

**Minnesota State University Moorhead
2007-2008 Assessment Plan Cover Sheet**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: Complete this form only if you are changing your student learning outcomes and/or methods of assessment.

Degree Program: Community Health Education

Department: School of Nursing and Health

College: Education and Human Services

Date: 10/26/07

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Abby Gold

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

- *1. Assess community needs for health education.
- *2. Plan effective health education programs.
- 3. Implement health education programs.
- 4. Evaluate effectiveness of health education programs.
- 5. Coordinate provision of health education services.
- 6. Act as a resource person in health education.
- 7. Communicate health education needs, concerns and resources.

3. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

**Minnesota State University Moorhead
2007-2008 Assessment Planning Form**

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Note: Complete this form only if you are changing your student learning outcomes and/or methods of assessment. Include Assessment Plan Cover Sheet.

Academic Program: Community Health Education

1. Identify Student Learning Outcome in the space below and note its number (to correspond with the list on the cover sheet):

Assess community needs for health education.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics/statistics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

Through a needs assessment assignment in the course, "Design and Evaluation of Health Education Programs" HLTH 415 (see attached description).

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Community health needs assessment with accompanying rubric.

5. Who is assessed? When are they assessed?

All of the students in HLTH 415 are assessed. Only majors take this course. They are assessed in the middle of the semester once they complete the needs assessment assignment.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The community health program coordinator is responsible for collecting data. Program improvements will be discussed with School of Nursing and Health faculty and the assessment committee for the School. Input from faculty in the Department of Health and Physical Education will also be sought.

7. What is satisfactory student performance on this outcome?

A total score of 10 or more (maximum 15) on the rubric.

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Note: Complete this form only if you are changing your student learning outcomes and/or methods of assessment. Include Assessment Plan Cover Sheet.

Academic Program: Community Health Education

1. Identify Student Learning Outcome in the space below and note its number (to correspond with the list on the cover sheet):

Plan effective health education programs.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics/statistics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

Through a developing a health education program and describing the program in a grant assignment in the course, "Design and Evaluation of Health Education Programs" HLTH 415 (see attached description).

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Through a grant assignment and accompanying rubric.

5. Who is assessed? When are they assessed?

All of the students in HLTH 415 are assessed. Only majors take this course. They are assessed in the middle of the semester once they complete the needs assessment assignment.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The community health program coordinator is responsible for collecting data. Program improvements will be discussed with School of Nursing and Health faculty and the assessment committee for the School. Input from faculty in the Department of Health and Physical Education will also be sought.

7. What is satisfactory student performance on this outcome?

A total score of 10 or more on the rubric will indicate satisfactory performance for this outcome.

Assessing Program Needs

You and your colleagues are independent health consultants working in Moorhead, MN. Minnesota State University Moorhead administrators have hired you to conduct an assessment of a specific health “need” of the student community through the use of social indicators data (secondary) and primary data.

Using the US Census or local data, your assignment is to conduct a brief needs assessment for MSUM students of the predetermined health problem (we will choose in class). Think of this exercise as the initial phase of what would be a comprehensive community needs assessment for the University. Your specific goal is to identify behaviors that are **most likely to change through a health promotion program** to prevent the health problem. In effect, the focus of your analytical attention is on current health trends in the University that may translate into future “opportunities” for health promotion activities.

For this assignment you will gather:

1. Secondary Data to represent National, State, and Local data (if possible). Use the age group 18-24 or near there to extrapolate your data. Use at least three different secondary sources.
2. Primary Data (2 types)
 - a. Health Assessment Surveys (At least 10 surveys gathered each)
 - b. Student interviews based on results of Health Assessment Surveys (At least five interviews each). Make sure you verbally assure confidentiality when you interview students or administer the surveys.

To write up the results of your needs assessment you will follow the guidelines for developing a rationale from Chapter Three (Figure 3.1) of the textbook. You should elaborate on your primary data results more than the rationale examples do. Then you should propose a solution (but not elaborate on the solution, because that will be done in the grant assignment),

The paper should be 6 – 8 pages, double spaced, Times New Roman Font, 12 Point, and free of grammatical and spelling errors. Your papers should also be free of extra words and include an active voice. I recommend that you use the “Write Site,” to help with active voice writing. All facts and quotes **MUST BE CITED** in-text and at the end of the paper. To refer to your primary data collected, say for example “Results from the need assessment show...” You do not need to cite your own data.

**Minnesota State University Moorhead
Community Health Education, B.S.**

Assessment Form for Outcome: Plan Effective Health Education Programs (2006-2007)

Evaluation of Grant Project for Design and Evaluation of Health Education Programs (HLTH 415)

