

Student Learning Assessment Program Summary Form
Degree and Program Name: BS in Health Administration
Fall 2018-Spring 2020

Over the past few years, The Department of Public Health has gone through a number of changes, including: a name change (the second since 2017); a physical move to a new building; the addition of a departmental honors program and an accelerated master's program; two retirements; the addition of 2 new faculty members; a new college alignment; two new Deans; and most recently, a complete overhaul of the University-level major assessment process. This assessment period includes data collected under both the old and the new assessment processes, and includes our initial steps into a more authentic, program-focused assessment process.

The model of assessment we are moving to will assess students over three different points in the curriculum (when they declare the major/2000 level; after taking a 3000 level course; and near graduation), using 3 methods each time: a self-assessment, a faculty disposition/aptitude assessment, and specified assignments/projects completed as part of their coursework. They will complete a self-assessment when they initially meet with their advisor, then again after taking PUBH 3700, and finally, in their last term prior to graduation. The self-assessment currently has only been administered during internship and post internship.

The PUBH faculty has been discussing the faculty assessment component for a number of years. Currently, faculty sign off on each student's portfolio prior to placing the student for their internship, and have the opportunity to provide feedback/commentary. In practice, very few faculty provide any commentary, and there has been a growing concern that any faculty assessment needs to come much sooner in the student's academic career in order to be of use. We will be beta testing the new process in Spring 2021; review and modify the process during our Summer 2021 faculty retreat; and fully implement the new process in Fall 2021, with a soft launch as needed in Summer 2021.

This assessment report is based on data collected primarily from the old assessment approach, and focuses on overall student performance on a variety of assignments that comprise the skills necessary for work in the field of public health. We will use this data to identify areas of sub-par performance so that we can discuss the source of the problem. Specifically, initial discussion will focus on whether the "sub-par" performance is an artifact of the previous assessment methodology, or truly a reflection of student preparation/performance. Once we identify the source and nature of the issue, we will discuss any necessary curriculum and/or assessment process modification.

Another change to the assessment process is the SLOs. The department changed its name from Health Studies to Health Promotion, and now Public Health. With a public health focus, we are expanding our competencies from the Core Competencies for Entry Level Health Educators (NCHEC/CHES) to the Core Competencies for Public Health Professionals which will align us with certification and accreditation bodies, should we choose to pursue accreditation in the

future. The move away from the CHES standards is particularly appropriate for the BS in Health Administration.

Analytic/Assessment Skills

SLO 1: Student demonstrates the ability to assess the community.

SLO 2: Student demonstrates the ability to analyze and interpret data.

SLO 3: Student uses evidence for decision making.

SLO 4: Student demonstrates the ability to think critically, logically, and creatively.

SLO 5: Student demonstrates the ability to read and interpret academic research.

Policy Development/Program Planning Skills

SLO 6: Student demonstrates the ability to assess target audiences.

SLO 7: Student demonstrates the ability to use evidence to develop lessons/messaging.

SLO 8: Student demonstrates the ability to evaluate projects, duties, outcomes.

SLO 9: Student demonstrates the ability to determine needed policies and advocate for them.

Cultural Competency Skills

SLO 10: Student demonstrates the ability to communicate effectively with other cultures.

SLO 11: Student demonstrates knowledge of various cultures and populations.

Communication Skills

SLO 12: Student demonstrates the ability to communicate effectively about health issues in writing.

SLO 13: Student demonstrates the ability to communicate effectively about health issues verbally.

Financial Planning and Management Skills

SLO 14: Student demonstrates the ability to write and justify budgets.

SLO 15: Student demonstrates knowledge of funding streams.

Public Health Science Skills:

SLO 16: Student demonstrates an understanding of health disparities.

SLO 17: Student demonstrates ability to use evidence to promote health.

SLO 18: Student demonstrates the ability to understand epidemiological principles (disease investigation, agent, host environment).

SLO 19: Student demonstrates an understanding of health behavior theory.

Community Dimensions of Practice Skills

SLO 20: Student demonstrates the ability to evaluate and develop linkages in the community.

Leadership and Systems Thinking

SLO 21: Student demonstrates leadership abilities including flexibility, advocacy, and organizational ethics.

