Student Learning Assessment Program Summary Form
Degree and Program Name: BS in Health Administration
Fall 2020-Spring 2022

In our last assessment report, we proposed a new assessment process. We were able to implement parts of it, but with it being new, and with a departmental merger and two unexpected retirements, we were not able to implement it fully. So, this assessment period includes data collected under both the old and the new assessment processes and strategies for moving toward the new plan this semester.

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 (we did this), a faculty disposition/aptitude assessment (this has been implemented only partially and only at the end of their time in the classroom, just before internship), and specified assignments/projects completed as part of their coursework (we did this). We ask them to complete a self-assessment in a 2000 level course, and then again after taking PUBH 3700, and finally, in their last term prior to graduation at the end of their internship. Before, we distributed a graduation survey so some of that data is included as well. It is a survey that asks students about what content was covered, what they practiced, what they learned, and what skills they developed.

This assessment report is based on data collected in a variety of ways:
Classroom assignments
Self-evaluations during internship
Periodic evaluations (2000 level, 3000 level, and at the end of internship)
Portfolios
Internship supervisor evaluations

There is a lot here, and we have not had the time to really delve into it formatively between the pandemic and the merger, but we are going to look at it as an agenda item at each curriculum meeting and at several PUBH faculty discussions.

We will use this data to identify areas of sub-par performance so that we can discuss the source of the problem. The periodic evaluations will be a great place to start because we asked students to 1) evaluate their confidence in any given skill, and then 2) ask a question that assesses that skill. For example, "How confident are you that you can assess a community to address a health concern?" Then, we ask, "What is one method of community assessment?" This will help us decide if we need to work on confidence or competence. Once we identify the source and nature of the issue, we will discuss any necessary curriculum and/or assessment process modification.

As mentioned in our last report, we have expanded 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.

Student Learning Objectives

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.

For all course assignments utilized for assessment purposes, we expect that 90% or more of our students will earn a 70% or better on the assignment. During this evaluation period, we have an unusually small number of students contributing to the data, as the impact of the enrollment drops caused by the Illinois budget impasse, and COVID-19, are most evident in the upperclassmen population, and therefore, the courses utilized for assessment by the Department. As a result, some evaluation standards show that the target was not met due to the mathematical impact of a small "n" on the calculation.

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. **Progress and Exit survey**	**6/8** **Target was not met, and there is a decrease in the percent of students who met expectations from our last report, but we believe that is due to the small denominator.** **When asked, "If you needed to address a health concern in the community, how confident are you that you could: - Assess the community?"** The average was 4.15 on a 5 point scale from not confident at all to extremely confident, but for those graduating, the mean was 5.
SLO 2: Student demonstrates the ability to analyze and interpret data.	CT4, QR2, QR 3	**2800/3800: Mock data exercise:** In Research Methods students enter and analyze mock data in Excel or SPSS.	**4/4** **Target was met.**

		3800: Ch 4: Results section In Research Methods, students write a results section of their research.	**2/2** **Target was met.**
		3800: Poster Presentations: In Research Methods, students design and present a poster of their research.	**3/3** **Target was met.**
		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.	**19/20 Target was met (was not met in previous report).**
		Progress and Exit Survey	**When asked, "If you needed to address a health concern in the community, how confident are you that you could: - Analyze and interpret data?"** The average was 4.23 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.67.
		Graduation Survey	**94%** of students who responded to the graduation survey agreed that they were exposed to basic statistical methods for the purpose of analyzing data collected.

