

**DEPARTMENT OF PUBLIC HEALTH
COLLEGE OF HEALTH AND HUMAN SERVICES
AY 2012-2013**

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. 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.

II. Goals and Student Learning Outcomes

GOALS and OUTCOMES

This section delineates the goals and students 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 on a few selected services at 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.

- a. Graduates will be able to make well-organized presentations in classes, meetings or groups
- b. 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.

- a. Graduates will be able to demonstrate an understanding of the scientific method
- b. Graduates will be able to understand major research designs, their applications and limitations
- c. Graduates will be able to apply research methods in formal projects or educational application

Outcome 6 (*CHES Competencies*): Students should be able to demonstrate entry level competence for each of the seven Areas of Responsibilities in Certified Health Education Specialist Exam.

III. 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

IV. Assessment Methods

A. Direct Measures

1. *Writing Requirement Assessments (Fall semester)*. Students in a selected course will be required to demonstrate their proficiency in writing requirement. Major reasons for fails will be noted for program review (Appendix A: Writing Rubric).
2. *Oral Presentation Assessment (Fall semester)*. Students in a selected course will be required to demonstrate their proficiency in oral presentation. (Appendix B: Oral Presentation Rubric)
3. *Project/Program Management Assessment (Spring semester)*. 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 (Spring semester)*. Students in selected courses will be required to demonstrate their proficiency in research competence. (Grades from Exams and Assignments).
5. *Research Competency Assessment (Spring Semester)*: Students in a selected course will be required to demonstrate proficiency in conducting research and critical thinking. (Appendix D)
6. CHES Competencies (Spring 2013). Students in selected courses will be required to demonstrate entry level competence for each of the seven Areas of Responsibilities in Certified Health Education Specialist exam. (Appendix G: CHES Competencies Assessment)

B. Indirect Measures

1. *Exit Interview (annual basis)*. Graduating students in their final semester will be surveyed. (See Appendix E: *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 F: *Alumni Survey*.)
3. *Intern Exit Survey* (bi-annual basis). Students completing an internship or fieldwork (PH 185/PH 188) will complete a survey reviewing the accomplishment of fieldwork/internship objective.

V. Student Learning Outcomes X Assessment Methods Matrix

Assessment Methods	Outcomes
Direct Measures of Learning	
<i>Examinations</i>	
- Commercial Tests, Exams (from text books)	Develop knowledge base(Outcome 1)
- Problem sets/Case studies developed by instructors	Develop problem solving skills (Outcome 2)
<i>Writing Assessment</i>	Effective Communication (Outcome 4)
<i>Oral Presentation Assessment</i>	Effective Communication (Outcome 4)
<i>Project/Program Management Assessment</i>	Develop Program management skills (outcome 3)
<i>Research projects</i>	Research Skills (Outcome 5)
<i>CHES Self-Assessment</i>	Level of competence for each of the seven Areas of Responsibility (Outcome 6)
Indirect Measures of Learning	
<i>Exit Survey</i>	Effective Communication (Outcome 4)
<i>Alumni Survey</i>	Professional Ethics (outcome 2)
<i>Intern Exit Survey</i>	Professional Ethics (outcome 2)

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

During the next five years (2009-2013), the Department of Public Health will administer the following measures to assess student outcomes. The following tables show how courses are aligned with each goal and outcome, what outcome methods will be used, and the timelines. Appendix A presents various proposed instruments to be used for SOAP.

Measures	Years			
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Exit Survey		X		
Alumni Survey		X		
Intern Exit Survey		X		X
Writing Requirement Assessment			PH 163	
Project Management Assessment		PH 143		PH 143
Research Competency and Critical Thinking Assessment		PH 131		PH 131
Knowledge Assessment Exam in Core Discipline		PH 109		PH 109

VII. 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. When all survey data for the previous academic year will be received, the departmental SOAP committee will summarize the findings in the form of an **annual report** and present it to the departmental Chair. Upon approval of the annual report, the committee will present the findings to the faculty. The dean of CCHS will also receive copy of survey results.

Based on outcomes data, the Chair will assign the SOAP Committee (or one or more faculty or staff) to address any discrepancies between our mission and goals and any results in the surveys that are below our standards. If the survey findings show continuous higher performance in selected outcomes the committee may decide to drop such outcome measures and add different outcome assessment criteria. If it appears that the one outcome measure is not being achieved, special attention may be given to overcome that learning objective. It should be noted that the objective of the report is not to identify any faculty or course to be not performing below par, instead the objective of the annual report is to bring to the attention of the faculty to emphasize certain learning objectives in their course works. The success of the effort will depend on the ability of tying back the assessment to changes in the program, in the curriculum, pedagogy and use of technology.

The long-term goal of the SOAP annual report is to ensure timely response to survey finding and remodel and redesign the learning objectives so that it properly reflects the department's mission and goals in an ever-changing local, regional and national academic and socio-economic environment in order to achieve academic and professional excellence by public health students of the department.

The Committee will meet once during the Fall and once during the Spring semesters to discuss assessment data and offer recommendations to faculty.

Appendix A: Writing Assessment Rubric

4 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.

2.) 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
- _____

3.) 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.

4.) 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.

5.) 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.

6.) 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

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> ▪ Format enhances the content. ▪ Presentation captures audience attention. ▪ Presentation is organized and well laid out.
3	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Few (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> ▪ Format is appropriate for the content. ▪ Presentation captures audience attention. ▪ Presentation is well organized.
2	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Format does not suit the content. ▪ Presentation does not capture audience attention. ▪ Presentation is loosely organized.
1	<ul style="list-style-type: none"> ▪ Provides inconsistent information for solution ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ More than 5 spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the challenge or question. ▪ Information has no apparent pattern. 	<ul style="list-style-type: none"> ▪ 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

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: Graduating Students Exit Survey

	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 F: Alumni Survey
Department of Public Health

1. Degree Earned:

- a. Undergraduate
 - Spring
 - Fall
 - Summer

- b. Graduate
 - Spring
 - Fall
 - Summer

2. Year degree earned in Public Health/Health Science/MPH:

- a. Year:

3. Did you transfer to Fresno State from another institution?

- a. Yes
- b. No

4. Gender

- a. Female
- b. Male

5. Which of the following racial or ethnic categories do you most closely identify yourself with?

- a. White/Caucasian
- b. African-American/Black
- c. Hispanic/Latino/Chicano
- d. Native American
- e. Pacific Islander
- f. Asian
- g. Multiracial
- h. Other (*Please Specify*): _____

6. How satisfied were you with the overall performance of the Public Health/Health Science major courses?

- a. Very dissatisfied
- b. Somewhat dissatisfied
- c. Somewhat satisfied
- d. Very satisfied

- 7. How satisfied were you with the overall quality of the Public Health/Health Science faculty members?**
- a. Very dissatisfied
 - b. Somewhat dissatisfied
 - c. Somewhat satisfied
 - d. Very satisfied
- 8. How much do you feel your interactions with a diverse student body contributed to the value/benefits of your education?**
- a. Did not contribute at all
 - b. Somewhat contributed
 - c. Adequately contributed
 - d. Greatly contributed
- 9. How useful was your degree in helping you obtain a job?**
- a. Not useful at all
 - b. Somewhat
 - c. Useful
 - d. Very useful
 - e. Not applicable
- 10. Which of the following did you consider strengths of the Public Health/Health Science department program? (*Circle all that apply*)**
- a. Faculty quality
 - b. Training received
 - c. Student environment
 - d. Curriculum/degree content
 - e. Cultural diversity
 - f. Financial support
 - g. Research opportunities
 - h. Scheduling availability
 - i. Quality of advising
 - j. Career development opportunities
 - k. 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*)**
- a. Faculty quality
 - b. Training received
 - c. Student environment
 - d. Curriculum/degree content
 - e. Cultural diversity
 - f. Financial support
 - g. Research opportunities
 - h. Scheduling availability
 - i. Quality of advising
 - j. Career devt opportunities
 - k. Other (*Please Specify*): _____

12. What is your salary range

- a. \$15,000 or under
- b. \$15,001 to \$30,000
- c. \$30,001 to \$50,000
- d. \$50,001 to \$70,000
- e. \$70,001 to \$90,000
- f. \$90,001 or above
- g. 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:

- 13. Identify, formulate, and solve technical problems: _____
- 14. Understand professional and ethical responsibility: _____
- 15. Communicate effectively (written and oral): _____
- 16. Understand the impact of your practice in a global context: _____
- 17. Use the techniques, skills, and modern technology tools necessary for your practice:

18. 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:

- 19. The variety of courses offered in the department was satisfactory: _____
- 20. The instructors in the department were helpful: _____
- 21. Assignments in courses were helpful in facilitating understanding of course material:

- 22. The work required in the courses was challenging: _____
- 23. The opportunity to take more courses in the major would be helpful: _____
- 24. The opportunity to take more courses outside the major would be helpful: _____
- 25. The practical work experience gained from the coursework was helpful: _____
- 26. The program adequately prepares students for careers in the Public Health field: _____
- 27. Internships were adequately announced and made available to those who wanted them:

- 28. Internships should be required for all Public Health majors: _____

Appendix – G
Appendix G: CHES Competencies Assessment

Area I: Assess Individual and Community Needs for Health Education

	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

	Entry (Baccalaureate/Master's, less than 5 years of experience)	Rating (1-5, 5 highest)
Competency A Involve people and organizations in program planning	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Design developmentally appropriate interventions 	
Competency D Develop a logical scope and sequence plan for health education practice	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

	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

	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	1. Analyze evaluation data 2. Analyze research data	

and research	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

	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

	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

	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.