

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: M.S. Health Education and Promotion (HEP)

SUBMITTED BY: Dr. Gwendolyn Francavillo, Chair, Department of Health and Human Performance (Former HEP Graduate Director)

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Executive Summary: Description of Assessment Process

List *all* of the program’s learning outcomes, as of the assessment year’s catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
1. Exhibit the knowledge to function as competent graduate-level health educators.	2017-2018		2021-2022
2. Apply theories and/or models to the process of needs assessment and planning health education/promotion strategies, interventions, and programs.	2016-2017		2020-2021
3. Apply ethical standards to the development and implementation of health education/promotion programs.	2019-2020	Y	2022-2023
4. Utilize resource materials, equipment, industry tools/inventories, and/or other practical applications used in health education/promotion programing.	2017-2018		2021-2022
5. Interpret research related to health education/promotion.	2016-2017		2020-2021
6. Communicate about and promote health and health education/promotion.	2019-2020	Y	2022-2023

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

Using the new assessment process developed and implemented in 2016-17 (aligned with the competencies of the NCHEC/CHES standards), Learning Outcomes #3 and #6 were assessed by the following process:

1. The direct and indirect measures used to assess the learning outcomes were identified.
2. The Department of Health and Human Performance reached consensus about what percentage of students should meet the “meets or exceeds standard” target measure for each learning outcome.
3. Referring to the curriculum map that was submitted in the most recent Health Education and Promotion (HEP) program review (see Appendix A), two courses were identified (HPR 540 and IPE 715 (previously HPR 591)) to correspond with the selected learning outcomes for assessment during the 2019-2020 academic year (#3 and #6).
4. Student work was collected from the two courses taught during the 2019-2020 academic year (HPR 540 and IPE 715). The faculty de-identified each assignment and organized all assignments collected by the program learning outcome addressed. Virtually, the department reviewed and assessed the assignments collected using the rubric developed for each learning outcome. The Chair made sure that the instructor of the assignment was not an assessor of the assignment. Each assignment underwent two evaluations by different faculty to maximize inter-rater reliability. Finally, the Graduate Program Director collected the assessment reports from each faculty and aggregated the data. In Appendix B, the learning outcomes and the rubrics associated with each program learning outcome under review this year are included.
5. Results of the Certified Health Education Specialist examination were obtained from NCHEC by the Graduate Program Director (see Appendix C).

6. The Graduating Student Survey (see Appendix D) and Alumni Survey (see Appendix E) were administered by the Office of Planning and Institutional Effectiveness and results compiled and provided to the HEP Graduate Program Director.
7. The Final Internship Performance Review evaluations (see Appendix F) of student interns were collected by the faculty Internship Coordinator and reviewed and aggregated by the Graduate Program Director.
8. The Graduate Program Director reported and summarized data, then made recommendations for planned improvements.
9. The results of the assessment process will be shared and discussed with faculty in the Department of Health and Human Performance to reflect on the strengths of the program and identify opportunities to improve.

Strengths with the Process:

One strength of this assessment process is that it follows a rigorous and objective approach to assess the learning outcomes by utilizing the curriculum map and rubrics for each learning outcome, which operationalizes the outcomes and allow for faculty to more accurately identify the assignments that address the learning outcomes. By developing target measures for each outcome, the department is better able to identify strengths and weaknesses to make a more targeted effort for improvements when necessary. Another strength of this element of the assessment process is that all full-time faculty in the department work together determine the best way to assess the learning outcome and work together to assess the outcomes. Use of the Certified Health Education Specialist examination results and Internship Evaluations are particularly applicable to the program's learning outcomes. Supplemental questions added to the Alumni Survey this year directly targeted Health Education and Promotion learning outcomes.

Challenges with the Process:

There are challenges associated with the process of assessing student work. The greatest challenge is that it is extremely time-consuming, both for the Chair or Graduate Program Director, in collecting and organizing materials for assessment, and for the faculty, who read each assignment. While the Certified Health Education Specialist examination results and Internship Evaluations are excellent for assessing student learning outcomes, the small number of students who have an internship or take the CHES exam makes it difficult to generalize results. Questions on the Graduating Student Survey and Alumni Survey, while relevant to the overall university assessment process, do not specifically reflect HEP student learning outcomes, and the response rate to both surveys is low.

Planned Improvements to the Process:

The assessment process reflects a culture of continuous improvement in the Department to identify strengths and opportunities for improvement within the curriculum. The revised program learning outcomes, curriculum map, and the associated rubrics have helped faculty operationalize exactly what we want our students to learn from the program and to better assess if we are achieving our standards. The Student Learning Outcomes Assessment Handbook was utilized to assist with the assessment process and many aspects of this handbook have been incorporated into this year's assessment process. Finally, the results of the assessment process will be shared with faculty at a Department meeting. The restructuring of the Programs and Schools in new Colleges will determine the future of who will be responsible for future assessment activities, and will allow for more discussion to reflect on the strengths and areas to improve the assessment process for the Health Education and Promotion graduate program (now changed to Public Health Education and Promotion).

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from the 2017-2018 assessment report (the last annual assessment report before the Program Review):

Outcome	Planned Improvement	Update
<p>Exhibit the knowledge to function as a competent graduate-level health educator.</p>	<p>The faculty will be discussing the creation of a Capstone course, to replace the required Internship (which is frequently waived). The course will be required of all HEP students and must be taken in the final semester. This course will allow us to more directly assess the seven areas of responsibility set forth by the National Commission for Health Education Credentialing and assessed by the CHES exam, which only a small proportion of our graduates take. We believe that this will give us better data on which to determine if we are meeting this learning outcome (and, in fact, other learning outcomes). In addition, HPR 540, which really captures the essence of this learning outcome, probably needs to be renumbered at a higher level, with pre-requisites; student work in the Capstone course and HPR 540 could then be used to better assess this outcome. Student work in HPR 520 and HPR 536 will no longer be used to assess this outcome. For this year, however, given that the department is preparing the 5-year HEP Program Review, a list of potential curricular changes will be compiled, but none will be implemented.</p>	<p>IPE 715 (Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) and IPE 716 (Research Methods II for Evidence-Based Health Care Practice) were designed and implemented as interprofessional courses with Health Education and Promotion, Physical Therapy, and Nursing. IPE 715 is a required Research Methods course replacing HPR 591. IPE 716 is a research-focused “capstone” course for HEP students who would like to follow a research path following their graduate studies. The HEP students now have three choices for their culminating experience depending on their career goals: IPE 716, HPR 598 (internship), or HPR 599 (faculty mentored research project). Any of these courses could be utilized to assess this learning outcome in the future.</p> <p>HPR 540 will continue to be a course to assess this learning outcome, as it brings together many of the previous core classes for the HEP degree.</p> <p>Health Education and Promotion became Public Health Education and Promotion starting in August 2020. Research was conducted to determine the updated name based on current best practices, and the students in the Health Education and Promotion graduate program were polled about their preferences of new names. All current students in the MS graduate program were transitioned to the new name in August 2020.</p>

Outcome	Planned Improvement	Update
<p>Utilize resource materials, equipment, industry tools/inventories, and/or other practical applications used in health education/promotion programming.</p>	<p>The faculty will be discussing the creation of a Capstone course, to replace the required Internship (which is frequently waived). The course will be required of all HEP students and must be taken in the final semester. This course will allow us to create specific assignments that will more directly determine students' ability to utilize resource materials, equipment, industry tools/inventories, and/or other practical applications in health education/promotion. Student work in the Capstone course and the possibly redesigned HPR 540 will be used to assess this outcome. Student work in HPR 520 and HPR 536 will no longer be used to assess this outcome. For this year, however, given that the department is preparing the 5-year HEP Program Review, a list of potential curricular changes will be compiled, but none will be implemented.</p>	<p>IPE 715 (Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) and IPE 716 (Research Methods II for Evidence-Based Health Care Practice) were designed and implemented as interprofessional courses with Health Education and Promotion, Physical Therapy, and Nursing. IPE 715 is a required Research Methods course replacing HPR 591. IPE 716 is a research-focused "capstone" course for HEP students who would like to follow a research path following their graduate studies. The HEP students now have three choices for their culminating experience depending on their career goals: IPE 716, HPR 598 (internship), or HPR 599 (faculty mentored research project). Any of these courses could be utilized to assess this learning outcome in the future.</p> <p>Additionally, NU 590 (Health Care Data Analysis) will soon become another IPE course and will be a required course for the new PHEP MS degree. This course will be an excellent measure for this learning outcome, integrating data analysis tools for the Public Health field.</p> <p>Health Education and Promotion became Public Health Education and Promotion starting in August 2020. Research was conducted to determine the updated name based on current best practices, and the students in the Health Education and Promotion graduate program were polled about their preferences of new names. All current students in the MS graduate program were transitioned to the new name in August 2020.</p>
<p>Communicate about and promote health and health education/promotion.</p>	<p>In addition to adding HPR 555 as a source of course material for assessment, the Capstone course and redesigned HPR 540 course discussed earlier in this assessment report will allow us to create specific assignments that will more directly determine students' ability to communicate about and promote health. Student work in HPR 540 will continue to be used to assess this outcome. Student work in HPR 502 and HPR 536 will no longer be used to assess this outcome. For this year, however, given that the department is preparing the 5-year HEP Program Review, a list of potential</p>	<p>HPR 540 (Designing and Evaluating Health Promotion Programs) and IPE 715 (Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) were utilized to assess this learning outcome in 2019-2020. HPR 540 should continue to be a course assessed to measure this learning outcome.</p> <p>Additionally, in the future, HPR 555 (Health Communication) would be an excellent course to measure this learning outcome based on the applicable information taught in the course.</p> <p>Health Education and Promotion became Public Health Education and Promotion starting in August 2020. Research was conducted to determine the updated name based on current best practices, and</p>

Outcome	Planned Improvement	Update
	curricular changes will be compiled, but none will be implemented.	the students in the Health Education and Promotion graduate program were polled about their preferences of new names. All current students in the MS graduate program were transitioned to the new name in August 2020.

Describe how the program implemented its planned improvements from the 2018 Program Review comments:

Comments:

Areas for improvement are reduced dependence on adjunct faculty. Designating graduate faculty that have a primary assignment to the HEP program will ensure ongoing support for the graduate program. Replace faculty who recently left or are retiring soon with individuals with appropriate credentials and/or experience in Health Education and Promotion. Work to reduce the number of adjuncts and increase full time faculty. Have 1-2 faculty who are primarily assigned to the graduate program or are designated graduate faculty. There has been some recent turnover with the departure of Dr. Tripken and the planned retirement of Dr. Summerfield at the end of this semester. It was reported that there are plans to replace these positions. One area of concern reported at multiple levels was the use of adjuncts for the HEP program. While adjuncts can provide extremely valuable ‘real world’ experience, it is important to monitor their effectiveness in teaching and not rely too heavily on them. As enrollment in the program increases, more full-time faculty will be needed. It will be essential to replace faculty who recently left or are retiring with faculty who have appropriate credentialing and experience in health education and promotion.

Response:

Two full-time faculty members have left in the past two years, though we have hired two Public Health-focused full-time tenure-track faculty since the Program Review, so we have been able to have less of a reliance on adjunct faculty for the HEP program. Additionally, another faculty member transitioned to tenure-track since the Program Review, therefore, we have a larger full-time faculty team in the Department of Health and Human Performance to teach in the undergraduate and graduate courses. We are also in the process of developing a new Ph.D. program in Public Health, which will allow the Department to have designated graduate faculty for the MS and PhD Public Health programs and work toward accreditation.

Comments:

Increasing online offerings will serve to further increase flexibility for students. Continue to increase online offerings to provide flexibility for students. Increasing online offerings, which the HEP program is in the process of, will help to serve a broader population and make the program more appealing to potential students who are currently employed in the field.

Response:

Online options for all core classes for the PHEP graduate program will become available beginning in Fall 2021. Since the Program Review, HPR 501, HPR 520, and HPR 591 (now IPE 715—Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) all transitioned to online. The additional curriculum updates to transition HPR 502, HPR 555, and HPR 540 to online options will occur during the 2020-2021 academic year. During the COVID-19 pandemic, all of these courses were taught online already, therefore, making online versions of these courses official is the only necessary step.

Comments:

Developing a strategic and targeted plan for recruitment into the program that emphasizes a diverse body of incoming students will help to sustain enrollment. Work with University admissions and enrollment to develop a plan for sustained recruitment of students.

Response:

Marketing of individual programs is not a focus at Marymount, though at the graduate level, this is necessary, since students enroll in graduate programs for specific topic areas that will assist in future career goals. The Graduate Program Director has been trying to

work with Graduate Admissions and Marketing with not a great deal of success to increase marketing, enrollment, and retention in the HEP program. We hope this can be an area of focus with the newly reorganized Schools and Colleges.

Comments:

Students did report that increased summer course offerings would be helpful.

Response:

We usually offer one graduate HEP elective in the summer term. Because our HEP enrollment grew in the fall 2019 semester substantially, during the two summer 2020 terms, three HEP courses were offered, and were fully enrolled: two sections of HPR 510, Global Health and Culture, and one section of HPR 588, Special Topics in Optimal Aging.

Comments:

One of the unique strengths of the program are several faculty with expertise in Exercise Science. Adding an area of emphasis in exercise science would make the program unique and potentially reach a specific population in recruitment. Develop a graduate emphasis in exercise science (Important to note this will not be possible without support from the university and increased lab space). One area of concern for faculty in the program was lab space for exercise science. While there are currently no courses in the HEP program that require lab space, one recommendation I have is to develop an area of emphasis in the HEP program in exercise science. To do this, additional lab space for graduate students would be needed.

Response:

Only one current graduate course in HEP, HPR 500 (Exercise Physiology), requires the use of lab space. The plan for a MS in Exercise Science is moving forward with curriculum development in the 2020-2021 academic year. The new MS program will be implemented in the fall of 2021 with the current resources and facilities. New, larger lab space and additional faculty will be necessary for the program to grow as enrollment increases.

