Student Learning Summary Form AY2015-16 **Due to your dean by June 1**

Due from dean to assessment office by June 15

Degree Program Name: Health Sciences **Contact Name and Email** Kathryn Berlin (Kathryn.Berlin@indstate.edu)

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One: Fall 2015

a. What learning outcomes did you assess this year? **If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.**	**b. (1) What method(s)s 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 expectations did you establish for achievement of the outcome?**	**d. What were the actual results?**	**e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?**
1. Students assess individual and population health needs (1.1)	In AHS 341-001, students will create a brief survey and collect data from at least 10 people or they will conduct a qualitative observation and document what they see. Students in AHS 111 access individual health needs through personal health assessments.	50% of students will receive a 90% or better on the assignment. 80% of better would get a B or better on assignment.	Goal met: 55.88% of students received a 90% or better on the assignment. Goal was not met (more than 50% failed to complete assignment). Plan is to break assignment down into smaller steps and provide more concrete examples.	T. Nolting reviewed and analyzed data. M. Weemer reviewed and analyzed data.
2. Students use assessment and analysis data to develop a grant proposal consistent with funding agency guidelines (1.3)	In AHS 414-003, students will develop a mini-grant proposal for $500 that will be submitted to Indiana State University.	50% of groups will receive a 90% or better on their grant proposal.	Goal met: 80.7% of students received a 90% or better on their grant proposal.	T. Nolting, J. Weatherly, and K. Berlin reviewed grants. T. Nolting provided key feedback and supervision on grant submission. Results were shared with faculty via poster presentations developed by students.
3. Students provide appropriate feedback to individuals after conducting a health assessment (1.4)	In AHS 414-003, students will conduct health screenings for the ISU community and interpret	50% of students will receive a 90% or better on the assignment.	Goal met: 100% of students received a 90% or better on the assignment.	T. Nolting supervised and analyzed results.

	the results with program participants.			
4. Students develop a statistical project that includes appropriate measurement and evaluation of a health education program, health promotion program, or other project (4.3)	Students worked in groups in AHS 360 to participate and analyze the results of a "real" foodborne outbreak in a classroom setting. Using basic statistical epidemiological methods, students conducted interviews, generated hypotheses, and tested assumptions to appropriately draw conclusions.	28 students in seven groups (4 students each) will be evaluated as a group. Each group will score a "B-" (80%) or higher on this assignment	Goal met: Each student or 7/7 groups scored a B- or higher on this assignment	D. Doss collected and analyzed data.
5. Students advocate for various health issues or resources with local, regional, and national politicians and leaders (5.1)	In AHS 340, students will analyze, report, and advocate on a research question related to breast cancer. Students work in groups to survey participants, input results, analyze meta-data (from all the groups), and report on outcomes specific to their research question. Findings are presented to the Executive Director of the Wabash Valley Affiliate.	A minimum of five out of seven groups will score 80 percent or higher.	Goal met: 7 out of 7 groups in Section 004 scored 80 percent or higher. 6 out of 7 groups in Section 007 scored 80 percent or higher. Plan: Due to complaints about lack of participation from some group members, begin to require group meets with instructor once a week.	M. Johnson supervised and collected data.
6. Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues (5.2)	In AHS 391-001, students will write a press release for a health event effectively including the five W's (who, what, where,when,why) and H (how). In AHS 391-001, students will develop a brochure (three-fold flyer) targeting a health	80% of students will score a B or better on the press release. 80% of students will score a B or better on the brochure.	Goal not met: 19/32 (59%) scored a B or better. Plan: provide more examples of what constitutes a press release; provide more guidance on the preparation of press releases; provide meaningful feedback Goal not met: 22/32 (69%) scored a B or better. Plan: Provide more examples of	S. Gruenwald collected, graded, and analyzed results of press releases, brochures, and PSAs. Results were shared with other faculty teaching the same course but not with all health sciences faculty.

