Community Health Education Bachelor of Science (B.S.) Program
Assessment Plan
College of Education
The University of New Mexico

Rev3/2018

A. College, Department and Date
1. College: College of Education
2. Department: Health, Exercise and Sports Sciences (HESS)
3. Date: 2018-19

B. Academic Program of Study*
Bachelors of Science - Health Education (HED)

C. Contact Person(s) for the Assessment Plan
Magdalena Avila, Associate Professor, avilam@unm.edu, Program Coordinator, HED

D. Program Mission, Broad Goals and Measurable Student Learning Outcomes (SLOs)

Context. Community health education draws from the biological, environmental, psychological, physical, and medical sciences. It aims to promote health and prevent disease, injury, disability, and premature death through theory-based interventions that: promote voluntary individual behavior change; or policy, system and environmental change activities, programs, campaigns, and research to help make the healthy choice the easy choice. In practice, health education adopts a broad, ecological approach in an effort to create healthy communities. Health Education Specialists work at the individual, group, institutional, community, and systemic levels to improve health knowledge, attitudes, and skills for the purpose of changing or encouraging behaviors that result in optimal health status.

Program Mission. The mission of the Community Health Education Program at the University of New Mexico is to develop and promote sustainable public health solutions for populations in New Mexico and beyond, through the professional preparation of health education specialists, collaboration with communities and organizations, research/evaluation and advocacy.

Program Goals. The Community Health Education undergraduate course of study follows a nationally sanctioned competency-based framework for the health education specialist (NCHEC, 2014). Students gain proficiency and are academically competent in seven broad goal areas:

1. Assessing Individual & Community Needs for Health Education

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
2. Planning Health Education Strategies, Interventions, and Programs
3. Implementing Health Education Strategies, Interventions, and Programs
4. Evaluating and Researching Health Education effectiveness
5. Managing Health Education Strategies, Interventions, Programs and Staff
6. Serving as a Health Education Resource Person
7. Communicating and Advocating for Health and Health Education

Student Learning Outcomes (SLOs). All student learning outcomes outlined in the assessment framework (Table 1) have been identified with the intent to align with seven program goals and to prepare students to successfully pass the Certified Health Education Specialist (CHES) exam. Although completion of the CHES exam is not required in order to practice as a health educator, the HED program faculty highly encourage students to prepare and complete the exam prior to graduation. This certification is often listed as a “preferred” characteristic on health education position postings.

Student Learning Outcomes
1. The health education student obtains, analyzes, and reports epidemiological data to identify public health problems and health disparities.
2. The health education student designs a theory-based culturally appropriate health education plan with program goals and measurable objectives linked to evidenced-based community needs and assets.
3. The health education student designs and demonstrates prevention strategies effective for disease prevention and health promotion at the organizational and community level.
4. The health education student evaluates using qualitative and quantitative approaches to determine process, impact and program outcomes.
5. The health education student manages projects, coordinates services and supervises program staff.
6-7 The health education student articulates and demonstrates effective written, verbal and professional skills related to community health practice and advocacy for health and health education.
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
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</table>
| 1. Assess           | The health education student obtains, analyzes, and reports epidemiological data to identify public health problems and health disparities. | U, P / K, S       | Fall/Spring      | • Health Topic Poster-HED 371  
  • County Public Health Analysis Paper-HED 383  
  • Population health infographic poster board display-HED 482  
  • Undergraduate Exit Survey: Question #22 | Direct          | 0-50          | 80% score ≥30  
  80% score ≥40  
  80% score ≥45 |
|                     |                           |                    | Fall/Spring      |                                    | Direct          | 0-60         | 80% satisfactory ratings |
|                     |                           |                    | Annualy         |                                    | Indirect        | 0-50         | 80% satisfactory ratings |
| 2. Plan             | The health education student designs a theory-based, culturally appropriate health education plan with program goals and measurable objectives linked to evidenced-based community needs and assets. | U, P / K, S       | Fall/Spring      | • Passing grade HED 362 (Theory)  
  • Written Program Proposal – HED 446  
  • Logic Model – HED 446  
  • Final Exam – HED 446  
  • Undergraduate Exit Survey: Question #23 | Direct          | 0-180         | 90% pass B or better  
  90% score ≥135  
  80% score ≥24  
  80% score ≥40 |
|                     |                           |                    | Each Spring     |                                    | Direct          | 0-30         | 80% satisfactory ratings |
|                     |                           |                    | Annualy         |                                    | Indirect        | 0-50         | 80% satisfactory ratings |
| 3. Implement        | The health education student designs prevention strategies effective for disease prevention and health promotion at the organizational and community level. | U, P/K,S          | Each Spring     | • Intervention Tool-kit-HED 451  
  • Health Communication Campaign-HED 451  
  • Community Prevention Strategies Review Paper-HED 451  
  • Undergraduate Exit Survey: Question#25 | Direct          | 0-325         | 80% score ≥243  
  80% score ≥18 |
|                     |                           |                    | Annualy         |                                    | Direct          | 0-25         | 80% score ≥24  
  80% score ≥18 |
|                     |                           |                    |                 |                                    | Indirect        | 0-75         | 80% satisfactory ratings |
| 4. Evaluate         | The health education student evaluates using qualitative and quantitative approaches to determine process, impact and program outcomes. | U, P/K,S          | Each Spring     | • Evaluation framework in written program proposal – HED 446  
  • Final exam – HED 446  
  • Undergraduate Exit Survey: Question#25 | Direct          | 0-30         | 80% score ≥24  
  80% score ≥18 |
|                     |                           |                    | Annualy         |                                    | Direct          | 0-25         | 80% satisfactory ratings |
|                     |                           |                    |                 |                                    | Indirect        | 0-50         | 80% score ≥40 |
| 5. Manages          | The health education student manages projects, coordinates services and supervises program staff. | U, P/K,S          | Each Spring     | • Management plan: Logic model, Gantt chart, budget in written program proposal – HED 446 | Direct          | 0-50         | 80% score B or better  
  80% score ≥45 |
| 6-7. Communicates and serves as an advocate | The health education student articulates and demonstrates effective written, verbal and professional skills related to community health practice and advocacy for health and health education. | U, P/K,S          | Fall/Spring     | • Passing of HED 260  
  • Population health infographic poster-HED 482  
  • Field Experience Colloquium – HED 495  
  • Field Experience Final Grade – HED 495  
  • Undergraduate Exit Survey: Question #26 | Direct          | 0-50         | 90% pass B or better  
  80% satisfactory ratings |
|                     |                           |                    | Fall/Spring     |                                    | Direct          | 0-50         | 80% satisfactory ratings |
|                     |                           |                    | Annually        |                                    | Indirect        | 0-50         | 80% satisfactory ratings |
E. **Assessment Plan Logistics and Timeframe**