Comments:

One area to be cognizant of is the faculty advising workload due to the flexibility of the program. Many positive changes resulted from the creation of the HEP Director position and increased advising efforts to help guide students through the program and give them the support they need.

Response:

Due to the increased enrollment in the HEP program, the Graduate Program Director is not the sole advisor for the HEP graduate students any more. Other HHP faculty have taken on some of the workload of advising the graduate students since the Program Review.

Comments:

Continue to provide flexibility for students through elective options. More broadly distribute the suggested elective tracks that are listed on the HEP Evaluation and Degree Plan worksheet. They also requested more study abroad opportunities and course offerings in general.

Response:

Because the enrollment of HEP graduate students increased drastically in fall 2019, the Department of HHP has been able to increase elective options. In the fall 2019 semester, HPR 536 (Stress Management) was offered, in addition to two sections of each of the core classes (HPR 501, HPR 502, and HPR 555). In spring 2020 semester, two sections of HPR 500 (Exercise Physiology) were offered, in addition to two sections of each of the core classes (HPR 520 and HPR 540). Additionally, this was the first time IPE 715 (Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) was offered in place of HPR 591 (Research Methods in Health Education) with over 60 students in the class (in three disciplines: HEP, Physical Therapy, and Nursing). In summer 2020, two sections of HPR 510 (Global Health and Culture) and HPR 588 (Special Topics in Optimal Aging) were offered. We had

planned to offer a collaborative course, HCM 585, a Global Health course to the Netherlands, though with the COVID-19 pandemic, the study abroad opportunity had to be canceled. In fall 2020, we are offering HPR 588 (Special Topics in Health Disparities) and HPR 580 (Public Health Ethics) as electives.

Comment:

Students reported a need for increased assistance in preparing for the CHES exam.

Response:

The Department of HHP has ordered some CHES exam study guides for graduate students or recent alumni to borrow to study for the exam, which has shown to assist students, shown by the successful passing rates of recent graduates.

Outcomes Assessment 2019-2020

Learning Outcome 1: Apply ethical standards to the development and implementation of health education/promotion programs.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Proficiency reports / Evaluation of student work</p> <p>Direct Measure</p> <p>Two courses identified assignments that included an assessment of this learning outcome.</p>	<p>An individualized rubric specific to this learning outcome was used that specified the score as: exceeds standard; meets standard; or below standard. This rubric is attached in Appendix B. The department reached consensus that the target score = 75% of students meets standard</p>	<p>A rubric (see Appendix B) was used to determine proficiency on a final project assignment from all HEP students in HPR 540 (n = 18) and IPE 715 (n = 20).</p>	<p>Two courses were identified to have addressed this learning outcome. Two faculty independently assessed each project using the rubric and each arrived at a score. (3=Exceeds Standard; 2=Meets Standard; 1=Below Standard). The target measure was for 75% of students to “Meets Standard”.</p> <p><u>HPR 540: Designing and Evaluating Health Promotion Programs</u> N = 18</p> <p>There was high inter-rater reliability for the project. Ratings were reported within only 1 point from the other rater. Average ratings are reported below: Exceeds Standard = 50% Meets Standard = 50% Below Standard = 0</p> <p>In sum, 100% of students either met or exceeded the standard. Met</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
			<p><u>IPE 715: Critical Assessment and Research Methods I for Evidence-Based Health Care Practice</u> N = 20 There was high inter-rater reliability for the project. Ratings were reported within only a few points from the other rater. Average ratings are reported below: Exceeds Standard = 30% Meets Standard = 57.5% Below Standard = 12.5% In sum, 87.5% of students either met or exceeded the standard. Met</p>
<p>Certification Results Direct Measure</p>	<p>Pass rate on certification exams and analysis of score on competency as compared to the cohort national average scores. The target is to be above the national average for pass rates and on related competencies.</p>	<p>CHES certification results were obtained by the HEP Graduate Director in an annual report from NCHEC. (See Appendix C)</p>	<p>During the 2019-2020 academic year, the four students affiliated with the Health Education and Promotion program passed with a rate of 75% (3 out of 4 students passed). In October 2019, the national average pass rate was 65.12%. In April 2020, the national average pass rate was 71.62%. Met</p> <p>Two students affiliated with the Health Education and Promotion program took the CHES exam in October 2019. One was a prior student from 2007 who did not pass with a total score of 85, compared with the national average of 104.82. (See previous paragraph about 'Met.')</p> <p>Of the seven specific competencies measured by the exam, this individual scored above the national average in 2 of the 7 competencies: Plan Programs and Communicate/Advocate.</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
			<p>Met</p> <p>The recent graduate from 2019 passed with a score of 101. Of the seven specific competencies measured by the exam, this individual scored above the national average in 3 of the 7 competencies: Assess Needs, Implement Programs, and Communicate/Advocate.</p> <p>Met</p> <p>Two students affiliated with the Health Education and Promotion program took the CHES exam in April 2020 and both passed, with an average total score of 658, compared with the national average of 637.33.</p> <p>Met</p> <p>Of the seven specific competencies measured by the exam, these individuals scored above the national average in 6 of the 7 competencies: Plan Programs, Implement Programs, Evaluate Programs, Administer Programs, Act as a Resource, and Communicate/Advocate.</p> <p>Met</p>
<p>Graduating Student Survey Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items was the target measure.</p>	<p>Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement. The 2019-20 Graduating Student Survey had 6 responses.</p>	<p>Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated Good or Excellent on the survey. N = 6</p> <p>Determine the most ethically appropriate response to a situation. Good to Excellent = 83.3%</p> <p>Met</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
			<p>Understand the major ethical dilemmas in your field. Good to Excellent = 66.7% Not Met</p>
<p>Alumni Survey Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the Alumni Survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items was target measure.</p>	<p>The Alumni Survey (see Appendix E) was distributed to former HEP students to determine satisfaction in several areas with the HEP program and bring attention to areas for improvement.</p> <p>Supplemental questions were added to the Survey to target our specific learning outcomes.</p> <p>Of note, there were only 3 respondents to the Alumni Survey, 1 of whom graduated in 2008-09, 1 of whom graduated in 2013-14, and 1 of whom graduated in 2017-18.</p>	<p>Two standard items on the Alumni Survey are somewhat relevant to this learning outcome. They are reported below in terms of the percent who stated good or excellent on the survey: Valid N = 3</p> <p>Determine the most ethically appropriate response to a situation Good to Excellent = 66.7% Not Met</p> <p>Understand the major ethical dilemmas in your field. Good to Excellent = 66.7% Not Met</p> <p>One supplemental question asked respondents to: Apply ethical standards in the development and implementation of health promotion programs. Good to Excellent = 100% Met</p>
<p>Internship Evaluation Direct Measure</p>	<p>The measure was the Final Internship Performance Review, which is completed by the internship supervisor (see Appendix F). A rating scale of five responses includes (1) poor, (2) fair, (3) good, (4) excellent, and (N/A). The department considers a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a</p>	<p>The Final Internship Performance Review was obtained for students who were enrolled in an internship during the academic year (see Appendix F).</p> <p>There were 6 students in the program who were enrolled in an internship during the 2019-20 academic year.</p>	<p>The analysis process included a review of the internship supervisor performance sheet. The following is a summary of the most applicable items on the Final Internship Performance Review that related to this learning outcome.</p> <p><u>HPR 598 Internship</u> N = 6 students</p>

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</i>
	score of (4) to exceed standard. The Department reached consensus that the target score = 75% Meets Standard.	Some students delayed their internship until 2020-21 due to the pandemic.	Uses ethical standards in the practice of health education Exceeds Standard = 6 Met Demonstrates professional behavior in the workplace Exceeds Standard = 6 Met

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The results of this assessment suggest that the HEP program is providing sufficient education to students regarding applying ethical standards to the development and implementation of health education/promotion programs. Overall, the students were successful in achieving this learning outcome by meeting or exceeding the standards.

