

**Program or Department Mission:**

The mission of the Department of Community Health is to contribute to the improvement of the well-being of individuals, families and communities. Academic study and course work is designed to guide students toward the intelligent self direction of their health behavior. The department is committed to the development of academic programs that will assist student in the achievement of their professional goals, within the health care field. The faculty is dedicated to superior teaching, professional development (scholarship), and service.

Please note for this reporting period the assessment criteria have changed to represent a more accurate and representative student sample. In addition the change will allow the department to assessment outcomes from other programs across the nation.

Each year sentential public and community health students complete the national Certified Health Education Exam. This is a credentialing examination (CHES) leading to improved practice on the part of public health professionals. The exam tests knowledge in seven areas of competence.

<b>Plan</b>		<b>Report</b>	
<b>Intended goals, outcomes, or objectives</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary &amp; Analysis of Assessment Evidence</b>	<b>Use of Results</b>
Assess Individual and Community Needs for Health Education	Access existing health related data, Collect health related data, Distinguish between behaviors that foster or hinder well-being, Determine factors that influence learning, Identify factors that foster or hinder the process of health education, Infer needs for health education from obtained data.	UVU scores were 13.0 National scores were 10.86. This is an increase from 2008 which were UVU 11.18 and the national scores were 10.71	
Plan Health Education Strategies, Interventions and Programs	Involve people and organizations in program planning, Incorporate data analysis and principles of community organization, Formulate appropriate and measurable program objectives, Develop a logical scope and sequence plan for health education practice, Design strategies, interventions and programs consistent with specified objectives, Select appropriate	UVU scores were 25.00. National results were 23.86. 2008-UVU 16.73 National-15.84	

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	strategies to meet objectives, Assess factors that affect implementation		
Implement Health Education Strategies, Interventions and Programs	Initiate a plan of action, Demonstrate a variety of skills in delivering strategies, interventions and programs, Use a variety of methods to implement strategies, interventions and programs. Conduct training programs.	UVU scores 25.10. National scores 23.86. 2008 UVU scores-24.18. National-24.41	
Conduct Evaluation and Research Related to Health Education	Develop plans for evaluation and research, Review research and evaluation procedures, Design Data collection instruments, Interpret results from evaluation and research, Infer implications from findings for future health related activities	UVU scores 17.00. National-12.73. UVU 2008-14.00. National-12.63	
Administer Health Education Strategies, Interventions, and Programs	Exercise organizational leadership, Secure fiscal resources, Manage human resources, Obtain acceptance and support for programs.	UVU scores 16.21. National-14.90. UVU 2008-13.64. National-14.07	
Serve as a Health Education Resource Person	Use health-related information resources, Respond to requests for health information, Select resource materials for dissemination, Establish consultative relationships.	UVU scores 18.01. National-14.74 UVU 2008-17.06. National-15.51	
Communicate and Advocate for Health Education	Analyze and respond to current and future health education needs, Apply a variety of communication methods and techniques, Promote the health education profession individually and collectively. Influence health policy to promote health	UVU scores 11.04. National 12.11. UVU 2008-11.82. National-11.95	
		Percent passed UVU 2009 100% National-77.73 UVU 2008-81.82% National 79.18%	

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			<p>As results are received scores are compared to both the national data and previous years. Simply because we are higher or for that matter lower than the national norm does not necessarily indicated a strength or weakness. As part of the 2004 and the 2009 department self study grids identifying core class discipline competencies have been developed. Each year exam scores are compared to individual classes teaching these skills and core competencies . Curriculum changes and additions are initiated as indicated. In 2004-5 several weaknesses were identified as a result of exam scores. Due to this we increased the credit hours in two classes, substantially modified the curriculum in another and added four new classes. Each of these classes teach specific core competencies measured by the CHES exam and considered important professional skills. Since 2006 exam results scores for the identified competency areas have been improving.</p>
Plan submission date: February 2010 Submitted by: Dr. Bob Walsh-Chair		Report submission date: February 2010 Submitted by: Dr. Bob Walsh	