

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

Degree and
Program Name:

Health Studies Community Health Minor

Submitted By:

Department of Health Studies Assessment Committee

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. The student will demonstrate proficiency in all seven professional competencies of the national standards for an entry level health professional	A. A written and oral program plan presentation in HST 3700 Methods in Community Health is assessed with a rubric [Rubric attached].	75% of the students will receive an evaluation of "Good" or "Outstanding".	80% met or exceeded expectations.	Instructor shares results with Assessment and Curriculum Committees and results are discussed at a faculty meeting.
	B. A capstone "Consensus Paper" in HST 3750 Health Care Delivery is assessed.	80% of the students will score 80% or higher.	75% of the students met or exceeded expectations.	
2. Student will, clearly and with documentation, demonstrate both oral and written communication skills	A written and oral program plan presentation in HST 3700 Methods in Community Health is assessed with a rubric.	75% of the students will receive an evaluation of "Good" or "Outstanding".	80% met or exceeded expectations.	Instructor shares results with Assessment and Curriculum Committees and results are discussed at a faculty meeting revisions

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

Since our past report, one of our faculty completed a sabbatical leave during which she completed a review of the Health Studies curriculum. The review process involved a completion of a matrix that matched specific course assignments to the competencies and sub-competencies of the professional Responsibilities. Curriculum strengths and issues were identified in the report as well as opportunities for growth. [See attached "Review"].

In response to the CASA Director's comments on last year's reports, we have included copies of the some of the assessments and measurements we use that were not included last year. We have also started moving away from using grades in a class as a measurement tool and are moving toward the use of rubrics.

PART THREE

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?

HST 3700 Community Health Methods was completely revised spring 2005 as a result of the curriculum review. Rubrics were introduced to assess the major capstone project. The rubric is being revised based upon feedback from spring semester. In HST 3750 Health Care Delivery, the capstone project, Consensus Paper" was revised to better reflect the learning objectives. A rubric is also being developed to use a as an assessment tool for the project.

HST 3700 Methods in Community Health Program Plan Presentation Rubric

Presentation	Fair Average Good Outstanding
Professional appearance of the group members	0 1 2 3 4 5 6 7 8 9 10
Time: at least 20 minutes in length	0 1 2 3 4 5 6 7 8 9 10
Media use – at least 1, fully incorporated	0 1 2 3 4 5 6 7 8 9 10
Public speaking skills of the members	0 1 2 3 4 5 6 7 8 9 10
Content appropriate	0 1 2 3 4 5 6 7 8 9 10
Content covered in sufficient depth	0 1 2 3 4 5 6 7 8 9 10
Explanation of choices – why do it this way?	0 1 2 3 4 5 6 7 8 9 10
Ability to answer questions coherently	0 1 2 3 4 5 6 7 8 9 10
Final Score	

Overall Comments: