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| Department of Public Health  COLLEGE OF Health and Human Services  AY 2015-2016 |
| **Student Outcomes Assessment Plan (Soap)** |
| 1. **Mission Statement** |
| The mission of the Department of Public Health is to promote, preserve, and restore health. This is accomplished by educating undergraduate and graduate students to be effective leaders and practitioners at the local, national, and international levels. |
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| 1. **Goals and Student Learning Outcomes** |
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| **GOALS and OUTCOMES**  This section delineates the goals and student assessment outcomes of the Public Health department’s undergraduate program. The goal and outcomes mentioned below are the focus of our assessment measurements and indicators. The overall goal is to improve students’ understanding of the ‘Ten Essential Public Health Services’ of the United States, which are as follows:   1. **Monitor** health status to identify community health problems. 2. **Diagnose and investigate** health problems and health hazards in the community. 3. **Inform, educate, and empower** people about health issues. 4. **Mobilize** community partnerships to identify and solve health problems. 5. **Develop policies and plans** that support individual and community health efforts. 6. **Enforce** laws and regulations that protect health and ensure safety. 7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable. 8. **Assure** a competent public health and personal healthcare workforce. 9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services. 10. **Research** for new insights and innovative solutions to health problems.   (Source: apha.org)  It needs to be mentioned that not all the public health services mentioned above will be targeted at all times. Instead, the Department will emphasize a few selected services during a given period of time.  **GOAL** Graduates will be able to demonstrate ability to solve problems, conduct needs assessments, manage public health programs, communicate professionally, engage in research activities of their choice, and be aware of professional ethics pertaining to public health.  **OUTCOMES:** |
| **Outcome 1 *(Knowledge Basis)*:**  Graduates will be able to demonstrate knowledge and application of the essential public health services. |
| **Outcome 2 *(Problem Solving)*:** Graduates will be able to solve problems by generating multiple solutions and selecting those most appropriate to meet the needs of any relevant public health crisis/problem.  **Outcome 3 *(Program Management)*:** Graduates will demonstrate confidence and capacity to plan, implement, evaluate, and monitor public health programs.  **Outcome 4 *(Effective Communication)*:** Graduates will be able to demonstrate effective verbal, non-verbal, and written communication skills in a wide variety of contexts, including collaborative activities.   1. Graduates will be able to make well-organized presentations in classes, meetings, or groups. 2. Graduates will be able to write using appropriate spelling and grammar.   **Outcome 5 *(Research skills)*:**  Graduates will be able to read and apply relevant research literature and engage in productive research activities as appropriate to their chosen career goals.   1. Graduates will be able to demonstrate an understanding of the scientific method. 2. Graduates will be able to understand major research designs, their applications and limitations. 3. Graduates will be able to apply research methods in formal projects.   **Outcome 6 (*CHES Competencies***): Students will be able to demonstrate entry level competence for each of the seven Areas of Responsibilities of a Health Education Specialist. |

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| 1. **Curriculum Map (Courses X Learning Outcomes) I = I=Introduced, a=advanced, r=reinforced** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Knowledge Basis | Problem Solving | Needs Assessment | Program Management | Effective Communication | Research | | PH 90 | R | I |  |  | I |  | | PH 91 | R | R |  |  | R |  | | PH 92 | A |  |  |  | I | I | | PH 100 | R | R | A | I | R | I | | PH 104 | R | R | I |  | A | I | | PH 105 | R | R |  | R |  | I | | PH 109 | A | A | R |  | A | A | | PH 110 | R | R | I |  | A | I | | PH 111 | R | R | I |  | A | I | | PH 112 | R | R |  | R |  | I | | PH 114 | R | A | R | R | A | I | | PH 115 | R | I |  |  |  |  | | PH 121 | R | A | I |  |  |  | | PH 126 | R | R |  |  | A | I | | PH 128 | R | R |  |  | A | I | | PH 129 | R | R |  |  | R | I | | PH 130 | R | R | I |  | A | I | | PH 131 | A | A | A | A | A | R | | PH 133 | R | R |  |  | A | I | | PH 135 | R | R |  |  | A | I | | PH 141 | R | I |  | R |  | I | | PH 143 | R | A | A | R | A | I | | PH 145 | R | R | I |  |  |  | | PH 147 | R | A |  |  |  |  | | PH 148 | R | R | I |  | A | I | | PH 149 | R | R | I |  | A | I | | PH 151 | R | R | I |  | R | I | | PH 154 | A | A | R | A | A | R | | PH 160 | R | R |  |  |  |  | | PH 161 | R | A | I |  |  |  | | PH 162A | R | R |  |  | A | I | | PH 162B | R | R |  |  | A | I | | PH 163 | R | R |  |  | R | I | | PH 166T | R | R | I |  | A | I | | PH 167 | A | A | A | A | A | R | | PH 168A | R | R |  |  | A | I | | PH 168B | R | R | I |  | A | I | | PH 170 | R | R | I |  | A |  | | PH 175 | R | I |  | R |  | I | | PH 182 | R | A |  | R | A | I | | PH 185F | R | R |  |  |  |  | | PH 188 | R | A | I |  |  |  | | PH 190 | R | R |  |  | A | I | |