All the direct measures either met or exceeded the standards for this learning outcome: 1) Proficiency reports / Evaluation of student work, 2) Certification Results, and 3) Internship Evaluation.

Just less than half of the indirect measures met the standards (2/5), though could have been due to the low sample size of the Graduating Student Survey (n = 6) and Alumni Survey (n = 3).

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Student work in HPR 540 will continue to be used to assess this outcome. Student work in IPE 715 will no longer be used to assess this outcome. Though HPR 580, Public Health Ethics, is an elective, the course is offered frequently enough to be utilized as a measure for this learning outcome.

For the overall graduate program, which includes ethical standards, the following curricular improvements are planned for the 2020-2021 academic year:

1. Health Education and Promotion became Public Health Education and Promotion starting in August 2020. Research was conducted to determine the updated name based on current best practices, and the students in the Health Education and Promotion graduate program were polled about their preferences of new names. All current students in the MS graduate program were transitioned to the new name in August 2020.
2. IPE 715 (Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) and IPE 716 (Research Methods II for Evidence-Based Health Care Practice) were designed and implemented as interprofessional courses with Public Health Education and Promotion, Physical Therapy, and Nursing. IPE 715 is a required Research Methods course replacing HPR 591. IPE 716 is a research-focused “capstone” course for PHEP students who would like to follow a research path following their graduate studies. The PHEP students now have three choices for their culminating experience depending on their career goals: IPE 716, HPR 598 (internship), or HPR 599 (faculty mentored research project).

3. NU 590 (Health Care Data Analysis) will soon become another IPE course and will be a required course for the new PHEP MS degree starting in the fall 2021 semester, integrating data analysis tools for the Public Health field.
4. Online options for all core classes for the PHEP graduate program will become available beginning in Fall 2021. HPR 501, HPR 520, IPE 715, and IPE 716 are all now online. The additional curriculum updates to transition HPR 502, HPR 555, and HPR 540 to online options will occur during the 2020-2021 academic year. During the COVID-19 pandemic, all of these courses were taught online already, therefore, making online versions of these courses official is the only necessary step.
5. HPR 500 (Exercise Physiology) and HPR 534 (Topics in Nutrition and Weight Management) will not be required beginning in fall 2021 and will be transitioned to electives, instead of requiring one for the MS degree (each offered in alternate spring semesters currently).
6. The plan for a MS in Exercise Science is moving forward with curriculum development in the 2020-2021 academic year. The new MS program will be implemented in the fall of 2021 with the current resources and facilities. New, larger lab space and additional faculty will be necessary for the program to grow as enrollment increases.

Learning Outcome 2: Communicate about and promote health and health education/promotion.

Outcome Measures	Performance Standard	Data Collection	Result
<p>Proficiency reports / Evaluation of student work</p> <p>Direct Measure</p> <p>Two courses identified assignments that included an assessment of this learning outcome.</p>	<p>An individualized rubric specific to this learning outcome was used that specified the score as: exceeds standard; meets standard; or below standard. This rubric is attached in Appendix B. The department reached consensus that the target score = 75% of students meets standard</p>	<p>A rubric (see Appendix B) was used to determine proficiency on a final project assignment from all HEP students in HPR 540 (n = 18) and IPE 715 (n = 20).</p>	<p>Two courses were identified to have addressed this learning outcome. Two faculty independently assessed each project using the rubric and each arrived at a score. (3=Exceeds Standard; 2=Meets Standard; 1=Below Standard). The target measure was for 75% of students to “Meets Standard”.</p> <p><u>HPR 540: Designing and Evaluating Health Promotion Programs</u> N = 18</p> <p>There was high inter-rater reliability for the project. Ratings were reported within only 1 point from the other rater. Average ratings are reported below: Exceeds Standard = 61.1% Meets Standard = 38.9% Below Standard = 0</p> <p>In sum, 100% of students either met or exceeded the standard. Met</p> <p><u>IPE 715: Critical Assessment and Research Methods I for</u></p>

Outcome Measures	Performance Standard	Data Collection	Result
			<p><u>Evidence-Based Health Care Practice</u> N = 20</p> <p>There was high inter-rater reliability for the project. Ratings were reported within only a few points from the other rater. Average ratings are reported below: Exceeds Standard = 27.5% Meets Standard = 62.5% Below Standard = 10%</p> <p>In sum, 90% of students either met or exceeded the standard. Met</p>
<p>Certification Results</p> <p>Direct Measure</p>	<p>Pass rate on certification exams and analysis of score on competency as compared to the cohort national average scores. The target is to be above the national average for pass rates and on related competencies.</p>	<p>CHES certification results were obtained by the HEP Graduate Director in an annual report from NCHEC. (See Appendix C)</p>	<p>During the 2019-2020 academic year, the four students affiliated with the Health Education and Promotion program passed with a rate of 75% (3 out of 4 students passed). In October 2019, the national average pass rate was 65.12%. In April 2020, the national average pass rate was 71.62%. Met</p> <p>Two students affiliated with the Health Education and Promotion program took the CHES exam in October 2019. One was a prior student from 2007 who did not pass with a total score of 85, compared with the national average of 104.82. (See previous paragraph about 'Met.') Of the seven specific competencies measured by the exam, this individual scored above the national average in 2 of the 7 competencies: Plan Programs and Communicate/Advocate. Met</p> <p>The recent graduate from 2019 passed with a score of 101. Of the seven specific competencies measured by the</p>

Outcome Measures	Performance Standard	Data Collection	Result
			<p>exam, this individual scored above the national average in 3 of the 7 competencies: Assess Needs, Implement Programs, and Communicate/Advocate. Met</p> <p>Two students affiliated with the Health Education and Promotion program took the CHES exam in April 2020 and both passed, with an average total score of 658, compared with the national average of 637.33. Met</p> <p>Of the seven specific competencies measured by the exam, these individuals scored above the national average in 6 of the 7 competencies: Plan Programs, Implement Programs, Evaluate Programs, Administer Programs, Act as a Resource, and Communicate/Advocate. Met</p>
<p>Graduating Student Survey</p> <p>Indirect Measure</p>	<p>Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items was the target measure.</p>	<p>Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement. The 2019-20 Graduating Student Survey had 6 responses.</p>	<p>Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated Good or Excellent on the survey. N = 6</p> <p>Develop a coherent written argument. Good to Excellent = 66.7% Not Met</p> <p>Deliver a coherent oral presentation. Good to Excellent = 83.3% Met</p> <p>The internship allowed you to improve oral and written communication. N = 4</p>

