

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Health Promotion

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Health Promotion

Bachelor of Science

Degree designation as on diploma (Level II)

B.S.

Formal degree abbreviation (Level I)

Degree-granting academic unit: School of Applied Health & Education Psychology 406
(Name) (Cost Center)

CIP code 1 3 1 3 0 7

HEGIS code 0 8 3 7

Instructional Program code 1 1 6

Name of department head
(person who oversees degree program listed above) Dr. Al Carlozzi

Program holds specialized accreditation from _____

Name and title of contact person Dr. Erin Floyd-Bann
(Name)
Coordinator, Health Promotion
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: B.S. in Health Promotion

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

The program review included Dr. Carlozzi, School Head, in conjunction with Dr. Floyd-Bann the Health Promotion Program Coordinator, who compiled the review document, in preparation for writing the final document, met with Assessment Coordinator Dr. Erik Rabinowitz and Senior faculty in other programs in Applied Health: Dr. Lowell Caneday.

The Health Promotion Expected Student Outcomes are as follows: Students will demonstrate knowledge of current health promotion theories, practices, and skills including effective assessment, communication, program planning, and computer skills. Students will demonstrate the ability to work in a professional health promotion setting through an experiential learning experience (i.e. internship). Students will demonstrate the ability to solve problems, to work independently and to work as members of a team. Students will demonstrate the ability to prepare professional quality program design and evaluation. Gain employment in the health promotion profession or advance to graduate studies in health promotion or an allied field. Express positive feedback regarding their experiences as undergraduate majors in the School of Applied Health and Education Psychology. Students have the knowledge and skills to apply professional competencies as demonstrated by passing certification exam - CHES.

The Health Promotion program recommendations are as follows:

In spite of the accomplishments made by the Health Promotion program over the past five years, there remain some persistent and serious problems associated with the program, specifically, the continually understaffed faculty positions. In 2002, when Dr. Floyd-Bann was hired, she was to have been the third tenure-track Health Promotion professor. However, immediately upon her acceptance, Dr. Troy Adams resigned his position. At the end of the 2005 summer session, Dr. Floyd-Bann is resigning her position in order to join her future husband in Florida. This will leave one tenure-track professor, Dr. Bridget Miller, who at this time is less than 1 year out of graduate school and in her freshman year as a professor at OSU. These occurrences along with the continued growth of the student population enrolled as Health Promotion majors, keep the department in crisis. Upper division courses in a major should be taught by tenured or tenure-track faculty with degrees in the major field, not adjuncts or professors from another area who must fill-in. For the past five years, adjuncts and GAs have taught many of the courses in this area. The use of these very dedicated individuals is greatly appreciated, but it is not the way to stay competitive in the field.

Furthermore, the program needs to continue to move toward standards more closely aligned with national university standards in Health Promotion, specifically, a continued increase in minimum grade point for the major and for transfers into the program from other schools and our articulation partners. Also, a greater emphasis in the areas of specialization within the broad Health Promotion major, such as the Community Health option, or the Exercise Specialist option, would allow students to tailor their coursework to suit their career goals. Again, this is only possible with a fully staffed and qualified faculty.

A third area of importance will be to continually update and refine the curriculum to fit the changing needs of the field.

Dedicated support to Health Promotion faculty in the area of research and grant opportunities (which is inline with present OSU Regents goals) including writers, research assistants, and

release for scholarly activities, is also necessary if the Health Promotion faculty are to have success in their pursuit of national or international recognition, promotion, and tenure.

Recommendations for Action

Commitment on the part of the College of Education and the University to specifically target Health Promotion staffing needs to bring the tenure-track faculty number up to four by Spring, 2006. This will no doubt entail many executive decisions, but it will also demonstrate to the faculty and over 200 students currently enrolled at the undergraduate and graduate level in Health Promotion, that they and their needs are being addressed in a manner befitting the reputation of Oklahoma State University. The following are the faculty's recommendations for action:

- Greater involvement of administration at the College and University level in addressing the mentoring needs of a decidedly junior and untenured faculty who will be left with a huge burden should the hiring of faculty for the program not occur in a timely fashion.
- Commitment of resources significant to the needs of developing a first class research faculty, as is the overall goal of Oklahoma State University as stated in the Strategic Planning documents.

Five-Year Goals for the Program

- Increase faculty to four by Spring, 2006.
- Increase the minimum grade point requirement for Health Promotion majors from 2.50 up to 2.75 and with a 2.5 overall GPA.
- Increase collaboration with the O.S.U. Wellness Center. There are resources within this state-of-the-art facility that could be used by faculty in their research and service efforts not currently utilized.
- Require national certification for majors prior to graduation in nationally recognized exams such as offered by ACSM (American College of Sports Medicine), CHES (Certified Health Education Specialist), and others.

