



Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Health Administration

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Submission Date: 10/31/2024

Review Cycle:

- Even Year**
- Odd Year

Review Round:

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

<p>Student Learning Outcome (SLO)</p>	<p>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
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<p>Student Learning Outcome (SLO)</p>	<p>UGL</p>	<p>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your undergrad writing, sp critical thin</p>
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<p>Analytic/Assessment Skills</p>				
<p>SLO 1: Student demonstrates the ability to assess the community.</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>Progress and Exit survey</p>	<p>For all class assignments the target score is 70% or better for 90% of our students.</p> <p>14/14 scored a 90% or better Target was met, and there is an increase in the percent of students who met expectations from our last report.</p> <p>To the statement: I feel confident in selecting educational methods, strategies, activities, or interventions appropriate for designing a</p>	<p>CT3, QR6</p>	

		<p>variety of health education programs, lessons, or classes, 7/7 agreed, most strongly agreed.</p> <p>When asked, "If you needed to address a health concern in the community, how confident are you that you could: - Assess the community?"</p> <p>The average was 4.14 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 5.</p>	
<p>SLO 2: Student demonstrates the ability to analyze and interpret data.</p>	<p>3800/3800: 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>Progress and Exit Survey</p>	<p>6/6 scored 80 or better Target was met.</p> <p>6/6 scored 80 or better Target was met.</p> <p>3800 was not offered during this time.</p> <p>When asked, "If you needed to address a health concern in the community, how confident are you that you could: - Analyze and interpret data?"</p> <p>The average was 4.00 on a 5-point scale from not confident at all to extremely</p>	<p>CT4, QR2, QR 3</p>

	<p>Graduation Survey</p>	<p>confident, but for those graduating, the mean was 4.67.</p> <p>100% of students who responded to the graduation survey agreed that they were exposed to basic statistical methods for the purpose of analyzing data collected.</p> <p>86% 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>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>Progress and Exit Survey</p>	<p>6/6 scored a 75% or better.</p> <p>Target was met.</p> <p>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?”</p> <p>The average was 4.41 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.87.</p>	<p>CT</p>

<p>SLO 4: Student demonstrates the ability to think critically, logically, and creatively.</p>	<p>2700: Social Media Examples Exercise: Students evaluate informational literature to a checklist of good practices for page layout, image placement and words chosen.</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>Graduation Survey</p>	<p>19/19 scored a 73% or better; 15 scored a 90% or better Target was met.</p> <p>5/5 scored 90% or more. Target was met.</p> <p>12/13 scored 90% or better; 1 scored below a 70% Target was met.</p> <p>100% of students reported that they had practice using planning methods or timetables to plan health education programs or lessons.</p> <p>100% agreed that the Public Health program provided the necessary skills to develop goals and write measurable objectives for designing health education programs.</p>	<p>CT</p>
<p>SLO 5: Student demonstrates the ability to read and interpret academic research.</p>	<p>2800: Lit Review students write a literature review on an approved health-related topic.</p>	<p>10/11 scored a 70% or better Target was met.</p>	<p>CT 2 WCR 1,3, 6, 7</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>3800/4555: Chapter 5: Discussion section of final paper.</p>	<p>3/4 scored a 70% or better Target was not met.</p> <p>7/8 scored a C or better Target was not met.</p> <p>11/11 scored a C or better Target was met</p> <p>This was not assigned during this reporting period.</p> <p>This was not assigned during this reporting period.</p>	
Policy Development/Program Planning Skills			
SLO 6: Student demonstrates the ability to assess target audiences.	2800/3800: Survey In research methods students create a survey to distribute.	This was not assigned during this reporting period.	QR6

	<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>Progress and Exit Survey</p> <p>Graduation Survey</p>	<p>14/14 scored a 90% or higher. Target was met.</p> <p>1/1 scored a 90% or higher. Target was not met.</p> <p>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?”</p> <p>The average was 4.13 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.65.</p> <p>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.</p>	
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<p>SLO 7: Student demonstrates the ability to use evidence to develop lessons/messaging.</p>	<p>2700: Social Media Examples Exercise: Students evaluate informational literature to a checklist of good practices for page layout, image placement and words chosen.</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>4910: Topic Audience Behavior Exercise: Using one health topic, students prepare social media messages with words and images.</p> <p>Progress and Exit Survey</p>	<p>19/19 scored a 73% or better; 15 scored a 90% or better Target was met.</p> <p>12/13 scored a 70% or better; 11/13 scored a 90% or better Target was met.</p> <p>11/12 scored 90% or better; 1 scored below a 70% Target was met.</p> <p>1/1 Target was met.</p> <p>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 4.17 on a 5-point scale from not confident at all to extremely</p>	<p>WCR1</p>
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	<p>Graduation Survey</p>	<p>confident, but for those graduating, the mean was 4.67</p> <p>100% reported they had practice using planning methods or timetables.</p> <p>86% 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>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 exceeded the expectations for each duty.</p> <p>Progress and Exit Survey</p>	<p>11/12 scored 90% or better; 1 scored below a 70%</p> <p>Target was met.</p> <p>7/7 scored 85% or better</p> <p>Target was met</p> <p>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?”</p> <p>The average was 4.28 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.67</p>	<p>WCR 6</p>