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| 1. **Assessment Methods** |
| * 1. **Direct Measures** |
| 1. *Writing Requirement Assessments.* Students in a selected course will be required to demonstrate their proficiency in writing.Major reasons for failing scores will be noted for program review (Appendix A: Writing Rubric).  2. *Oral Presentation Assessment.* Students in a selected course will be required to demonstrate their proficiency in conducting oral presentations. (Appendix B: Oral Presentation Rubric)  3. *Project/Program Management Assessment.*  Students in a selected course will be required to demonstrate their proficiency in program management (Appendix C: Project Assessment Rubric).  4. *Knowledge Assessment Exam in Core Discipline*. Students in a selected course will be required to demonstrate their proficiency in knowledge related to the Core discipline. (Grades from Exams and Assignments).  5. *Research Competency Assessment.* Students in a selected course will be required to demonstrate proficiency in conducting research and in critical thinking. (Appendix D: Research Competency Assessment Rubric)  6. *CHES Competencies.* Students in a selected course will be required to demonstrate entry level competence for each of the seven Areas of Responsibilities of a Health Education Specialist. (Appendix E: CHES Competencies Assessment) |
| * 1. **Indirect Measures** |
| 1. *Exit Interview (annual basis).* Graduating students in their final semester will be surveyed. (See Appendix F*: Graduating Students Exit Survey*)  2. *Alumni Survey (bi-annual basis).* Each alumnus will be sent a survey. The results for each item on the numeric scale will be averaged. (See Appendix G*: Alumni Survey.*)  3. *Intern Exit Survey* (bi-annual basis). Students completing an internship or fieldwork (PH 185/PH 188) will complete a survey assessing fieldwork/internship objectives. (See Appendix H: Intern Survey). |
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| 1. **Student Learning Outcomes X Assessment Methods Matrix** |
| |  |  | | --- | --- | | **Assessment Methods** | **Outcomes** | | **Direct Measures of Learning** |  | | *Examinations* |  | | * Exams reflecting course material | Knowledge Basis (Outcome 1) | | * Problem sets/Case studies | Problem Solving (Outcome 2) | | *Writing Assessment* | Effective Communication (Outcome 4) | | *Oral Presentation Assessment* | Effective Communication (Outcome 4) | | *Project/Program Management Assessment* | Program Management (Outcome 3) | | *Research Projects* | Research Skills (Outcome 5) | | *CHES Self-Assessment* | CHES Competencies (Outcome 6) | | **Indirect Measures of Learning** |  | | *Exit Survey* |  | | *Alumni Survey* |  | | *Intern Exit Survey* |  | |  |  | |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| The following table shows a timeline for how courses are aligned with measures. The Appendices include various proposed instruments to be used for assessment. |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Measures** | **Years** | | | | | **Fall 2015** | **Spring 2016** | **Fall 2016** | **Spring 2017** | | Exit Survey |  | X | X |  | | Alumni Survey |  |  | X |  | | Intern Exit Survey |  |  |  | X | | Writing Requirement Assessment | PH 91 |  |  | PH 91 | | Knowledge Assessment Exam in Core Discipline | PH 109 |  | PH 90 |  | | CHES Competencies |  |  |  | PH 131 | |

