

ASSESSMENT 7. OPTIONAL

DESCRIPTION

While there are no additional formal assessments used in the program, we strongly encourage our candidates take the Certified Health Education Specialist (CHES) exam. Although not a requirement at this time, we are pleased that since 2006, 17 of our graduates have taken and passed the exam.

We were just notified (Fall 2010) that two more recent program completers have passed the exam. We are proud of the fact that the institutional pass rate is currently 100%.

EVALUATION RUBRIC

Since this exam is not offered by Rhode Island College but is offered by the National Commission for Health Education Credentialing, Inc. (NCHEC), we only receive a periodic printout informing us of the number of candidates who pass the exam and the institutional pass rate. This information is available at [\(Add link to CHES_Exam Results\)](#)

DATA

<u>ACADEMIC YEAR</u>	<u>N*</u>	<u>MEAN SCORES **</u>
2009/10	4/4	100% Pass
2008/09	4/4	100% Pass
2007/08	6/6	100% Pass
2006/07	2/2	100% Pass
2005/06	1/1	100% Pass

* number indicates the number who took and passed the exam (ex. 4/4 = four passed/four sat for exam)

** Actual passing scores are not provided to us. We are only informed of how many took the exam and how many passed. Note that the institution has a 100% pass rate.

DATA USE

This was a very useful and revealing experience. For about a year, the health faculty has been talking about revising the M.Ed program. Now, having completed the review process, we have identified areas and weaknesses that need improvement. It is our intention to use these assessments as a guide for future program revisions.

In reviewing our program, it appears that three areas are in greatest need of improvement. The first has to do with diversity; the second with field based experiences; and the third is candidate follow-up. For diversity and field experience we need to strengthen the candidate experience. For candidate follow-up, we need to develop a process/system that will allow us to better follow our program completers.

Since all candidates take Special Education 531 Universal Designs for Educating All Students, they get a good experience in designing a differentiated instruction unit, but we need to capitalize on this experience and do a better job integrating this experience into our Health Education courses. Our plan is to meet with the faculty in the

Special Education Department who teach SPED 531 and come up with some ideas on how best to strengthen the candidates experience.

The second revealing assessment was in the Field Experience requirement. While we are successful in getting our candidates into the field in at least three of our courses as well as FNED 546, it is our opinion that we could enrich this experience. This will also be a focus for the upcoming year.

The third area of deficiency is the candidate follow-up. Once this self-evaluation is completed we plan to meet with the Dean of the Feinstein School of Education and Human Development to discuss how best, with the College resources, we can improve the follow-up process.