



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

*This form was designed to assist programs in writing a complete assessment annual report according to current good practices that apply to all disciplines. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not they are able to answer all questions on this form. The deadline for submitting this form to the Provost’s Office ([Upload Link](#)) and your College Dean’s Office is **May 15**. The Provost’s Office will upload your assessment annual report to the Assessment Central website.*

Academic Program	BS Health Education & Promotion
Data Collection Period	2016, 2017 will be collected end of April
Report Contact	Dr. Bennie Prince
Date Submitted to College Dean’s Office	4/11/2018

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning outcomes should tie to your mission. Please state your department’s or program’s mission.

The primary educational goals of the B. S. in Health Education & Promotion is to offer an educational foundation which will prepare students to become successful health education and promotion professionals, who are prepared to make significant contributions to the health status of our society. Students within this program are exposed to a competency-based curriculum containing both performance and content from health education which will prepare them to enter into a wide range of health careers. The department’s faculty teaches a variety of courses designed to meet the seven areas of responsibility required of a health educator outlined by the National Commission for Health Education Credentialing.

3. Student Learning Outcomes for Academic Program

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current outcomes that map to SKIM outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning outcomes and for a list of SKIM outcomes, please see the GUIDE.

To achieve this, the HHPS Health Education and Promotion Program objectives are to prepare students who can:
Objective 1 - Assess Needs, Assets and Capacity for Health Education

- Objective 2 - Plan Health Education
- Objective 3 - Implement Health Education
- Objective 4 - Conduct Evaluation and Research Related to Health Education
- Objective 5 - Administer and Manage Health Education
- Objective 6 - Serve as a Health Education Resource Person
- Objective 7 - Communicate and Advocate for Health and Health Education)

SKIM OBJECTIVES

Oral communication – Students will be able:

1. Articulate field work experiences and the core competencies and responsibilities of a Certified Health Education Specialist
2. Articulate multiple cultural perspective in local community health Service learning projects

Written Communication –

1. practice grammar skills involved in writing sentences and short paragraphs discussions, assignments, & projects
2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

1. Examine factors that enhance or impede the process of health education & promotion
2. Demonstrate an ability to justify conclusions based on evidence

Information Technology (Research + Technology)-

1. Demonstrate technology skills with creating their e-portfolio's
2. Review, analyze and interpret health data

Ethics & Ethical Reasoning

1. Apply the relevant philosophy to why you want to become a health advocate
2. Identify and Analyze social and ethical challenges, including possible resolutions

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

Beginning in 2015-2016 faculty members have been attending regularly the SKIM training to incorporate the SKIM assessment piece with our existing HHP Portfolio assessment. With the development of the SKIM Course matrix, rubrics, faculty will come together and assess the students artifacts in the designated coursework once a year in April 2018. The rubrics to evaluate the 6 SKIM areas were developed in March 2018. We will collect the data and save in our developed Blackboard Assessment Course with previous annual assessment reports. Presently we are using only our HHP Portfolio and course artifacts that

are aligned with the 7 CHES Responsibilities. The majority of our BS Health Education & Promotion Students score above 80% on submitted portfolio artifacts. It is our hope with the addition of the 6 SKIM areas that we see an increase in our students writing, research, and critical thinking skills.

2. **Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report**

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Our Health Human Performance Advisory Board did not meet last year. Our stakeholder board meets every 3 years to share in our assessment process. The date for this committee to meet again will be in Spring 2020

C. Current Year's Assessment Report

1. Student Learning Outcome(s) Assessed for This Report

List which specific outcomes are assessed in this report, including any SKIM outcomes. If these map to the SKIM outcomes, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM outcomes and a schedule of SKIM assessment.

To achieve this, the HHPS Health Education and Promotion Program objectives are to prepare students who can:

Objective 1 - Assess Needs, Assets and Capacity for Health Education

Objective 2 - Plan Health Education

Objective 3 - Implement Health Education

Objective 4 - Conduct Evaluation and Research Related to Health Education

Objective 5 - Administer and Manage Health Education

Objective 6 - Serve as a Health Education Resource Person

Objective 7 - Communicate and Advocate for Health and Health Education

NO SKIM Assessment for 2016, we will ASSESS the SKIM at the end of 2017 school year at the end of April

SKIM OBJECTIVES

Oral communication – Students will be able:

1. Articulate field work experiences and the core competencies and responsibilities of a Certified

Health Education Specialist

2. Articulate multiple cultural perspective in local community health

Service learning projects

Written Communication –

1. practice grammar skills involved in writing sentences and short paragraphs discussions

, assignments, & projects

2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

<ul style="list-style-type: none"> 1. Examine factors that enhance or impede the process of health education & promotion 2. Demonstrate an ability to justify conclusions based on evidence <p>Information Technology (Research + Technology)-</p> <ul style="list-style-type: none"> 1. Demonstrate technology skills with creating their e-portfolio's 2. Review, analyze and interpret health data <p>Ethics & Ethical Reasoning</p> <ul style="list-style-type: none"> 1. Apply the relevant philosophy to why you want to become a health advocate 2. Identify and Analyze social and ethical challenges, including possible resolutions <p>Appendix A 1 2016 Assessment Evaluation Collected from Faculty HHP Portfolio, template did not let me create other student learning outcomes to complete Student Learning Outcomes</p>

2. Assessment Methods and Results for Student Learning Outcomes Assessed This Year

Identify and briefly describe method or methods used for each learning outcome assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Outcome: Obj. 1-7	
If this outcome maps to SKIM, indicate which SKIM outcome: Written Communication	
Methods	HHPs 2303 Healthy People Report
Data Repository	End of April 2016
Target Achievement / Benchmark	80%
Results	75% This foundation course is where all of our Majors begin in the program. We want to see growth throughout the degree path.

Student Learning Outcome: Obj. 1-7	
If this outcome maps to SKIM, indicate which SKIM outcome: Ethical Reasoning	
Methods	HHPs 4371 Health assessment of high risk population
Data Repository	End of April 2016
Target Achievement / Benchmark	80%
Results	86%

Student Learning Outcome: Obj. 1,3,6, & 7	
If this outcome maps to SKIM, indicate which SKIM outcome: Critical Thinking	
Methods	HHPS 4373 Advocacy report
Data Repository	End of April
Target Achievement / Benchmark	80%
Results	90%

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

Our students progress through the degree path and are meeting the 7 CHES responsibilities. The internship criteria needs to be revisited and\or the assessment artifact

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Our Health Human Performance Advisory Board will meet again in 2020, we will compile our assessment data and share at our board luncheon.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program's faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	31-45%
Learning activity design	76-90%
Rubric design	31-45%
Rubric norming	31-45%
Evaluating learning activities	31-45%
Analyzing data	31-45%
Developing improvement plans	31-45%
Communication with stakeholders	31-45%
Other (please describe below)	Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

The Health Human Performance Faculty need to be included on the end of year assessment review for BS Health Education Program Portfolio and review of data collected

Health Education and Promotion Assessment for 2017

Course	Responsibility met	#of students	Overall average score	Rubric scale used
<p>HHPS 2303 – Theory and Practice of Health -artifact</p>	<p>HSCI 2303 Theory and Practice of Health Education will meet the Responsibilities I-VII of a Certified Health Education Specialist (CHES). The final assessment project for this course is as follows: Students will compile a Healthy People Report in which they will develop a plan for implementing a health education/strategy/program/intervention for 1 of the 12 leading health indicators indicated by Healthy People 2020. Students will select a theory or planning model that would be best suited for their overall plan in addressing the health issue.</p>		<p>Spr16: (990)=32 Fall16: (990)=32 (991)=29 Average 75% For both semester</p> <p>Target 80% Results 75%</p>	<p>100-90 A 89-80 B 79-70 C 69-60 D 59-below F</p>
<p>HHPS 4371 Health Ed Concepts – Program Rationale Students are required to develop a health education program rationale in which they select a health issue/environmental issue and identify the high-risk target group based on current data statistics. Students then will propose a program rationale in helping to implement appropriate measures to improve the health status of the identified high-risk group. Then, propose evaluation measures of the program.</p>	<p>Area I: Assess Needs, Assets and Capacity for Health Education Area II: Plan Health Education Area III: Implement Health Education Area IV: Conduct Evaluation and Research Related to Health Education Area V: Administer and Manage Health Education Area VI: Serve as a Health Education Resource Person Area VII: Communicate and Advocate for Health and Health Education</p>	<p>Spring 2016 N=30 Average 88.64</p> <p>Fall 2016 N 29 Average 85.57</p>	<p>Target 80% Results 86%</p>	<p>100-90 A 89-80 B 79-70 C 69-60 D 59-below F</p>

<p>HHPS 4373 Controversial Issues - What is the artifact</p>	<p>HHPS 4373 Controversial Issues in Health Education will meet the CHES Responsibility- Area I, IV, VII, and VII The final assessment for the course is an advocacy report on a health issue as follows: Students will compile a full 2 page APA formatted advocacy report to support their view of the issue with supported and detailed facts for both points of view for and against the issue. A total of 6 references. Your cover, abstract & reference pages will be separate pages. Therefore, A total of 5 pages submitted in. Layout of paper: Cover page Abstract 2 page report of issue (Controversial Health Issue, Support of Issue, Against the Issue & Conclusion for your Advocacy approach of your view) Reference Page</p>	<p>Fall 2016 (990) N=39</p> <p>90.36/100</p> <p>Target 80% Results 90%</p>	<p>100-90 A 89-80 B 79-70 C 69-60 D 59-below F</p>
<p>HHPS 4695 – Internship community supervisor critique</p>		<p>Target 80% Results 87%</p> <p>Spring 2016 N= 21 average 75 Fall 2016 N=14 Average 100</p>	<p>100-90 A 89-80 B 79-70 C 69-60 D 59-below F</p>
<p>HHPS 4381 – Senior capstone final portfolio projects an electronic portfolio (pdf document) that students will create to highlight their competency of the 7 Areas of Responsibility of a certified health education specialist</p>	<p>Area I: Assess Needs, Assets and Capacity for Health Education Area II: Plan Health Education Area III: Implement Health Education Area IV: Conduct Evaluation and Research Related to Health Education Area V: Administer and Manage Health Education Area VI: Serve as a Health Education Resource Person Area VII: Communicate and</p>	<p>Target 80% Results 83%</p> <p>Spring 2016 N=40 Average 75/100 Fall 2016 N=33 Average 92.63</p>	<p>100-90 A 89-80 B 79-70 C 69-60 D 59-below F</p>

	Advocate for Health and Health Education		
CHESS Exams during 2016	Looking into how we can get a copy of this report		



ACADEMIC PROGRAM ASSESSMENT PLAN

*This form was designed to assist programs in writing a complete assessment plan according to current good practices that apply to all disciplines. If you choose not to use this form, please consider this form a template or outline and ensure that your plan include all of the components in the form. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to assessmentacademy@ualr.edu. The deadline for submitting this form to the Provost's Office ([Upload Link](#)) and your College Dean's Office is **May 15**. The Provost's Office will upload your updated assessment plan to the Assessment Central website.*

Program Name: BS Health Education & Promotion

SKIM Program? Yes No For a list of programs covered by SKIM, see GUIDE.

Disciplinary Accrediting Body (if applicable): NONE

Department Name: School of CHPR\Health Human Performance Programs

Date Submitted: 4/15/2018

Submitted by: Dr. Bennie Prince (Name)

683-7201, bfprince@ualr.edu (Phone & Email)

Section 1. Program or Departmental Mission Statement.

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The primary educational goals of the B. S. in Health Education & Promotion is to offer an educational foundation which will prepare students to become successful health education and promotion professionals, who are prepared to make significant contributions to the health status of our society. Students within this program are exposed to a competency-based curriculum containing both performance and content from health education which will prepare them to enter into a wide

range of health careers. The department's faculty teaches a variety of courses designed to meet the seven areas of responsibility required of a health educator outlined by the National Commission for Health Education Credentialing.

Section 2. Student Learning Outcomes for Academic Program.

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM outcomes map to your program outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning outcomes and for a list of the SKIM goals, please see the GUIDE.

To achieve this, the HHPS Health Education and Promotion Program objectives are to prepare students who can:

- Objective 1 - Assess Needs, Assets and Capacity for Health Education
- Objective 2 - Plan Health Education
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1. practice grammar skills involved in writing sentences and short paragraphs discussions ,assignments, & projects
2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

1. Examine factors that enhance or impede the process of health education & promotion
2. Demonstrate an ability to justify conclusions based on evidence

Information Technology (Research + Technology)-

1. Demonstrate technology skills with creating their e-portfolio's
2. Review, analyze and interpret health data

Ethics & Ethical Reasoning

1. Apply the relevant philosophy to why you want to become a health advocate
2. Identify and Analyze social and ethical challenges, including possible resolutions

Appendix A 1-2. Curriculum and SKIM Map

Section 3. Curriculum Map.

