School Health Emphasis Program Assessment Plan

Program assessment consists of five components beyond the course specific content examinations and assignments:

USU conducts an Employment Success Survey, detailing the employment placement of graduates in their discipline field. This data can be accessed at: www.aaa.usu.edu/employmentoutcomesexamplelink/

2) Each student participates in a required capstone course. For the School Health emphasis that course is HEP 5630: Student Teaching. For the Community Health emphasis that course is HEP 4600: Fieldwork in Health Education. Students are assessed by faculty to determine the readiness of the student for the experience. The supervision of the capstone experience consists of both university faculty and field based professionals. Each experience has well established objectives and multiple evaluations occur during the course. Evaluation methods include written assignments, site visits, interviews, observations and graded assignments. Several feedback points are designed into the experience.

3) Graduating seniors participate in an exit interview with Health Education faculty where they are asked to rate their perceived competencies based on the learning objectives of the School Health Emphasis.

4) Students are encouraged to sit for the Certified Health Education Specialist (CHES) certification exam. The department receives a yearly summary of the total number of students who took and passed the exam;

5) The School Health emphasis lists a course by competency outcomes matrix. Within the matrix are the program's learning objectives identifying how each course contributes to achieving the program learning objectives.

Data from the assessment plan are compiled by Health Education and Promotion (HEP) faculty and a yearly meeting of the HEP faculty focuses on how the curriculum, course content, experiential experiences might be adjusted to address any need for improvement or to reflect new professional standards or competencies. Any changes to course offerings and/or curriculum changes are presented to the HPER faculty to determine if these changes impact any other HPER curriculum. Final changes are forward to the College and University curriculum committees for approval.