

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: M.S. Health Promotion

Dept: Public Health

College: CHHS

Submitted by: N. Hillier, Graduate Coordinator

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): The graduate candidate demonstrates an in-depth knowledge of content including effective technology skills & ethical behaviors in planning, administering, managing and evaluating health education programs. (MCHES Responsibilities 2,3,5)</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1) PUBH 5750 Final Program Plan 2) HCM 5610 Cumulative Health Communication Campaign paper 3) PUBH 5800 Statistics Final Exam 4) PUBH 5770 Ethical Issue Presentation 5) PUBH 5810 Research Proposal
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> 1) Students are evaluated on their ability to design a program plan for a specific public health concern in a specific community, incorporating a thorough target audience analysis, and appropriate assessment and evaluation. 80% is meeting expectations, and 90% is exceeding expectations. 2) Students are evaluated on their ability to design a complete campaign plan based on a thorough target audience analysis, and including an implementation plan, general budget, and a means of monitoring and assessing the success of the campaign. 80% is meeting expectations, and 90% is exceeding expectations. 3) Students are evaluated with a comprehensive final exam. 80% is meeting expectations, and 90% is exceeding expectations. 4) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations. 5) Students are evaluated on their ability to produce a research proposal suitable for presenting to their faculty mentor for their thesis or graduate research project, including research questions, literature review, and proposed methodology. 80% is meeting expectations, and 90% is exceeding expectations.

<p>What are the expectations for the program?</p>	<p>Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards.</p>
<p>What were the results?</p>	<ol style="list-style-type: none"> 1) 16/16 (100%) met or exceeded expectations: 15 exceeded; 1 met. 2) 11/14 (79%) met or exceeded expectations: 9 exceeded; 2 met; 3 did not meet. 3) 14/14 (100%) met or exceeded expectations: 8 exceeded; 6 met. 4) 15/15 (100%) met or exceeded expectations: 12 exceeded; 3 met. 5) 11/14 (79%) met or exceed expectations: 8 exceeded; 3 met; 3 did not meet.
<p>How are the results shared? How will these results be used?</p>	<p>We usually discuss results during our summer deck meeting, but several other pressing issues were on the agenda and we did not get to discuss the report. We are including it as an agenda item for every other faculty meeting, and every departmental curriculum meeting.</p>

<p>CGS Learning Goal #2: Critical thinking and problem solving skills</p>	<p>Program Learning Goal(s): The graduate candidate demonstrates critical thinking and problem solving skills by assessing needs, assets and capacity of Health Education. (MCHES Responsibility 1)</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1) PUBH 5770 Ethical Issue Presentation 2) PUBH 5750 Final Program Plan 3) PUBH 5700 Final Behavior Analysis paper 4) PUBH 5765 Epidemiological Investigative paper 5) HCM 5610 Cumulative Health Communication Campaign paper and peer critique
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> 1) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations. 2) Students are evaluated on their ability to design a program plan for a specific public health concern in a specific community, incorporating a thorough target audience analysis, and appropriate assessment and evaluation. 80% is meeting expectations, and 90% is exceeding expectations. 3) Students are evaluated on their ability to analyze a self-identified health behavior using tracking data they collected, through the lens of behavioral theory. Students must demonstrate their understanding by justifying their choice of theory. 80% is meeting expectations, and 90% is exceeding expectations. 4) Students are evaluated on their ability to investigate the nature of selection health issue from an epidemiological perspective. 5) Students are evaluated on their ability to design a complete campaign plan based on a thorough target audience analysis, and including an implementation plan, general budget, and a means of monitoring and assessing the success of the campaign. 80% is meeting expectations, and 90% is exceeding expectations.
<p>What are the expectations for the program?</p>	<p>Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards.</p>
<p>What were the results?</p>	<ol style="list-style-type: none"> 1) 15/15 (100%) met or exceeded expectations: 12 exceeded; 3 met.

	<p>2) 16/16 (100%) met or exceeded expectations: 15 exceeded; 1 met.</p> <p>3) 19/20 (95%) met or exceeded expectations: 14 exceeded; 5 met; 1 did not meet.</p> <p>4) 18/19 (95%) met or exceeded expectations: 8 exceeded; 1 did not meet.</p> <p>5) 11/14 (79%) met or exceeded expectations: 9 exceeded; 2 met expectations; 3 did not meet.</p>
How are the results shared? How will these results be used?	<p>We usually discuss results during our summer deck meeting, but several other issues were on the agenda and we did not get to discuss the report. We are including it as an agenda item for every other faculty meeting, and every departmental curriculum meeting. However, specific to this Learning Goal, we moved 5700 to a full 16-week course from an 8 week course to allow for a more in-depth behavior change project that will require a great deal of analysis and application. 5765 was moved to the summer term, and will be the only required course students take in that term.</p>

<p>CGS Learning Goal #3: Effective oral and written communication skills</p>	<p>Program Learning Goal(s): The graduate candidate demonstrates effective oral & written communication skills in communicating and advocating for Health and Health Education, and serving as a Health Education resource person. (MCHES Responsibilities 6&7</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1) PUBH 5770 Ethical Issue Presentation. 2) Leadership style compare and contrast
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> 1) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations. For this assessment, we only included the scores on the rubric related to oral communication. 2) Students write a 2-4 page essay on comparing and contrasting two or more theories or models of leadership in terms of processes, targets, and concepts. The paper must integrate peer-reviewed articles in a way that makes sense, substantiates the thesis, and supports arguments. We are only reporting the scores on clear writing for this measure.
<p>What are the expectations for the program?</p>	<p>Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards.</p>
<p>What were the results?</p>	<ol style="list-style-type: none"> 1) 12/15 (100%) met or exceeded expectations: 12 exceeded; 3 did not meet. 2) 15/17 (88%) met or exceeded expectations (14 exceeded; 1 met; 2 did not meet)
<p>How are the results shared? How will these results be used?</p>	<p>We usually discuss results during our summer deck meeting, but several other issues were on the agenda and we did not get to discuss the report. We are including it as an agenda item for every other faculty meeting, and every departmental curriculum meeting. Last year we discussed adding a grad research presentation to their graduate project requirement. We have not required it, but developed a scoring rubric for students who opt for it.</p>

<p>CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.</p>	<p>Program Learning Goal(s): The graduate candidate demonstrates evidence of advanced scholarship through research and/or creative activity related to Health Education. (MCHES responsibility 4)</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1) PUBH 5900 Graduate Research Project final product 2) PUBH 5810 Research Proposal
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> 1) PUBH 5900: 100% satisfactorily complete their Graduate Research Project. 2) Students are evaluated on their ability to produce a research proposal suitable for presenting to their faculty mentor for their thesis or graduate research project, including research questions, literature review, and proposed methodology. 80% is meeting expectations, and 90% is exceeding expectations.
<p>What are the expectations for the program?</p>	<p>Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards.</p>
<p>What were the results?</p>	<ol style="list-style-type: none"> 1) 13/14 (94%) students who registered for 5900 successfully completed their Graduate Research Project. One student currently has a DCs but will finish this semester. 2) 11/14 (79%) met or exceed expectations: 8 exceeded; 3 met; 3 did not meet
<p>How are the results shared? How will these results be used?</p>	<p>We usually discuss results during our summer deck meeting, but several other issues were on the agenda and we did not get to discuss the report. We are including it as an agenda item for every other faculty meeting, and every departmental curriculum meeting. Specific to this Learning Goal, we made substantial revisions to our statistics course, and changed the statistics/research methods course scheduling to ensure students have completed statistics BEFORE taking research methods, and to ensure continuity between the two courses. We also held an interdisciplinary Spring Scholarship conference, and we had a grad student present their project there. We intend to build on that as moment for mentorship. Several of our honors students presented, so it was good for them to see a graduate school quality project.</p>

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.
How are learners assessed?	1) Complete CITI training and earn certificate. 2) PUBH 5770 Ethical Issue Presentation.
What are the expectations for the students?	
What are the expectations for the program?	Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards.
What were the results?	1) 10/15 (66%) students completed the CITI training, and earned their certificate 2) 15/15 (100%) met or exceeded expectations: 12 exceeded; 3 met.
How are the results shared? How will these results be used?	We usually discuss results during our summer deck meeting, but several other issues were on the agenda and we did not get to discuss the report. We are including it as an agenda item for every other faculty meeting, and every departmental curriculum meeting. Specific to this Learning Goal, we feel comfortable with how our students are currently performing, but we are considering the development of additional ethics-oriented components, or the assessment of existing ethics-oriented components, from across the curriculum. As this is a newly-implemented learning goal, we will be reviewing the curriculum to ensure that we are overtly addressing it. Because the number of graduates who completed the CITI training did not meet our target, we are going to include it as part of the Research Methods course instead of during the graduate project.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

In general, we are pleased with how our students are performing in all five learning goal areas. Almost all learning goal assessments are meeting standards. We did review the issues with assessments that we failed to meet the 90% standard on. For the most part, it was a lack of clear writing. We believe the change we made in admission requirements (a writing sample vs. letters of recommendation) will help improve this in 2 ways 1) it ensures applicants understand clear written communication is an expectation for our program and 2) if an applicant can not clearly communicate in writing, they will not be successful in our program and will not be granted admission. The students in those classes were not admitted under the new admission requirements. The other change is in regard to the ethics measure. We did not meet our standard for the CITI training, so we are ensuring all students complete that by adding it to the required Research Methods course.

On reflection of our last report, we committed to reviewing our program to see what we need to do to improve our students learning experience. We will do this, but we made a lot of changes and now have a new graduate coordinator, so while we did overhaul the Health Behavior class because we changed the length of time the course is offered (16 weeks vs. 8), we are still making tweaks to the major assignments in the course and are excited to see how it improves students' learning experiences this semester. And more significant revisions to improve student learning will be a priority in the upcoming year through graduation interviews, surveys, and course reviews.

The recommendations made in the response to our last report included encouraging student involvement in GSAC. This semester we have 2 students who attend meetings. We require it as part of our GA's duties. The grad coordinator received updates at CGS meetings and sends reminder emails out about events to the students.

Another recommendation was to consider different rubrics to assess on various measure in a singular assignment. We have these for a few classes and reported those scores within the rubric for the communication learning goal. Moving forward we will do more of these and also, each semester individually evaluate each student in terms of all the learning goals with each instructor.

We are also very proud of the recruitment work we have done with our Accelerated MS Program. We had 7 new graduate students (SU21 & FA21) who matriculated from our undergraduate program to our graduate program explicitly because of the Accelerated program. We had 2 who started FA 22, one that will start SP 23, and several who are enrolling in it, even if they opt to pursue graduate school after a gap year.

In addition to the Accelerated MS Program, we have many students (undergraduate and graduate) who are interested in pursuing second (and third) master's degrees. Great partners in this work have been Graduate Coordinators in Aging, Human Services, and Nutrition and Dietetics. Students interested have been undergraduate students in the Accelerated MS Program (2), and graduate students with 2-year assistantships. For the most part, students in our program have moved to a second masters in another program, we intend to beef up our marketing for this in other program that provide a good fit (Aging, Human Services, etc.)

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

We made a variety of changes this year based on findings from reviewing years of assessment data, and are monitoring those changes. As it has only been a year (one time with the course) we have not been able to recognize any patterns, but will continue to review through assessment and conversations with our students. These are the changes we continue to monitor:

1. [Complete revision of the Statistics course. [Fall 2021]
2. Revision and refinement of the Research Methods course [Spring 2022]
3. Revision of Health Behaviors [Fall 2022]
 - a. pared down behavioral assignment
 - b. added a large Community Analysis assignment.
4. Revised catalog copy [Fall 2021]
 - a. Replaced 5600 International Health with 5765 Epidemiology in required core
 - b. Added additional approved electives
 - c. Revised admission requirements to remove letters of reference and add analytical writing sample.
 - i. Applicants are provided with a prompt, an assessment rubric, and a selection of professional journal articles. They select one article, and prepare an analytical writing sample which is reviewed by the Graduate Selection Committee.
5. Changes to the course delivery schedule:
 - a. Stats: first half in Fall
 - b. Research Methods: second half in Fall
 - c. Health Behaviors: Full semester in Fall
 - d. Advanced Health Comm: first half in Spring
 - e. Leadership & Ethics: second half in Spring

f. Epidemiology: summer