

HEALTH EDUCATION MAJOR

Assessment Plan

DESCRIPTION

Majors in health education are preparing for secondary teaching, career opportunities with community health service organizations, and adult health education. The majority of students combine the health education major with a second major in a related field such as physical education, health fitness, or athletic training and complete the sequence of courses for teacher licensure. Students who go on to graduate school select programs in community or public health, school health, nutrition, or health promotion.

MISSION

The health education major prepares students to be life-long learners with a deep commitment to both individual and community health. They develop knowledge across the ten learning indicators established by Healthy People 2010, and can clearly articulate the need for balance among physical, emotional, social, mental, vocational, and spiritual well-being. In addition to a sound foundation of health-related knowledge, students acquire communication, decision-making, problem solving, critical thinking, technology, program planning, and other essential skills fundamental to teaching health education in varied settings. Students are well prepared for a career in public school teaching, community or public health, and/or graduate study in a related field.

HEALTH EDUCATION LEARNER OUTCOMES and ASSESSMENT

HES Department Goal 1.0: **Provide majors and a minor that effectively prepare students for a career within the discipline and for graduate study.**

Health Education Program Learner Outcomes- Students will:

1.1 Know current health-related research and concepts within the discipline, and value lifelong learning as a means to stay current within the field of health education.

Assessment:

Development, presentation, and oral defense of the ePortfolio spring of the senior year, or during student teaching. Rubric for evaluation of ePortfolio applied by departmental faculty. (See attached document.)

Review advocacy and analysis of health-related data based essays, Senior Seminar.

1.2 Demonstrate proficiency related to the eight national competencies for professional preparation within the discipline as established by the American Association of Health Education (AAHE).

Assessment:

NCATE-AAHE national accreditation self-study and review.

MN-Board of Teaching accreditation state review.

HES Department Goal 2.0: **Facilitate student-faculty research, and provide mentoring to students who apply for graduate school admission.**

Health Education Program Learner Outcomes - Students will:

2.1 Review current research-related readings within the discipline of Health Education and write research-based essays using appropriate language and concepts.

Assessment:

Analysis of essays and writing assignments within multiple courses including Senior Seminar, and assessment of appropriate artifacts with reflections/rationale in ePortfolio.

2.2 Explore research opportunities within the discipline and venues for professional presentation and publication.

Assessment:

Completion of varied assignments within HES 229, Introduction to Coordinated School Health Education and readings/critical analysis questions in HES 397, Senior Seminar.

Faculty mentoring of research opportunities for interested students.

2.3 Explore graduate school opportunities and learn how to evaluate graduate programs based on student interests and needs and quality of program, know how to complete the application process, and navigate the graduate school web site of a university.

Assessment:

Completion of graduate school web-based exercise in HES 397, Senior Seminar in Health Education, and oral presentation of what was learned will improve knowledge of graduate school opportunities and processes.

Provided funding from the College is available, survey graduates with a major in Health Education to determine how many have completed a graduate degree and in what field. This project would occur every five years beginning Fall 2011.

HES Department Goal 3.0: Integrate within the majors and minor liberal learning skills including reading, writing, and speaking; appreciation of diversity and global issues; commitment to service; and critical thinking.

Health Education Program Learner Outcomes – Students will:

3.1 Acquire information regarding critical thinking, decision-making, problem solving, and communication skills models, and be able to apply these skills to School Health Education.

Assessment:

Exercises and written assignments within multiple courses required for the major. Emphasis on life skills models, theory, and application to real-world school and community-based scenarios in HES 229, HES 355, and HES 397.

Analysis of HES 397, Senior Seminar essays – critical argumentation techniques. Review and faculty rating of artifacts, reflections, and rationales within the senior ePortfolio.

3.2 Develop writing skills with peer and instructor feedback and apply to controversial topics and issues within the discipline.

Assessment:

Writing assignments that are discipline-specific are included within the majority of Health Education required courses and assessed using varied rubrics.

In addition to an FTS (WRIT course), majors in Health Education must satisfactorily complete the following writing courses: HES 201, HES 355, HES 397.

The quality of student writing within artifacts and pages included within the senior ePortfolio is also assessed by departmental faculty.

HES Department Goal 4.0: Facilitate exploration of personal and professional values that enable students to recognize the importance of lifelong learning and commitment to community and discipline.

Health Education Program Learner Outcomes – Students will:

4.1 Develop a personal health education philosophy that reflects theory, research, and ethical principles based on the SOPHE Code of Ethics for Health Educators.

Assessment:

Analysis of the Ethics Case Studies in Senior Seminar and three essays written within HES 397, Senior Seminar.

A written philosophy statement that addresses clear criteria must be included within the senior ePortfolio.

4.2 Develop and articulate a sense of vocation and service to community.

Assessment:

Critical analysis assignments based on readings by Parks and Palmer within HES 397, Senior Seminar focus on vocation, calling, and service.

***The three major vehicles for assessment of Learner Outcomes beyond assignments with courses includes:**

Senior ePortfolio and Oral Defense

NCATE/AAHE/MN Board of Teaching Self-Study conducted every seven years.

Senior exit interview with all majors.

RUBRIC COMPLETED BY HES FACULTY ***Assessment- Senior e-Portfolio***

Each faculty member within the student's major field of study is asked to review the student portfolio a few days prior to the formal presentation to faculty. Links to the student portfolios will be sent ten days prior to the presentations. Faculty members are asked to review the portfolio based on the RUBRIC elements and complete this brief analysis. The analysis will be of value to the student as the faculty members present will better be able to pose questions and offer meaningful comments.

Individual Faculty Member Reviews Each Portfolio Prior to Defense

Faculty Member's Name _____

Portfolio Created By (Student Name): _____

Comments and Suggestions

1. Overall Quality and Appropriateness of Artifacts Included Within the Portfolio

2. Overall Quality of Reflections Within the STANDARDS TABLE
(Each faculty member reviews the reflections for their discipline.)

- A. How well reflections are written
- B. How accurately the reflection explains the choice of artifact
- C. How well the artifact and reflection matches the NASPE or AAHE standard

3. Overall Professionalism Reflected within the Portfolio

- A. Writing and Appropriate Language
- B. Appropriateness and Relevance of Philosophy Statements to the Disciplines
- C. Quality of Layout and Design
- D. Other Indicators of Professionalism

4. Final Comments on Review of Portfolio Prior to Oral Presentation

- A. Positive Comments
- B. Suggestions for Improvement

**RUBRIC – ORAL PRESENTATION AND DEFENSE OF THE
FINAL SENIOR e-PORTFOLIO
(Completed by Faculty Members During the Defense)**

Faculty Member's Name _____

Portfolio Created By (Student Name): _____

Beginning:

The e-Portfolio was presented but reflections and artifacts matched less than half the standards for each major; inadequate quality of reflections and artifacts; quality of presentation/defense raised major concerns.

Developing:

The e-Portfolio was presented; reflections and artifacts adequately matched three-fourths of the standards for each major; reflections and artifacts need fairly significant revision; quality of presentation/defense raised some concerns.

Appropriate:

The e-Portfolio was presented; reflections and artifacts adequately matched all standards for each major; reflections and artifacts were well written with some revision needed; quality of presentation/defense was very good.

Exemplary:

The e-Portfolio was presented; reflections and artifacts included were excellent examples for all standards for each major; reflections and artifacts were well written with minimal revision needed; quality of presentation/defense was very professional.

Element	Beginning=1	Developing=2	Appropriate=3	Exemplary=4
Professionalism of Presenter				
Appearance, Language, Behaviors				
Knowledge of Discipline(s) As Reflected in Responses to Questions				
Level of Preparation for Presentation				
Quality of Content within the Portfolio				
Appropriateness of Artifacts Selected				
Quality of Writing and Preparation of the Portfolio				
Quality of Elements Included Beyond Basic Requirements				
Reflections and Artifacts Appropriately Match the 6 NASPE and 8 AAHE Standards				
Professional Design and Format of the Portfolio				
Quality of Design, Navigation, and Creativity				
Sub-Totals/Per Column				

Total Score: _____
 Divided by Eight Equals Final Rating of The Portfolio by
 the Individual Faculty Member: _____

Portfolio Advisor collects all Rubrics and Calculates the MEAN portfolio score.

* PASSING SCORE = 2.5 or Higher

** If Score is lower than 2.5, student must revise the e-Portfolio until acceptable rating by Portfolio Advisor or a Grade of FAIL will be recorded for HES 090.

(TENTATIVE FOR THIS SPRING TO SEE HOW THIS WORKS.)

Final Positive Comment(s) Regarding Presentation:

Most Important Suggestion(s) for Further Improvement:

***Detailed Senior ePortfolio Guidelines are available upon request (very lengthy document).**