	0	1	2	3	Average Student Score
Competency Students will be able to:	Inadequate performance, lacking in effort and quality.	Below average performance, evidence of effort and some mastery of material with significant deficiencies	Average to above-average performance, evidence of mastery of material evident with only minor errors.	Superior performance, evidence of mastery of material evident and in some cases exceeding expectations.	
Clearly organize project in concise, cognizable format, including use of subheadings where appropriate	Student's work is disorganized and does not clearly state its purpose.	Purpose of work is implicit or may be inferred, but is unclear. Organization is ineffective and/or inefficient	Purpose of work explicitly stated and efficiently organized with only minor errors.	Student's work is clear, concise and well organized with no significant concerns.	2.67
Develop a logical scope and sequence plan for a health education program. Emphasize how the program solves the problem by using peer-reviewed research to identify workable solutions.	Student's work shows little or no evidence of research.	Student provides some evidence of research but significant materials are missing from analysis.	Student provides required materials with only minor omissions.	Student provides material supplemental to instructor's expectations.	2.33
Formulate appropriate and measurable program objectives. Develop a framework of broadly stated operational objectives relevant to solve the stated problem.	Student provides little or no framework of the problem assigned.	Student attempts comprehensive framework but makes major errors in writing measurable objectives and does not fully convey an understanding of the underlying issues presented.	Student provides competent and reasoned framework of the objectives presented.	Student's objectives are proficient and thought-provoking, perhaps offering novel solution to problem presented.	2.33
Design an educational program consistent with specified program objectives.	Student provides inappropriate recommendation of problem resolution.	Student provides partial solution to problem, but overall solution will not meet stated objectives.	Student provides reasonable resolution of problem with minor errors in reasoning, meeting stated objectives.	Student provides excellent and comprehensive program that addresses the stated.	2.33
Communicate need for the program by incorporating feasible ideas and recommendations in the grant proposal.	Student provides little or no evidence of understanding the issues.	Student demonstrates some understanding of the issues, but consistently fails to provide rationale for the solution.	Student demonstrates good understanding of issues with only minor errors in providing a rationale for the solution.	Student demonstrates comprehensive understanding of the issue with no significant concerns.	2.33
					TOTAL
					11.99

Grant Assignment - Design and Evaluation (100 points)

The College Fund of America recognizes that the health of young adults is a national concern and therefore imperative to the future success of our country. For that reason, the fund has dedicated a significant amount of their resources to help improve the health of America's college population. Recently, the Fund called for proposals that address the health of young adults through innovative, creative, and science-based health initiatives.

Your task is to develop a proposal that addresses the rationale from the recently conducted needs assessment. Your grant proposal will include the following sections. You must include section headings:

1. Introduction (one paragraph). (5 points)
2. Description of Organization (describe MSUM and the Wellness Center). (10 points)
3. Statement of the problem (a shortened version of your rationale). (10 points)
4. Program Description (Emphasize how your program solves the problem and is science-based. Here you need to have at least six peer-reviewed references that describe similar initiatives. Describe how you will use some of the ideas from those references. Cite your references within the text and at the end of the grant.) (25 points)
5. Program Goals. (5 points)
6. Program Objectives (Process, Learning, Action/Behavioral, Environmental, and Outcome and should match up with your activities). (15 points)
7. Proposed One-Year Timeline (activities involved in completing the project that coincide with your objectives). (10 points)
8. Conclusion (Reiterate why your organization is best suited to carry out this science-based initiative and how the proposed program will SOLVE THE PROBLEM.) (5 points)

Attachments:

9. Budget (Sketch a budget, although you may not know completely how much things will cost, you can certainly describe the things you need. With every item you need a short statement as to why the item is necessary for your program. Budget items include partial salary with benefits of those involved with the project, special equipment, administrative supplies, postage, etc.) (10 points)
10. Brief Description of Project Staff (Describe in one paragraph your qualifications and why you are best suited to work on this project. Who will be the project leader and why?) (5 points)

Paper Requirements:

10-15 pages max., cover page, double spaced, times new roman font, twelve point font size, works cited page, free of grammatical and spelling errors (loss of 15 points max – each error is worth ½ point). Since this is a group project you must equally distribute the work among members – writing together is sometimes difficult – so decide on the overall framework and then split the work evenly. DO NOT submit the paper without having thoroughly looked it over as a group to make sure every one has adequately reflected the project requirements and the group's decided-upon framework. Also, edit each others work for grammar and spelling errors.

**Minnesota State University Moorhead
Community Health Education, B.S.**

**Assessment Form for Outcome: Assessing Individual and Community Needs (2006-2007)
Evaluation of Needs Assessment Project for Design and Evaluation of Health Education Programs
(HLTH 415)**

	0	1	2	3	Student Score
Competency Students will be able to:	Inadequate performance, lacking in effort and quality.	Below average performance, evidence of effort and some mastery of material with significant deficiencies	Average to above-average performance, evidence of mastery of material evident with only minor errors.	Superior performance, evidence of mastery of material evident and in some cases exceeding expectations.	
Clearly organize project in concise, cognizable format, including use of subheadings where appropriate	Student's work is disorganized and does not clearly state its purpose.	Purpose of work is implicit or may be inferred, but is unclear. Organization is ineffective and/or inefficient	Purpose of work explicitly stated and efficiently organized with only minor errors.	Student's work is clear, concise and well organized with no significant concerns.	2.33
Select valid sources of information about health needs and interests by utilizing computerized sources of health-related information and peer-reviewed literature	Student's work shows little or no evidence of research.	Student provides some evidence of research but significant materials are missing from analysis.	Student provides required materials with only minor omissions.	Student provides material supplemental to instructor's expectations.	3.0
Employ or develop appropriate data-gathering instruments.	Student provides little or no analysis of the problem assigned.	Student attempts comprehensive analysis but makes major analytical errors and does not fully convey an understanding of the underlying issues presented.	Student provides competent and reasoned analysis of the problem presented.	Student analysis is proficient and thought-provoking, perhaps offering novel solution to problem presented.	2.67
Concisely reports on primary data results while also incorporating secondary sources of information to show a logical progression to a proposed solution	Student provides inappropriate recommendation of problem resolution.	Student provides partial solution to problem, but overall conclusion is inaccurate.	Student provides reasonable resolution of problem with minor errors in reasoning.	Student provides excellent and comprehensive analysis of the given problem.	2
Make proper and reasoned recommendations as to the future course of actions in the given needs assessment.	Student provides little or no evidence of understanding the issues.	Student demonstrates some understanding of the issues, but consistently fails to provide rationale for the solution.	Student demonstrates good understanding of issues with only minor errors in providing a rationale for the solution.	Student demonstrates comprehensive understanding of the issue with no significant concerns.	2.67
					TOTAL
					12.67