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| 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting** |
| The Department of Public Health’s SOAP Committee will meet on a yearly basis to coordinate and review the Department’s SOAP activities. Once all survey data for the previous academic year are collected, the departmental SOAP committee will summarize the findings in the form of an annual report and present it to the Department Chair. Upon approval of the annual report, the committee will present the findings to the faculty. The Dean of CCHS will also receive a copy of the survey results.  Based on the data, the Department Chair will assign the SOAP Committee (or one or more faculty) to address any discrepancies between the mission and goals and any results in the surveys that are below standard. If the survey findings show consistently high performance on selected outcomes, the committee may decide to drop that outcome and add different outcome assessment criteria. If it appears that one outcome measure is not being achieved, special attention may be given to address that learning outcome.  The long–term goal of the SOAP annual report is to ensure timely response to survey findings and remodel and redesign the learning objectives so that they properly reflect the Department’s mission and goals in an ever-changing local, regional, and national academic and socio-economic environment. An additional goal includes achieving academic and professional excellence among students in the Department. The Soap Committee will meet once each semester to discuss assessment data and offer recommendations to faculty in the Department. |

**Appendix A: Writing Assessment Rubric**

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| **Accomplished** | In addition to meeting the requirements for a “3,” the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment. | In addition to meeting the requirements for a “3,” writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed. | In addition to meeting the requirements for a “3,” the writer’s decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment. |
| **3**  **Competent** | While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. | Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow. | The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment. |
| **2**  **Developing** | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased. | Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow. | The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled. |
| **1**  **Beginning** | Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation. | Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. | The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled. |

**Appendix B: Oral Presentation Rubric**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1.) Organization**

* 4 points – Clear organization, reinforced by media. Stays focused throughout.
* 3 points – Mostly organized, but loses focus once or twice.
* 2 points – Somewhat organized, but loses focus 3 or more times.
* 1 point – No clear organization to the presentation.

1. **Content: currency & relevance**

* 4 points – Incorporates relevant course concepts into presentation where appropriate
* 3 points – Incorporates several course concepts into presentation, but does not incorporate key concepts which are relevant to presentation.
* 2 points – Incorporates one or two course concepts into presentation. Some course concepts discussed are not relevant to topic.
* 1 point – Course concepts are not integrated into presentation or are not appropriately integrated

1. **Quality of slides/media**

* 4 points – Slides/media support the presentation, are easy to read and understand. Slides contain no spelling or grammatical errors.
* 3 points – 80% of the slides/media are easy to read and understand. Others contain too much information or have illegible font. One or two spelling grammatical errors are present.
* 2 points – 50% of the slides/media are easy to read and understand. Others contain too much information or have illegible font. Three to five spelling or grammatical errors are present
* 1 point – 80% of the slides/media are difficult to read and understand. More than five spelling and grammar errors exist.

1. **Quality of conclusion**

* 4 points - Clearly organized conclusion that wraps up the topic well, ties speech together and has a note of finality. Smooth transitional flow from body of presentation into summarization.
* 3 points - Conclusion is not complete or organized. Transitional flow from body of presentation to conclusion is not smooth.
* 2 points – Disconcerting flow from body of presentation into conclusion. Speaker moves from body of presentation into conclusion without a smooth, consistent flow.
* 1 point – Conclusion omitted. Speech just ends, it doesn’t feel complete. Presentation does not end in a smooth manner.

1. **Voice quality, pace**

* 4 points – Voice is clear, easy to hear and understand. Speaker enunciates. Pace is neither too fast nor too slow.
* 3 points – Problems exist with either enunciation or pace, but these problems occur for **less** than 20% of the speech.
* 2 points - Problems exist with either enunciation or pace, but these problems occur for **more** than 50% of the speech, but not more than 80% of the speech.
* 1 point – Voice is not clear, hard to hear and understand. Speaker mumbles. Pace is either too fast or too slow.

1. **Professionalism**

* 4 points – Clothing is business-like, speaker is poised and well prepared. Lack of distracting mannerisms by speaker during presentation. Audience is able to focus entirely on information offered in presentation without distraction by the speakers
* 3 points – Clothing is business-like or neat. Speaker lacks some confidence and/or relies on note cards **less** than 20% of the time. A minimal number of distracting mannerisms during presentation. Focus by audience is interrupted by speaker’s mannerisms **less** than 20% of the time.
* 2 points – Clothing is business-like or neat in appearance. Speaker lacks confidence and/or relies on note cards **more** than 50% of the time but not more than 80% of the time. A moderate number of distracting mannerisms during presentation. Focus by audience is interrupted by speaker’s mannerisms **more** than 50% of the time but not more than 80% of the time.
* 1 point – Clothing is not appropriate and/or appearance is unkempt. Speaker reads entire presentation. Mannerisms are extremely distracting to the audience at least 80% of the time of the presentation. Mannerisms are so distracting that the audience finds it difficult to concentrate on presentation.

**TOTAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Scoring

0-9 Does not meet expectations

9-14 Meets expectations

15–18 Exceeds expectations

**Appendix C: Project Rubric**

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| --- | --- | --- | --- | --- |
| **Score Levels** | **Content** | **Conventions** | **Organization** | **Presentation** |
| **4** | * Is well thought out and supports the solution to the challenge or question * Reflects application of critical thinking * Has clear goal that is related to the topic * Is pulled from a variety of sources * Is accurate | * No spelling, grammatical, or punctuation errors * High-level use of vocabulary and word choice | * Information is clearly focused in an organized and thoughtful manner. * Information is constructed in a logical pattern to support the solution. | * Format enhances the content. * Presentation captures audience attention. * Presentation is organized and well laid out. |
| **3** | * Is well thought out and supports the solution * Has application of critical thinking that is apparent * Has clear goal that is related to the topic * Is pulled from several sources * Is accurate | * Few (1 to 3) spelling, grammatical, or punctuation errors * Good use of vocabulary and word choice | * Information supports the solution to the challenge or question. | * Format is appropriate for the content. * Presentation captures audience attention. * Presentation is well organized. |
| **2** | * Supports the solution * Has application of critical thinking that is apparent * Has no clear goal * Is pulled from a limited number of sources * Has some factual errors or inconsistencies | * Minimal (3 to 5) spelling, grammatical, or punctuation errors * Low-level use of vocabulary and word choice | * Project has a focus but might stray from it at times. * Information appears to have a pattern, but the pattern is not consistently carried out in the project. * Information loosely supports the solution. | * Format does not suit the content. * Presentation does not capture audience attention. * Presentation is loosely organized. |
| **1** | * Provides inconsistent information for solution * Has no apparent application of critical thinking * Has no clear goal * I pulled from few sources * Has significant factual errors, misconceptions, or misinterpretations | * More than 5 spelling, grammatical, or punctuation errors * Poor use of vocabulary and word choice | * Content is unfocused and haphazard. * Information does not support the solution to the challenge or question. * Information has no apparent pattern. | * Presentation appears sloppy and/or unfinished. * Format does not enhance content. * Presentation has no clear organization. |

**Appendix D: Research Competency Assessment Rubric**

Intended Outcome: The student will demonstrate the ability to identify, locate, understand, evaluate, and use information

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| **Criteria** | **4**  **Exemplary** | **3**  **Satisfactory** | **2**  **Beginning** | **1**  **Insufficient** |
| Identifies and Determines Extent of Information Needed | Identifies focused, clear, and complete research question; many key concepts; and clear idea of extent and depth of information needed. | Identifies a clear and complete research question, a sufficient number of key concepts; and acceptable idea of extent and depth of information needed. | Identifies an unfocused, unclear, or partial research question; some key concepts; and incomplete idea of extent and depth of information needed. | Fails to identify a research question, key concepts, or idea of extent and depth of information needed. |
| Accesses Needed Information using Effective and Efficient Search Strategies | Retrieves a variety of relevant sources of information that directly fulfill the information need using appropriate search tools and methods. | Retrieves a sufficient number of relevant sources of information that fulfill the information need using appropriate search tools and methods. | Retrieves sources that generally lack relevance, quality, and balance. Primarily uses inappropriate search methods and tools. | Fails to retrieve relevant sources of information to fulfill the information need. Ignores appropriate search tools and methods. |
| Critically Evaluates Information & its Sources | Critically evaluates and analyzes information and its many and diverse sources. Evaluation is consistent and thoughtful. | Evaluates and analyzes information from a sufficient number of sources. Evaluation is sufficient. | Mostly ignores or superficially evaluates information from some questionable sources. | Fails to evaluate information from a limited number of questionable sources. |
| Effectively Uses Information to Accomplish a Specific Purpose | Demonstrates understanding of breadth and depth of research. Synthesizes and integrates information from a variety of sources. Draws meaningful conclusions. Clearly communicates ideas. | Uses appropriate information to accomplish purpose. Draws relevant conclusions. Synthesizes information from a sufficient number of sources. Effectively communicates ideas. | Uses incomplete information and only partially accomplishes intended purpose. Draws incomplete conclusions. Inconsistently communicates ideas. | Does not use relevant information. Fails to accomplish intended purpose. Does not draw conclusions. Fails to effectively communicate ideas. |
| Ethically & Legally Accesses and Uses Information | Consistently, thoughtfully, and accurately builds on and incorporates the ideas of others into assignment. Consistently and correctly cites sources. | Accurately builds on and incorporates the ideas of others into assignment. Correctly cites sources. | Inconsistently incorporates the ideas of others into work. Incomplete citations. | Does not properly incorporate the ideas of others into assignment. Does not cite sources or copies sources without crediting authors. |

