

## STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: M.S. Health Promotion

Dept: Public Health

College: CHHS

Submitted by: J. Dietz, Graduate Coordinator

### Part 1:

<p><b>CGS Learning Goal #1</b> <b>A depth of content knowledge</b></p>	<p><b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates an in-depth knowledge of content including effective technology skills &amp; ethical behaviors in planning, administering, managing and evaluating health education programs. (MCHES Responsibilities 2,3,5)</b></p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> <li>1) PUBH 5750 Final Program Plan</li> <li>2) HCM 5610 Cumulative Health Communication Campaign paper</li> <li>3) PUBH 5800 Statistics Final Exam</li> <li>4) PUBH 5770 Ethical Issue Presentation.</li> <li>5) PUBH 5810 Research Proposal</li> </ol>
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3) Students are evaluated with a comprehensive final exam. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>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.</li> <li>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.</li> </ol>

<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"> <li>1) 15/15 (100%) met or exceeded expectations.</li> <li>2) 9/12 (75%) met or exceeded expectations: 8 exceeded; 1 met; 3 did not meet.</li> <li>3) 9/10 (90%) met or exceeded expectations: 6 exceeded; 3 met; 1 did not meet.</li> <li>4) 9/10 (90%) met or exceeded expectations: 7 exceeded; 2 met; 1 did not meet.</li> <li>5) 9/11 (82%) met or exceed expectations: 7 exceeded; 2 met; 2 did not meet.</li> </ol>
<p>How are the results shared? How will these results be used?</p>	<p>We discuss our assessment results at our summer faculty retreat each year, and determine if curricular adjustments need to be made. In 2021, we had a more comprehensive discussion, utilizing the past 5 years of assessment data, and proposed several changes (discussed in the narrative component). Specific to this Learning Goal, we are making substantial revisions to our statistics course, and changing 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 are also moving Advanced Health Communication out of the summer term to allow for more time for application of skills.</p>

<p><b>CGS Learning Goal #2:</b>  <b>Critical thinking and problem solving skills</b></p>	<p><b>Program Learning Goal(s):</b>  <b>The graduate candidate demonstrates critical thinking and problem solving skills by assessing needs, assets and capacity of Health Education. (MCHES Responsibility 1)</b></p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> <li>1) PUBH 5770 Ethical Issue Presentation.</li> <li>2) PUBH 5750 Final Program Plan</li> <li>3) PUBH 5700 Final Behavior Analysis paper</li> <li>4) PUBH 5765 Epidemiological Investigative paper</li> <li>5) HCM 5610 Cumulative Health Communication Campaign paper and peer critique</li> </ol>
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4) Students are evaluated on their ability to investigate the nature of selection health issue from an epidemiological perspective.</li> <li>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.</li> </ol>
<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"> <li>1) 9/10 (90%) met or exceeded expectations: 7 exceeded; 2 met; 1 did not meet.</li> <li>2) 15/15 (100%) met or exceeded expectations.</li> <li>3) 9/9 (100%) met or exceed expectations: 6 exceeded; 3 met</li> <li>4) 14/14 (100%) met or exceeded expectations: 11 exceeded; 3 met.</li> <li>5) 9/12 (75%) met or exceeded expectations: 8 exceeded; 1 met; 3 did not meet.</li> </ol>
<p>How are the results shared? How will these results be used?</p>	<p>We discuss our assessment results at our summer faculty retreat each year, and determine if curricular adjustments need to be made. In 2021, we had a more comprehensive discussion, utilizing the past 5 years of assessment data, and proposed several changes (discussed in the narrative component). Specific to this Learning Goal, we are moving 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 is being moved to the summer term, and will be the only required course students take in that term.</p>

<p><b>CGS Learning Goal #3: Effective oral and written communication skills</b></p>	<p><b>Program Learning Goal(s):</b>  <b>The graduate candidate demonstrates effective oral &amp; written communication skills in communicating and advocating for Health and Health Education, and serving as a Health Education resource person. (MCHES Responsibilities 6&amp;7</b></p>
<p>How are learners assessed?</p>	<p>1) PUBH 5770 Ethical Issue Presentation.</p>
<p>What are the expectations for the students?</p>	<p>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.</p>
<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>	<p>1) 9/10 (90%) met or exceeded expectations: 7 exceeded; 2 met; 1 did not meet</p>
<p>How are the results shared? How will these results be used?</p>	<p>We discuss our assessment results at our summer faculty retreat each year, and determine if curricular adjustments need to be made. In 2021, we had a more comprehensive discussion, utilizing the past 5 years of assessment data, and proposed several changes (discussed in the narrative component). Specific to this Learning Goal, we are discussing using presentations from other courses to provide additional assessment data. Specifically: a 5900 Graduate Research Project presentation.</p>

<p><b>CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.</b></p>	<p><b>Program Learning Goal(s):</b>  <b>The graduate candidate demonstrates evidence of advanced scholarship through research and/or creative activity related to Health Education. (MCHES responsibility 4)</b></p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> <li>1) PUBH 5900 Graduate Research Project final product</li> <li>2) PUBH 5810 Research Proposal</li> </ol>
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> <li>1) PUBH 5900: 100% satisfactorily complete their Graduate Research Project.</li> <li>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.</li> </ol>
<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"> <li>1) 100% of students who registered for 5900 successfully completed their Graduate Research Project.</li> <li>2) 9/11 (82%) met or exceed expectations: 7 exceeded; 2 met; 2 did not meet.</li> </ol>
<p>How are the results shared? How will these results be used?</p>	<p>We discuss our assessment results at our summer faculty retreat each year, and determine if curricular adjustments need to be made. In 2021, we had a more comprehensive discussion, utilizing the past 5 years of assessment data, and proposed several changes (discussed in the narrative component). Specific to this Learning Goal, we are making substantial revisions to our statistics course, and changing 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 are also planning to have an interdisciplinary Spring Scholarship conference, something we had planned to do in Spring 2020, and had to cancel due to COVID. This spring, we will proceed, and have our graduate students participate by presenting their graduate projects.</p>

<b>CGS Learning Goal #5: Ethics and Professional Responsibility</b>	<b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.</b>
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) 100% of students completed the CITI training, and earned their certificate 2) 9/10 (90%) met or exceeded expectations: 7 exceeded; 2 met; 1 did not meet.
How are the results shared? How will these results be used?	We discuss our assessment results at our summer faculty retreat each year, and determine if curricular adjustments need to be made. In 2021, we had a more comprehensive discussion, utilizing the past 5 years of assessment data, and proposed several changes (discussed in the narrative component). 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.

## 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. All learning goal assessments are meeting standards at this time. Based on a review of the past five years' assessment reports, we have made strong progress in making sure our students are meeting standards, and now it is time to think about what we need to improve their learning experience. The specific curricular changes are detailed below, but the overarching philosophy behind the changes is two-fold: (1) ensure the content of the curriculum meets our students' needs; (2) ensure that the delivery format of the curriculum is effectively designed for the content it delivers.

One of the greatest assets and accomplishments we have developed in the past 18 months is the creation and deployment of an Accelerated MS program. As the result of the very active efforts of our undergraduate academic advisor and our Departmental Honors Coordinator, we have 7 new graduate students (SU21 & FA21) who matriculated from our undergraduate program to our graduate program explicitly because of the Accelerated program. Securing a commitment from our best and brightest undergraduate students a year or more before they graduate has increased interest in our program as they share their experiences with others.

### 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?**

Based on our review of 5 years of assessment data, the following changes are being implemented:

1. Change the name to MS Health Promotion to better reflect the content of the program. [effective Fall 2021]
2. [Complete revision of the Statistics course. [Fall 2021]
3. Revision and refinement of the Research Methods course [Spring 2022]
4. Revision of Health Behaviors [Fall 2022]
5. 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.
6. 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 6

Additionally, with the merging of the Nutrition & Dietetics Program and Public Health, we are exploring opportunities for course sharing and new interdisciplinary course development. We do not anticipate any changes to our core required courses at this time, but if the opportunity arises to revise such that both programs' needs can be better met, we will explore those options.