

STUDENT OUTCOMES ASSESSMENT PLAN FOR COMMUNITY HEALTH MAJOR

Department of Physical Education, Health, and Recreation

Learning Objectives

(Reference: *A Competency Based Framework for Health Educators -2006.*
National Commission for Health Education Credentialing, Inc.,)

Program Outcomes	Program Objectives	Strategies to Achieve Outcomes	Assessment Techniques	Outcome Assessment
	What will the student in the community health major know, value, and do upon graduation?	In what learning experiences are students exposed to achieve the competencies (learning objectives)?	By what measure/assessment will you discern that students know, value, and can do?	What's going on? What do the data show?
Responsibility I: Assess individual and community needs for health education	<i>Access existing health-related data</i>	<ul style="list-style-type: none"> • Conduct Internet and library searches • Critique needs assessment study • Critique program evaluation study • Use data in developing course projects 	<ul style="list-style-type: none"> • CHES Proxy Exam • CHES Self Assess. • Senior Exit Survey 	80% of students achieve a score of 70% or higher
	<i>Collect health-related data</i>	<ul style="list-style-type: none"> • Review research literature • Identify populations in need • Research health of population • Small group presentations: Healthy People 2010 • Interpret vital statistics for program plan introduction 		
	<i>Distinguish between behaviors that foster or hinder well-being</i>	<ul style="list-style-type: none"> • Plan programs, social marketing campaigns, lesson plans • Assess computer dietary analysis 		
	<i>Determine factors that influence learning</i>	<ul style="list-style-type: none"> • Develop detailed lessons plans to reduce risks and promote healthy lifestyles in target populations 		

	<i>Identify factors that foster or hinder the process of health education</i>	<ul style="list-style-type: none"> Plan programs and social marketing campaigns 		
	<i>Infer needs for health education from obtained data</i>	<ul style="list-style-type: none"> Review needs assessment tools Write program, social marketing campaign, and grant rationales Develop needs assessments Identify, analyze, and prioritize health education needs from gathered data Develop program content through identification of determinants/contributing factors Develop social marketing campaigns from obtained primary and secondary data Internship agency data 		
Responsibility II: Plan health education strategies, interventions, and programs.	<i>Involve people and organizations in program planning</i>	<ul style="list-style-type: none"> Design programs/social marketing campaigns for/with the community Internship 	<ul style="list-style-type: none"> CHES Proxy Exam CHES Self Assess. Senior Exit Survey 	80% of students achieve a score of 70% or higher
	<i>Incorporate data analysis and principles of community organization</i>	<ul style="list-style-type: none"> Develop social marketing campaign Design program/project during internship 		
	<i>Formulate appropriate and measurable program objectives</i>	<ul style="list-style-type: none"> Develop objectives for health education program, social marketing campaign, and grant proposal Develop internship goals and objectives 		

	<i>Develop a logical scope and sequence plan for health education practice</i>	<ul style="list-style-type: none"> Analyze scope and sequence of various health education curricula Develop measurable program and lesson objectives for projects Critique individual and group objectives 		
	<i>Design strategies, interventions, and programs consistent with specified objectives</i>	<ul style="list-style-type: none"> Develop focus for program plans, social marketing campaigns, and specific educational lessons Develop grant proposal 		
	<i>Select appropriate strategies to meet objectives</i>	<ul style="list-style-type: none"> Analyze technologies, methods, and media for their acceptability to diverse groups Match health education services to proposed program activities 		
	<i>Assess factors that affect implementation</i>	<ul style="list-style-type: none"> Determine the availability of information and resources needed to implement programs, campaigns, and health services (health fair) Identify barriers to the implementation of health education programs 		
Responsibility III: Implement health education strategies, interventions, and programs.	<i>Initiate a plan of action</i>	<ul style="list-style-type: none"> Participate in formative research for social marketing campaign Service-learning projects Internship 	<ul style="list-style-type: none"> CHES Proxy Exam CHES Self Assess. Senior Exit Survey 	80% of students achieve a score of 70% or higher
	<i>Demonstrate a variety of skills in delivering strategies, interventions, and programs</i>	<ul style="list-style-type: none"> Develop lesson objectives to meet curriculum objectives for program plan Develop objectives for programs, social marketing campaigns 		

		<ul style="list-style-type: none"> Participate in individual and group presentations and lessons 		
	<i>Use a variety of methods to implement strategies, interventions, and programs</i>	<ul style="list-style-type: none"> Analyze learning styles and environments Create PowerPoint presentations, brochures, videos, public service announcements, scientific posters Analyze readability levels of health literature Determine readability of federal/state government and non-profit resources for clients/learners 		
	<i>Conduct training programs</i>	<ul style="list-style-type: none"> (Advanced Level of Practice) 		
Responsibility IV: Conduct evaluation and research related to health education.	<i>Develop plans for evaluation and research</i>	<ul style="list-style-type: none"> Research literature on evaluation Discuss forms of evaluation Develop listing of evaluation instruments Develop evaluation and evaluation plans for program plan, social marketing campaign, and grant proposal. 	<ul style="list-style-type: none"> CHES Proxy Exam CHES Self Assess. Senior Exit Survey 	80% of students achieve a score of 70% or higher
	<i>Review research and evaluation procedures</i>	<ul style="list-style-type: none"> Determine needed evaluation tools for programs, social marketing campaigns, & grant proposals 		
	<i>Design data collection instruments</i>	<ul style="list-style-type: none"> Develop evaluation tools for program plan Develop evaluation plan for lesson plan Develop needs assessment/formative evaluation for social marketing campaign 		

	<i>Carry out evaluation and research plans</i>	<ul style="list-style-type: none"> Conduct needs assessment/formative research for community agency identified health issue for social marketing campaign 		
	<i>Interpret results from evaluation and research</i>	<ul style="list-style-type: none"> Report results of data collection Develop social marketing campaign based on findings 		
Responsibility V: Administer health education strategies, interventions, and programs.	<i>Exercise organizational leadership</i>	<ul style="list-style-type: none"> Discuss strategic planning, mission, and vision Discuss personnel issues, effective management Discuss community coalition building Internship 	<ul style="list-style-type: none"> CHES Proxy Exam CHES Self Assess. Senior Exit Survey 	80% of students achieve a score of 70% or higher
	<i>Secure fiscal resources (Advanced level of practice)</i>	<ul style="list-style-type: none"> Develop grant proposal 		
	<i>Manage human resources</i>	<ul style="list-style-type: none"> Discuss volunteer recruitment, training, and supervision Analyze relationships during internship 		
	<i>Obtain acceptance and support for programs</i>	<ul style="list-style-type: none"> (Advanced Level of Practice) 		
Responsibility VI: Serve as a health education resource person.	<i>Use health-related information resources</i>	<ul style="list-style-type: none"> Search library, online sites, and health-related databases for information for assessment, planning, implementation, evaluation, and to respond to requests for health information Establish criteria for evaluating accuracy, relevance, and usefulness of health-related sites 	<ul style="list-style-type: none"> CHES Proxy Exam CHES Self Assess. Senior Exit Survey 	80% of students achieve a score of 70% or higher

	<i>Respond to requests for health information</i>	<ul style="list-style-type: none"> • Coordinate with community agency or campus program in development of resources • Service learning • Internship 		
	<i>Select resource materials for dissemination</i>	<ul style="list-style-type: none"> • Social marketing campaign • Design health poster • Design health fair • Service learning • Internship 		
	<i>Establish consultative relationships</i>	<ul style="list-style-type: none"> • Discuss liaison role and networking • Internship 		
Responsibility VII: Communicate and advocate for health and health education	<i>Analyze and respond to current and future needs in health education</i>	<ul style="list-style-type: none"> • Determine health needs of target population to plan program • Develop social marketing campaign for community agency • Develop grant proposal for population in need • Present social marketing campaign plan to community agency • Analyze and discuss professional organizations, credentialing 	<ul style="list-style-type: none"> • CHES Proxy Exam • CHES Self Assess. • Senior Exit Survey 	80% of students achieve a score of 70% or higher
	<i>Apply a variety of communication methods and techniques</i>	<ul style="list-style-type: none"> • Develop skill in using MS Word, MS PowerPoint, and MS Excel • Present projects: PowerPoints, brochures, posters, movie/videos, web pages, PSAs, and other channels of communication • Teach health lesson • Develop social marketing campaign based on specific 		

		audience demographics and psychographics <ul style="list-style-type: none"> • Pretest draft materials for social marketing campaign 		
	<i>Promote the health education profession individually and collectively</i>	<ul style="list-style-type: none"> • Develop professional growth plan: internship site, CHES exam, post-baccalaureate volunteer work, professional organizations 		
	<i>Influence health policy to promote health</i>	<ul style="list-style-type: none"> • Discuss significance of health policy in health program planning • Internship 		