**Appendix – E**

**CHES Competencies Assessment**

**Area I: Assess Individual and Community Needs for Health Education**

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|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A** Access existing health-related data | 1. Identify diverse health-related databases  2. Use computerized sources of health-related information  3. Determine the compatibility of data from different data sources  4. Select valid sources of information about health needs and interests |  |
| **Competency B** Collect health-related data | 1. Use appropriate data-gathering instruments  2. Apply survey techniques to acquire health data  3. Conduct health-related needs assessments  4. Implement appropriate measures to assess capacity for improving health status |  |
| **Competency C**  Distinguish between behaviors that foster and hinder well-being | 1. Identify diverse factors that influence health behaviors  2. Identify behaviors that tend to promote or comprise health |  |
| **Competency D** Determine factors that influence learning |  |  |
| **Competency E** Identify factors that foster or hinder the process of health education | 1. Determine the extent of available health education services  2. Identify gaps and overlaps in the provision of collaborative health services |  |
| **Competency F** Infer needs for health education from obtained data | 1. Analyze needs assessment data |  |

Area I total:

**Area II: Plan Health Education Strategies, Interventions, and Programs**

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| --- | --- | --- |
|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A**  Involve people and organizations in program planning | 1. Identify populations for health education programs  2. Elicit input from those who will affect or be affected by the program  3. Obtain commitments from individuals who will be involved  4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests |  |
| **Competency B** Incorporate data analysis and principles of community organization | 1. Use research results when planning programs  2. Apply principles of community organization when planning programs  3. Suggest approaches for integrating health education within existing health programs  4. Communicate need for the program to those who will be involved |  |
| **Competency C** Formulate appropriate and measurable program objectives | 1. Design developmentally appropriate interventions |  |
| **Competency D** Develop a logical scope and sequence plan for health education practice | 1. Determine the range of health information necessary for a given program of instruction  2. Select references relevant to health education issues or programs |  |
| **Competency E** Design strategies, interventions, and programs consistent with specified objectives |  |  |
| **Competency F** Select appropriate strategies to meet objectives | 1. Analyze technologies, methods and media for their acceptability to diverse groups  2. Match health education services to proposed program activities |  |
| **Competency G** Assess factors that affect implementation | 1. Determine the availability of information and resources needed to implement health education programs for a given audience  2. Identify barriers to the implementation of health education programs |  |

Area II total:

**Area III: Implement Health Education Strategies, Interventions, and Programs**

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|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A** Initiate a plan of action | 1. Use community organization principles to facilitate change conducive to health  2. Pretest learners to determine baseline data relative to proposed program objectives  3. Deliver educational technology effectively  4. Facilitate groups |  |
| **Competency B** Demonstrate a variety of skills in delivering strategies, interventions, and programs | 1. Use instructional technology effectively  2. Apply implementation strategies |  |
| **Competency C** Use a variety of methods to implement strategies, interventions, and programs | 1. Use the Code of Ethics in professional practice  2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery  3. Demonstrate skills needed to develop capacity for improving health status  4. Incorporate demographically and culturally sensitive techniques when promoting programs  5. Implement intervention strategies to facilitate health-related change |  |
| **Competency D** Conduct training programs |  |  |

Area III total:

**Area IV: Conduct Evaluation and Research Related to Health Education**

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| --- | --- | --- |
|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A** Develop plans for evaluation and research | 1. Synthesize information presented in the literature  2. Evaluate research designs, methods and findings presented in the literature |  |
| **Competency B** Review research and evaluation procedures | 1. Evaluate data-gathering instruments and processes  2. Develop methods to evaluate factors that influence shifts in health status |  |
| **Competency C** Design data collection instruments | 1. Develop valid and reliable evaluation instruments  2. Develop appropriate data-gathering instruments |  |
| **Competency D** Carry out evaluation and research plans | 1. Use appropriate research methods and designs in health education practice  2. Use data collection methods appropriate for measuring stated objectives  3. Implement appropriate qualitative and quantitative evaluation techniques  4. Implement methods to evaluate factors that influence shifts in health status |  |
| **Competency E** Interpret results from evaluation and research | 1. Analyze evaluation data  2. Analyze research data  3. Compare evaluation results to other findings  4. Report effectiveness of programs in achieving proposed objectives |  |
| **Competency F** Infer implications from findings for future health-related activities |  |  |

Area IV total:

**Area V: Administer Health Education Strategies, Interventions, and Programs**

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|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A** Exercise organizational leadership | 1. Conduct strategic planning  2. Analyze the organization’s culture in relationship to program goals  3. Promote cooperation and feedback among personnel related to the program |  |
| **Competency B** Secure fiscal resources |  |  |
| **Competency C** Manage human resources | 1. Develop volunteer opportunities |  |
| **Competency D** Obtain acceptance and support for programs |  |  |

Area V total:

**Area VI: Serve as a Health Education Resource Person**

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| --- | --- | --- |
|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A** Use health-related information resources | 1. Match information needs with the appropriate retrieval systems  2. Select a data system commensurate with program needs  3. Determine the relevance of various computerized health information resources  4. Access health information resources  5. Employ electronic technology for retrieving references |  |
| **Competency B** Respond to requests for health information | 1. Identify information sources needed to satisfy a request  2. Refer requesters to valid sources of health information |  |
| **Competency C** Select resource materials for dissemination | 1. Evaluate applicability of resource materials for given audience  2. Apply various processes to acquire resource materials  3. Assemble educational material of value to the health of individuals and community groups |  |
| **Competency D** Establish Consultative Relationships | 1. Analyze parameters of effective consultative relationships  2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations  3. Act as a liaison among consumer groups, individuals and health care providers  4. Apply networking skills to develop and maintain consultative relationships  5. Facilitate collaborative training efforts among health agencies and organizations |  |

Area VI total:

**Area VII: Communicate and Advocate for Health and Health Education**

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| --- | --- | --- |
|  | **Entry**  **(Baccalaureate/Master’s, less than 5 years of experience)** | **Rating (1-5, 5 highest)** |
| **Competency A** Analyze and respond to current and future needs in health education | 1. Analyze factors (e.g., social, cultural, demographic, political) that influence decision-makers |  |
| **Competency B** Apply a variety of communication methods and techniques | 1. Assess the appropriateness of language in health education messages  2. Compare different methods of distributing educational materials  3. Respond to public input regarding health education information  4. Use culturally sensitive communication methods and techniques  5. Use appropriate techniques for communicating health education information  6. Use oral, electronic and written techniques for communicating health education information  7. Demonstrate proficiency in communicating health information and health education needs |  |
| **Competency C** Promote the health education profession individually and collectively | 1. Develop a personal plan for professional development |  |
| **Competency D** Influence health policy to promote health | 1. Identify the significance and implications of health care providers’ messages to consumers |  |

Area VII total:

\*Adapted from the National Commission for Health Education Credentialing. [www.nchec.org](http://www.nchec.org).

**Appendix F: Graduating Students Exit Survey**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** | **NR** |
| I was able to meet with my advisors as needed |  |  |  |  |  |  |
| Content of courses in my major was appropriately linked |  |  |  |  |  |  |
| There was appropriate balance between theory and practice |  |  |  |  |  |  |
| I feel that I was well-trained to enter work-force |  |  |  |  |  |  |
| I feel I have improved my ability to solve problems |  |  |  |  |  |  |
| I feel I have improved oral communication skills |  |  |  |  |  |  |
| I feel I have improved written communication skills |  |  |  |  |  |  |
| I feel I have improved my ability to work independently |  |  |  |  |  |  |
| I have been encouraged to develop original ideas |  |  |  |  |  |  |
| My understanding of concepts and principles in my major has improved |  |  |  |  |  |  |
| I have improved my ability to think critically |  |  |  |  |  |  |
| Current developments in the field were presented |  |  |  |  |  |  |
| I would recommend my major to others |  |  |  |  |  |  |