Dean


(Signature)

Date

3-14-05

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Health Promotion

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Health PromotionBachelor of Science

Degree designation as on diploma (Level II)

B.S.

Formal degree abbreviation (Level I)

Degree-granting academic unit: School of Applied Health & Education Psychology 406
(Name) (Cost Center)CIP code 1 3 1 3 0 7HEGIS code 0 8 3 7Instructional Program code 1 1 6

Name of department head

(person who oversees degree program listed above) Dr. Al Carlozzi

Program holds specialized accreditation from _____

Name and title of contact person Dr. Erin Floyd-Bann

(Name)

Coordinator, Health Promotion

(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OVERVIEW

Health Promotion

- A. Description of the Departmental/Program Review Process (Briefly describe how the review was conducted and who was involved)

The program review included Dr. Carozzi, School Head, in conjunction with Dr. Floyd-Bann the Health Program Coordinator, who compiled the review document, in preparation for writing the final document, met with Assessment Coordinator Dr. Erik Rabinowitz and Senior faculty in other programs in Applied Health: Dr. Lowell Caneday.

Introduction to the Discipline:

- A. Issues, challenges, changes, and/or needs confronting Discipline in which Degree Program's Offered (Discuss any changes that have occurred since the last program review).

Health and health care concerns have become a significant focus at local, state, and national levels. With the upward spiraling of health care costs, health care inflation rising twice as fast as general inflation, and a steady increase in the health care percentage of 14 in the United States, and actuaries project that the annual growth in U.S. health spending will exceed the annual growth in GDP once again by about two percentage points and that total national health spending will absorb as much as 18.4 percent by 2013. The need for quality health promotion programs to teach preventive skills to our future leaders and to impact community populations is not difficult to see. This health care cost containment issue, in combination with the aging of the American population and the epidemic of chronic, degenerative diseases further exemplify the challenges facing those in the health professions. The delayed onset of chronic, degenerative diseases is influenced by healthy decision-making early in life as well as early screening programs and preventive programs, which may help reduce health care costs and ultimately improve the quality and quantity of life. Prevention of disease is less expensive and more conducive to optimal health than rehabilitation and Health Care professions continue to lead the way in new job opportunities as we prepare for the year ahead. Health Promotion seeks to address these issues at the individual level using behavioral modification to facilitate healthier life styles.

- B. **Recommendations from Previous Program Reviews:**

No recommendations for changes in the Health Promotion Program were given from previous Program Reviews.

CRITERION I Program Centrality

- A. **Goals & Objectives of Degree Programs**

Degree Program: Health Promotion

Program Clientele: Traditional students living in and on the Stillwater campus interested in the profession of Health Promotion.

Program Objectives:

- a. Teaching: To provide professional preparation for health promotion professionals and to offer a variety of general studies content courses to be selected by students to meet their needs and interests related to their particular academic emphasis in health.
- b. Research and Scholarly Activity: To encourage efforts in basic and applied research activities that contribute to the body of professional knowledge and to provide, within existing university constraints, the resources and time for faculty to engage in research and scholarly activity.

- c. Extension and Public Service: To encourage leadership roles within service organizations, active roles within professional organizations, and provide continuing education opportunities and consultant services in the spectrum of health throughout the State of Oklahoma.

Expected Student Outcomes:

- a. Students will demonstrate knowledge of current health promotion theories, practices, and skills including effective assessment, communication, program planning, and computer skills.
- b. Students will demonstrate the ability to work in a professional health promotion setting through an experiential learning experience (i.e. internship).
- c. Students will demonstrate the ability to solve problems, to work independently and to work as members of a team.
- d. Students will demonstrate the ability to prepare professional quality program design and evaluation.
- e. Gain employment in the health promotion profession or advance to graduate studies in health promotion or an allied field
- f. Express positive feedback regarding their experiences as undergraduate majors in the School of Applied Health and Education Psychology.
- g. Students have the knowledge and skills to apply professional competencies as demonstrated by passing certification exam - CHES.

B. Linkage of the Program to Institution's Mission

The mission of the Health Promotion degree program is to provide the citizens of Oklahoma with the highest level of service, quality, efficiency and accountability (four major components of the University Mission) of total well being through the development of a thoroughly educated and professionally competent cadre of health promotion specialists. Additionally, offering opportunities for human development and environmental consciousness to enhance the knowledge, attitude, and behavior of individuals through increased responsibility for social, emotional, physical, intellectual, psychological, and spiritual well-being. This may only be accomplished through meeting the rigorous standards set forth by Oklahoma State University to provide high quality academic instruction, research, extension, and professional service.