			94% reported they are able to present evaluation findings and results in the form of graphs and charts so others can easily understand it.
SLO 3: Student uses evidence in decision making.		**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.	**19/20** **Target was met.**
		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.)	**13/13** **Target was met.**
		Progress and Exit Survey	**When asked, "if you needed to address a health concern in the community, how confident are you that you could: - Use evidence for decision making?"** The average was 4.46 on a 5-point scale from not confident at all to extremely

			confident, but for those graduating, the mean was 4.67.
SLO 4: Student demonstrates the ability to think critically, logically, and creatively.	CT	**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.	**14/15** **Target was met.**
		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.	**19/20** **Target was met.**
		4175: Strengths Discussion: After reading the book and taking the online quiz, they reflected on the strengths identified.	**11/13** **Target was not met.**
		4250: Intervention Assignment: Description of the methods used to achieve the program objectives. **Graduation Survey**	**8/9** **Target was not met.** **94% of students reported that they had practice using planning methods or timetables to plan health education programs or lessons.**

			94% 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	**2800: Lit Review** students write a literature review on an approved health-related topic.	**8/8 Target was met**
		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.	**2/2 Target was met**
		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.	**8/8 Target was met**
		2800: Outline Before students write their literature review, they develop and present an outline.	**8/8 Target was met**
		2800/3800: Qualitative Research Presentations: Presentation on different qualitative research methodologies	**3/3 Target was met.**

		3800/4555: Chapter 5: Discussion section of final paper.	3/3 Target was met.
		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.	19/20 Target was met.
Policy Development/Program Planning Skills			
SLO 6: Student demonstrates the ability to assess target audiences.	QR6	2800/3800: Survey In research methods students create a survey to distribute.	3/3 Target was met.
		4250: Community Profile: Description of a given community including demographics, health behaviors, health care resources, physical and social environments, and health policies.	6/8 Target was not met.
		4910: Audience Analysis: A target audience was selected and demographic and behavior facts were identified	3/4 Target was not met.
		Progress and Exit Survey	When asked, "If you needed to address a health concern in the community through policy development or program

			development, how confident are you that you could: - Assess target audiences?" The average was 4.15 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 5.
		Graduation Survey	**100%** of students who responded to the survey agreed they learned how to use or develop data-gathering 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	**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.	**14/15** **Target was met.**
		2700: CARS eval: Students evaluate online sources based on CARS criteria.	**15/15** **Target was met.**
		4250: Rationale: Students write a 2-4pg narrative describing the prevalence, significance, justification, solutions, general purpose and goal of a proposed health program.	**10/10 Target was met (was not met in previous report).**

		4250: Intervention Assignment: Students submit a description of the methods used to achieve the program objectives.	**8/9** **Target was not met.**
		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", 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.	**4/4** **Target was met.**
		4910: Social Media Messaging Exercise: Using one health topic, students prepare social media messages with words and images.	**Did not complete during the assessment period.**
		Progress and Exit Survey	**When asked, "If you needed to address a health concern in the community through policy development or program development, how confident are you that you could: - Use evidence to develop lessons/messaging?"**

			The average was 4.08 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.67
		Graduation Survey	**94%** reported they had practice using planning methods or timetables. **88%** reported knowing how to access and use computerized databases in the library to gather health information.
SLO 8: Student demonstrates the ability to evaluate projects, duties, outcomes.	WCR 6	**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.	**9/9** **Target was met**
		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 exceeded the expectations for each duty.	**11/13** **Target was not met**
		Progress and Exit Survey	**When asked, "If you needed to address a health concern in the community through policy development or program development, how confident are you that you could: - Evaluate outcomes?"**

		Graduation Survey	The average was 4.23 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.67

88% reported knowing how to assess learners through pretesting.

88% 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.

94% 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.

94% 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. |

			88% reported they can describe ways to improve activities, methods, interventions, and strategies based upon evaluation results for future programs, lessons, or classes. **94%** 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.	**13/13** **Target was met.**
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.	Did not conduct this assessment during this assessment period.
		2700: Health issue and audience analysis used for health literacy products: students provide a written summary of a health issue and related audience.	**13/15** **Target was not met.**
		2700: Social marketing plan project (comm with other cultures): Small groups analyzed an audience and health	**14/15** **Target was met.**

		topic using social marketing principles. They submit a paper and summary of findings are verbally presented to class.	
		Progress and Exit Surveys	**When asked, "If you needed to address health concerns with a community that was different from you, how confident are you that you could: - communicate effectively with the populations?"** The average was 4.08 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.33.
SLO 11: Student demonstrates knowledge of various cultures and populations.		**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.	2/2 **Target was met.**
		2270: Global Health Project: Students examine factors that influence health in a foreign country and compare to the US.	20/22 **Target was met.**
		2700: Health issue and audience analysis used for health literacy: Students submit a written summary of a health issue and related audience	14/15 **Target was met.**

