

Degree Program Name: BAS Health Services

Contact Name and Email: Maureen.Johnson@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 2016

<p>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.</p>	<p>b. (1) What method(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?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Assessing individual and community health needs</p>				
<p>Students assess community health needs and provide report (1.1)</p>	<p>Students analyzed health indicators from communities and write a report summarizing the findings.</p>	<p>The target goal was for 80% of the students complete the project with a C or better.</p>	<p>80% of the students earned a C or better on the assignment. Thus, the target goal was met.</p>	<p>J. Rees instructed the course. Results have not been shared with the faculty to date.</p>
<p>Students help identify health needs and write the needs assessment section of a grant proposal (1.3)</p>	<p>As part of a grant writing assignment that was conducted throughout the semester, students completed a needs assessment.</p>	<p>The target goal was 80% receive a C or better.</p>	<p>90% of students received a C or better. Thus, the target goal was met.</p>	<p>J. Rees instructed the course. Results have not been shared with the faculty at this point.</p>
<p>Students analyze and interpret quantitative data using existing or secondary data sets (1.5)</p>	<p>Students were provided two hypothetical secondary Excel workbooks (each of which contained multiple data sets). Students were required to apply statistical concepts and procedures to analyze data and interpret the findings. The instructor provided example data sets and demonstrated how to analyze the data in the</p>	<p>The target goal is for 80% of the students to earn a grade of B or better on the assignments.</p>	<p>In Section 304, 90.1% of the students earned a score of 80 percent or higher. Thus, the target goal was met.</p>	<p>S. Gruenewald supervised the project. Results have not been shared with faculty at this point.</p>

	classroom. Students would then practice this analysis and then apply it to the graded data analysis assignments.			
2. Planning effective health education/promotion programs				
Students plan and write the goals and objectives and program description section of a grant proposal (2.2)	Students learned to write goals and objectives and program description sections of a grant proposal. This concept is introduced in the AHS 414 class.	The target goal was for 80% to complete the section with a C or better.	The target goal was met by 100% of the students scoring a C or better on the program description section (which now incorporates the goals/objectives section).	J Rees instructed the course. Results have not been shared at this time.
3.Implementing health education/promotion programs				
Students apply teaching skills appropriate to a target audience (3.1)	As a final component of the Health Policy assignment, students were to prepare a presentation as though they would present it to their stakeholders. Each student's Power Point presentation was critiqued by a classmate, and the target audience consists of the stakeholders. When preparing the presentation, students were required to cover the same key points they addressed in the Health Policy: <ul style="list-style-type: none"> • Description of a selected public health, health administration or health services issue • Explanation of the importance of this issue • Identified need for change 	The target goal was for 80% of the students to earn a grade of C or better on the assignment.	The target goal was for 80% of the students to earn a grade of C or better on the assignments. In Section 301, 89.47% of the students earned a score of 60 percent or higher. Thus, the target goal was met.	S. Gruenewald supervised the project. Results have not been shared with faculty at this point.

	<ul style="list-style-type: none"> • Identified solution to leverage change (with explanation) • Necessary resources (human, financial, legal, partnerships, other) 			
5. Communicate and advocate health needs, concerns, and resources				
Students identify a healthcare issue and conduct research on the topic and propose possible solutions to the identified problem (5.2)	<p>Students will write a health policy brief which includes the following information:</p> <ul style="list-style-type: none"> - Description of a selected public health, health administration or health services issue (e.g. Meaningful Use, HIPAA, ACA, etc.) - Explanation of the importance of this issue - Identified need for change - Identified solution to leverage change (with explanation) - Necessary resources (human, financial, partnerships, other) - Resources (while you do not have to cite something in text, I expect to see where you obtained the information for your brief contained in the resources section) 	The target goal is for 80% of the students to earn a grade of B or better on the assignment.	The target goal was for 80% of the students to earn a grade of B or better on the assignments. In Section 301, 84.21% of the students earned a score of 80 percent or higher. Thus, the target goal was met.	S. Gruenewald supervised the project. Results have not been shared with faculty at this point.

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

Spring 2017

a. What learning outcomes	b. (1) What method(s) did	c. What expectations did you	d. What were the actual	e. (1) Who was responsible
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<p>did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>establish for achievement of the outcome?</p>	<p>results?</p>	<p>for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Assessing individual and community health needs</p>				
<p>Students are exposed to various professional roles in the public health arena to better understand resources and pertinent and individuals in assessment and planning (1.4)</p>	<p>Students conducted interviews with epidemiologists and submitted a report summarizing their responsibilities, available resources, and potential challenges associated with the job.</p>	<p>The target goal was for 80% of the students to complete the project with a score of 80% or higher.</p>	<p>91% of the students earned a score of 80% or higher. Thus, the target goal was met.</p>	<p>O. Ayodele supervised the project. Results have not been shared with the faculty at this point.</p>
<p>Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)</p>	<p>Students were provided two hypothetical secondary Excel workbooks (each of which contained multiple data sets). Students were required to apply statistical concepts and procedures to analyze data and interpret the findings. The instructor provided example data sets and demonstrated how to analyze the data in the classroom. Students would then practice this analysis and then apply it to the graded data analysis assignments.</p>	<p>The target goal is for 80% of the students to earn a grade of B or better on the assignments.</p>	<p>The target goal was for 80% of the students to earn a grade of B or better on the assignments. In Section 305, 77.78% of the students earned a score of 80 percent or higher. Thus, the target goal was not met. However, two of the nine students remaining in the course for the entire semester did not submit their assignments, which accounts for the goal not being met.</p>	<p>M. Johnson supervised the project. Results have not been shared with faculty at this point.</p>
<p>2. Planning effective health education/promotion programs</p>				
<p>Students plan a program based on needs assessment and current research (2.1)</p>	<p>In AHS 340 Section 305 students were randomly assigned into groups. Each group was assigned a</p>	<p>The target goal was for all four of the groups to earn a grade of B (80%) or higher on the assignment.</p>	<p>All four groups earned a score of 80 or higher. Thus, the target goal was met (however, it needs to be</p>	<p>M. Johnson supervised the project. Results have not been shared with faculty at this point.</p>

	<p>research question related to knowledge or perceptions of breast cancer and breast cancer screening, Each group collected data with a survey that not only addressed their own research question but the research questions for all groups. The instructor compiled and formatted all of the collected data and sends the data set out for each group to analyze. Each group presented its methods, results of its analyses, and discussion. Each group submitted its Power Point presentation and an “Investigation Map” for grading. Later, results will be disseminated to Central Indiana Affiliate of Susan G. Komen.</p>		<p>noted that two of the students did not participate in the project and thus earned a score of 0). All groups were required to schedule a meeting with the instructor in order for the instructor to provide an overview of the project to each group and answer questions each group had. In addition to the mandatory group meeting, the instructor invited students to meet with her for assistance with individual concerns related to the project. Members of three of the four groups raised concerns about group members who did not do their share of the work or group members who dropped the course (and they were left to complete the project by themselves). The instructor took into consideration students who were required to complete the assignments by themselves.</p>	
4. Evaluate effectiveness of health education/promotion programs				
Students conduct a research project that includes an analysis and evaluation component (4.1)	<p>The purpose of this assignment was for students to develop a research proposal. The assignment was separated into the following two parts</p> <ul style="list-style-type: none"> • Part 1: worth 30 	<p>The target goal is for 80% of the students to earn a grade of C or better on Parts 1 & 2 of the assignment.</p>	<p>For Part 1, the target goal was not met as 4 out of 11 students earned a grade of C or better. Explanation: Several students failed to submit the assignment or complete all components of</p>	<p>D. Doss instructed the course. Results have not been shared with the faculty to date.</p>

	<p>points; Students identified a problem statement, the significance of the study, and study hypotheses. In addition, students constructed a brief literature review as it pertained to their topic based on support from the annotated bibliography assignment (<i>three-page minimum</i>).</p> <ul style="list-style-type: none"> Part 2: worth 30 points; Students identified a research method for their study. In particular, students provided information on proposed variables (e.g., independent and dependent variables), sample quantitative or qualitative instrument questions, recruitment, and an analysis plan. 		<p>the assignment.</p> <p>For Part 2, the target goal was met as 8 out 11 students earned a grade of C or better. Explanation: There were students that stopped attending the online course but were still registered/enrolled online.</p>	
<p>Students design an evaluation plan for the proposed program described in the grant proposal (4.2)</p>	<p>Students in the BAS section of AHS 418 cannot implement the program they suggested in AHS 414 which they wrote a grant because they are</p>	<p>The target goal is that 80% of the students will receive a C or better on the final program evaluation plan assignment.</p>	<p>100% of the students completing the assignment got a C or better, 1 student did not complete it.</p>	<p>J. Rees was the instructor. Results have not been shared with the faculty to date.</p>

	<p>located all around the country. Therefore, the assignment has been changed so that these students now conduct an assessment on a local program they can access.</p>			
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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.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Based on its description, each assessment measure is in alignment with its respective learning outcome. Thus, the grades earned on these measures seem to be an accurate determination of the achievement of learning outcomes. Thus, the majority of the target goals for the 2016-2017 AY were met. However, for the current academic year, several instructors indicated students did not submit all or part of an assignment.

The assessment results from the previous academic year as well as the assessment coordinator’s feedback on the previous summary dictated the need for the program director to share the assessment plan with program faculty earlier in the 2016-2017 year. Furthermore, the program director asked program faculty to provide a detailed description of their assessment measures to ensure that earning a grade of B or higher indicated that the learning outcomes were achieved. Finally, learning outcomes 2.1 and 3.1 were modified and are stated as follows:

- Students plan a program based on needs assessment and current research (2.1)
- Students apply teaching skills appropriate to a target audience (3.1)

The assessment plan for 2017-2018 AY will address the need to increase the number of students who submit assignments by the deadline. Additionally, the program director will continue to solicit feedback from program faculty in terms of appropriate learning outcomes. Furthermore, during the 2016-2017 AY, the director asked faculty to provide items for an online needs assessment survey for both students and faculty. This survey will be distributed to students and faculty during 2017-2018 AY, and the results will inform future learning objectives. Finally, the program director will research curricula and learning outcomes from comparable programs offered by other universities to ensure students acquire the knowledge and skills they need to compete with students graduating with a comparable degree from other universities.

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

Degree Program: BAS Health Services Date: 12.08.17

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

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input type="checkbox"/> Multiple measures were employed, and most are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific

				evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> 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. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> 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	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input checked="" type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing?? results. <input type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to

	<input type="checkbox"/> No reflection is offered about previous results or plans.	<p>specific and/or do not clearly connect to the results.</p> <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. There are plans, but it is not clear that they result from faculty discussions. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>established timelines.</p> <input type="checkbox"/> 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. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

Thanks for sharing your 2017 Student Learning Report!

Please see my comments about the learning outcomes on last year’s report. Part One does not identify the courses or experiences the measures are attached to. It also indicates that you are using grades as performance goals, but it does not indicate that you have calibrated grades to outcomes (as via a scoring rubric). Thus it is difficult to tell if faculty are assessing student performance or just grading it. I also am concerned about whether results are shared in a timely fashion and conversations about them are occurring among the faculty as a whole. But generally, this is a solid plan, right on the border between “developing” and “mature.”