We live in a time of choices. Through informed decision-making, we are better able to make appropriate choices concerning our health, affecting our lives both now and in the future. The program in Health Promotion at Oklahoma State University is committed to improved quality of life through preventing disease and abusive behaviors, encouraging a supportive environment, and developing a positive self-concept. By positively affecting human behavior through instruction and application, the program prepares individuals for upcoming professional experiences in the varied field of health. In this way, the program in Health Promotion is meeting and extending the mission of Oklahoma State University to advance the quality of human life through programs of instruction, research, and public service.

The philosophy, purposes, and objectives of the program in Health Promotion are in accordance with those of Oklahoma State University and the health profession. The program seeks to fulfill the traditional functions of teaching, research, extension and public service which are consistent with the mission of Oklahoma State University. The Health Promotion program provides professional preparation in Health Promotion. The research produced by faculty in the program has been delivered to national, regional, state, and community levels with students and faculty members acting as major contributors in professional conferences and publications. In additions, the program serves those outside the boundaries of the campus through a variety of extension activities.

CRITERION II Program Curriculum and Structure

A. Program Structure

1. Degree Options & Objectives: Health - Health Promotion

- **Comprehensive** The student will know how to design and develop multi-risk factor intervention programs which encompass multi-faceted categories, to meet the whole person's needs and interest.
- **Integrated** The students will know how to design program interventions to integrate with existing worksite, school, or community programs and policies, which effectively address corporate culture and community quality-of-life issues, as well as individual issues.
- **Multi-faceted** The student will be sensitive to diversity and understand how to design health promotion program options that vary in intensity, duration, frequency and accessibility.
- **Innovative** The student will be capable of developing partnerships with nontraditional groups and institutions to deliver a broad array of activities and services.
- **Long-Term Focus** The student will understand how to develop, present and deliver individual and group support mechanisms and environmental reinforcement in order to encourage adoption and continued maintenance of healthy behaviors.

2. Description of Required Courses

Health Promotion

GENERAL REQUIREMENTS

GENERAL REQUIREMENTS

ENGL	1113	Freshman Composition I
ENGL	1213	Freshman Composition II
SPCH	2713	Introduction to Speech
HIST	1103	Survey of American History
POLSC	1013	American Government
MATH	1513	College Algebra
STAT	2013	Elementary Statistics (PRE-REQ: MATH 1513)
BIOL	1304	Principles of Biology
ZOOL	3204	Physiology

"S" 6 Hours Social and Behavioral Sciences

"H" 6 Hours Humanities (3 hours should also be designated International Dimension)

PROFESSIONAL COURSES

ECON	1113	Economics of Social Issues	HHP	2213	Found. in Hlth Ed. & Wellness
CHEM	1314		HHP	2602	First Aid

or					
CHEM	1215		HHP	2603	Total Wellness
NSCI	2114		HHP	2653	Applied Anatomy
MSIS	2103	Business Computer Concepts	HHP	3613	Community & Health
MGMT	3013		HHP	4010	Independent Study
PE	3114		HHP	4033	Alcohol & Drug Education
BCOMM	3113	Written Communication	HHP	4433	Prog. Design in Hlth
Promotion					
NSCI	3223		HHP	4503	Health Behavior Theory
NSCI	3543		HHP	4702	Pre-Internship
or					
NSCI	4373		HHP	4783	Health & Aging
MKTG	3213	Marketing	HHP	4983	Strategies in Teach. Sexuality
Electives		4 hours of Electives	HHP	4480	Internship

3. Summary of Course Requirements - HEALTH PROMOTION

BS Degrees:

- | | | |
|-----|---|-----------|
| (1) | Total number of hours required for degree | 120 HOURS |
| (2) | Number of hours in: | |
| | general education | 42 HOURS |
| | degree program core | 48 HOURS |
| | option(s) | |
| | guided electives | 27 HOURS |
| | general electives | 3 HOURS |

- (3) Other requirements: List & explain.

Students enrolled in HPEL 4480 (12 hours) are required to work full-time in a pre-approved, supervised professional work setting for a minimum of fourteen weeks. These internships are established through a institutional affiliation agreement between the host agency and Oklahoma State University.

4. Typical Program of Study (suggested program of study by semester as presented in your course catalog or in the report "Typical Program of Study" submitted to the Oklahoma State Regents.)

A predetermined plan of study by semester is not practical for the Health Promotion major in that over 90% of these students are transfers into the program and come with a variety of courses completed prior to declaring a Health Promotion major. Advisors use course numbers and pre-requisites to determine course sequencing.

Distance Education (List the courses offered by electronic or other distance delivery methods)
N/A

Articulation Agreement (Identify the articulation (2+2) agreements the program has with community colleges) See Attachment D

Multidisciplinary programs (Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)
N/A

CRITERION III Program Resources

A. New facilities and major equipment: (Describe major changes in facilities and major equipment added in the past 5 years)

A \$23 million renovation of the Colvin Recreation Center permitted the program in Health Promotion and Human Performance to return to their prior academic location as of the summer 2004. The faculty in Health Promotion were temporarily displaced from the former structure of the Colvin Center for just over two years (summer 2002 through summer 2004) while the building was renovated. In addition, students were displaced from the Colvin Center during that time. Renovation is hardly an accurate description of the modifications to the Colvin Center. The facility almost doubled in size, with major modifications to the Campus Recreation space in the building. The academic space in the Colvin Center received lesser modification, but has benefited from renovation as well. In particular, these benefits have included the addition of a computer laboratory, upgrading of technology in the classrooms, painting, new lighting, and new windows.

During the interim construction period, the faculty and graduate students in Health Promotion and Human Performance were temporarily relocated to offices in the basement of North Cordell (available space somewhat disconnected from other academic functions of the University) and available space in Willard Hall (the main College of Education building). This relocation had adverse impact on the visibility of the program and its faculty. Classes were taught in various buildings across campus, and occasionally off-campus. Further, the students were 'disconnected' from an academic home facility during the renovation period, limiting their opportunity for meeting locations, common study locations, informal gatherings, and other benefits provided by the Colvin Center.

Facilities and Equipment

The majority of academic time for student in Health Promotion is spent in the Colvin Center and Willard. Within this center are 10 racquetball courts, 11 gymnasiums, adequate locker room space, indoor and outdoor swimming pools, weight rooms, wrestling rooms, a gymnastics area, a student lounge, golf simulator, dance studio, cardio theater, rock climbing wall, indoor track and a computer area. In addition, office space, classroom space, laboratory areas and conference rooms are maintained in the Colvin Center. Scheduling of the use of the Colvin Center facilities is equitably divided between academic needs and extra-curricular campus recreation services. A daily time division provides the basis on which scheduling is regularly established.

Additional university wide instructional resources are available to the School through the College of Education. Computer facilities are provided for students throughout campus in such areas as Willard Hall, Classroom Building, library and two of the residence halls. Individual faculty have a personal IBM or Macintosh computer in their office with access to the mainframe and Internet through a campus wide ethane system. Direct access to the University mainframe is provided to students in the Colvin center in the computer room with additional IBM compatible personal computer clones and Macintosh computers. Library resources are centrally housed in the Edmond Low Library. Both Lake Carl Blackwell and Camp Redlands facilities are often utilized as resource areas to support the academic program. Camp Redlands is available to the School of Applied Health and Educational Psychology through Campus Recreation and Student Services, while the Lake Carl Blackwell facilities are shared with various other divisions within the University.

Library Resources

The Edmon Low Library servers as the central depository of books, audio-visual materials, periodicals and other resources for the campus. While additions are constantly being made and

encouraged by the University, the library has been satisfactory in its support of the curriculum in SAHEP. For information on new materials within each discipline, the library staff has been very helpful in both acquisition of new materials and maximum use of current holdings. The library has made significant strides in moving toward electronic cataloging and access to databases. This electronic access permits inter-library loans.

In addition to the library holdings, special resources are available on campus. For example, the College of Human and Environmental Sciences has a complete set of SIRS (Social Issues Resources Series) reference books. Special programs such as the Institute on Aging have reference materials unique to their populations. Finally, the National Distribution Center of Rehabilitation Resources is located at Oklahoma State University and all of their printed and film resources are available for educational purposes.

Students have come to rely upon the personal libraries of the faculty in SAHEP for the most current information and journals. This has resulted in students "checking" materials out from the faculty, who then need the same material for class preparation or research. Another resource of equal importance in the education of graduates today is access to computers. OSU offers several computer laboratories around campus, most of which are available to all students. Those locations are crowded and distant from the Colvin Center. Limited computer support is available for teaching purposes in the building where most courses are taught in this program.

A third support resource of importance to the academic program is audio-visual material. The Audio-Visual Center has been very supportive in rental of films, although several newer films and videotapes are not available. The major problem in use of the Audio-Visual Center is the limitation of the budget in the School of AHEP for such rental.

B. Academic and administrative efficiencies (In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?) N/A

C. External funding. If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. (*Describe the changes in external funding during the past 5 years.*)

CRITERION IV Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation.

Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)

Year	Number of Students	Faculty number	Ratio
1999	157		
2000	175		
2001	86	1	86
2002	108	1	108
2003	146	2	73
2004	191	2	95.5

2001-2002	Headcount	SCH (Credit hours)
Betty Edgley	26	78
1 faculty member's total headcount 26 = 1 : 26 faculty ratio	26	78

2002-2003	Headcount	SCH (Credit hours)
Erin Floyd-Bann	97	291
Betty Edgley	41	123
2 faculty members' total headcount 138 = 1 : 69 faculty ratio	138	414

2003-2004	Headcount	SCH (Credit hours)
Erin Floyd-Bann	163	489
Betty Edgley	49	147
2 faculty members' total headcount 212 = 1 : 106 faculty ratio	212	636

B. Faculty ratio and class size. Attach a copy of the 5 Year Academic Ledger for the department. (Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)

Academic Year	Type	HHP Lower division	HHP Upper division	HHP Master's	HHP Doctoral	Total
99-00	OSU	3493	3901	489	119	
99-00	Extension	0	63	25	0	
99-00	Total	3493	3964	514	119	8090
00-01	OSU	3139	3690	373	143	
00-01	OSU-Tulsa	0	0	1	0	
00-01	Extension	0	78	23	0	
00-01	Total	3139	3768	397	143	7447
01-02	OSU	4011	3994	397	60	
01-02	Extension	0	172	0	0	
01-02	Total	4011	4166	397	60	8634
02-03	OSU	4071	3870	429	183	
02-03	OSU-Tulsa	0	87	0	0	
02-03	Extension	0	335	6	0	
02-03	Total	4071	4292	435	183	8981
03-04	OSU	4953	4233	383	118	
03-04	OSU-Tulsa	0	277	0	36	
03-04	Extension	0	94	0	0	
03-04	Total	4953	4604	383	154	10094

C. 5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. (Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)

Program/Term	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Health Promotion					
Summer	0	1	0	0	0
Fall	0	9	14	21	16
Spring	0	19	12	9	13
Total	0	29	26	30	29

CRITERION V Quality

A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned	
			Highest	Highest in Teaching Area
			Type	Type
Floyd-Bann, Erin	Assistant Professor	100%	Ph.D.	Ph.D.
Miller, Bridget	Assistant Professor	100%	Ph.D.	Ph.D.

B. Evidence of regional / national reputation and ranking

The Oklahoma State University Health Promotion Internship program had successfully placed students in jobs in the Health Promotion professions across the country.

C. Scholarly activity.

Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

D. Assessment of student achievement of expected learning outcomes for each degree program

(this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.

a. Senior Capstone Course

The senior capstone course, Pre-Internship, will be used to evaluate the student's knowledge of effective health promotion as well as to solve problems, to work independently, and to work as part of a team in preparation for the internship experience.

b. Student Internships

Student Internships provide a method to assess the student's ability to work in a professional health promotion setting as evaluated by the internship supervisor and the department's internship faculty advisor. As part of this evaluation, the students will prepare a portfolio containing their activities and the results of their evaluations by the supervisor.

c. Internship Exit Interviews

At the end of their internship, seniors will complete an interview and present their experience as an intern. This will allow them to provide feedback to the department as well as prepare the next group of students for their internship experience.

d. Alumni Survey

Through the university's alumni survey, as well as a departmental survey, the department will collect information concerning the placement of graduates in the workforce.

e. Professional Certification Exam

Students will meet sitting requirements for both required (American Red Cross) and optional certification in the field of health and human performance (i.e. ACSM, CHES, NSCA, etc.).

f. Projects in Program Design

Students will participate in class projects to prepare professional quality program design and evaluation.

g. Number of graduating students.

h. Number of Students who gained employment in the Health Profession.

Students are qualified for a variety of health related jobs and/may choose to attend graduate school.

E. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. (To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)

a. Senior Capstone Course

Students participating in the pre -internship experience presented a power point presentation to the class regarding potential internship sites. This experience gave the students an opportunity to research a variety of internship sites both in and out of state. Students also developed portfolios that included such areas as philosophies, professional goals, and mock interviews that will be expanded in their internship experience. Portfolios become a foundation for the internship notebook. Site supervisors have indicated that OSU students are very well prepared for their internships. Site supervisors provide 25% of student evaluation for internship; current ratings indicate 80-100% satisfaction.

b. Completion of Internships

Students successfully completed a 520 hour internship with at least a passing grade of 80%. Five of the 30 students chose internships out of state, while 25 stayed in