		Progress and Exit Survey	**When asked, "If you needed to address health concerns with a community that was different from you, how confident are you that you could: - understand various cultures and populations?"** The average was 4.00 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.33.
		Graduation Survey	**94%** agreed that they can select methods and media best suited for specific learners such as children, the elderly, and special needs populations.
Communication Skills			
SLO 12: Student demonstrates the ability to communicate effectively about health issues in writing.	WCR	**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.	**7/7 Target was met**
		2270: Content Discussions: Students respond to weekly written discussions on health topics and replies.	**22/22** **Target was met.**
		2700: Social Marketing Plan: Small groups analyze an audience and health topic using social marketing principles. A written paper was submitted and	**14/15** **Target was met.**

		summary of findings were verbally presented to class.	
		2800: Lit Review students write a literature review on an approved health-related topic.	**3/3** **Target was met.**
		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.	**9/10** **Target was met.**
		Portfolio: Artifacts submitted in the Communication component of the Portfolio will document written communication skills.	**12/18 scored 3; 5/18 scored 2; 1 scored a 1, and revised for a 2 (out of 3)**
		Exit and Progress Interview	**When asked, "If you needed to write a report for a local health department about a current health issue, how confident are you that you could do that?"** The average was 3.83 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.5.
		Internship Self-evaluation	**12/12 rated themselves 4 or higher**

		Internship Supervisor Evaluation	10/12 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	**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	**7/7** **Target was met.**
		4250: (Recorded) presentation summarizing the program proposal	**9/9** **Target was met.**
		Portfolio: Artifacts submitted in the Communication component of the Portfolio will document written communication skills	**7/15 scored 2; 8/15 scored 3**
		Internship Self-Eval	**12/12 rated themselves 4 or higher**
		Internship Supervisor Eval	**10/12 of supervisors rated students as 4 or higher for writing skills (out of 5)**
		Progress and Exit surveys	**When asked, "If you had to present that report to the local health department, how confident are you that you could do that?"** The average was 3.83 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.5.

Financial Planning and Management Skills			
SLO 14: Student demonstrates the ability to write and justify budgets.		**4250: Budget Proposal:** List of expenses needed to conduct the interventions and achieve program objectives	**11/11** **Target was met.**
		4910: Purchasing Plans: Students decided which incentive items and printed materials to purchase to support their tabling events	**4/4** **Target was met.**
		Progress and Exit surveys	**When asked, "If you were writing a proposal to fund a community health solution, how confident are you that you could: - Write and justify budgets?"** The average was 3.3 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.0
SLO 15: Student demonstrates knowledge of funding streams.		Covered, but not assessed.	No baseline
		Progress and Exit surveys	**When asked, "If you were writing a proposal to fund a community health solution, how confident are you that you could: - Identify funding streams?"** The average was 3.0 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.0
Public Health Science Skills			

SLO 16: Student demonstrates an understanding of health disparities.		**2270: Philosophy Statement:** Reflection of professional philosophy of health	**Did not assess this assessment period, but moved it to 4175 this year.**
		2270: Global Health Project: Students write an examination of factors that influence health in a foreign country and compared to the US	**7/7** **Target was met.**
		2700: Health issue and audience analysis used for health literacy: Students submit a written summary of a health issue and related audience.	**13/15** **Target was not met.**
		2700: SDOH Activity: Students discuss SDOH that could influence an individual's movement through privilege walk concepts by identifying privileges and disparities.	**14/15** **Target was met.**
		Progress and Exit surveys	**When asked, "How confident are you in your ability to: - Understand health disparities?"** The average was 4.4 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 5.
SLO 17: Student demonstrates ability to use evidence to promote health.	CT 2, 3 WCR6	**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.	**13/15** **Target was not met.**

