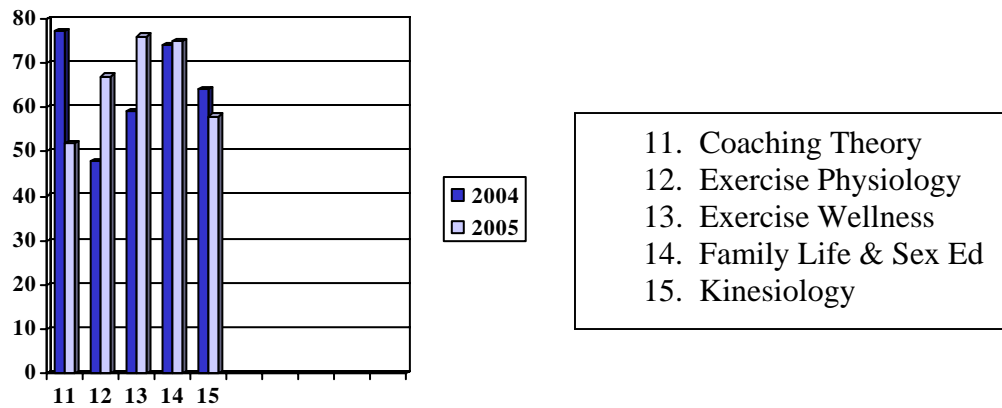
reported as a percentage of questions correct for content material in the fifteen separate courses. Students made improvements in seven of the fifteen course content areas, they are: First Aid; History of Physical Education; Nutrition; Personal Health; Exercise Physiology; Exercise Wellness; Family Life and Sex Education.

Table 2: Comprehensive Exam Health & Exercise Science in Secondary Education



1. Activity & Sport Management
2. Adaptive Physical Education
3. Care & Prevention of Injuries
4. First Aid
5. History of Physical Education
6. Individual Sports
7. Methods of Teaching Physical Education
8. Nutrition
9. Personal Health
10. Team Sports

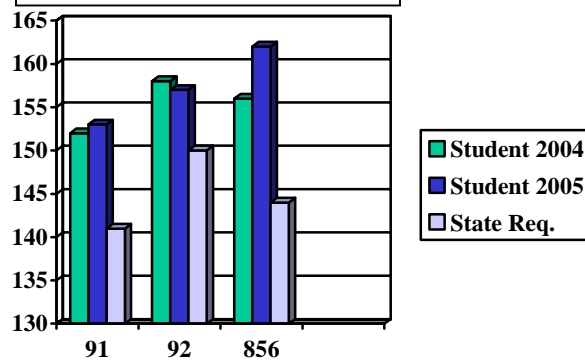
Table 3: Comprehensive Exam Health and Exercise Science in Secondary Education



Praxis Series Professional Assessment for Beginning Teachers

The Praxis Series tests are required of all individuals seeking teacher licensure in the State of Arkansas. There are three content knowledge Praxis exams required for those individuals seeking a licensure in Physical Education, Wellness, and Leisure, and the exams are: 0091 Physical Education Content Knowledge, 0092 Physical Education Analysis and Design, and 0856 Health and Physical Education. In 2005 four students took the Praxis Series for Health and Physical Education (0856), and three passed (75%). Four students took and passed Physical Education Content Knowledge (0091), while three students took Praxis 0091 and passed. The following table compares the student's average scores in each of the Praxis exams to the states required passing scores.

Table 4: Praxis Series, 0091, 0092, 0856



The Praxis Series (0091, 0092, and 0856) for Physical Education, Wellness, and Leisure licensure contain six content categories. The fifteen courses considered core for this degree emphasis were placed under the appropriate categories outlined by the Praxis Series. The purpose of categorizing the courses was to allow faculty and members of the

advisory board to evaluate course offerings in relation to required content knowledge for teacher licensure.

1. Fundamental Movements, Motor Development, and Motor Learning
 - a. Adaptive Physical Education
2. Movement Forms
 - a. Individual Sports
 - b. Team Sports
3. Fitness and Exercise Science
 - a. Exercise Physiology
 - b. Exercise Wellness
 - c. Activity and Sport Management
4. Social Science Foundations
 - a. History of Physical Education
 - b. Methods of Teaching Health and Physical Education
 - c. Coaching Theory
5. Biomechanics
 - a. Kinesiology
6. Health and Safety
 - a. Personal Health
 - b. First Aid
 - c. Care and Prevention of Athletic Injuries
 - d. Family Life and Sex Education
 - e. Nutrition

Health Sciences Community Advisory Board

This advisory board is charged with reviewing student and program data, making recommendations and providing information on the readiness and abilities of students who participate in block III student teaching (teacher education). The following are recommendations suggested by the board:

1. Increased emphasis must be placed on facilitating students ability to pass Praxis I. Writing skills must be improved.
2. Include within the Teaching Methods course a section on effective/appropriate student/classroom discipline.
3. Students need more opportunities to teach prior to their student teaching experience.