	problem or issue. Students will include information similar to a press release (who, what, where, when, why, and how). In AHS 391-001, students will develop a 30 second Public Service Announcement (PSA) targeting a health problem or issue different than that of their brochure. Students will submit the PSA in MP4 format.	 80% of students will score a B or better on the PSA.	what constitutes a 3-fold flyer; provide more guidance on the preparation of flyers; provide meaningful feedback. Goal met: 30/32 (94%) students scored a B or better.	
Environmental Health				
1. Students can clearly articulate and discuss pollution problems and mitigation (E 1.1)	Students in AHS 377 analyze water samples and discuss the pollution problems and how can they be mitigated Students in AHS 210 researched local environmental problems and presented the issues and possible solutions to class during presentation.	80% or more of the students will score a B or better. 80% of groups will get a B or better on assignment.	Class with only two students. 100% of the students score a B or better. Goals was met with 100% of groups earning a B or better.	E. Bermudez supervised and reviewed data. M. Weemer collected and analyzed data.

* See https://www2.indstate.edu/graduate/forms/review.pdf.

Part One: Spring 2016

a. What learning outcomes did you assess this year? **If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.**	**b. (1) What method(s)s 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 expectations did you establish for achievement of the outcome?**	**d. What were the actual results?**	**e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?**
1. Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)	Students in AHS 480 will work in groups and develop a scholarly poster based on their implemented health promotion program. Students	80% of the students will score a B or better on the overall poster.	19 of the students scored a B while 40 of the students scored an A on this assignment (100% met the goal). However, while the	K. Berlin collected and analyzed results.

	will analyze the data from the health promotion program and present it in the results section of the poster.		overall score is indicative of success, students struggled with analysis of data. Plan: develop a small assignment that has students work on data analysis (t-tests) prior to analyzing program results.	
2. Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations (2.1)	Students in AHS 391-001 work individually to develop and implement a lesson plan using a randomly drawn teaching strategy Students in AHS 391-002 work individually to develop and implement a lesson plan using a randomly drawn teaching strategy	80% of students will score a B or better on the lesson plan. 80% of students will score a B or better on the lesson plan.	Goal was met: 22/22 (100%) students scored a B or better on this assignment. Goal was met: 23/23 (100%) students scored a B or better on this assignment.	S. Gruenewald collected, graded, and analyzed results for lesson plans.
3. Students design and implement an appropriate health intervention (3.3)	Students work in groups to implement a funded health promotion program in AHS 480 (Senior Seminar)	90% of the 59 students score a minimum of 45/50 possible points (90%) on the final implemented program	Goal was met: 100% of the 59 students scored 45/50 (m=48) or higher on the final implemented program	K. Berlin collected and analyzed results.
4. Students reflect and communicate how concepts learned in class provide the foundation for health careers (5.4)	Students in AHS 220-301 conduct research on a health profession and then interview someone with that profession. The interview is to be integrated into the paper as another source of material. Conclusions about the health profession are drawn based on the student's interpretation of the research. Students in AHS 480 develop a three-minute digital story reflecting on his or her past four years of college and how they	80% of the class will get a B or better on the assignment 95% of the students (59) will score a minimum of 45/50 points on this assignment.	Goal not met: 33% of the students scored 42/50 or better on the assignment. Plan: More time will be spent on APA formatting and expectations for the paper. An example paper will be available for the students as a reference. Goal was met: 100% of the students (59/59) scored a 47 or higher on the assignment.	J. Rees supervised and collected information on this assignment. K. Berlin reviewed and analyzed each of the digital stories. Some of the stories were shared with other faculty members and

	changed over the years. Students must answer specific questions related to academic preparedness, challenges, job preparation, and advice to incoming freshmen.			everyone's digital story was shared with family members at the AHS graduation reception.
Environmental Health				
1. Students work effectively as a responsible and valuable team member on an environmental health problem (E 4.1)	Students in AHS 457 will work on groups and under the supervision of a Environmental Health Specialist form the Vigo County Health Department of a Food Outbreak. A group oral presentation and written report will be required	80% or more of the students will score a B or better.	Class with six students. 100% of the students score B or better in the oral presentation and the written report.	E. Bermudez supervised and reviewed data.

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.

Notes

a. Use your outcomes library as a reference.
b. Each outcome must 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 must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
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).
e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

In 2015-2016, Health Sciences faculty competed assessments on 10 of the core health sciences objectives. We did not collect any data on the individual concentrations as these objectives are new and we are still in the stages of developing standards and objectives. We also assessed data for two Environmental Health courses, although this is the last academic year we will be assessing this concentration (low student enrollment necessitates suspension of the concentration).

- Goals met: As the chart above shows, students met the majority of assessment goals, with students achieving or surpassing the average benchmark of a "B" or better. This indicates students understand and are learning skills critical to their success in the Health Sciences field. Goals were met for Environmental Health.
- Goals unmet: Students failed to meet three of the assessment goals (objectives 1.1, 5.2, and 5.4). For each of these unmet goals, the instructors provided a plan for improving success. Faculty often discuss unmet goals during faculty meetings. Often, the instructor asks for input from other faculty to improve outcomes related to the missed objective.
- All outcomes: As discussed in faculty meetings, a critical component for achieving each of these objectives is often 1) breaking the assignment into parts with opportunities for feedback and 2) using consistent rubrics in various classes to expose students to the same expectations and requirements throughout their courses. To this end, faculty began developing three rubrics that we can use in each class (oral presentation, paper formatting (including APA style requirements), and literature reviews). Faculty agree that using these rubrics will expose students to expectations in lower level courses but remain consistent throughout their remaining courses.
- Changes to outcomes: Standard 3.3, "Students design and implement an appropriate health intervention" is very similar to 2.2, "Students plan and develop health programs, events, or interventions". By eliminating the word "design" in 3.3 and simply stating, "Students implement an appropriate health intervention" it makes the objective more specific to the measured outcome.
- Information for individual concentrations:
    1. We still do not have standards or objectives for our P**ublic Health** concentration. This will be a focus of the first couple of meetings for the Health Science faculty once we gear up in the fall.
    2. For the **Health Communication** concentration, we are unsure of when students will begin choosing this concentration as the initial availability is 2016. I will add assessment data to the grid once we have a better understanding of student enrollment and class availability.
    3. I have not included any assessment data for upcoming **Environmental Health** courses as we are phasing this concentration out of our offerings.
    4. The **Health Administration** concentration encompasses more than just the AHS Public Health Administration and Policy course (AHS 444). However, we have not solidified measurements with faculty in the business department as to which measures specifically address our assessments. For now, we will begin with assessments related to AHS 444.
    5. Similar to Health Administration, we still have not heard back from psychology faculty as to which measures will be used to assess **Health Psychology** objectives. We will begin with assessing psychology components from our existing course offerings.

Specific plans for the 2016-2017 academic year include:

- Schedule meetings at the beginning of each semester to ensure meetings occur monthly.
- Take minutes at each meeting (not completed previously) so we have a record of agenda and action items.
- Include assessment reporting at meetings to make faculty aware of assessed objectives and outcomes (previously not included).
- At the end of the academic year, faculty will need to list his or her specific measurements for the next calendar year based on objectives slated for assessment the following academic year.
- Begin developing a comprehensive list of assessment objectives and when each will be assessed over the next four years (initial document attached).

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Health Sciences Date: 7.26.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	☐ No outcomes are identified.	☐ Outcomes were identified ☐ Some of the outcomes are specific and measurable. ☐ Some of the outcomes are student-centered. ☐ A Curriculum Map was provided.	☐ Outcomes are specific, measurable, student-centered program outcomes. ☒ Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☒ The Curriculum Map identifies where/to what extent each outcome is addressed. ☐ At least one outcome was assessed in this cycle.	☒ Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. ☐ Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☒ Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). ☐ Learning outcomes are consistent across different modes of delivery (face-to-face and online.) ☒ Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. ☐ The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				☒ Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	☐ No measures are provided. ☐ No goals for student performance are identified.	☐ Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. ☐ Measures are primarily indirect. ☐ Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. ☐ Performance goals are identified, but they are unclear or inappropriate.	☐ At least one direct measure was provided for each outcome. ☐ Some information is provided to suggest that measures are appropriate to the outcomes being assessed. ☐ Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. ☒ Clear and appropriate standards for performance are identified. ☐ Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	☒ Multiple measures were provided, and a majority are direct. ☒ Detailed information is provided to show that measures are appropriate to the outcomes being assessed. ☐ Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. ☐ Clear and appropriate standards for performance are identified and justified. ☐ If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. ☒ Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) ☐ Some measures allow performance to be gauged over time, not just in a single course. ☐ Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what

				students know/can do. ☐ If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	☐ No data are being collected. ☐ No information is provided about the data collection process. ☐ No results are provided. ☐ Students are meeting few of the performance standards set for them.	☐ Some data are being collected. ☐ Some data are being analyzed. ☐ Some results are provided. ☐ Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. ☐ Students are achieving some of the performance standards expected of them.	☒ Data are being collected and analyzed. ☒ Results are provided. ☒ Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. ☒ Students generally are achieving the performance standards expected of them.	☐ Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. ☐ Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. ☐ If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	☐ No one is assigned responsibility for assessing individual measures. ☐ Assessment primarily is the responsibility of the program chair. ☐ No improvements (planned or actual) are identified. ☐ No reflection is offered	☐ The same faculty member is responsible for collecting and analyzing most/all assessment results. ☒ It is not clear that results are shared with the faculty as a whole on a regular basis. ☐ Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.	☐ Multiple faculty members are engaged in collecting and analyzing results. ☐ Results regularly are shared with the faculty. ☐ The faculty regularly engages in meaningful discussions about the results of assessment. ☐ These discussions lead to the development of specific,	☒ All program faculty members are engaged in collecting and analyzing results. ☒ Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.

	about previous results or plans.	☐ Little reflection is offered about previous results or plans.	relevant plans for improvement. ☐ Improvements in student learning have occurred as the result of assessment.	☐ Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. ☐ Continuous improvement in student learning occurs as the result of assessment. ☐ Outcomes and results are easily accessible to stakeholders on/from the program website. ☒ Assessment is integrated with teaching and learning.
Overall Rating	☐ **Level 0 – Undeveloped**	☐ **Level 1 - Developing**	☒ **Level 2 – Mature**	☐ **Level 3 – Exemplary**

COMMENTS
Strengths, Concerns, Recommendations for Improvement

Would you mind combining the fall and spring data into a single chart?

1. **Learning Outcomes**
   The student learning outcomes are clear and measurable, and they span multiple learning domains. It appears that they may be in sync with those of an external body, though none is identified.

2. **Measures & Performance Goals**
   Altogether, the program used eighteen discrete measures to assess its student learning outcomes. I appreciate the effort to use varied and multiple methods, and if you can manage to collect meaningful data about each one and use it to improve student learning, I won't ask if you are trying to do too much! But keep in mind that you also will need to implement an indirect measure. Last, given the actual results, the performance goals appear to be appropriate.

3. **Results**
   Students met a majority of the goals established for them. However, there is no indication that rubrics are used to assess performance, which suggests that there are no specific details about what they know and can do well/less well. Such information is vital to planning improvements but also as feedback to students. Likely you are aware of this, since one of your future plans is to develop rubrics!

4. **Engagement & Improvement**
   It appears that all faculty are involved in collecting assessment results, but there is conflicting information about whether or not these results are shared regularly. In any case, there is ample evidence that plans for improvement are being developed, and not only in response to the assignments students performed less well on. In next year's report, please write more about changes you've seen in student learning overall, for good or for ill. Is there evidence that your students continuously improve?

   Thank you for sharing this information about your student assessment program!