Oklahoma for this experience. Students returned back to campus for an exit interview, an oral presentation, submitted the completed portfolio which included an assessment of the site, and completed an assessment survey regarding the health promotion program. This experience afforded them an opportunity to work as a health promotion professional for a period of approximately 13 weeks. The internship experience has been a valuable asset for students in that over half of our interns are hired as an employee at their intern facility. Seven of the 30 interns are going on to graduate school or professional schools.

c. Internship exit interviews

All thirty students successfully completing the internship experience participated in an exit interview with the health promotion faculty. Students discussed both the positive aspects of the program and those areas that they felt needed some improvement. Students felt that they were well prepared for the internship and the learning goals were helpful in giving them direction throughout the internship experience. Redundancy in several courses was cited as a concern and students needed more hands on experience in laboratory skills such as body fat and blood pressure measures. Students indicated an interest in taking a Kinesiology/Biomechanics course and also adding more special population information to the curriculum.

d. Alumni Survey

See Criterion V Section F below.

e. Certification Exams

The results of the 2002 alumni survey stressed the importance and need for credentialing and students gaining certification in the health field. Certification exams (CPR and First Aid) are required for the internship in health promotion so all 30 students received both of these certifications. In addition, four students participated in the ACSM Health and Fitness Instructor workshop and sat for the certification exam. All four students passed the ACSM exam. In 2003, 2 out of 30 students took both CPR/First Aid Certification and the CHES exam; also 2 other students out of 30 took both CPR/First Aid and ACSM exam. Certifications are an important aspect of the health promotion field and students are encouraged to gain certifications from organizations like the American College of Sports Medicine, National Strength and Conditioning Association, or American Council on Exercise. Students also sit for the discipline specific Certified Health Education Specialist exam.

f. Projects in Program Design

Information gathered from the groups in informal discussions as well as the formal instructor evaluations indicated the need for increasing opportunities for such projects in order to provide practical applications for classroom learning. Such projects will be implemented for the next year. The use of group projects to increase practical experiences of health promotion majors in an area of program design was a goal of the course this semester. Students were divided into 6 groups and guided through design, implementation and informal evaluation (informal defined as qualitative and anecdotal) of a program throughout the semester. Feedback from groups suggested that these projects provide a positive learning experience and are helpful in teaching methods of program design.

g. Number of Students Graduating

The Health Promotion program is one of the fastest growing majors in the College of Education. The program graduated 30 students this past year. Because of a growing need, an undergraduate program in Health Promotion was established in OSU-Tulsa. Currently there are 20 Health Promotion majors on the OSU-Tulsa campus. There is one full-time faculty at OSU-Tulsa working in the area of Health Promotion.

h. Number of Students Placed in the Field

The number of students gaining employment in the health field included seventeen out of 29 students. Four students have been or in the process of being accepted into a health professional school and four are in graduate school. Two students are employed in an unrelated field.

Uses of Assessment Results:

a. Senior Capstone Course

As a result of researching potential internship sites, students are able to discern excellent, good and poor sites. They have more insight for out of state and in state possibilities for internships and future employment. The portfolios have been helpful in expanding the students understanding of the internship and eventually saving as a framework for developing a job portfolio. We are continuing to monitor and improve site supervision evaluation.

b. Completion of Internships

Students create and display posters related to their internship experience in a public forum so other students, faculty, members, and administrators can become more knowledgeable regarding the field of health promotion. The completion of the intern process has allowed the students an invaluable opportunity to see first hand the duties and responsibilities of individuals health related working in settings. Students may decide that it is not the setting they would prefer so they look into other possibilities. However, many of the interns have a very positive work experience and secure post-graduation employment at the site of their internship.

c. Internship exit interviews

As a result of the feedback gleaned from the exit interviews, the health promotion faculty will implement more special population information in gerontology and exercise prescription classes. HHP faculty is in a series of meetings to discuss curricular concerns related to the science courses including the Biomechanics/Kinesiology course. Assessment results will be shared with faculty on a regular basis during regularly scheduled faculty meetings. One of the suggestions cited in the 2002 alumni survey was to modernize the laboratory and physiology equipment at OSU Stillwater. A large amount of equipment has been purchased for the new physiology lab on the OSU campus and was completed in August 2004. A physiology lab and new equipment is being completed on the OSU-Tulsa campus.

d. Alumni Survey

Curricular modifications are being implemented from the Alumni survey. Core course modifications are being made to account for the recommendations of alumni and every effort is being made to incorporate these suggestions.

