

**Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet**

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

Note: All programs will complete this form.

Degree Program: Community Health Education

Department: Health and Physical Education

College: Education and Human Services

Date: October 31, 2006

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 individual and 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. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

The student learning outcomes precisely mirror the seven responsibilities and competencies for health educators required by The National Commission for Health Education Credentialing. The MSUM Community Health Education program is not accredited by an external agency.

4. 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.

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Academic Program: Community Health Education

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

2. 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 type="checkbox"/> Information literacy |
| <input 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 checked="" type="checkbox"/> Responsibility and ethics |
| <input type="checkbox"/> Written communication | <input type="checkbox"/> Global understanding |
| <input type="checkbox"/> Mathematics | <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.

Hlth 415 - Design and Evaluation

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

Community Health Education Design and Evaluation Assessment Instrument (pre/post test).

5. Who is assessed? When are they assessed?

Community Health Education students will be assessed in the Design and Evaluation course. They will receive the pre-test on the first day of class and the post-test (same questions) during the last week of class.

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

Design and Evaluation instructor will gather the data and report to the program faculty. The results will be reported at a faculty meeting.

7. What is level of student performance is expected for this outcome?

A 65% improvement will occur from the pre to the post test.

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Academic Program: Community Health Education

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

4. Evaluate effectiveness of 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 type="checkbox"/> Information literacy |
| <input 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 type="checkbox"/> Written communication | <input type="checkbox"/> Global understanding |
| <input type="checkbox"/> Mathematics | <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.

Hlth 415 - Design and Evaluation

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5. Who is assessed? When are they assessed?

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

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7. What is level of student performance is expected for this outcome?

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Instrument for Assessment of Community Health Education – Fall 2006

Both proposed outcomes will be assessed using this instrument.

P = Plan effective health education programs (five questions).

E = Evaluate effectiveness of health education programs (five questions).

1. Which of the following illustrates an appropriately written goal statement? (P)
 - a. Education in hand washing will be provided to all employees during the first week of employment.*
 - b. Health education is important for all individuals regardless of their position in the company.
 - c. Insurance should eliminate pre-existing clauses and should facilitate reasonable access.
 - d. The employees will know the policy and procedures of appropriate hand washing.

2. The local county public health department is planning a smoke-free communities campaign to encourage towns to pass smoke-free policies. The initial planning phase involves developing a time-line of activities to address the stated outcomes of the campaign. Developing a time-line of activities is an example of (P):
 - a. Fluidity.*
 - b. Flexibility.
 - c. Functionality.
 - d. Formability.

3. When is a practitioner-driven model of planning preferable to a consumer-driven model of planning?
 - a. When you need to inform and influence individuals.
 - b. When you need to borrow from commercial marketing principles.
 - c. When you need to communicate with multiple audiences using multiple channels.
 - d. When you are unsure of the needs of the community and you need to use a phased approach to planning interventions.*

4. Jeff refuses to wear a seatbelt because his friends will tease him. This is an example of (P):
 - a. A Reinforcing factor.*
 - b. An enabling factor.
 - c. A predisposing factor.
 - d. None of the above.

5. Determining what resources are available for a program would occur during which phase of the PRECEDE-PROCEED Model (P)?
 - a. Environmental assessment
 - b. Administrative and policy assessment.*
 - c. Epidemiological assessment.
 - d. Educational assessment.

6. Evaluation can be defined as determining the value or worth of an object of interest against (E):
 - a. A standard of acceptability.*
 - b. The outcome.
 - c. Community mandates.
 - d. Program impact.

7. How many people stopped smoking is a question that could be answered by which type of evaluation? (E)
 - a. Formative.
 - b. Outcome.
 - c. Process.
 - d. Impact.*

8. “Has the program met the needs of the target population?” and “Are the needs of the program administrators and funding source being met? Are questions answered by the (E):
 - a. Goal – free model.
 - b. Cost – benefit model.
 - c. Decision making mode.
 - d. Goal – attainment model.*

9. The following are examples of good reasons for collecting qualitative data during program evaluation EXCEPT (E):
 - a. To gather information to improve the program during formative evaluation.
 - b. To obtain in-depth information from certain clients.
 - c. To compare outcomes of programs with other groups or the general population.*
 - d. To focus on the diversity of program clients.

10. Which is true about the quantitative approach to program evaluation? (E)
 - a. It is inductive.
 - b. It produces hard data, such as counts or ratings.*
 - c. It is focused on case studies or observations.
 - d. The results are descriptive.

* Correct Answer