Outcome Measures	Performance Standard	Data Collection	Result
			Yes = 66.7% Not Met
Alumni Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the Alumni Survey for items relevant to learning outcome and qualitative feedback. The performance measure of 75% rating of good or excellent on survey items was target measure.	The Alumni Survey (see Appendix E) was distributed to former HEP students to determine satisfaction in several areas with the HEP program and bring attention to areas for improvement. Supplemental questions were added to the Survey to target our specific learning outcomes. Of note, there were only 3 respondents to the Alumni Survey, 1 of whom graduated in 2008-09, 1 of whom graduated in 2013-14, and 1 of whom graduated in 2017-18.	Two standard items on the Alumni Survey are somewhat relevant to this learning outcome. They are reported below in terms of the percent who stated good or excellent on the survey: Valid N = 3 Develop a coherent written argument Good to Excellent = 66.7% Not Met Deliver a coherent oral presentation Good to Excellent = 66.7% Not Met One supplemental question asked respondents to: Effectively communicate with others to promote health. Good to Excellent = 66% Not Met
Internship Evaluation Direct Measure	The measure was the Final Internship Performance Review, which is completed by the internship supervisor (see Appendix F). A rating scale of five responses includes (1) poor, (2) fair, (3) good, (4) excellent, and (N/A). The department considers a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a score of (4) to exceed standard. The Department reached consensus that the target score = 75% Meets Standard .	The Final Internship Performance Review was obtained for students who were enrolled in an internship during the academic year (see Appendix F). There were 6 students in the program who were enrolled in an internship during the 2019-20 academic year. Some students delayed their internship until 2020-21 due to the pandemic.	The analysis process included a review of the internship supervisor performance sheet. The following is a summary of the most applicable items on the Final Internship Performance Review that related to this learning outcome. <u>HPR 598 Internship</u> N = 6 students Assesses needs, assets, and capacity for health education Meets Standard = 1 Exceeds Standard = 4 N/A = 1 Met Implements health education programs

Outcome Measures	Performance Standard	Data Collection	Result
			<p>Meets Standard = 1 Exceeds Standard = 4 N/A = 1 Met</p> <p>Administers and manage health education Meets Standard = 2 Exceeds Standard = 4 Met</p> <p>Serves as health education resource person Meets Standard = 1 Exceeds Standard = 4 N/A = 1 Met</p> <p>Communicates and advocates for health and health education Exceeds Standard = 6 Met</p> <p>Demonstrates effective oral communication skills Meets Standard = 1 Exceeds Standard = 5 Met</p> <p>Demonstrates effective written communication skills Meets Standard = 2 Exceeds Standard = 4 Met</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The results of this assessment suggest that the HEP program is providing sufficient education to students regarding communicating about and promoting health and health education/promotion. Overall, the students were successful in achieving this learning outcome by meeting or exceeding the standards.

All the direct measures either met or exceeded the standards for this learning outcome: 1) Proficiency reports / Evaluation of student work, 2) Certification Results, and 3) Internship Evaluation.

For the most part, the indirect measures did not meet the standards (1/6), though could have been due to the low sample size of the Graduating Student Survey (n = 6) and Alumni Survey (n = 3).

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Student work in HPR 540 will continue to be used to assess this outcome. Student work in IPE 715 will no longer be used to assess this outcome. HPR 555 Health Communication is a required course in the program that directly addresses this learning outcome. This course should be a source of course material for assessment in the future.

For the overall graduate program, which includes health communication, the following curricular improvements are planned for the 2020-2021 academic year:

1. Health Education and Promotion became Public Health Education and Promotion starting in August 2020. Research was conducted to determine the updated name based on current best practices, and the students in the Health Education and Promotion graduate program were polled about their preferences of new names. All current students in the MS graduate program were transitioned to the new name in August 2020.
2. IPE 715 (Critical Assessment and Research Methods I for Evidence-Based Health Care Practice) and IPE 716 (Research Methods II for Evidence-Based Health Care Practice) were designed and implemented as interprofessional courses with Public Health Education and Promotion, Physical Therapy, and Nursing. IPE 715 is a required Research Methods course replacing HPR 591. IPE 716 is a research-focused “capstone” course for PHEP students who would like to follow a research path following their graduate studies. The PHEP students now have three choices for their culminating experience depending on their career goals: IPE 716, HPR 598 (internship), or HPR 599 (faculty mentored research project).
3. NU 590 (Health Care Data Analysis) will soon become another IPE course and will be a required course for the new PHEP MS degree starting in the fall 2021 semester, integrating data analysis tools for the Public Health field.
4. Online options for all core classes for the PHEP graduate program will become available beginning in Fall 2021. HPR 501, HPR 520, IPE 715, and IPE 716 are all now online. The additional curriculum updates to transition HPR 502, HPR 555, and HPR 540 to online options will occur during the 2020-2021 academic year. During the COVID-19 pandemic, all of these courses were taught online already, therefore, making online versions of these courses official is the only necessary step.
5. HPR 500 (Exercise Physiology) and HPR 534 (Topics in Nutrition and Weight Management) will not be required beginning in fall 2021 and will be transitioned to electives, instead of requiring one for the MS degree (each offered in alternate spring semesters currently).
6. The plan for a MS in Exercise Science is moving forward with curriculum development in the 2020-2021 academic year. The new MS program will be implemented in the fall of 2021 with the current resources and facilities. New, larger lab space and additional faculty will be necessary for the program to grow as enrollment increases.

Appendices (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

Appendix A: MS Health Education and Promotion Learning Outcomes and Curriculum Map

Learning Outcomes	Courses															
	HPR 500	HPR 501	HPR 502	HPR 510	HPR 520	HPR 534	HPR 536	HPR 540	HPR 550	HPR 555	HPR 560	HPR 580	HPR 588	HPR 591 (IPE 715)	HPR 598	HPR 599
1. Exhibit the knowledge to function as competent graduate-level health educators.		X	X	X	X		X	X						X	X	
2. Apply theories and/or models to the process of needs assessment and planning health education/promotion strategies, interventions, and programs.		X		X		X		X						X	X	
3. Apply ethical standards to the development and implementation of health education/promotion programs.				X	X			X				X		X	X	
4. Utilize resource materials, equipment, industry tools/inventories, and/or other practical applications used in health education/promotion programming.					X	X	X	X						X	X	

5. Interpret research related to health education/promotion.		x	x	x	x	x	x	x				x		x	x	
6. Communicate about and promote health and health education/promotion.			x	x			x	x				x		x	x	

Appendix B: MS Health Education and Promotion Program Learning Outcome Rubrics

LEARNING OUTCOME #3 RUBRIC:

Apply ethical standards to the development and implementation of health education/promotion programs