- e. **Certification Exams**
 Certification exams will continue to be stressed in the health promotion curriculum. The results of the exams will be assessed to analyze areas that demonstrate both strong and weak skills. Current certification scores indicate adequate student achievement in program outcomes. The students earning certifications add credibility and competitiveness to their job search.
- f. **Projects in Program Design**
 Working in groups has enabled the students in HHP 4433 to prepare for the duties required as part of their internship. The process of dealing with possible conflict within the group provides students with necessary social skills to be an effective member of a team in future jobs. In addition, the theories and methods of program design are transferable across the range of areas where professionals in health promotion are found.
- g. **Number of Students Graduating**
 Faculty will continue to provide the knowledge, skills, and guidance to health promotion students so they are prepared to graduate, pursue jobs in health promotion, and attend graduate school or professional school.
- h. **Number of Students Placed in the Field**
 The job database will continue to be updated to better inform students of job opportunities. The alumni health promotion student list will also be updated and revised to better track our former students.

F. Feedback from program alumni / documented achievements of program graduates
 (Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality) See Appendix C.

G. Other Program Evaluations (Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)
 N/A

CRITERION VI Program Demand/Need

A. Occupation Manpower Demand (If applicable)
 Advisory Committee Membership
 Advisory Committee Recommendations
 School Response to Recommendations
 Other sources and documents indicating demand
 N/A

B. Societal Needs for the Program
 Recent manpower studies show a significant need for additional health care professionals through the 21st century. Fifty percent of all jobs will be health related by this time. This anticipated need is based upon the rising health care costs, the aging American population, the involvement in risky health behaviors, and the continued epidemic of chronic diseases.

As the forerunner in Health Promotion in the state, businesses at every level are realizing the impact that health professionals can make on their health care costs. Through education and a supportive environment, health care professionals can make a difference in expenditures incurred by employees. This line of thinking is no longer considered a fringe benefit to employees but a necessity to the company.

Results of a study conducted at Oklahoma State University showed the high incidence of suicide ideation among teen females in Oklahoma. Oklahoma youths do not seem to be an exception in this regard, which illustrates a dearth of coping skills and stress management techniques. Without these skills, young people are more prone to substance abuse and physical inactivity. It has been shown that those involved in negative health behaviors are more susceptible to an early onset of health problems and conditions, creating an additional burden on an already over-extended society, this is another area where health promotion professionals are needed.

Indeed, one of today's most publicized health problems, the AIDS epidemic, is directly related to high-risk health behaviors. Only when individuals make changes in personal decision-making will the impact of this fatal disease be halted. Trained health professionals who understand how to increase health knowledge, motivate individuals, and create a supportive environment can and should provide these services in order to accomplish this enormous task.

- C. Graduate student applications and enrollment changes.** Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. (Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)

Data not given or found from University. Unavailable.

CRITERION VII Program Duplication

The Health Promotion program is unique and is not duplicated in any other university in the State of Oklahoma. O.S.U. has both the opportunity and responsibility to lead the State in the preparation of professionals for employment in Health Promotion.

Summary and Recommendations

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

A. Strengths

Faculty versatility. The health faculty comprises of two faculty member at present, and may not blend the science and behavioral backgrounds which are needed for the current curriculum.

Faculty collaboration on research projects. The Health Promotion faculty desire to work with the rest of SAHEP to develop presentations, publications, and other scholarly work.

Faculty cooperation in scholarly activities will promote collegiality, team spirit, and a continuing growth of knowledge when faculty numbers return to program needs.

An emphasis on the physical dimension of Wellness. Concentration of Health Promotion courses involving the various physical dimensions including exercise, activity, fitness, and proper nutrition parallels with trends in the profession.

A focused Health Promotion based curriculum. The core course curriculum conforms to the current suggestions of national health promotion organizations and institutions such as the National Institute and the University of Wisconsin at Stevens Point.

A nationally recognized Wellness facility. The O.S.U. Wellness Center is a nationally recognized, state-of-the-art facility which embodies the practical application of behavioral change. Presently, efforts are being made to connect, collaborate and utilize these facilities better.

Incorporation of interdisciplinary courses related to Health Promotion. Several courses from outside the field of Health Promotion are being examined for future integration and interdisciplinary exposure for our students.

Success in internship placement and job acquisition for graduates. Graduates have acquired internship placements and professional positions in some of the area's most prominent Health Promotion facilities. For example, graduates from the OSU Health Promotion program are currently employed at St. John's and St. Francis Hospital Wellness Centers in Tulsa, Coopers Aerobic Institute in Dallas, Kerr McGee Industries in Oklahoma City, Phillips Industries in Bartlesville, and Texas Instruments in Dallas.

Placement of Graduates. Oklahoma State University graduates are well prepared for the job market and have been very successful in finding employment in their area of interest both in Oklahoma and throughout the United States.