		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.	**14/15** **Target was met.**
		2700: CARS eval: Evaluating online sources based on CARS criteria	**15/15** **Target was met.**
		4250: Community Profile: Description of a given community including demographics, health behaviors, health care resources, physical and social environments, and health policies	**6/8** **Target was not met.**
		4250: Intervention Assignment: Description of the methods used to achieve the program objectives.	**8/9** **Target was not met**
		4910: Health Campaigns: Health communication campaigns are developed based on established information and research.	**3/4** **Target was not met.**
		Progress and Exit Survey	**When asked, "How confident are you in your ability to: - Use evidence to promote health?"** The average was 4.3 on a 5-point scale from not confident at all to extremely

			confident, but for those graduating, the mean was 5. **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.
SLO 18: Student demonstrates the ability to understand epidemiological principles (disease investigation, agent, host environment).		**2270: Global Health Project:** Students examine factors that influence health in a foreign country and compared to the US.	**20/22 Target was not met.**
		2900: Human disease Inquiry: Students describe a disease and how it's transmitted or developed, signs and symptoms, treatments, risk factors, ect.	**5/5 Target was met.**
		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.	**2/2 Target was met.**
		Progress and exit survey	**When asked, "How confident are you in your ability to: - Understand epidemiological principles (disease investigation, agent, host environment)?"**

			The average was 4.20 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.00.
SLO 19: Student demonstrates an understanding of health behavior theory.		**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.	**14/15 Target was met**
		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.	**5/5 Target was met**
		Progress and Exit Surveys	**When asked, "How confident are you in your ability to: - Understand health behavior theory?"** The average was 4.00 on a 5-point scale from not confident at all to extremely confident, and for those graduating, the mean was 4.00.
		Graduation Survey	**100%** of students surveyed said they agreed or strongly agreed that they can

			identify factors that influence health behavior.
			94% Course work taken in the Public Health program adequately covered the history, theories, and philosophy of the health education discipline.
Community Dimensions of Practice Skills			
SLO 20: Student demonstrates the ability to evaluate and develop linkages in the community.		**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.	**11/11** **Target was met.**
		Progress and Exit Survey	**When asked If you needed partners in the community to address health issues, how confident are you that could develop linkages in the community?** The average was 3.8 on a 5-point scale from not confident at all to extremely confident, and for those graduating, the mean was 4.00.
			94% agreed they can effectively respond to requests for health information and make appropriate referrals when necessary.

			94% said they can use data gathered to identify gaps between health status/problems and availability of health services to address those problems. 94% agreed they are able to organize and facilitate meetings to bring together health agencies and organizations for the purpose of promoting mutual health interests.
Leadership and Systems Thinking			
SLO 21: Student demonstrates leadership abilities including flexibility, advocacy, and organizational ethics.		**2270: Leading Discussion:** Students lead class discussion about current news and how it related to health (verbal in F2F or written in online.	**20/22** **Target was met.**
		4175: Cover Letters: Students write mock cover letter for an internship or job opening	**13/13** **Target was met.**
		4175: Mock Interviews Students practice interview skills by participating as an applicant.	**13/13** **Target was met.**
		4770: Interviews: Students as "managers" interview and write hiring recommendations for one of the "candidates" they interview	**13/13** **Target was met.**
		4910: **Purchasing Plans:** Students decide which incentive items and printed	**4/4** **Target was met.**

		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.	
		Progress and exit Surveys	**When asked How confident are you that you could advocate for a colleague or employee under your advisement?** The average was 3.8 on a 5-point scale from not confident at all to extremely confident, and for those graduating, the mean was 4.00.

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.**

We moved Research Methods in Health Education II (3800) to an elective to allow Health Administration students to have an elective that might be more in line with their career path. Their research projects tended to lean toward health education vs administrative topics, so we thought it would be best. We are revisiting this decision currently among the curriculum committee and the honors program. We also removed BIO 2001G- Human Physiology. This change allows students to build their course work around their intended career path; more administration classes can assist students who choose an administration and management route. Further, the 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 HPR 2000 and HPR 3765 meets that requirement.