CLASSES: HPR 540 and IPE 715 (previously HPR 591)

Below Standard	Meets Standard	Exceeds Standard
Does not demonstrate the practice of ethical standards in the conduct of health education/promotion and/or consultative relationships.	Demonstrates the practice of ethical standards in the conduct of health education/promotion and/or consultative relationships.	Demonstrates with high sensitivity the practice of ethical standards in the conduct of health education/promotion programs and/or consultative relationships.
Fails to comply with legal standards when selecting health education/wellness strategies and designing programs.	Complies with legal standards in selecting health education/wellness strategies and designing programs.	Well versed in complying with legal standards in selecting health education/wellness strategies and designing programs.
Is not culturally competent in recognizing various risk factors for diseases.	Is culturally competent in recognizing various risk factors for diseases.	High level of cultural competency to work with and meet the needs of a variety of diverse individuals/populations.
Does not recognize opportunities and access to health education/promotion programs for individuals of all abilities and backgrounds.	Recognizes opportunities and access to health education/promotion programs for individuals of all abilities and backgrounds.	Well versed in opportunities and access to health education/promotion programs for individuals of all abilities and backgrounds.

LEARNING OUTCOME #6 RUBRIC:

Communicate about and promote health and health education/promotion.

Course Addressed: HPR 540 and IPE 715 (previously HPR 591)

Below Standard	Meets Standard	Exceeds Standard
Does not deliver health messages using a variety of communication strategies, methods, and techniques	Delivers health messages using a variety of communication strategies, methods, and techniques	Delivers health messages using a wide variety of communication strategies, methods, and techniques
Does not identify current and emerging issues requiring advocacy	Identifies current and emerging issues requiring advocacy	Identifies the most current and emerging issues requiring advocacy
Does not demonstrate proficiency in communication skills, including verbal and non-verbal communication.	Demonstrates proficiency in communication skills, including verbal and non-verbal communication.	Demonstrates high proficiency in communication skills, including verbal and non-verbal communication.
Does not use evidence-based findings to develop health messages	Uses evidence-based findings to develop health messages	Uses the most relevant evidence-based findings to develop clear health messages
Does not identify factors that influence decision makers and does not integrate any factors into health messages.	Identifies factors that influence decision makers and integrates these factors into health messages.	Identifies all relevant factors that influence decision makers and integrates these factors into health messages with high proficiency.

Appendix C: NCHC Certified Health Education Specialist Certification Results 2019-2020



**National Commission for Health Education Credentialing, Inc.
CHES Exam Results School Report October 2019**

This report has been prepared exclusively for:
Marymount University

	Assess Needs	Plan Programs	Implement Programs	Evaluate Programs	Administer Programs	Act as a resource	Communicate/Advocate	Total Score	Number Tested	Number Passed	Percent Passed
Cohort National Average Scores	15.77	17.79	28.16	8.09	13.08	9.05	12.88	104.82	1098	715	65.12%
Institution Average Scores	15.00	18.50	25.00	6.00	9.00	6.50	13.00	93.00	2	1	50.00%
Average Scores by Major											
Health Promotion Management	11.00	20.00	20.00	6.00	8.00	7.00	13.00	85.00	1	0	0.00%
Health Education & Promotion	19.00	17.00	30.00	6.00	10.00	6.00	13.00	101.00	1	1	100.00%

		Assess Needs	Plan Programs	Implement Programs	Evaluate Programs	Administer Programs	Act as a resource	Communicate/Advocate	Total Score	Number Tested	Number Passed	Percent Passed
Average Scores by Major By Degree Year												
Health Education & Promotion	2019	19.00	17.00	30.00	6.00	10.00	6.00	13.00	101.00	1	1	100.00%
Health Promotion Management	2007	11.00	20.00	20.00	6.00	8.00	7.00	13.00	85.00	1	0	0.00%
Scores By Degree												
MS		15.00	18.50	25.00	6.00	9.00	6.50	13.00	93.00	2	1	50.00%
Average Scores by Degree by Degree Year												
MS	2019	19.00	17.00	30.00	6.00	10.00	6.00	13.00	101.00	1	1	100.00%
MS	2007	11.00	20.00	20.00	6.00	8.00	7.00	13.00	85.00	1	0	0.00%



**National Commission for Health Education Credentialing, Inc.
CHES Exam Results School Report**

This report has been prepared exclusively for:
Marymount University

	Assess Needs	Plan Programs	Implement Programs	Evaluate Programs	Administer Programs	Act as a resource	Communicate/Advocate	Total Score	Number Tested	Number Passed	Percent Passed
Cohort National Average Scores	16.71	18.16	28.22	9.87	12.83	9.89	12.95	637.33	948	679	71.62%
Institution Average Scores	16.50	18.50	29.50	11.50	13.50	10.50	14.00	658.00	2	2	100.00%
Average Scores by Major											
Health Education & Promotion	16.50	18.50	29.50	11.50	13.50	10.50	14.00	658.00	2	2	100.00%

	Assess Needs	Plan Programs	Implement Programs	Evaluate Programs	Administer Programs	Act as a resource	Communicate/Advocate	Total Score	Number Tested	Number Passed	Percent Passed
Average Scores by Major By Degree Year											
Health Education & Promotion 2020	16.50	18.50	29.50	11.50	13.50	10.50	14.00	658.00	2	2	100.00%
Scores By Degree											
MS	16.50	18.50	29.50	11.50	13.50	10.50	14.00	658.00	2	2	100.00%
Average Scores by Degree by Degree Year											
MS 2020	16.50	18.50	29.50	11.50	13.50	10.50	14.00	658.00	2	2	100.00%

Appendix D: MS HEP Graduating Student Survey Results 2019-2020

Graduating Student Survey, Spring 2020

2019-20 Graduating Student Survey -- Evaluation of Preparation

NU : GR : Health Education and Promotion (M.S.)

	Responses	% Good or Excellent	Mean	Std Dev
Find a job in your field.	6	83.3	4.17	0.75
Succeed in a job in your field.	6	83.3	4.33	0.82
Attain a promotion within your existing employment situation.	6	66.7	4.17	0.98
Pursue more education in your field.	6	66.7	4.17	0.98
Conduct research to support a position.	6	83.3	4.33	0.82
Develop a coherent written argument.	6	66.7	4.00	0.89
Deliver a coherent oral presentation.	6	83.3	4.17	0.75
Use quantitative/qualitative techniques within your professional field.	6	83.3	4.17	0.75
Determine the most ethically appropriate response to a situation.	6	83.3	4.17	0.75
Understand the major ethical dilemmas in your field.	6	66.7	4.00	0.89
Work as part of an effective team.	6	83.3	4.33	0.82
Lead a team.	6	100.0	4.50	0.55
Manage time effectively.	6	83.3	4.33	0.82
Use technology effectively in a workplace environment.	6	66.7	4.00	1.26
Apply knowledge and skills to new situations.	6	66.7	4.17	0.98
Solve problems in your field using your knowledge and skills.	6	83.3	4.33	0.82
Find appropriate sources of information.	6	83.3	4.33	0.82
Evaluate the quality of information (e.g. scholarly articles, newspapers).	6	66.7	4.17	0.98

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

2019-20 Graduating Student Survey -- Faculty, Advisors, and Courses

NU : GR : Health Education and Promotion (M.S.)