Program Changes Health and Exercise Science in Secondary Education

As in past years a review of the comprehensive exam data and Praxis Series scores provided faculty with important information. Although students were not scoring at the 70 percent proficiency level on the departmental comprehensive exams, 90% percent of the students taking the Praxis Series passed the specialty content knowledge area for state licensure. As a compilation of the data analysis from the comprehensive exam, the Praxis exam and the

advisory boards suggestions the following curriculum changes were submitted to the College Curriculum Committee: adding five new courses (HSCI 3212 Individual Sports II, HSCI 3220 Team Sports II, HSCI 4380 Motor Development, HSCI 3420 Applied Human Sciences, and HSCI 3410 Biomechanics

More emphasis has been placed on writing skills and lesson plan development in HSCI 4350 Teaching Health and Physical Education. Students taking HSCI 4350 are required to develop a portfolio containing lesson plans and writing projects. These lesson plans and writing projects will be used as part of the student's progress evaluation required in HSCI 4350.

Results from these assessments have presented specific information about curriculum needs, strengths and weaknesses. This process is strengthening our departmental offerings.

Faculty and Stake Holder Involvement

Full-time and part-time faculty members who taught a course required for a degree in health sciences with an emphasis in community health promotion completed a standardized NCHEC evaluation of their courses in 2003. We are continuing to use this data in 2005. Results of these evaluations were reported to faculty teaching these required courses, and faculty have made changes to courses based on evaluation data.

Results of both comprehensive exams are reported to all faculty members. Students also receive individual feedback on their own performance. Students are informed about the evaluation process, the results of the evaluations, and the plans for changes because of this process. All faculty members teaching courses in the health and exercise science in secondary education emphasis area have been involved in the development of the comprehensive exam. This exam is in its third year of development, and will require more refinement over the next few years in order to become a valid and reliable instrument.

As a result of data collected from this evaluation process all full-time faculty have been involved in the development of new courses, and revision of existing courses. Along with new course development and revisions there has been a concerted effort by faculty and administration to review and change the scope and sequence of both emphasis area degrees.

The Health Sciences Community Advisory Board, which consists of UALR graduates, community health administrators, and teachers in the field of health and exercise science in secondary education, receives a report annually on departmental initiatives and departmental statistics. This advisory board meets annually and has proven to be a very integral component of the health sciences assessment process.

Appendix A

Health Sciences **Community Health Promotion**

Core University courses:

44 Credit Hours

Core Health Sciences courses:

3	HSCI 1370	Personal health
4	HSCI 3401	Nutrition (changed to 3000 level)
4	HSCI 3402	Exercise, Wellness & Lifestyle
3	HSCI 3372	Advanced First Aid

Prerequisites:

Additional required courses:

3	HSCI 2303	Theory & practice of HLED	HSCI 1370
4	HSCI 3474	Community health agencies	HSCI 2303
3	HSCI 3377	Drug education	
4	HSCI 3401	Applied human sciences	
3	HSCI 4371	Concepts and application	HSCI 2303
3	HSCI 4373	Controversial issues	
3	HSCI 4374	Family life & sex education	
3	HSCI 4376	Mental health education	
3	HSCI 4377	Epidemiology	
3	HSCI 4378	Organization and administration	HSCI 2303
3	HSCI 4379	Methods and technology of teaching	HSCI 2303
3	HSCI 4380	Program evaluation	HSCI 4371, HSCI 4377
3	HSCI 4381	Health sciences seminar	HSCI 2303
6	HSCI 4695	Internship in health education	Comp. Exam
			HSCI 3195 HSCI 3196, HSCI 4379, HSCI 4380

Total required hours: 80 hours

Major: 61 hours total

Majors/Minor: 80 (19 hours in electives or other areas of study)

Recommended Sequence of Health Sciences Courses:

Freshman:

HSCI 1370 Personal Health
HSCI 3402 Exercise, Wellness & Lifestyle
HSCI 3401 Applied Human Sciences
HSCI 2303 Theory & Practice of HLED
HSCI 3372 Advance First Aid

Sophomores:

HSCI 4374 Family Life & Sex Education
HSCI 3377 Drug Education
HSCI 4376 Mental Health Education

Juniors:

HSCI 3401 Nutrition
HSCI 3474 Community Health Agencies
HSCI 4377 Epidemiology
HSCI 4371 Concepts

Seniors:

HSCI 4380 Evaluation
HSCI 4378 Org & admin
HSCI 4381 Health Sciences Seminar*
HSCI 4695 Internship*
HSCI 4373 Controversial issues*

**Recommended Courses for Final Semester*