Attach a map of your program's curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.

Complete the following table to indicate how each student learning outcome will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

Student Learning Outcome	Assessment Method or Learning Activity/Artifact	Course in Which Learning Activity or Assessment Takes Place	Alignment with SKIM outcome(s) or disciplinary accrediting body outcome(s)
1. Objective 1-7	Compile Healthy People Report and develop a plan for implementing a health education/strategy/program/intervention for 1-12 leading health indicators indicated by Healthy People 2020. Students will select theory or planning model that would be best suited for their overall Plan in addressing the health issue	HHPS 2303	Written, Research, Ethics, Critical Thinking
2. Objective 1-7	Students are required to develop a health education program rationale in which they select a health issue/environmental issue and identify a high-risk target group based on current data statistics. Students then will propose a program rationale in helping to implement appropriate measures to improve the health status of the identified high risk group. Then propose evaluation measures of the programs	HHPS 4371	Written, Research, Ethics, Critical Thinking
3. Objective 1,3,6, & 7	The development of a APA formatted advocacy report to support their view of the issue with supported and detailed facts for both points of view for and against the issue.	HHPS 4373	Written, Research, Ethics, Critical Thinking
4. Objectives 1-7	Senior capstone final portfolio projects- an electronic portfolio, that students will create to highlight their competency of the 7 areas of responsibilities of a certified health education specialist	HHPS 4380	Oral, Written, Critical Thinking, Technology

5. Objectives 1-7	Students will research and select 3 philosophies to develop their personal philosophy of why they want to be a community health advocate. They will research and apply these 3 philosophies to practical applications in the community health field.	HHPS 3320	Written, Research, Ethics, Critical Thinking
6. Objectives1-7	Students will volunteer 200 hrs in a community health setting and journal their experiences, be evaluated by health supervisors in the field, present electronic oral and technology presentation over their experiences as it relates to the 7 areas of responsibilities	HHPS 4695	Oral, Written, Ethics, Crititcal Thinking, Technology

Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning outcome will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle: Every 5 years by the Arkansas State Department of Education
 Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: 2020
 (typically at the end of a cycle, unless a need for revision arises before)

Student Learning Outcome	Semester(s) Artifacts are Collected	Semester Assessment Data is Analyzed	Notes
1. Objective 1-7	April of each year	April of each year	Stored in a Blackboard course under HHPS Assessment in community assess
2.			
3.			

4.			
5.			

Section 6. Continuous Improvement Process.

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

Beginning in 2015-2016 faculty members have been attending regularly the SKIM training to incorporate the SKIM assessment piece. With the development of the SKIM Course matrix, rubrics, faculty will come together and assess the students artifacts in the designated coursework once a year in April . The rubrics to evaluate the 6 SKIM areas were developed in March 2018. We will collect the data and save in our developed Blackboard Assessment Course with previous annual assessment reports

Appendix B 1-6

Section 7. Stakeholder Involvement/Communication Plan.

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

The BS Health Education & Promotion faculty has utilized our Health Human Performance Advisory Board to help discuss continuous improvement for our program and students. The HHP faculty nominate 5 members from various community health fields around the state, and 5 alumni from the program to come in for lunch every 3 years to share in our assessment process. The date for this committee to meet again will be in Spring 2020

APPENDIX for 2018 BS Health Education & Promotion Assessment Plan

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Curriculum & SKIM Map	Appendix A 1-2
SKIM Rubrics.....	Appendix B 1-6
Complete Degree Curriculum Matrix will be filled out for 2017.....	Appendix C

Appendix A –1 Curriculum Assessment Map

BS Health Education & Promotion required courses that are aligned with the students learning objectives	NCHEC’s Areas of responsibilities
1. HHPS 2303 –Theory & Practice of Health Education	Areas I, II, III, IV, V, VI, VII
2. HHPS 4371 - Health Education Concepts & Applications	Areas I,II, III,IV, V, VI, VII
3. HHPS 4373 -Controversial Issues in Health Education	Areas I, VI, VII
4. HHPS 4378 - Organization & Administration in Health Education	Areas IV, V, VII, VII
5. HHPS 4380 - Health Education Program Evaluation	Areas I, II, III, IV, VI, VII
6. HHPS 4381 - Health Sciences Seminar	Areas I, II, III, IV, V, VI, VII
7. HHPS 3374 - Community Health Agencies	Areas I, II, III, IV, VI, VII
8. HHPS 4379 - Methods and Techniques of Teaching Health Education	Areas I, II, III, VI, VII
9. HHPS 4695 –Internship in Health Education	Areas III, VI, VII