We recognized that there is a lack of health policy content in our classes, so we added an elective, Health Politics and Policy, which was approved. This was developed in conjunction, and will be cross-listed, with Political Science. We added several one-credit courses so students can round out their major with the skills they need to for the career path they are moving toward.

The opening narrative details the changes we are making to the assessment plan. The highlights are that student learning is 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.

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

A major revision we are proposing is a new option for a minor for students in Health Administration. We currently require a minor in Business, but we are asking for approval for the option of another minor, Civic and Non-Profit Leadership. We are also proposing adding more options for electives for our administration students.

We do hope to revamp the curriculum for Health Administration after taking a more in depth view of this report. We have a lot of data and we intend to use it to improve the learning experiences for our students.

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 will this assessment report as a start to make changes to the Health Administration program. This is only a start a there are not a lot of students included in the assessment report. As previously noted, 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.) We will use our assessment data as well as anecdotal evidence from faculty to adjust the curriculum in the best interest of all our students.

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
8/16/20	Department as a whole	Revisions of the major curriculum
5/12/22	Department as a whole	Request for measures
10/3/22	Chair and Assessment Chair	Approval of report layout

Dean Review & Feedback

Overall, the plan appears ready for data collection.

1. The SLOs are clear, seem well-suited to departmental curricular and program-specific goals to help students develop in management and administration of healthcare. The Department appears to have made a successful transition with the changes to the student learning objectives in effort to align more closely with the Core Competencies for Public Health Professionals.

2. The SLOs also align with the University Undergraduate Learning Goals. Each of University UG Learning Goals (critical thinking; writing and critical reading; speaking and listening; quantitative reasoning; responsible citizenship) were infused in various parts of the Health Administration assessment. There are some SLOs that do not have UGLs listed in the column because they are Health Administration content specific.

3. Data were collected from a variety of sources, including classroom assignments, self-evaluations, supervisor evaluations, progress evaluations, and portfolios. It might be helpful to include a few of these (e.g., progress evaluations, exit surveys, assignment rubric) so that readers can have a better understanding of what the program has assessed.

4. The Department had a summary statement that stated that their target was that 90% of students would receive a 70% or better on all assignments. It would be useful for them to put the target score in each column to align with the student learning objective. In addition, an explanation for what the numbers represent would be useful. For example, in SLO2, we originally assumed there were 4 students in PUBH 3800 when looking at the mock data exercise. However, it appears that only two students were in 3800 under the "results" assignment and three under the "poster assignment". Similarly, having target scores/goals for data collected in ways others than classroom assignments and whether those targets were met would be valuable. For example, the average scores for SLO2 were stated on the progress and exit survey but the goal was not stated. For the graduation survey, percentages were stated but not goals or the number of students who completed each survey.

5. With the measure/instruments, the Department included a wide variety of sources; this is an excellent way of conducting a thorough assessment of student learning outcomes and teamwork among faculty. We recommend making sure the documentation of "when" each was assessed (e.g., end of semester, senior year). The assessment would also benefit if some of the descriptions of measures/instruments used language to reflect the SLO so it's evident the Department is measuring what it is intending to measure. For example, if PUBH 2700's social marketing plan and health issue analysis assignments include a focus on cultural competency, state that in the descriptions of the measures in SLO10.

The ongoing changes in the Health Administration program reflect the Departments innovation and willingness to adapt to the needs of current students. Thank you for your hard work compiling this report. Let us know if we can assist with program assessment as you begin the process.

_____   11-1-2022
                Dean or designee   Date

Academic Affairs –Review & Feedback: B.S. Health Administration
The SLO plan shows that the program has been gearing up for making use of its gathered assessment data. The program uses an impressive panoply of measures for assessing how students are learning, at various stages of their progress through the program. The large number of student learning outcomes (21) might introduce challenges in gathering and using the data. However, as noted, the plan allows for flexibility in pursuing accreditation. The confidence and competence questioning framework seems useful for encouraging students both to reflect upon what they feel they know and demonstrate what they actually learned as a skill.

_____ Suzie Park, VPAA Office   2022-11-11