

# Program Assessment Plan for Community Health Education, BS

## **Program Mission**

To provide a community-based and practice-oriented education that prepares students with the knowledge and skills in health education and competencies to serve as health educators and for further graduate study in public health and health sciences. The curriculum is grounded in health behavior change theories, public health planning frameworks as well as social justice and public health perspectives. The curriculum supports an integrated approach to learning including service, internship and research experiences.

## **Curriculum**

### **Key Courses And Assignments**

CHED 210, Introduction to Community Health Education - Strive to CARE Project (Service-Learning), Health Promotion Plan, Press Release, Journal Article Critique, Tests (4) CHED 230, Multicultural Health - Journal Article Critique, Paper, Presentation, Tests (4) CHED 310, Foundations of Health Education Theory, Research and Practice - Journal Article Critique, Paper, Presentation, Tests (4) CHED 320, Planning, Implementation and Evaluation of Health Education Programs - St. Joseph's Health Advocacy Project (Service-Learning), Presentations (2), Major Group Project Paper, Quizzes

Program Learning Outcomes to be Assessed

PLO	3. Student Learning Outcomes for Program Goal 3: Students will reflect upon their personal and professional values concerning diversity, social justice, cultural competency and commitment to community and discipline and be	ILOs to which the PLOs map	2,3,4
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 210, CHED 230, CHED 310, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	90% of students will indicate they (agree or strongly agree) that SL provided appreciation for giving back, plan to stay involved in the community, have confidence in working with community.		
ListOfSources	Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

## Program Learning Outcomes to be Assessed

PLO	2. Student Learning Outcomes for Program Goal 2: Students will develop skills in writing, speaking and critical thinking and be able to apply these skills in health education/promotion	ILOs to which the PLOs map	1
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 210, CHED 230, CHED 310, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Assignment Rubrics, Senior		
Benchmarks	Course rubrics TBD, 90% of students will indicate at least (4) on questions 18, 19, 20 of Senior Exit Survey and 90% of students will receive a 4 out of 5 on each item of their final site evaluations.		
ListOfSources	Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

## Program Learning Outcomes to be Assessed

PLO	1g. Communicate, promote, and advocate for health, health education/promotion, and the profession	ILOs to which the PLOs map	1,2,3,4
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 210, CHED 230, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. The Senior Exit Survey also assesses this PLO as well. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Pro		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area; 85% of students will indicate at least 3, very competent for majority of survey items addressing this area.		
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

Program Learning Outcomes to be Assessed

PLO	1f. Serve as health education/promotion resource person	ILOs to which the PLOs map	1,2,3,4
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 210, CHED 410, CHED 413, and CHED 480 support this SLO. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area; 85% of students will indicate at least 3, very competent for majority of survey items addressing this area.		
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

Program Learning Outcomes to be Assessed

PLO	1e. Administer and manage health education/promotion	ILOs to which the PLOs map	3
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 210, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. The Senior Exit Survey also assesses this PLO as well. Service learning projects St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area; 85% of students will indicate at least 3, very competent for majority of survey items addressing this area.		
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

Program Learning Outcomes to be Assessed

PLO	1d. Conduct evaluation and research related to health education/promotion	ILOs to which the PLOs map	1,3
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 210, CHED 230, CHED 310, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area; 85% of students will indicate at least 3, very competent for majority of survey items addressing this area.		
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

Program Learning Outcomes to be Assessed

PLO	1c. Implement health education/promotion	ILOs to which the PLOs map	1,3,4
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 230, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. The Senior Exit Survey also assesses this PLO as well. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area; 85% of students will indicate at least 3, very competent for majority of survey items addressing this area.		
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		



Program Learning Outcomes to be Assessed

PLO	1b. Plan health education/promotion	ILOs to which the PLOs map 3
Year:		
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.	
Where in the program does the evidence reside?	The following courses: CHED 230, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. The Senior Exit Survey also assesses this PLO as well. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.	
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q	
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area; 85% of students will indicate at least 3, very competent for majority of survey items addressing this area.	
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects.	

Program Learning Outcomes to be Assessed

PLO	1a. Assess need, resources and capacity for health education/promotion	ILOs to which the PLOs map	3
Year:			
Is the evidence Direct or Indirect	The evidence is a mix of direct and indirect outputs.		
Where in the program does the evidence reside?	The following courses: CHED 230, CHED 320, CHED 410, CHED 413, and CHED 480 support this SLO. The Senior Exit Survey also assesses this PLO as well. Service learning projects Strive to CARE, St. Joseph's Health Advocacy, and Growing Stronger Project.		
What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)	Tools used are Rubrics, Embedded Exam/Q		
Benchmarks	NCHEC, Cohort National Average, Benchmark % Pass Rate of 72% for this area of responsibility; 85% of students will indicate at least 3, very competent for majority of survey items.		
ListOfSources	Review aggregate scores on National CHES Certification Exam. Review aggregate scores on quizzes and/or embedded questions. Use of rubric to score student projects. Student journal entries.		

## Program Learning Outcomes to be Assessed

PLO	1.By graduation, students will demonstrate proficiency in the seven areas of responsibility for entry-level health education practice. Students will be able to	ILOs to which the PLOs map
Year:		
Is the evidence Direct or Indirect	See the subsections of PLO 1 which indicate more specifically asses	
Where in the program does the evidence reside?	See the subsections of PLO 1 which indicate more specifically assessment for each responsibility.	
What tools are necessary to collect evidence? (Rubrics, Portfolio,Embedded Exam Questions etc.)		See the subsections of PLO 1 which indicat
Benchmarks	See the subsections of PLO 1 which indicate more specifically assessment for each responsibility.	
ListOfSources	See the subsections of PLO 1 which indicate more specifically assessment for each responsibility.	