

Unit/Program Name: Bachelor of Health Sciences (Public Health) **Contact Name(s) and Email(s)** Darleesa Doss/Darleesa.Doss@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data from Spring 2020 is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

a. What learning outcomes did you assess this past year?	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?
<p>1. Assessing Individual and Community Health Needs</p> <p>1.1 Plan assessment process</p> <p>1.2 Access existing information and data related to health</p> <p>1.3 Collect primary data to determine needs</p> <p>1.4 Analyze relationships among behavioral, environmental, and other factors that influence health</p> <p>1.5 Examine factors that influence the process by which people learn</p> <p>1.6 Examine factors that enhance or impede the process of health education/promotion</p> <p>1.7 Determine needs for health education/promotion based on assessment findings</p>	<p>1. Justification (section 2) of Grant Proposal assignment</p> <p>2. AHS 414</p>	<p>Target: 80% of the students will complete the assignment with a C or better</p>	<p>31/31 (100%) of students completed the needs assessment executive summary assignment with a C or better. The needs executive summary covered 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, & 1.7.</p>	<p>Based on the previously submitted assessment, no changes or improvements were made at this time regarding the actual assignment. The benchmark met.</p>

<p>2. Planning Effective Health Education/Promotion Programs</p> <p>2.1 Involve priority populations, partners, and other stakeholders in the planning process</p> <p>2.2 Develop goals and objectives</p> <p>2.3 Select or design strategies/interventions</p> <p>2.4 Develop a plan for the delivery of health education/promotion</p> <p>2.5 Address factors that influence implementation of health education/promotion</p>	<p>1. Goals and Objectives and Program Description (section 3) of Grant Proposal assignment</p> <p>2. AHS 414</p>	<p>Target: 80% of the students will complete the assignment with a C or better</p>	<p>20/31 (64.5%) of students completed the goals and objectives assignment with a C or better. The goals and objective assignment covered 2.2</p>	<p>While the assignment instructions/requirements will not change as this is an integral component of the health promotion program proposal, more time will be devoted in the class to review the development of appropriate program goals and objectives. Students are first introduced in the AHS 391, yet there appeared to be a challenge when writing specific goals and objectives for a particular program. Review and repetition is imperative for our students when constructing this particular section of the proposal.</p>
<p>3. Implementing health education/promotion programs</p> <p>3.1 Coordinate logistics necessary to implement plan</p> <p>3.2 Train staff members and volunteers involved in implementation of health education/promotion</p> <p>3.3 Implement health education/promotion programs</p> <p>3.4 Monitor implementation of health education/promotion</p>	<p>1. Health Promotion Program</p> <p>2. AHS 480</p>	<p>Target: 80% of the students will complete the assignment with a B or better</p>	<p>29/30 (96.6%) students scored a B or better. The health promotion program assignment covered 3.1 only in the spring semester of 2020 due to the challenges with Covid-19.</p>	<p>While there were challenges with implementing the actual proposed programs due to Covid-19, the scores and assessment of this assignment illustrated that our students have the necessary skills and knowledge to coordinate the logistics for program implementation. During the present semester, students will not be able to implement their programs, but will develop a plan of implementation and discuss various components (3.3, 3.4). The benchmark was met.</p>

<p>4. Evaluate Effectiveness of Health Education/Promotion Programs</p> <p>4.1 Develop evaluation plan for health education/promotion 4.2 Develop a research plan for health education/promotion 4.3 Select, adapt and/or create instruments to collect data 4.4 Collect and manage data 4.5 Analyze data 4.6 Interpret results</p>	<p>1. Research assignment 2. AHS 341</p>	<p>Target: 80% of the students complete the assignment with a C or better</p>	<p>20/30 (67%) completed the assignment with a C or better</p>	<p>Based on the data, and in order to achieve the benchmark (or higher), the assignment has now been separated into various sections instead of having one big assignment. Additional examples of the research assignment will be introduced in class. Students are encouraged to ask questions and will be provided additional class time to work and discuss the assignment.</p>
<p>5. Administer and Manage Health Education/Promotion Programs</p> <p>5.1 Manage financial resources for health education/promotion programs 5.2 Manage technology resources 5.3 Manage relationships with partners and other stakeholders 5.4 Gain acceptance and support for health education/promotion programs 5.5 Demonstrate leadership 5.6 Manage human resources for health education/promotion programs</p>	<p>1. Leadership assignment 2. AHS 444</p>	<p>Target: 80% of the students complete the assignment with a C or better</p>	<p>34/35 (97% of students) completed the stakeholders identification and partnership plan assignment with a C or better.</p>	<p>No changes made at this time.</p>

<p>6. Serve as a Health Education/Promotion Resource Person</p> <p>6.1 Obtain and disseminate health-related information</p> <p>6.2 Train others to use health education/promotion skills</p> <p>6.3 Provide advice and consultation on health education/promotion issues</p>	<p>1. Heart Health Screening assignment</p> <p>2. AHS 409</p>	<p>Target: 80% of the students will complete the assignment with a B or better</p>	<p>Due to the challenges of Covid-19, the assignment was removed from the course and data was not collected for assessment.</p>	<p>As we move forward, during the current fall semester, we are providing hands-on experience for all of students enrolled in the AHS 409 course. Our students are conducting various health screenings including blood pressure, glucose testing, BMI measurements, body fat composition, etc. In addition, while practicing with their peers and instructor, our students are learning how to provide consultation on health education.</p>
<p>7. Serve as a Health Education/Promotion Resource Person</p> <p>7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques</p> <p>7.2 Engage in advocacy for health and health education/promotion</p> <p>7.3 Influence policy and/or systems change to promote health and health education</p> <p>7.4 Promote the health education profession</p>	<p>1. Policy Development</p> <p>2. AHS 444</p>	<p>Target: 80% of the students complete the assignment with a C or better</p>	<p>34/35 (97% of students) completed the policy brief development assignment with a C or better.</p>	<p>This assignment has been modified to include a policy brief development.</p>

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.

- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

Please note that the following data is reported on Health Sciences, but is now recognized as Public Health. As of 2019, our program has shifted from Health Sciences to Public Health. This is important to note when reviewing the data presented below.

1). Cohort Sizes

Health Sciences (Public Health) Cohort Sizes and Retention Rates			
Fall 2016	Fall 2017	Fall 2018	Fall 2019 *
25/68.00%	25/64.00%	25/72.00%	19/78.95%

2) 5-Year Graduation Rate

Health Sciences (Public Health) 5- Year Graduation Rate				
Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
5/60.00%	7/42.86%	16/31.25%	20/45.00%	23/52.17%

What worked well in supporting student success this year?

- During the previous year (2019-2020), we continued to review our courses, learning objectives/outcomes, and assignments according to the Seven Areas of Responsibility, Competencies, and Sub-competencies (as verified by the 2015 Health Education Specialist Practice Analysis through the National Commission for Health Education Credentialing, Inc.). A few things helped our program in supporting student success in public health. To support student success last year, we dedicated time to meet and discuss the current curriculum/course learning outcomes, assignments, and areas of needed improvement. Even during the pandemic, we have worked together to make the necessary adjustments to our courses and assignment. Our faculty continued to pursue opportunities for professional development in the area of teaching. All of these efforts have allowed us to enhance student learning and meet many of our benchmarks.
- It is also essentially important to note that through our ongoing meetings and review of the current curriculum, we have submitted program changes for the Bachelor of Public Health. Further, we plan to review our assessment plan in the upcoming semester and revise the major courses (if/as needed).

What are the most significant opportunities for improvement upon which to focus in the coming year?

- As previously highlighted, as faculty, we realized that there was a need to revise our program. We have submitted the program proposal, and plan to meet in the spring semester at our program retreat to review our curriculum, assessment plan, current/previous syllabi, and assignments.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs

If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

- *This was submitted during the previous year*

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
 - The assessment revealed that while we were able to meet the benchmark in some areas, we still need to make some adjustments to our courses and/or assignments. After reviewing, we raised the following questions: When is this information (or concepts) Introduced (I) in our curriculum? Reinforced or practiced (R)? and Mastered (M). This information is imperative for student success in our program and field of study. Again, we want to further address any potential gaps or areas of needed improvement in our curriculum as we move forward in the upcoming year.
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
 - As previously mentioned, we have recently submitted changes for the Bachelor of Public Health. Further, we will host a retreat in the spring semester to look at our curriculum map, assessment plan, course syllabi, and assignments in order to help improve student success in our program.
- 3) what your assessment plan will focus on in the coming year**
 - Similar to last year, in the upcoming year (spring semester) we will re-evaluate our courses, specifically the major core courses offered in our program. We will further investigate the assignments and review the outcomes in order to align with the program competencies as identified by the National Commission for Health Education Credentialing, Inc.
- 4) how this information will be shared with other stakeholders**
 - This information will not only be shared and revisited with the faculty during our program meetings, but next spring (2021) we are planning a public health retreat to discuss and address the areas of needed improvement. We will also share a summary of this

information and any revisions to our assessment plan and curriculum with our stakeholders including the Associate Dean in our College.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Bachelor of Public Health	Overall Rating: Mature (2.38/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Outcomes are clear, specific, and measurable. • Assessments used to measure student performance appear to be specifically linked with the aligned outcomes, including information about how specific sections of larger assignments are specifically linked to different outcomes for assessment. Additionally, assignments used replicate relevant professional activities that students will engage in when in the field. • Clear information is provided about the effects of COVID-19 on assignments and adjustments to the assessment plan. • Good information is provided about adjustments that will be made to support students who are not meeting expectations. • It is excellent that the assessment process has led faculty to review where concepts are addressed throughout the curriculum and to what degree. This is such a valuable conversation for faculty to engage in, and I hope it will be productive for you all as you undertake this review. It's also great that faculty are reviewing curriculum content with relevant national competencies. Feel free to let me know if you need any resources or support for your spring retreat. • Faculty are clearly involved in the discussion, use, and sharing of assessment results. 	<ul style="list-style-type: none"> • The expectations for student performance vary from a threshold of a B to a C for different assignments. Is this based on varying student performance on past assessments, expectations that students will not need to do as well on certain outcomes, etc? It may help to clarify this so it does not seem as if faculty set lower expectations for certain assignments without cause. • Consider sharing brief details on how performance was evaluated (e.g., note if a rubric was used, checklist, peer evaluation, etc.). This will help validate data and provide faculty with insight into student performance of the various dimensions included within each outcome. • For outcome 2 – it seems that the data reported only reflect 2.2. Adding additional measures from which to pull data for the other components of the outcome will be useful in allowing faculty to determine whether the outcome was fully achieved.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
Sharing & Use of Results for Continuous Improvement	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.