SLO(s)	UGL	Measures/Instruments Please include a clear description of the instrument including when and where it is administered	How is the information Used? (include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)
Analytic/Assessment Skills			
SLO 1: Student demonstrates the ability to assess the community.	CT3, QR6	4250: Community Profile: Description of a given community including demographics, health behaviors, health care resources, physical and social environments, and health policies.	For all class assignments the target score is 70% or better for 90% of our students. 23/29 Target was not met.
SLO 2: Student demonstrates the ability to analyze and interpret data.	CT4, QR2, QR3	<p>2800/3800: Mock data exercise: In Research Methods students enter and analyze mock data in Excel or SPSS.</p> <p>3800: Ch 4: Results section In Research Methods, students write a results section of their research.</p> <p>3800: Poster Presentations: In Research Methods, students design and present a poster of their research.</p> <p>3700: Behavior Change Project: Students analyze and discuss what they learned from the experience of attempting a behavior change that includes: expectations, a literature review, operational definition, risk factors, protective factors, reflection, etc.</p>	<p>35/36</p> <p>24/24</p> <p>24/24</p> <p>25/31 Target was not met.</p>

		<p>Exit Survey</p>	<p>Overall: 94% met expectations [108/115]</p> <p>92% of students who responded to the graduation survey agreed or strongly agreed that they were exposed to basic statistical methods for the purpose of analyzing data collected.</p> <p>100% reported they are able to present evaluation findings and results in the form of graphs and charts so others can easily understand it.</p>
<p>SLO 3: Student uses evidence in decision making.</p>		<p>3700: Behavior Change Project: Students analyze and discuss what they learned from the experience of attempting a behavior change that includes: expectations, a literature review, operational definition, risk factors, protective factors, reflection, etc.</p> <p>4770: Problem Solving/Decision Making Activity: In Health Administration, students are given scenarios and must come up with several solutions and decide which is best based on criteria they develop (reputation of the agency, cost, employee satisfaction, etc.)</p>	<p>25/31 Target was not met.</p> <p>28/31</p>

<p>SLO 4: Student demonstrates the ability to think critically, logically, and creatively.</p>	<p>CT</p>	<p>2700: Health Information Discussion: Through written and verbal discussion, students compare informational literature to a checklist of good practices for page layout, image placement and words chosen.</p> <p>3700: Behavior Change Project: Students analyze and discuss what they learned from the experience of attempting a behavior change that includes: expectations, a literature review, operational definition, risk factors, protective factors, reflection, etc.</p> <p>4175: Strengths Discussion: After reading the book and taking the online quiz, they reflected on the strengths identified.</p> <p>4250: Intervention Assignment: Description of the methods used to achieve the program objectives.</p> <p>Exit Survey</p>	<p>Overall: 85% met expectations [53/62]</p> <p>23/25</p> <p>25/31 Target was not met.</p> <p>17/18</p> <p>26/29</p> <p>Overall: 88% met expectations [91/103]</p> <p>92% of students reported that they had practice using planning methods or timetables to plan health education programs or lessons.</p>
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			92% agreed that the Public Health program provided the necessary skills to develop goals and write measurable objectives for designing health education programs.
SLO 5: Student demonstrates the ability to read and interpret academic research.	CT 2 WCR 1,3, 6, 7	<p>2800: Lit Review students write a literature review on an approved health-related topic.</p> <p>2800/3800: Interpreting Research Activity Students choose 2 articles from the Lit Review, and in their own words they explain who the researchers are, what they did, what they found, how the two articles relate to each other, and how they might relate to their study.</p> <p>2800: Thesis Review: In Research Methods, students identify a thesis manuscript from an EIU graduate student in a health-related field, and respond to questions about the study.</p> <p>2800: Outline Before students write their literature review, they develop and present an outline.</p> <p>2800/3800: Qualitative Research Presentations: Presentation on different qualitative research methodologies</p>	<p>38/42</p> <p>25/26</p> <p>40/41</p> <p>38/42</p> <p>39/41</p>

		<p>3800: Chapter 5: Discussion section of final paper.</p> <p>3700: Behavior Change Project: Students analyze and discuss what they learned from the experience of attempting a behavior change that includes: expectations, a literature review, operational definition, risk factors, protective factors, reflection, etc.</p>	<p>21/24 Target was not met.</p> <p>25/31 Target was not met.</p> <p>Overall: 91% met expectations [226/247]</p>
Policy Development/Program Planning Skills			
SLO 6: Student demonstrates the ability to assess target audiences.	QR6	<p>2800/3800: Survey In research methods students create a survey to distribute.</p> <p>4250: Community Profile: Description of a given community including demographics, health behaviors, health care resources, physical and social environments, and health policies.</p> <p>4910: audience Analysis: A target audience was selected and demographic and behavior facts were identified</p> <p>Exit Survey</p>	<p>33/33</p> <p>20/23 Target was not met.</p> <p>3/3</p> <p>Overall: 94% met expectations [56/59]</p> <p>100% of students who responded to the survey agreed they learned how to use or develop data-gathering</p>

			instruments (questionnaires, surveys, etc.) to gather information about the needs of a specific target group.
SLO 7: Student demonstrates the ability to use evidence to develop lessons/messaging.	WCR1	<p>2700: Social Marketing Plan: Small groups analyze an audience and health topic using social marketing principles. A written paper is submitted and summary of findings are orally presented to class.</p> <p>2700: CARS eval: Students evaluate online sources based on CARS criteria.</p> <p>4250: Rationale: Students write a 2-4pg narrative describing the prevalence, significance, justification, solutions, general purpose and goal of a proposed health program.</p> <p>4250: Intervention Assignment: Students submit a description of the methods used to achieve the program objectives.</p> <p>4800: Final Project: Students must "demonstrate proficiency in acquiring and communicating factual information about the various illicit, prescription, and over-the-counter drugs various groups in our society",</p>	<p>12/13</p> <p>25/25</p> <p>24/29 Target was not met.</p> <p>26/29</p> <p>3/4 Target was not met.</p>

		<p>and create a "product" that can communicate information about drug use and abuse within a specific target group and the "product" should be something that could actually be presented or displayed in a specific setting such as a pamphlet, poster, fact sheet, power point, etc.</p> <p>4910: Social Media Messaging Exercise: Using one health topic, students prepare social media messages with words and images.</p> <p>Exit Survey</p>	<p>3/3</p> <p>Overall: 90% met expectations [93/103]</p> <p>92% reported they had practice using planning methods or timetables.</p> <p>92% reported knowing how to access and use computerized databases in the library to gather health information.</p>
<p>SLO 8: Student demonstrates the ability to evaluate projects, duties, outcomes.</p>	<p>WCR 6</p>	<p>4250: Evaluation Plan: students submit a description of what is going to be evaluated in the program based upon the objectives and the methods used to gather the data and information.</p> <p>4770: Employee Evaluations: Students identify a position in the health field, and highlight several of their duties, and they design what the employee could provide to show they have met or</p>	<p>26/29 Target was not met</p> <p>24/31 Target was not met</p>

		<p>exceeded the expectations for each duty.</p> <p>Exit Survey</p>	<p>Overall: 83% met expectations [50/60]</p> <p>92% reported knowing how to assess learners through pretesting.</p> <p>84% reported understanding the importance of monitoring and evaluating the progress of learners or participants in programs or lessons in order to update and revise objectives to meet the needs of the audience.</p> <p>92% agreed that classes in the Public Health program exposed them to evaluation methods and techniques that are available and could be used to evaluate programs, lessons, or classes.</p> <p>100% reported that they received specific experiences and practice in designing instruments (i.e. test) or methods (i.e. surveys) for the purpose of evaluating the effectiveness of health education programs, classes, or lessons.</p> <p>100% reported they can describe ways to improve activities, methods, interventions,</p>
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			and strategies based upon evaluation results for future programs, lessons, or classes. 92% agreed that they can select and evaluate effective health education resource materials.
SLO 9: Student demonstrates the ability to determine needed policies and advocate for them.		4770: Policy Brief: Students must develop a 2-page brief to convince policymakers that their policy is worth adopting based on defining the problem and offering a plausible policy solution.	29/31
Cultural Competency Skills			
SLO 10: Student demonstrates the ability to communicate effectively with other cultures.	RC1	2200: Cultural Difference Interview Students interview someone who is culturally different from them in some way (i.e. ethnicity, religion, sexual orientation, generational, etc.) and prepare a 1-2 page narrative summary. 2700: Health issue and audience analysis used for health literacy products: students provide a written summary of a health issue and related audience. 2700: Social marketing plan project (comm with other cultures): Small groups analyzed an audience and health topic using social marketing principles. They submit a paper and summary of findings are verbally presented to class.	2/2 22/25- Target was not met. 12/13 Overall: 90% met expectations [36/40]

<p>SLO 11: Student demonstrates knowledge of various cultures and populations.</p>		<p>2200 Foreign Country Report: Students are given a list of questions to answer regarding another country. Students do a brief oral presentation of their findings in class.</p> <p>2270: Global Health Project: Students examine factors that influence health in a foreign country and compare to the US.</p> <p>2700: Health issue and audience analysis used for health literacy: Students submit a written summary of a health issue and related audience</p> <p>Exit Survey</p>	<p>2/2</p> <p>9/13 Target was not met.</p> <p>22/25 Target was not met.</p> <p>Overall: 82% [33/40] 84% agreed that they can select methods and media best suited for specific learners such as children, the elderly, and special needs populations.</p>
<p>Communication Skills</p>			
<p>SLO 12: Student demonstrates the ability to communicate effectively about health issues in writing.</p>	<p>WCR</p>	<p>2000: Personal Health Project: For this paper students write about their own personal health, their family's health history, and tie together what they have learned in the class. The specifically address each domain of health in the paper.</p>	<p>14/16 Target was not met</p>

	<p>2270: Content Discussions: Students respond to weekly written discussions on health topics and replies.</p> <p>2700: Social Marketing Plan: Small groups analyze an audience and health topic using social marketing principles. A written paper was submitted and summary of findings were verbally presented to class.</p> <p>2800: Lit Review students write a literature review on an approved health-related topic.</p> <p>4250: Final Written Proposal: A written proposal depicting the rationale, statement of need, purpose, goal, objectives, design, implementation, evaluation and budget for a health promotion program.</p> <p>Portfolio: Artifacts submitted in the Communication component of the Portfolio will document written communication skills.</p> <p>Internship Self-evaluation</p> <p>Internship Supervisor Evaluation</p>	<p>8/11 Target was not met.</p> <p>12/13</p> <p>38/42</p> <p>22/29 Target was not met.</p> <p>Overall: 84% met expectations [94/111]</p> <p>7/15 scored 2; 8/15 scored 3 (out of 3)</p> <p>6/7 rated themselves 4 or higher</p>
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			17/21 of supervisors rated students as 4 or higher for writing skills (out of 5)
SLO 13: Student demonstrates the ability to communicate effectively about health issues verbally.	SL 2-6	<p>2000: Each student presents on the domains of health by showing a minimum of 4 pictures of them demonstrating each domain. Health Domain Photo Album</p> <p>4250: (Recorded) presentation summarizing the program proposal</p> <p>Portfolio: Artifacts submitted in the Communication component of the Portfolio will document written communication skills</p> <p>Internship Self-Eval</p> <p>Internship Supervisor Eval</p>	<p>15/16</p> <p>28/29 Overall: 95% met expectations [43/45]</p> <p>7/15 scored 2; 8/15 scored 3</p> <p>6/7 rated themselves 4 or higher</p> <p>17/21 of supervisors rated students as 4 or higher for verbal communication skills (out of 5)</p>
Financial Planning and Management Skills			
SLO 14: Student demonstrates the ability to write and justify budgets.		<p>4250: Budget Proposal: List of expenses needed to conduct the interventions and achieve program objectives</p> <p>4910: Purchasing Plans: Students decided which incentive items and printed materials to purchase to support their tabling events</p>	<p>25/29 Target was not met.</p> <p>25/25</p> <p>Overall: 95% met expectations [50/54]</p>

SLO 15: Student demonstrates knowledge of funding streams.		Covered, but not assessed.	No baseline
Public Health Science Skills			
SLO 16: Student demonstrates an understanding of health disparities.		<p>2270: Philosophy Statement: Reflection of professional philosophy of health</p> <p>2270: Global Health Project: Students write an examination of factors that influence health in a foreign country and compared to the US</p> <p>2700: Health issue and audience analysis used for health literacy: Students submit a written summary of a health issue and related audience.</p> <p>2700: SDOH Activity: Students discuss SDOH that could influence an individual's movement through privilege walk concepts by identifying privileges and disparities.</p>	<p>19/20</p> <p>9/13 Target was not met.</p> <p>22/25 Target was not met.</p> <p>14/14</p> <p>Overall: 88% met expectations. [64/72]</p>
SLO 17: Student demonstrates ability to use evidence to promote health.	CT 2, 3 WCR6	<p>2700 Health issue and audience analysis used for health literacy: Written summary of a health issue and related audience Written summary of a health issue and related audience.</p> <p>2700 Social Marketing Plan: Small groups analyze an audience and health topic using social marketing principles. A written paper was submitted and</p>	<p>22/25 Target was not met.</p> <p>12/13</p>

	<p>summary of findings were verbally presented to class.</p> <p>2700: CARS eval: Evaluating online sources based on CARS criteria</p> <p>4250: Community Profile: Description of a given community including demographics, health behaviors, health care resources, physical and social environments, and health policies</p> <p>4250: Intervention Assignment: Description of the methods used to achieve the program objectives.</p> <p>4910: Health Campaigns: Health communication campaigns are developed based on established information and research.</p> <p>Exit Survey</p>	<p>25/25</p> <p>23/29 Target was not met.</p> <p>26/29</p> <p>3/3</p> <p>Overall: 90% met expectations [111/124]</p> <p>100% of students who responded to the survey said they agree or strongly agree that they are able to use information gathered from surveys or questionnaires for the purpose of developing a program, class, or lesson to address the health needs of a particular population or community.</p>
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<p>SLO 18: Student demonstrates the ability to understand epidemiological principles (disease investigation, agent, host environment).</p>	<p>2270: Global Health Project: Students examine factors that influence health in a foreign country and compared to the US.</p> <p>2900: Human disease Inquiry: Students describe a disease and how it's transmitted or developed, signs and symptoms, treatments, risk factors, ect.</p> <p>3675: Epidemiological Disease Inquiry: Students write a paper on a disease, describe it, how it is transmitted, identify who is at risk, causes, treatment, cures, rates, etc.</p>	<p>9/13 Target was not met.</p> <p>6/7 Target was not met.</p> <p>30/30</p> <p>Overall: 90% met expectations. [45/50]</p>
<p>SLO 19: Student demonstrates an understanding of health behavior theory.</p>	<p>2700: Social Marketing Plan Project: Small groups analyze an audience and health topic using social marketing principles. A written paper was submitted and summary of findings were verbally presented to class.</p> <p>3700: Behavior Change Project: Students analyze and discuss what they learned from the experience of attempting a behavior change that includes: expectations, a literature review, operational definition, theory, risk factors, protective factors, reflection, etc.</p>	<p>8/11 Target was not met</p> <p>25/31 Target was not met</p> <p>Overall: 79% met expectations. [33/42]</p>

		<p>Exit Survey</p>	<p>100% of students surveyed said they agreed or strongly agreed that they can identify factors that influence health behavior.</p> <p>92% Course work taken in the Public Health program adequately covered the history, theories, and philosophy of the health education discipline.</p>
<p>Community Dimensions of Practice Skills</p>			
<p>SLO 20: Student demonstrates the ability to evaluate and develop linkages in the community.</p>		<p>3750: Health Care Organization Analysis: Students conduct a thorough analysis of one area of HCD system. They address the history/foundations, target population, current events of the system and what the future holds.</p> <p>Exit Survey</p>	<p>39/43</p> <p>90% met expectations. [39/43]</p> <p>92% agreed they can effectively respond to requests for health information and make appropriate referrals when necessary.</p> <p>92% said they can use data gathered to identify gaps between health status/problems and availability of health services to address those problems.</p> <p>85% agreed they are able to organize and facilitate meetings to bring together health agencies and organizations for the</p>

			purpose of promoting mutual health interests.
Leadership and Systems Thinking			
SLO 21: Student demonstrates leadership abilities including flexibility, advocacy, and organizational ethics.		<p>2270: Leading Discussion: Students lead class discussion about current news and how it related to health (verbal in F2F or written in online.</p> <p>4175: Cover Letters: Students write mock cover letter for an internship or job opening</p> <p>4175: Mock Interviews Students practice interview skills by participating as an applicant.</p> <p>4770: Interviews: Students as “managers” interview and write hiring recommendations for one of the “candidates” they interview</p> <p>4910: Purchasing Plans: Students decide which incentive items and printed materials to purchase to support their tabling events. Students show flexibility in strategy, if items were no longer available, being able to switch plans or products.</p>	<p>22/25 Target was not met.</p> <p>16/19 Target was not met.</p> <p>18/19</p> <p>30/31</p> <p>3/3</p> <p>Overall: 91% met expectations [89/97]</p>

For all class assignments scoring a 70% or better is considered meeting expectations, and our targets are that 90% or more meet expectations. For some assignments when students do not meet expectations, there is typically another opportunity for the student to meet the expectation. 1) Many of our assignments build on each other (Intro, Chapter 4, etc.), so if they do not meet expectations in the mini section, they have the opportunity to get feedback and improve on the final project or paper. 2) If the student does not meet expectations for an assignment that is to be included in the portfolio, they have to review the instructor's feedback, and make changes to the assignment until they meet expectations.