Appendix A –2

Skills in the CVCE Major (SKIM)	Are Assessed in These Req. Courses
Oral communication in the discipline	HHPS 4381 Health Seminar HHPS 4695 Internship
Written communication in the discipline	HHPS 2303 Theory and Practice of Health HHPS 3320 History/Principles Health and Physical Education HHPS 4373 Controversial Issues HHPS 4380 Program Evaluation HHPS 4381 Health Seminar
Research methods	HHPS 2303 Theory and Practice of Health HHPS 3320 History/Principles Health and Physical Education HHPS 4371 Health Ed Concepts HHPS 4373 Controversial Issues HHPS 4380 Program Evaluation
Ethics	HHPS 2303 Theory and Practice of Health HHPS 3320 History/Principles Health and Physical Education HHPS 4373 Controversial Issues HHPS 4380 Program Evaluation
Critical thinking	HHPS 2303 Theory and Practice of Health HHPS 3320 History/Principles Health and Physical Education HHPS 4371 Health Ed Concepts HHPS 4373 Controversial Issues HHPS 4380 Program Evaluation HHPS 4381 Health Seminar
Technology	HHPS 3320 History/Principles Health and Physical Education HHPS 4381 Health Seminar HHPS 4695 Internship

Appendix B-1 Oral Communication Rubric

Oral Portfolio & Internship Presentation

Common description: The following criteria will be used to assess the HHPS 4381 portfolio & HHPS 4695 internship presentations. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1 Unsatisfactory Score:1.0

No oral presentation submitted. Inadequate preparation. Conference required.

Level 2 Needs Improvement Score:2.0

No oral presentation. One question answered out of four

Level 3 Satisfactory Score:3.0

Oral presentation was adequately done and questions were partially answered

Level 4 Good Score:4.0

Oral presentation was adequately done and all questions were answered. The student prepared of the oral presentation and presented themselves professionally.

Level 5 Excellent Score:5.0

Complete and detailed oral presentation. Variety of community health presentation methods used. Oral presentation was appropriately incorporated into the presentation review. Handouts, booklets were easy to read and enhanced the presentation. Made appropriate eye contact, established reporting, and use of good presence and voice. Involved the portfolio panel in presentation activities.

Links to standards

- **SKIM Oral presentation**

Appendix B-2 Written Rubric

Written Communication HLED Program

Common description: The following criteria will be used to assess the portfolio written artifacts that are collected in HHPS 2303, HHPS 3320, HHPS 4373, HHPS 4380, and HHPS 4381. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1 Unsatisfactory Score:1.0

No written work submitted. Inadequate preparation. Conference required.

Level 2 Needs Improvement Score:2.0

Partial written work submitted. Incomplete information on all written work

Level 3 Satisfactory Score:3.0

All written work submitted. Adequate preparation and information on all written work

Level 4 Good Score:4.0

All written work submitted. Above adequate preparation and information on all written work

Level 5 Excellent Score:5.0

Complete and detailed written work submitted. Professional preparation and additional information on all written work beyond what was requested.

Links to standards

- **SKIM Written communication in the discipline**

Appendix B-3 Critical Thinking Rubric

Critical Thinking

Common description: The following criteria will be used to assess the artifacts collected in HHPS 2303, HHPS 3320, HHPS 4371, HHPS 4373, HHPS 4380, & HHPS 4381. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1	Unsatisfactory	Score:1.0	No written work submitted. Inadequate preparation. Conference required.
Level 2	Needs Improvement	Score:2.0	No written work submitted complete. Minimum components met.
Level 3	Satisfactory	Score:3.0	Written work adequately done and each component had minimum research accomplished
Level 4	Good	Score:4.0	Written work was adequately done and all component were answered and several components researched above average input.
Level 5	Excellent	Score:5.0	Complete and detailed written work. Variety of critical thinking written methods used and appropriately incorporated into the overall presentation review. Extra Handouts, booklets were easy to read and enhanced the written presentation.

Links to standards

- **SKIM Critical Thinking**

Appendix B-4 Technology Rubric

Technology Portfolio Presentation

Common description: The following criteria will be used to assess the electronic portfolios and electronic presentation from HHPS 4381 & HHPS 4695. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1	Unsatisfactory	Score:1.0
	No electronic portfolio submitted. Inadequate preparation. Conference required.	
Level 2	Needs Improvement	Score:2.0
	No completed electronic portfolio submitted. Power point used but links did not work.	
Level 3	Satisfactory	Score:3.0
	Electronic portfolio submitted. Power point used and some links did work	
Level 4	Good	Score:4.0
	Electronic PowerPoint submitted. All links were working and presentation was complete and technology/media was appropriately incorporated into presentation.	
Level 5	Excellent	Score:5.0
	Electronic PowerPoint submitted. All links were complete and detailed presentation. Technology/media went beyond what was appropriate to be incorporated into the presentation review	

Links to standards

- **SKIM Technology Presentation**

Appendix B-5 Research Rubric

Research

Common description: The following criteria will be used to assess the electronic portfolios and electronic presentation from HHPS 2303, HHPS 3320, HHPS 4371, HHPS 4373, & HHPS 4380. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1 Unsatisfactory Score:1.0

No artifacts submitted. Inadequate preparation. Conference required.

Level 2 Needs Improvement Score:2.0

No completed assignment submitted. Submitted assignment with not references

Level 3 Satisfactory Score:3.0

No completed assignment submitted. Submitted assignment with course book referenced only

Level 4 Good Score:4.0

Assignment submitted. Assignment was complete and referenced 3 sources and was appropriately incorporated into written assignment.

Level 5 Excellent Score:5.0

Assignment submitted. Assignment was complete and referenced 3 or more sources and was appropriately incorporated into written assignment.

Links to standards

- **SKIM Research**

Appendix B-6 Ethical Reasoning Rubric

Ethical Reasoning

Common description:	The following criteria will be used to assess the electronic portfolios and electronic presentation from HHPS 2303, HHPS 3320, HHPS 4373, & HHPS 4380. Faculty will meet the end of April and bring sampling of artifacts to assess.	
Level 1	Unsatisfactory	Score:1.0
	No artifacts submitted. Inadequate preparation in using resources available for written work. Conference required.	
Level 2	Needs Improvement	Score:2.0
	No completed assignment submitted. Partial submitted assignment with no resources used for written work	
Level 3	Satisfactory	Score:3.0
	No completed assignment submitted. Submitted assignment with only one resource used	
Level 4	Good	Score:4.0
	Assignment submitted. Assignment was complete and all resources were used and was appropriately incorporated into written assignment.	
Level 5	Excellent	Score:5.0
	Assignment submitted. Assignment was complete and all resources were used. Student used more resources than ones required, and was appropriately incorporated into written assignment.	

Links to standards

- **SKIM Ethical Reasoning Rubric**

Appendix C

Courses and Activities	How Standards are Addressed and Assessed	Courses rated on emphasis in meeting the 7 Responsibilities, Somewhat Moderate Extensive
HHPS 1300 Personal Health	Emphasis: Assessed:	
HHPS 2303 Theory of Heal	Emphasis: Assessed:	
HHPS 2374 Family Sex Ed	Emphasis: Assessed:	
HHPS 3372 Adv. First Aid	Emphasis: Assessed:	
HHPS 3474 Community Hea	Emphasis: Assessed	
HHPS 3377 K-12 Drug Edu	Emphasis: Assessed:	
HHPS 3401 Nutrition	Emphasis: Assessed:	
HHPS 3422 EX Wellness & Life	Emphasis: Assessed:	
IS:4300 HELD Stats	Emphasis: Assessed:	
HHPS 4371HE Concepts	Emphasis: Assessed:	
HHPS 4373Cont. Issue	Emphasis: Assessed:	
HHPS 4374	Emphasis: Assessed:	
HHPS 4376 Mental Health	Emphasis: Assessed:	
HHPS 4378 Org. & Admin	Emphasis: Assessed:	
HHPS 4379 Met. & Tech	Emphasis: Assessed:	
HHPS 4380	Emphasis:	

Program Eva	Assessed:	
HHPS 4381* Health Seminar	Emphasis: Assessed:	
HHPS 4382 Cultural Comp	Emphasis: Assessed:	
HHPS 4695	Emphasis: Assessed:	

HHPS 4382 Cultural Comp	Emphasis: Assessed:
HHPS 4695	Emphasis: Assessed: