

**STUDENT LEARNING ASSESSMENT PROGRAM**

**SUMMARY FORM**

**Degree and Program Name:** M.S. Health Promotion & Leadership 2019-2020

**Submitted By:** Public Health 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?
<p>1. Demonstrate an in-depth knowledge of content including effective technology skills &amp; ethical behaviors in planning, administering, managing and evaluating health education programs.</p> <p><b>[Resp 2,3,5; EIU Learning Goal 1]</b></p>	<p>A) PUBH 5750 Program Planning &amp; Evaluation – Final Program Plan – students create a 5-year plan for a specific issue assessed as a need in a community that includes a rationale, implementation plan, goals, objectives, interventions &amp; evaluation.</p> <p>B) PUBH 4910 – Applied Health Communication – Cumulative Health Communication Campaign paper Students write a paper summarizing the individual health</p>	<p>A) 90% of students will receive 80% or above (32/40 on the rubric)</p> <p>B) 90% of students will receive 80% or above</p>	<p>A) Exceeded: (14) 100% We met the target for this measure.</p> <p>B) This is offered at the undergraduate level and sometimes graduate students enroll; none of them did in the reporting period, and we have since changed the class, see below. Did not conduct this assessment.</p>	<p>A) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p> <p>B) Typically, instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p>

	<p>campaign development, implementation plan as well as critique peer campaign messages.</p> <p>C) PUBH 5800 Statistical Analysis for Health Professionals: Students complete chapter exams totaling 150 points.</p> <p>D) PUBH 5770 Health Leadership and Ethics for Health Professionals– Ethical Issue Presentation – Students must examine an ethical dilemma, explain the principles that guide their decision, involve stakeholders, and come to a decision with a plan.</p>	<p>C) 100% of students will achieve 80% (120/150) or above.</p> <p>D) 90% of students will score 80% or better on the assignment.</p>	<p>C) Exceeded: (8) 80% exceeded. Did not meet: (2) 20% We did not meet the target for this measure.</p> <p>D) Exceeded: (7) 88% exceeded. Did not meet: (1) 12%. We did not meet the target for this measure (very close).</p>	<p>C) Instructor completes the assessment form each semester the class if offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p> <p>D) Instructor completes the assessment form each semester the class if offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p>
2. Demonstrate critical thinking and problem solving skills by assessing needs, assets and	A) PUBH 5750 Program Planning & Evaluation – Final Program Plan – students create a 5-year plan for a specific issue assessed as a need in a community	A) A) 90% of students will receive 80% or above (32/40 on the rubric)	A) Exceeded: (14) 100% We met the target for this measure.	A) Instructor completes the assessment form each semester the class if offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.

<p>capacity for Health Education <b>[Resp 1; EIU Learning Goal 2]</b></p>	<p>that includes a rationale, implementation plan, goals, objectives, interventions &amp; evaluation.</p> <p>B) PUBH 5700– Health Behavior Theory Application– Students choose a health behavior of their own to monitor throughout the semester. As each theory is introduced, they apply that theory to their behavior, and write a final paper.</p>	<p>B) 100% of students will earn an 80% or better on the written assignment.</p>	<p>B) Exceeded: (6/7) 86% Did not meet: (1) 14% We did not meet the target for this measure.</p>	<p>B) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p>
<p>3. Demonstrate effective oral &amp; written communication skills in communicating and advocating for Health and Health Education &amp; serving as a Health Education resource person <b>[Resp 6,7; EIU Learning Goal 3]</b></p>	<p>A) PUBH 5750 Program Planning &amp; Evaluation – Final Program Plan Presentation–students create a 5-minute Ignite presentation describing their program plan.</p> <p>B) PUBH 5700– Health Behavior Application Presentation Students choose a health behavior of their own</p>	<p>A) 90% of students will receive 80% or above (32/40 on the rubric)</p> <p>B) 100% of the students will earn an 80% or better on the paper.</p>	<p>A) Exceeded: (13) 92% Did not meet: (1) 8% We met the target for this measure.</p> <p>B) Exceeded: (7) 100% exceeded expectations. We met the target for this measure.</p>	<p>A) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p> <p>B) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the</p>

	<p>to monitor throughout the semester. As each theory is introduced, they apply that theory to their behavior, and then present on their findings via video.</p> <p>C) PUBH 5765 – Epidemiological Investigative Paper – Students select a notifiable disease topic using the Centers for Disease Control and Prevention notifiable disease guidelines to assess public health needs</p>	<p>C) 100% of the students will earn an 80% or better on the presentation.</p>	<p>C) Exceeded: (6) 100% We met the target for this measure.</p>	<p>Assessment Committee and discussed with faculty at the Summer Deck meeting.</p> <p>C) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p>
<p>4. Demonstrate evidence of advanced scholarship through research and/or creative activity related to Health Education <b>[Resp 4; EIU Learning Goal 4]</b></p>	<p>A) PUBH 5910 Research Methods– Final Paper – Students create a research proposal that will be of professional quality and that may guide them in their graduate project. The paper may be submitted/displayed/or used in a professional setting with a few</p>	<p>A) 90% of students will receive an 80% or higher on the final proposal.</p>	<p>A) Exceeded expectations: (8) 67% Met expectations: (4) 33% We did not meet the target for this measure.</p>	<p>A) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p>

	<p>minor adjustments. Research Paper Rubric</p> <p>B) PUBH 5800 – Statistical Analysis for Health Professionals– Students will prepare a research proposal, including the research question(s) and the corresponding statistical analysis for each of the following inferential categories: <u>relationship</u> between/among variables; <u>differences</u> between/among variables; can one or more variables <u>predict</u> outcomes.</p>	<p>B) 100% of students will receive an 80% or higher as scored on a rubric (40/50) prepared for this activity/assignment.</p>	<p>B)Exceeded expectations: (10) 100% exceeded expectations. We met the target for this measure.</p> <p>We also had one student present at a state conference, and one accepted at a national conference (that was cancelled).</p>	<p>B) Instructor completes the assessment form each semester the class is offered. Results are compiled and presented by the Assessment Committee and discussed with faculty at the Summer Deck meeting.</p>
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**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.**

We realized that many of the graduate students wanted to take a health communications class as one of their electives, which was offered as a 4910- level class. However, many of our graduate students had already taken that class as undergraduates, and we wanted to offer something more rigorous for our graduate students, so we added a new course to the curriculum – HCM 5610 – Advanced Analysis and Development of Health Communication Campaigns. This class was offered starting summer 2020. HCM 5610 has replaced HCM 4910.

We also recognized that the case study project in our health behavior theory class produced inequities in scores as our students come from such widely divergent pools of experience. For example, some of them do the equivalent of the case study project on a daily basis as part of their employment, so for them it was busy work, and for our direct-from-undergrad students, they had limited access to anyone to do the project on. Therefore, we amended the project so that they choose a health-related behavior of their own to monitor throughout the course, and then for each module/new theory, they do an analysis/assessment of the nature of their behavior from the lens of that particular theory. The final paper is the culmination of their learning experience.

### **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?**

We have concerns about missing targets for some of our measures. We are in the process of examining what the issues are. We recently had to dismiss two students from our program because their GPAs fell below the minimum, so one concern is that we may have admitted students who were not prepared for our program, and are redesigning our admission review rubric based on that.

Connections between students is so important for learning and networking, and that is a challenge with an online program. All courses have an electronic meeting room through Collaborate, but we have also implemented the use of Teams for meetings and meeting rooms. Many other classes have started a Coffee Talk discussion thread. Our entire program is online, so we need to find ways to allow the students to connect with each other: so we have the Coffee Talk discussion for memes, small talk, interesting articles, and the like; meeting rooms in Collaborate and Teams where people can meet and work on projects together; and the D2L site for the graduate program: a central place for announcements, forms, etc.

This year, we will be recruiting a graduate team for a national case study competition. Faculty will evaluate them separately from how they place in the competition based on their problem solving response, research ability, and presentation skills. We also plan to streamline assessment in order to evaluate learning goals through faculty skill evaluation throughout the program, and to introduce an exit survey for graduates.

**Student Learning Assessment Program**  
**Response to Summary Form**  
**Graduate Program 2020**  
 May 14, 2021

Department: Public Health

Degree and Program Name: Master of Science in Health Promotion (and Leadership)

Reviewers: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Dr. Ryan C. Hendrickson, L.M. Hamand Dean

<b>Category</b>	<b>Comments</b>
<b>Learning Objectives</b>	The objectives for the program align with the graduate learning goals established by EIU's Council on Graduate Studies.
<b>How, Where, and When Assessed</b>	Students are assessed throughout the curriculum using: 2 research proposals, papers, a presentation, and chapter exams.
<b>Expectations</b>	Expectations are included. They are clear and realistic.
<b>Results</b>	The program is meeting most expectations, although on some measures, the program has identified some measures that fall short of meeting expectations.
<b>How Results Will be Used</b>	The assessment committee shares the results with graduate faculty in May, and potential changes are discussed. This level of consultation and collaboration is an appropriate use for the results.
<b>Recommendations</b>	Your assessment plan offers several opportunities for assessment. Students are assessed throughout the program using a variety of class assignments, exams, and presentations. This is an excellent start. Most students are exceeding expectations. Ironically, when class sizes are smaller and just one or two students do not meet expectations, the program does not meet its own expectations. The report suggests that the reason the program missed the mark on some of the expectations could be because students were admitted who were not prepared for the program, which has led you to reconsider your admission standards. You mentioned that some of your students had proposals accepted at conferences; for the next report, it might be a good idea to set an expectation for the number of students who will do that, which is similarly done in other programs. In addition, other programs offer a culminating assessment near the end of the student's study plan, for example, a portfolio presentation or exit interview that assesses student learning. You are planning a graduation survey, which is an excellent idea. You have implemented a number of curriculum improvements based on assessment data: the development of a graduate class for health communications; your recognition of the inequality of students' experiences outside of school and amending the health behaviors class for self-application. Your strategies for student engagement are promising. It can be challenging with an online program, but using Teams,

	<p>D2L and providing student chat spaces are great tools to increase community among your graduate student body. Student engagement in the GSAC (Graduate Student Advisory Council) is another avenue that has proven successful for building graduate student community and additional graduate student collaborations in other programs.</p>
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The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.