**Appendix G: Alumni Survey**

**Department of Public Health**

1. **Degree Earned:**
   1. Undergraduate
      * Spring
      * Fall
      * Summer
   2. Graduate
      * Spring
      * Fall
      * Summer
2. **Year degree earned in Public Health/Health Science/MPH:**
   1. Year:
3. **Did you transfer to Fresno State from another institution?**
   1. Yes
   2. No
4. **Gender**
   1. Female
   2. Male
5. **Which of the following racial or ethnic categories do you most closely identify yourself with?**
   1. White/Caucasian
   2. African-American/Black
   3. Hispanic/Latino/Chicano
   4. Native American
   5. Pacific Islander
   6. Asian
   7. Multiracial
   8. Other (*Please Specify*):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. **How satisfied were you with the overall performance of the Public Health/Health Science major courses?** 
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Somewhat satisfied
   4. Very satisfied
7. **How satisfied were you with the overall quality of the Public Health/Health Science faculty members?**
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Somewhat satisfied
   4. Very satisfied
8. **How much do you feel your interactions with a diverse student body contributed to the value/benefits of your education?**
   1. Did not contribute at all
   2. Somewhat contributed
   3. Adequately contributed
   4. Greatly contributed
9. **How useful was your degree in helping you obtain a job?**
   1. Not useful at all
   2. Somewhat
   3. Useful
   4. Very useful
   5. Not applicable
10. **Which of the following did you consider strengths of the Public Health/Health Science department program? (*Circle all that apply*)**
    1. Faculty quality
    2. Training received
    3. Student environment
    4. Curriculum/degree content
    5. Cultural diversity
    6. Financial support
    7. Research opportunities
    8. Scheduling availability
    9. Quality of advising
    10. Career development opportunities
    11. Other (*please specify*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. **Which of the following did you consider to be weaknesses of Public Health/Health Science department’s program? (*Check all that apply*)**
    1. Faculty quality
    2. Training received
    3. Student environment
    4. Curriculum/degree content
    5. Cultural diversity
    6. Financial support
    7. Research opportunities
    8. Scheduling availability
    9. Quality of advising
    10. Career devt opportunities
    11. Other (*Please Specify*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. **What is your salary range**
    1. $15,000 or under
    2. $15,001 to $30,000
    3. $30,001 to $50,000
    4. $50,001 to $70,000
    5. $70,001 to $90,000
    6. $90,001 or above
    7. I am not currently working

***For the following questions (12-16) please use the scale 1 – 4 (1 being the weakest, 4 being the strongest) to indicate the degree to which your education provided you with ability to:***

1. Identify, formulate, and solve technical problems: \_\_\_\_
2. Understand professional and ethical responsibility: \_\_\_\_
3. Communicate effectively (written and oral): \_\_\_\_
4. Understand the impact of your practice in a global context: \_\_\_\_\_
5. Use the techniques, skills, and modern technology tools necessary for your practice: \_\_\_\_\_
6. **What changes do you foresee in your field in the future?**

***For the following questions ( 18-27) please use the scale 1-5 (1 being Strongly Disagree , 5 being Strongly Agree) to evaluate the following statements regarding general instruction of the Department of Public Health:***

1. The variety of courses offered in the department was satisfactory: \_\_\_\_\_
2. The instructors in the department were helpful: \_\_\_\_\_
3. Assignments in courses were helpful in facilitating understanding of course material: \_\_\_\_\_
4. The work required in the courses was challenging: \_\_\_\_\_
5. The opportunity to take more courses in the major would be helpful: \_\_\_\_\_
6. The opportunity to take more courses outside the major would be helpful: \_\_\_\_\_
7. The practical work experience gained from the coursework was helpful: \_\_\_\_\_
8. The program adequately prepares students for careers in the Public Health field: \_\_\_\_\_
9. Internships were adequately announced and made available to those who wanted them: \_\_\_\_\_
10. Internships should be required for all Public Health majors: \_\_\_\_\_