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data.

Are there any additional future changes, revisions, or interventions proposed or still pending?

In spring 2020, we moved PUBH 3800 – Research II to the list of electives and modified the required number elective credits to allow students to continue a research track, or to include courses that provide additional content and skills related to their future career path. We also greatly expanded the options for electives. At the same time, we removed BIO 2001G- Human Physiology from the curriculum. AUPHA certification does not require the content from BIO 2001G, and while CEPH accreditation requires that the program covers the foundations of biological and life sciences and the concepts of health and disease, the content covered in PUBH 2000 and PUBH 3765 meets that requirement. The Business Administration minor is a required component of the curriculum, and the School of Business revised the minor effective Fall 2020. The changes included an added required course in Management Information Systems, and a reduction in the elective courses from 9 to 6 semester hours. Based on our review of the current assessment data, and the change to public health-focused SLOs, we are also planning to develop a health policy and funding course.

The opening narrative details the changes we are making to the assessment plan. The highlights are that student learning will be assessed three times through three different measures each time for a more holistic view of student learning. We are investigating and developing holistic measures to assess the SLOs addressing the following: Analytic skills, communication skills, policy development and program planning skills, cultural competency, public health science skills, practice skills, financial skills, and leadership skills.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any interventions made that have not yet resulted in student improvement (if applicable).

As we have expanded our SLOs and included several more measures, we are utilizing this assessment report as an overall baseline analysis of student learning. Furthermore, it is important to note that the time period covered by this report covers the years the enrollment decline caused by the budget impasse affected our program the most. The students enrolled in the upper division courses most utilized to assess the SLOs are part of our smallest classes (leading to a small n), and half of them were admitted during the two years where a disproportionate number of prospective students elected to attend elsewhere because of negative press coverage relating to EIU's financial status. Our assessment data as well as anecdotal evidence from faculty indicates that many of these students performed at levels far below what we are accustomed to seeing, particularly on any task which involved writing and analytical problem solving. We are discussing what adjustments we need to make to function in the best interest of all our students.

Results to highlight:

- More students are meeting expectations for the Community Profile. That assignment assesses several competencies, and we moved it to 4250, Program Planning, from a 3000-level course. We suspect moving it to a 4000-level course allowed for students to take more classes in the major that might have helped with the ability to complete this assignment successfully.
- More students are meeting expectations for the policy brief assignment. Spending more class time on policy vs. program vs. procedure, and on who stakeholders and policy makers are has likely helped improve student learning for this measure.
- For leadership and practice with professionalism, students in the Administration class interview students in the Health Professions class. More students are meeting standards. More tools to prepare have been provided to the students.
- Specific issues identified include:
 - Community assessment (SLO1) and using evidence to make decisions (SLO3) should be introduced earlier in the curriculum.
 - Although we met expectations for evaluating and developing linkages in the community (SLO 20), the assessment used may not be the best measure, and we intend to pursue opportunities to assess this through experiential learning.
 - Evaluation (SLO8) should be practiced more. We offer many opportunities for students to present orally or in writing, these are opportunities to allow students to evaluate each other as well.
 - Assessing financial literacy was not included in the previous assessment plan. We will be identifying an appropriate means of assessing knowledge of funding streams (SLO 15).

As noted in the opening narrative, student writing performance did not meet SLO standards. We are investigating this to ascertain if the issue is fundamental writing skills, or discipline-specific professional and analytical writing skills. Whatever the issue is, it manifests most notably in the Health Behavior Change Project (PUBH 3700), and the Program Plan (PUBH 4250), both of which require research-based analytical writing. Conversations with the faculty involved, and reviews of grading rubrics, indicate that in the students with the most impaired performance, both issues emerge: If a student lacks fundamental writing skills, they generally also lack the more advanced, discipline-specific skills. Faculty

across the department note a decrease in analytical thinking and processing skills, and the faculty as a whole is discussing ways to, in essence, teach our students the process of analytical thought.

Again, previous data was collected with old assessment standards in mind, but based on these findings, we have identified that there are gaps in the curriculum, so changes to the curriculum will be investigated this academic year that will likely include such topics as: cultural competency (upper division), healthcare finance, grant writing, policy, and administrative ethics.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review

Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review
5/7/19	Department as a whole	Revisions of the major curriculum
5/15/20	Department as a whole	Initial Discussion of new SLOs
8/20/20	Department as a whole	Approval of SLOs

Dean Review & Feedback