

<b>Academic Program:</b>	Public Health (BPH)	<b>Date:</b>	11-18-2022
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<p>Verify that each of the following documents is correct and current on the <a href="#">ISU Assessment Results Webpage</a> by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment &amp; Accreditation Coordinator at <a href="mailto:kelley.woods-johnson@indstate.edu">kelley.woods-johnson@indstate.edu</a>.</p>			<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map (error message appears on webpage) <input type="checkbox"/> Assessment Plan
<p>Is this program offered on-campus <b>AND</b> distance? If "Yes," reported data should include students of both, disaggregated.</p>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

**Student Learning Outcomes Assessment** Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
<p><b>2. Planning Effective Health Education/Promotion Programs</b> 2.2 Develop goals and objectives</p>	AHS 414 (Spring 2022)	Assignment: Mission Statement, Goals, and Objectives Activity and Proposal Submission	Rubric	80% of the students complete the mission statement, goals, and objectives section of the proposal with a C or better	66% of the students complete the mission statement, goals, and objectives section of the proposal with a C or better	
<p><b>2. Planning Effective Health Education/Promotion Programs</b> 2.3 Select or design strategies/interventions</p>	AHS 414 (Spring 2022)	Assignment: Intervention Design and Strategies Activity and Proposal Submission	Rubric	80% of the students complete the intervention design and strategies with a C or better	83% of the students completed the intervention design and strategies with a C or better	



<p><b>3. Implementing health education/promotion programs</b> 3.1 Coordinate logistics necessary to implement plan</p>	<p>AHS 414 (Spring 2022)</p>	<p>Assignment: Intervention Design and Strategies Activity and Proposal Submission</p>	<p>Grading rubric</p>	<p>80% of the students complete the intervention design and strategies with a C or better</p>	<p>83% of the students completed the intervention design and strategies with a C or better</p>	
<p><b>5. Administer and Manage Health Education/Promotion Programs</b> 5.5 Demonstrate leadership</p>	<p>AHS 444 (Fall 2021)</p>	<p>Assignment: Students explored common trends in public health leadership or critical areas of need for leadership in the field, and prepared a literature review of scholarly articles related to their topic. Based on students finding in the current public health leadership literature, they created a problem statement that addressed Identified gaps while incorporating implications for positive social change.</p>	<p>Average score on the assignment (per rubric)</p>	<p>80% of the students complete assignment with a C or better.</p>	<p>97% (29/30) of students scored a grade of C or better.</p>	<p>Results compare favorably with fall 2020 results. 93% (28/30) of students scored a grade of C or better.</p>
<p><b>7. Serve as a Health Education/Promotion Resource Person</b> 7.3 Influence policy and/or systems change to promote health and health education</p>	<p>AHS 444 (Fall 2021)</p>	<p>Assignment: Policy memo. Students completed a policy memo on a proposed bill/legislation that addressed a public health issue/problem of their choice.</p>	<p>Average percentage score on the assignment (per rubric)</p>	<p>80% of the students complete project with a C or better</p>	<p>100% (30/30) of students scored a grade of C or better.</p>	<p>97% (29/30) of students scored a grade of C or better.</p>



## Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

<p>Describe current student success activities that are working well.</p>	<p>Overall, we continue to see improvements in our student’s success rates, including course performance and program retention rates for public health.</p> <p><b>Strategies/activities contributing to student success:</b>          -Assessment of courses: During AY 21-22, our faculty participated in two program assessment retreats to evaluate the BPH and make recommendations for course and program changes. As a result, we identified what has been working well, gaps, and areas of needed improvement in our courses and overall program. For example, we will now combine the AHS 414 and AHS 418 courses into one course in order to improve student success in planning and evaluation. All suggested revisions for courses and program are “in-progress” and on track to be submitted during the upcoming academic year. Overall, the program retreats have worked favorably for us as we have worked together as faculty to identify strengths of the BPH and areas of needed improvement-all of which will help us continue to achieve a positive trend for student success in our program.</p> <p><b>Professional development opportunities:</b> BPH faculty are dedicated to improving student success, which is evident through participation in professional pedagogical opportunities in the department, college, and public health profession.</p> <p><b>Innovative Assignments:</b> Our faculty continues to incorporate various innovative and engaging hands-on learning activities and assignments in their courses. These assignments are developed to introduce and/or reinforce specific skills in our program-all of which remains imperative as our student's transition to various professions in the field of public health.</p>
<p>Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?</p>	<p>1). Although we have seen a decrease in our overall enrollment, our program's cohort retention and graduation rates remain positive.</p> <p>2). Areas of focus: Program revisions- Overall, public health has a positive trend in retention rates for our student majors. However, as we continue to work on improvements as a program, we will address several critical areas for program/student success in AY 22-23. We are working to submit changes for the BPH, including revisions to several courses (e.g., revisions to course titles, descriptions, learning outcomes, and</p>



	assignments) and overall BPH (e.g., revising our overall mission and program goals, reducing required hours for the BPH). Our goal is to better align with the program competencies and improve student learning outcomes.
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If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

**Continuous Quality Improvement**

<p>Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p><b>Primary insights:</b> From the four program competencies assessed this year, we learned that overall, our students are meeting most benchmarks, demonstrating mastery in several program competencies. For example, in AHS 444, our student's performance remains positive which is similar to previous years. It is equally important to note that although we slightly failed to meet the benchmark in one competency, we have already identified areas to improve in the upcoming year in order to meet the projected benchmark.</p> <p>As previously stated, we will continue to review the learning outcomes and assignments for all of our core courses as we make changes to the BPH. As noted last year, we want to know when certain concepts based on the program competencies are introduced, reinforced/practiced, and mastered in the curriculum. Through this assessment process, we hope to address existing gaps in our program.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>In the spring semester, we will continue to assess our program more closely as we will need to submit changes for the public health curriculum. Several program changes will be submitted for the BPH (e.g., developing our program's mission and goals for the upcoming year, revising courses (titles/descriptions/learning outcomes), removing courses from the curriculum, reducing required credit hours for BPH). Overall, as a result of this assessment, we hope to make the necessary changes to our courses and address any existing gaps to improve learning and success in our program.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>The National Commission for Health Education Credentialing, Incorporated (NCHEC) have updated the Areas of Responsibilities for Health Educators-which now includes eight areas of responsibilities (i.e., Area VIII: Ethics and Professionalism). While several competencies will remain the same in our assessment, we will need to determine which learning outcomes will be measured for next year. As of now, we will need to assess Areas 1, 4, 6, &amp; 8.</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>Faculty are involved in each step of the assessment process. In particular, faculty identify learning outcomes to assess and provide data and recommendations to include in our annual report. Results will continue to be shared through email and at our program meetings.</p>

## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: BPH Public Health Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

**Evaluation Key:** Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p><b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	<p>Learning outcome language is very broad/unspecific – this may be a function of how sub-outcomes/objectives are listed under higher-order headings.</p>	<p>Developing</p>
<p><b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>		<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>LO 5.5: Demonstrate Leadership is broad, and therefore hard to clearly connect to the measure listed (using scholarship to identify gaps and create a problem statement). Is this one display of leadership among many, or is this what defines leadership in the field? If the former, consider additional points of data that will help complete the picture of how leadership is defined for this outcome. If the former, consider creating more specific LO language to ensure clarity.</p>	<p>Mature</p>

<p><b>Results &amp; Analysis</b> Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>Based on the projects described and data reported, I infer an analytical rubric with different sections for different outcomes is being used to ensure data aligns directly with individual outcomes. No need to note this explicitly, but if this is not the case it can reduce the accuracy of the data.</p>	<p>Mature</p>
<p><b>Continuous Improvement</b> Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty – <i>specifically in terms of professionally-informed curriculum revision, not assessment-informed</i></p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>The commitment to revising and strengthening the curriculum is evident, but clear plans for addressing area for improvement of student learning are not stated in detail.</p>	<p>Mature</p>

Contact Kelley Woods-Johnson at [kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu) or x7975 with questions or for support.