B. Areas for Improvement

In spite of the accomplishments made by the Health Promotion program over the past five years, there remain some persistent and serious problems associated with the program, specifically, the continually understaffed faculty positions. In 2002, when Dr. Floyd-Bann was hired, she was to have been the third tenure-track Health Promotion professor. However, immediately upon her acceptance, Dr. Troy Adams resigned his position. At the end of the summer session, 2005, Dr. Floyd-Bann is resigning her position in order to join her future husband in Florida. This will leave one tenure-track professor, Dr. Bridget Miller, who at this time is in her freshman year as a professor at OSU. These occurrences along with the continued growth of the student population enrolled as Health Promotion majors, keep the department in crisis. Upper division courses in a major should be taught by tenured or tenure-track faculty with degrees in the major field, not adjuncts or professors from another area who must fill-in. For the past five years, adjuncts and GAs have taught many of the courses in this area. The use of these very dedicated individuals is greatly appreciated, but it is not the way to stay competitive in the field.

Furthermore, the program needs to continue to move toward standards more closely aligned with national university standards in Health Promotion, specifically, a continued increase in minimum grade point for the major, and for transfers into the program from other schools and our articulation partners. Also a greater emphasis in the areas of specialization within the broad Health Promotion major, such as the Community Health option, or the Exercise Specialist option, would allow students to tailor their coursework to suit their career goals. Again, this is only possible with a fully staffed and qualified faculty.

A third area of importance will be to continually update and refine the curriculum to fit the changing needs of the field.

Dedicated support to Health Promotion faculty in the area of research and grant opportunities (which is inline with present OSU Regents goals) including writers, research assistants, and release for scholarly activities is also necessary if the Health Promotion faculty are to have success in their pursuit of national or international recognition, promotion, and tenure.

C. Recommendations for Action

- ◆ Commitment from the College of Education and the University to specifically target Health Promotion staffing needs to bring the tenure-track faculty number up to four by Spring, 2006. This will entail many executive decisions, but it will also demonstrate to the faculty and over 200 students currently enrolled at the undergraduate and graduate level in Health Promotion that they and their needs are being addressed in a manner befitting the reputation of Oklahoma State University.
- ◆ Greater involvement of administration at the College and University level in addressing the mentoring needs of a decidedly junior and untenured faculty who will be left with a huge burden should the hiring of faculty for the program not occur in a timely fashion.
- ◆ Closer scrutiny on the Masters and Doctoral options within HHP. It is questionable whether there are resources present to offer the type of program at this level that is competitive with other programs in like universities around the country or within the Big 12 conference. Furthermore, the resources at hand might be better spent within the undergraduate program.
- ◆ Commitment of significant resources specific to the needs of developing a first class research faculty to achieve the overall goal of Oklahoma State University as stated in the Strategic Planning documents.

D. Five-Year Goals for the Program

- ◆ Increase faculty to four by Spring, 2006.
- ◆ Increase the minimum grade point requirement for Health Promotion majors from 2.50 up to 2.75 and with a 2.5 overall GPA.
- ◆ Increase collaboration with the O.S.U. Wellness Center. There are resources within this state-of-the-art facility that could be used by faculty in their research and service efforts not currently utilized.
- ◆ Require national certification for majors prior to graduation in nationally recognized exams such as offered by ACSM (American College of Sports Medicine), CHES (Certified Health Education Specialist), and others.

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
None							

Appendix B
Record of Significant Scholarly, Artistic and/or Creative Work

Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
<p>See following pages – only publications are included in this presentation, although the faculty members have numerous other types of scholarship (i.e. presentations, workshops, conference coordination, etc.). In addition, only current faculty members are presented here, while total productivity and scholarship for Leisure Studies includes the work of faculty/scholars who are no longer employed at Oklahoma State University. In the following citations, the OSU faculty members are presented in bold text.</p>		

PUBLICATIONS

2004

Floyd-Bann, E. Effects of Media Representations of a Cultural Ideal of Feminine Beauty on Self Body Image in College-Aged Women: An Interactive Qualitative Analysis, *The Qualitative Report*, Accepted for 2005.

Floyd-Bann, E., Van Tassel, WE, and Dennis, M., (2005). *Preventing Impaired Driving through College-Based Free Ride Home Programs, The Chronicle of the American Driver and Traffic Safety*, Vol 53 (1): 7-8.

2002

Bartholomew, J. B., & Miller, B. M. (2002). Affective responses to an aerobic dance class: The impact of perceived performance. *Research Quarterly for Exercise and Sport*, 73(3), 301-309.