

SUNY Potsdam

Student Learning Outcomes Assessment Plan- Community Health

Department Name: Community Health

Date Submitted and Academic Year: Fall 2011 for the 2011-2012 academic year

Department Mission Statement:

The mission of the Department of Community Health is to offer academic programs that train future and current educators and leaders to effectively facilitate personal, community and environmental well being. The Community Health Department provides students with enriching, applied experiences that build understanding and appreciation of the methods, theories and philosophies that guide efforts to improve the health status of individuals, communities and the environment, both locally and globally. Graduates of programs within the Community Health Department understand that personal, community and environmental health are interrelated and affected by social structures, culture and global interconnectedness. Community Health Department faculty and staff members strive to support efforts to improve personal, community and environmental well being, particularly in Northern New York, and to contribute to new knowledge in these areas. The Community Health Department also works to support the mission, goals, objectives, operations and programs of SUNY Potsdam.

Department Assessment Coordinator or Faculty Member Completing this Form: Maureen McCarthy

Update on prior years' "Application of Assessment Results:"

Assessment tools were revised at the beginning of the 2010-2011 academic year based on feedback from faculty.

Intended Student Learning Outcome #1 for the COMMUNITY HEALTH MAJOR

By graduation, students will demonstrate proficiency in the seven responsibility areas for entry-level health educators:

Area I: Assess Individual and Community Needs for Health Education

Assessment Course: HLTH 470: Program Planning
Contributing Course(s): HLTH 380: Theory in Community Health
HLTH 385: Epidemiology

Area II: Plan Health Education Strategies, Interventions and Programs

Assessment Course(s): HLTH 470: Program Planning
Contributing Course(s): HLTH 361: Introduction to Community Health

Area III: Implement Health Education Strategies, Interventions and Programs

Assessment Course(s): HLTH 490: Internship
Contributing Course(s): HLTH 310: Health Disparities
HLTH 361: Introduction to Community Health
HLTH 470: Program Planning
HLTH 480: Program Evaluation

Area IV: Conduct Evaluation and Research Related to Health Education

Assessment Course(s): HLTH 480: Program Evaluation
HLTH 385: Epidemiology

Area V: Administer Health Education Strategies, Interventions and Programs

Assessment Course(s): HLTH 310: Health Disparities
Contributing Course(s): HLTH 361: Introduction to Community Health
HLTH 470: Program Planning

Area VI: Serve as a Health Education Resource Person

Assessment Course(s): HLTH 430: Human Disease
Contributing Course(s): HLTH 165: Health – A Lifestyle Approach
HLTH 361: Introduction to Community Health

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Area VII: Communicate and Advocate for Health and Health Education
Assessment Course(s): HLTH 361: Introduction to Community Health
Contributing Course(s): HLTH 165: Health – A Lifestyle Approach

Connection to Univ/Dept Mission

The learning outcomes for the Community Health major are proficiency in each of the responsibility areas for health educators, as defined by the credentialing organization for health educators, NCHEC. Thus, these learning outcomes are consistent with the department's mission of preparing students "to effectively facilitate personal, community and environmental well being."

Links with other programs/departments

- *Gen Ed Component* Required courses in the major have the following Ged Ed designators: FS, WI, SA, SI
- *Related Courses* Community Health majors are required to take courses in biology and statistics to provide them with the foundation for the major courses.

Measurable Criteria and Assessment Method(s)

1. Faculty Assessment via Rubrics
 - In the assessment course for each responsibility area, the instructor will give students at least one assignment to assess that skill and complete the assessment rubric for that responsibility area for each student at the end of the semester.
2. Site Supervisor Survey
 - At the end of the internship placement, site supervisors will be asked to complete a rubric assessing the intern's performance in each responsibility area.
3. CHES Exam
 - The chair will periodically monitor student performance on the CHES exam, which assesses competence in the seven responsibility areas. Students are encouraged, but not required, to take the CHES exam.

At the end of each academic year, the chair will compile the data and report back to the faculty at the beginning of the following academic year. Faculty will then discuss the data at a departmental meeting.

Intended Student Learning Outcome #2 for the COMMUNITY HEALTH MAJOR

Students will leave the internship experience with competent professional skills, including

- Written communication skills: Student uses appropriate grammar, structure, punctuation, spelling, tone, etc. in written communication.
- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Communication: Student can articulate ideas and questions clearly.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Dependability: Student is punctual, completes assignments, meets deadlines, etc.
- Collegiality: Student's interactions with others are appropriate, positive, helpful, etc.
- Collaboration: Student is able to collaborate with others in work on tasks or projects; can accept others' suggestions and criticisms, can participate appropriately in discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self Presentation – Student is well groomed, dressed appropriately, well rested, etc.

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Connection to Univ/Dept Mission

The department's mission is to prepare students to be effective health educators. Professional skills are necessary to be effective in the field.

Links with other programs/departments

- *Gen Ed Component* Required courses in the major have the following Ged Ed designators: FS, WI, SA, SI
- *Related Courses* Community Health majors are required to take courses in biology and statistics to provide them with the foundation for the major courses.

Measurable Criteria and Assessment Method(s)

1. Faculty Assessment:

At the beginning of each semester, the chair will initiate an informal professional skills assessment of each student in the major by circulating the current list of majors and asking faculty to report back with concerns about the professional skills of any major. When concerns are reported, the faculty member making the report will be asked to complete a formal professional skills assessment form and participate in a meeting with the student and his/her advisor. A plan of action will be developed to help the student build the relevant professional skills. Progress will be assessed again at the beginning of the following semester via the same process.

At the beginning of each semester, the chair will also circulate the list of students registered for HLTH 485: Pre-Internship Seminar and ask faculty to report back with concerns about the internship readiness of any of the enrolled students. When concerns are reported, the faculty member making the report will be asked to complete a formal professional skills assessment form and participate in a meeting with the student and his/her advisor. A plan of action will be developed to help the student build the relevant professional skills. Failure to follow the plan will result in the student not being permitted to register for the internship.

2. Site Supervisor Survey:

At the end of the internship, the site supervisor will complete an assessment of the professional skills of the intern.

At the end of each academic year, the chair will compile the data and report back to the faculty at the beginning of the following academic year. Faculty will then discuss the data at a departmental meeting.

Summary of Action Plans for 2011-2012

1. At the beginning of Fall 2011, faculty will complete the informal professional skills assessment for all majors and internship readiness assessment for students enrolled in HLTH 485.
2. At the end of Fall 2011, the instructors for HLTH 361, 480 and 490 will complete the responsibility area assessments for those courses.
3. At the beginning of Spring 2012, faculty will complete the informal professional skills assessment for all majors and internship readiness assessment for students enrolled in HLTH 485.
4. At the end of Spring 2012, the instructors for HLTH 361, 385, 470 and 490 will complete the responsibility area assessments for those courses
5. During the 2011-2012 academic year, internship site supervisors will be asked to complete assessments at the end of each placement
6. At the end of each academic year, the department chair will compile the assessment data collected during that academic year.
7. At the beginning of each academic year, the department chair will provide faculty with a summary of the evaluation data collected during the previous year for discussion at a faculty meeting