1. **Who:** The program’s assessment plan will include evidence from all students accepted into the BS-HED program.

2. **When will learning outcomes be assessed?** When and in what forum will the results of the assessment be discussed?

   The student learning outcomes will be assessed each semester and annually as outlined in the student assessment framework. The undergraduate student exit online survey is completed by all students at the end of their field experience (Fall or Spring) and analyzed at the end of each academic year for distribution to the HED faculty to determine program strengths and areas for improvement. Assessment plan results will also be shared with incoming students at our new student program orientation and COE academic advisors. Student Assessment has become a regular line item on meeting agenda’s in HED.

Table 2. **Timeframe for SLO Data Collection and Results**

<table>
<thead>
<tr>
<th>Semester/year</th>
<th>Course for data collection</th>
<th>Student Learning Outcomes to be Assessed</th>
<th>Timeframe of Distribution and Discussion of Results</th>
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| **Fall 2018** | HED 371, HED 383, HED 482  | 1 The health education student obtains, analyzes, and reports epidemiological data to identify public health problems and health disparities. | Spring 2019  
   • February faculty will meet to discuss SLO’s results. |
| HED 362       |                             | 2 The health education student designs a theory-based health education plan with program goals and measurable objectives linked to evidenced-based community needs and assets. | |
| HED 260, 495  |                             | 6-7a The health education student articulates and demonstrates effective written, verbal and professional skills related to community health practice and advocacy for health and health education. | |
| **Spring 2019** | HED 383, 482 | 1 The health education student obtains, analyzes, and reports epidemiological data to identify public health problems and health disparities. | Fall 2019  
   • September & October faculty will meet to discuss SLO’s results. |
<p>| HED 362, 446  |                             | 2 The health education student designs a theory-based health education plan with program goals and measurable objectives linked to evidenced-based community needs and assets. | |
| HED 451       |                             | 3 The health education student designs and demonstrates prevention strategies effective for disease prevention and health promotion at the organizational and community level. | |
| HED 446       |                             | 4 The health education student evaluates using qualitative and quantitative approaches to determine process, impact and program outcomes. | |
| HED 446       |                             | 5 The health education student manages projects, coordinates services and supervises program staff. | |</p>
<table>
<thead>
<tr>
<th>Course Number(s)</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>HED 260, 495</td>
<td>6-7. The health education student articulates and demonstrates effective written, verbal and professional skills related to community health practice and advocacy for health and health education.</td>
</tr>
<tr>
<td><strong>Fall 2018</strong></td>
<td><strong>Spring 2019</strong></td>
</tr>
<tr>
<td>HED 482</td>
<td>1. The health education student obtains, analyzes, and reports epidemiological data to identify public health problems and health disparities.</td>
</tr>
<tr>
<td>HED 362</td>
<td>2. The health education student designs a theory-based health education plan with program goals and measurable objectives linked to evidenced-based community needs and assets.</td>
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<td>HED 260, 495</td>
<td>6-7a. The health education student articulates and demonstrates effective written, verbal and professional skills related to community health practice and advocacy for health and health education.</td>
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3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
   
a. The instructors of the HED undergraduate courses outlined in the assessment framework will be responsible for gathering evidence, analyzing/interpreting and making recommendations. The program coordinator will administer the online student exit survey to those students graduating and enrolled in HED 495 in Spring 2019.

b. The process for considering the implications of assessment/data for change will include core faculty. When necessary, faculty will discuss possible changes to the curriculum, pedagogy and SLO’s based on the data, interpretations and discussions.

c. All recommendations will be discussed at faculty meetings and voted on by the HED faculty. Any change will be communicated in the meeting minutes and announced to advisors and students when relevant.