	Responses	% Agree or Strongly	Mean	Std Dev
Faculty members have a high level of expertise in their fields.	6	66.7	3.67	1.37
Faculty members are approachable.	6	83.3	4.17	0.75
Faculty members are available to address my needs outside of class.	6	83.3	4.17	0.75
Advisers are available at convenient times.	6	83.3	4.17	1.17
Advisers are helpful with selecting courses.	6	50.0	3.83	0.98
Advisers are knowledgeable about my degree requirements.	6	50.0	4.00	1.10
Advisers explored my career options with me.	6	33.3	3.33	1.51

Graduating Student Survey, Spring 2020

Advisers discussed my future education options.	6	33.3	3.50	1.22
Classes in my major were generally available during semesters I need them.	6	83.3	4.17	1.17
Classes in my major were offered at convenient times.	6	100.0	4.50	0.55
Classes in my major challenged me to apply my knowledge in new ways.	6	100.0	4.50	0.55
Classes in my major were academically challenging.	6	83.3	4.17	1.17
Elective courses were generally available during semesters I need them.	6	66.7	3.83	1.17
Elective courses were offered at convenient times.	6	66.7	4.17	0.98
Sufficient electives were offered to meet my needs.	6	50.0	3.50	1.38
Elective classes were academically challenging.	6	66.7	4.00	0.89
Classes in the liberal arts core were academically challenging.	0	--		

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

2019-20 Graduating Student Survey -- Evaluation of Development

NU : GR : Health Education and Promotion (M.S.)

	Responses	% Agree or Strongly Agree	Mean	Std Dev
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	6	100.0	4.50	0.84
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	6	100.0	4.50	0.84
I feel a sense of commitment to serve others throughout my lifetime.	6	100.0	4.50	0.84
I'm aware of how I might apply what I've learned at Marymount to serve my community.	6	83.3	4.33	1.21

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

	Responses	% Somewhat or To a Great Extent	Mean	Std Dev
Interest in lifelong learning	6	100.0	3.67	0.52
Awareness of global issues	6	100.0	3.67	0.52
Self-confidence	6	100.0	3.67	0.52
Openness to new experiences	6	100.0	3.67	0.52
Interest in cultures different from your own	6	100.0	3.50	0.55
Leadership skills	6	100.0	3.67	0.52
Commitment to service	6	100.0	3.67	0.52
The ability to collaborate with others from different backgrounds and experiences	6	83.3	3.33	1.21

Responses on a 4 point scale: 1 (Not at All) to 4 (To a Great Extent)

2019-20 Graduating Student Survey -- Internship

NU : GR : Health Education and Promotion (M.S.)

	Responses	Percent Yes
Did your education at MU include an internship, clinical, or student teaching experience(s)?	6	100.0
<i>The internship, clinical, or student teaching experience(s) allowed you to:</i>		
Explore career interests	4	66.7
Apply critical thinking skills	4	66.7
Improve oral and written communication	4	66.7
Improve understanding of responsibilities required in the profession	3	50.0
Network with professionals	4	66.7
Obtain employment at your internship site	1	16.7
Work with a team in an organizational setting	3	50.0
Get professional feedback on career skills and options	2	33.3
Develop a portfolio of work samples	1	16.7
Improve your competitiveness in the job market	1	16.7

2019-20 Graduating Student Survey -- Further Education

NU : GR : Health Education and Promotion (M.S.)

	Responses	Percent Yes or Maybe
Do you plan to continue your education formally after graduation?	6	50.0
<i>If you are planning to return to school, when do you plan to return?</i>		
Within the next year	0	--
Within two to three years	1	33.3
More than three years from now	0	--
Unsure about when	2	66.7
<i>What degree do you plan to pursue?</i>		
Masters	0	--
Doctorate	3	100.0
MD	0	--
JD	0	--
Other	0	--

2019-20 Graduating Student Survey - Employment

NU : GR : Health Education and Promotion (M.S.)

	Responses	Percent
<i>What is your current employment status?</i>		
Employed full-time	2	33.3
Employed part-time	1	16.7
Not employed, but looking	2	33.3
Not employed, not looking	1	16.7
<i>Is your current position related to your field of study at MU?</i>		
Directly related	0	--
Somehow related	1	33.3
Not at all related	2	66.7
<i>If employed full-time, which sector best describes your job?</i>		
Commercial or for-profit	1	33.3
Not-for-profit	2	66.7
Government	0	--
<i>If employed full-time, what is your salary?</i>		
Under \$10,000	0	--
\$10,000 to \$19,999	0	--
\$20,000-\$29,999	1	50.0
\$30,000-\$39,999	0	--
\$40,000-\$49,999	0	--
\$50,000-\$59,999	0	--
\$60,000-\$69,999	1	50.0
\$70,000-\$79,999	0	--
\$80,000-\$89,999	0	--
\$90,000-\$99,999	0	--
\$100,000 and above	0	--
<i>What are your employment plans after graduation?</i>		
Obtain a full-time position	3	50.0
Obtain a part-time position	1	16.7
Continue in the same position	1	16.7
None	1	16.7
Other	0	--

2018-19 Graduating Student Survey -- Employment

Job Title:	Employer:	Location:
Transitions Health Coach	Bay Aging	Alexandria, VA
Kid's Club Supervisor	24 Hour Fitness	Falls Church, VA

2018-19 Graduating Student Survey -- Comments (Redacted)

What are the strongest aspects of your MU education?	What aspects of your MU education need the most improvement?	If you have any other comments regarding your MU education, please provide them here.
The small class sizes and being able to connect with students and professors and creating professional relationships.	When it comes to adjuncts, some have not been organized enough or may have not been welcoming. I would suggest that adjuncts should have a lot of experience and some in teaching. (not all adjuncts are bad, I have had some great adjuncts but there were some who were not good).	
Then open environment to ask questions to professors.	Collaborative work. Many students do not put in a high level of work in group projects. The ability to work independently should be given to students in a Masters level program.	N/A
practical application of academics	vast disparity among students in terms of ability detracts from quality of classroom instruction and interchange between students	
Research	communication	

Appendix E: MS HEP Alumni Survey Results 2019-2020

2019 Marymount Alumni Data -- By Program

2008-09 Respondents:	1	
2013-14 Respondents:	1	Graduate
2017-18 Respondents:	1	Malek School of Health Professions
Total Respondents:	3	Health Education and Promotion (M.S.)

<i>From your experience at MU, how would you rate each of following?</i>	Percent Good or Excellent*	Valid N
Overall experience	66.7%	3
Academic quality	66.7%	3
Major department or academic program	66.7%	3
Library and Learning services	66.7%	3
Academic advising	66.7%	3
Marymount's academic reputation	66.7%	3

For each of the following skills, please indicate how well you believe your education prepared you to:

Find a job in your field	33.3%	3
Pursue more education in your field	33.3%	3
Find appropriate sources of information	66.7%	3
Evaluate the quality of information	66.7%	3
Conduct research to support a position	33.3%	3
Develop a coherent written argument	66.7%	3
Deliver a coherent oral presentation	66.7%	3
Use quantitative/qualitative techniques within your professional field	33.3%	3
Determine the most ethically appropriate response to a situation	66.7%	3
Understand the major ethical dilemmas in your field	66.7%	3
Use technology effectively in a workplace environment	33.3%	3
Apply knowledge and skills to new situations	100.0%	3
Solve problems in your field using your knowledge and skills	100.0%	3
Work collaboratively with people from diverse backgrounds	100.0%	3
Apply education to serve others in your community	100.0%	3

**Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

<i>Which of the following statements describes your start at MU? N = 3</i>	Percent
MU was the first college or university I attended	0.0%
I transferred into MU from a community college or four-year college or university	0.0%
I earned a degree from another college or university prior to enrolling at MU	100.0%

Relative to completing your degree, when did you find your first professional position? N =

Percent

Continued a position held while attending school	33.3%
Found a new position prior to graduation	33.3%
0-3 months	33.3%
4-6 months	0.0%
7-12 months	0.0%
More than 12 months	0.0%
Have not yet entered professional position since graduation	0.0%

How closely related was your college/specialization to this position? N = 3

Directly related	100.0%
Somewhat related	0.0%
Not related	0.0%

Which of the following best describes your current employment status? N = 3

Employed full-time	33.3%
Employed part-time	33.3%
Not employed, but seeking employment	0.0%
Not employed, and not looking	33.3%

What is your current salary range? N = 2

\$10,000 and under	0.0%	\$60,000 to \$69,999	0.0%
\$10,000 to \$19,999	0.0%	\$70,000 to \$79,999	0.0%
\$20,000 to \$29,999	50.0%	\$80,000 to \$89,999	0.0%
\$30,000 to \$39,999	0.0%	\$90,000 to \$99,999	0.0%
\$40,000 to \$49,999	50.0%	\$100,000 and above	0.0%
\$50,000 to \$59,999	0.0%	Mean Salary**	\$35,000.00

****Mean salary based on midpoint of range indicated.**

Have you pursued further education since completing your degree? N = 3

No	66.7%
Yes	33.3%

Number pursuing further degrees: N= 1

Bachelors		Doctoral
Masters	100.0%	Other

2019 Alumni Survey -- Employment

Malek School of Health Professions

Graduate

Health Education and Promotion (M.S.)

Job Title	Employer	Location
Registered Dietitian, Healthcare and Food Access Innovations Supervisor	Greater Pittsburgh Community Food Bank	Pittsburgh, PA

2019 Alumni Survey -- Comments

Malek School of Health Professions

Graduate

Health Education and Promotion (M.S.)

What are the strongest aspects of your MU education?	What aspects of your MU education need the most improvement?	If you have any other comments regarding your MU education, please provide them here.
Exposure to professional associations, networking related to my degree.	Career advice and assistance with jobs	More emphasis on how health education specialists work with other allied health specialists; what those specialists do and how health education fits and compliments with them, without stepping out of our education boundaries into theirs. More info on sta
Great teachers who took the time to help me understand concepts!		

Supplemental Report – Health Education and Promotion (M.S.)

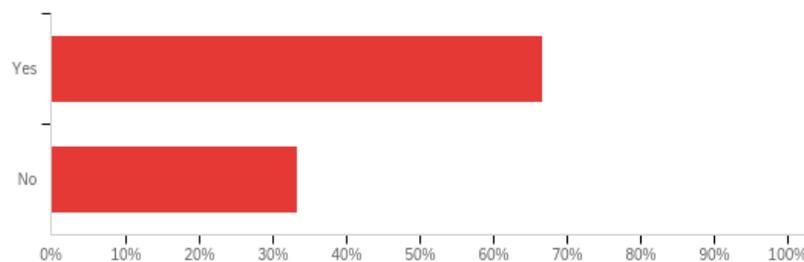
2019 Alumni Survey – Years 1, 5, and 10
July 29, 2020

Preparation -

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Function independently as a health educator in a variety of settings.	3	4	3	0	0	3
2	Apply theories and/or models to the process of planning health promotion strategies and programs.	4	4	4	0	0	3
3	Apply ethical standards in the development and implementation of health promotion programs.	4	4	4	0	0	3
4	Use resource materials and other tools to enhance health education programming or services.	3	4	4	0	0	3
5	Utilize and interpret health-related research to enhance health education initiatives.	3	4	4	0	0	3
6	Effectively communicate with others to promote health.	3	5	4	1	1	3

#	Question	Poor	Needs to be Improved	Adequate	Good	Excellent	Total
1	Function independently as a health educator in a variety of settings.	0%	0%	67%	33%	0%	3
2	Apply theories and/or models to the process of planning health promotion strategies and programs.	0%	0%	0%	100%	0%	3
3	Apply ethical standards in the development and implementation of health promotion programs.	0%	0%	0%	100%	0%	3
4	Use resource materials and other tools to enhance health education programming or services.	0%	0%	33%	67%	0%	3
5	Utilize and interpret health-related research to enhance health education initiatives.	0%	0%	33%	67%	0%	3
6	Effectively communicate with others to promote health.	0%	0%	33%	33%	33%	3

Are you currently working in the Health Education and Promotion field?



#	Are you currently working in the Health Education and Promotion field?	Percentage
1	Yes	67%
2	No	33%
	Total	3

Appendix F: Internship Evaluation Rubric

FINAL INTERNSHIP PERFORMANCE REVIEW

**Marymount University
PHEP Program
2807 N. Glebe Road
Arlington, Virginia 22207
(703) 908-7609 fax: (703) 284-3819**

Student Intern: _____ **Semester of Internship:** _____

Please rate the student’s achievement of competencies listed in column one of the evaluation form by placing an ‘X’ in the appropriate box. On the bottom and back of this sheet, feel free to make comments about the student's strengths and areas needing improvement. **Due COB FRIDAY, APRIL 30th, 2021.**

- 1 – generally poor performance in this area; considerable improvement needed
- 2 – generally adequate performance in this area; some improvement needed
- 3 – generally good performance in this area
- 4 – exceptional performance in this area
- N/O – no opportunity to observe this competency

Intern Competencies. The intern:	1	2	3	4	N/O
Assesses needs, assets and capacity for health education					
Plans effective health education programs					
Implements health education programs					
Conducts evaluation and research related to health education					
Administers and manage health education					
Serves as health education resource person					
Communicates and advocates for health and health education					
Demonstrates effective oral communication skills					
Demonstrates effective written communication skills					
Selects, chooses, and implements contemporary technology and non-technology-based equipment, industry tools/inventories, and/or other practical “hands-on” applications in health and wellness.					
Uses ethical standards in the practice of health education					
Demonstrates professional behavior in the workplace					

Supervisor's Signature: _____ **Date:** _____

Return to Dr. Alexei Wong by mail, fax: (703) 284-3819, or email: awong@marymount.edu