	Graduation Survey	<p>100% reported knowing how to assess learners through pretesting.</p> <p>100% 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>100% strongly 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>86% 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, and strategies based upon evaluation results for future programs, lessons, or classes.</p>	
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		100% 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.	5/7 scored a C or better However, 7/7 scored 80 or better on the policy brief presentation. Target was not met.	W, CT
Cultural Competency Skills			
SLO 10: Student demonstrates the ability to communicate effectively with other cultures.	<p>2700: Health Literacy Project: used for health literacy products: students provide a written summary of a health issue and related audience.</p> <p>2700: Social Media Examples Exercise: Students evaluate informational literature to a checklist of good practices for page layout, image placement and words chosen.</p> <p>Progress and Exit Surveys</p>	<p>18/18 scored 70% or better, 11 scored 90% or better Target was met.</p> <p>15/19 scored 70% or better, 15 scored 90% or better Target was met.</p> <p>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 population?” 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 4.33.</p>	RC1

<p>SLO 11: Student demonstrates knowledge of various cultures and populations.</p>	<p>2700: Health Literacy Project: used for health literacy products: students provide a written summary of a health issue and related audience.</p> <p>Progress and Exit Survey</p> <p>Graduation Survey</p>	<p>18/18 scored 70% or better, 11 scored 90% or better Target was met.</p> <p>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 4.20 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.41.</p> <p>100% agreed that they can select methods and media best suited for specific learners such as children, the elderly, and special needs populations.</p>	<p>RC, CT</p>
<p>Communication Skills</p>			
<p>SLO 12: Student demonstrates the ability to communicate effectively about health issues in writing.</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>15/15 scored a 70% or better, 14 scored 90% or better Target was met</p>	<p>WCR, SL</p>

	<p>2200: SDOH Content Discussions: Students respond to weekly written discussions on health topics and replies.</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>Exit and Progress Interview</p> <p>Internship Self-evaluation</p>	<p>18/18 scored a 70% or better; 13 scored a 90% or better Target was met.</p> <p>10/11 scored a C or better Target was met.</p> <p>13/14 scored a C or better Target was met.</p> <p>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 4.0 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.2.</p> <p>11/11 rated themselves 4 or higher on writing ability</p>	
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	Internship Supervisor Evaluation	10/11 of supervisors rated students as 4 or higher for writing skills (out of 5), the other score was just that they did not observe their writing.	
SLO 13: Student demonstrates the ability to communicate effectively about health issues verbally.	<p>4770: Policy Brief Presentation: Students present a policy brief regarding a health issue. They must include the severity and magnitude of the problem, audience affected, propose the policy, and support why it will be effective in combating a health issue.</p> <p>4250: (Recorded) presentation summarizing the program proposal</p> <p>Internship Self-Eval</p> <p>Internship Supervisor Eval</p> <p>Progress and Exit surveys</p>	<p>7/7 scored a 70% or better, 6 scored a 90% or better Target was met.</p> <p>13/14 scored a 90% or better Target was met.</p> <p>11/11 rated themselves 4 or higher on verbal communication</p> <p>11/11 of supervisors rated students as 4 or higher for writing skills (out of 5)</p> <p>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 3.75 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.00.</p>	SL 2-6, CT, WCR
Financial Planning and Management Skills			

<p>SLO 14: Student demonstrates the ability to write and justify budgets.</p>	<p>4250: Budget Proposal: List of expenses needed to conduct the interventions and achieve program objectives</p> <p>Progress and Exit surveys</p>	<p>10/14 scored a 70% or better (but three of those who did not, did not attempt the assignment) Target was not met.</p> <p>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 3.5 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.0</p>	<p>QR, CT</p>
<p>SLO 15: Student demonstrates knowledge of funding streams.</p>	<p>Covered, but not assessed.</p> <p>Progress and Exit surveys</p>	<p>No baseline</p> <p>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 3.2 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 3.61</p>	
<p>Public Health Science Skills</p>			
<p>SLO 16: Student demonstrates an understanding of health disparities.</p>	<p>2270: Philosophy Statement: Reflection of professional philosophy of health</p> <p>2270: Global Health Project: Students write an examination of factors that</p>	<p>10/11 scored a 70% or better. Target was met.</p> <p>4/4 scored a 90% or better. Target was met.</p>	<p>CT, RC, WCR</p>

	<p>influence health in a foreign country and compared to the US</p> <p>2200: SDOH Content Discussions: Students respond to weekly written discussions on health topics that must include SDoH and replies</p> <p>Progress and Exit surveys</p>	<p>18/18 scored a 70% or better; 13 scored a 90% or better</p> <p>Target was met.</p> <p>When asked, “How confident are you in your ability to: - Understand health disparities?” The average was 4.47 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 5.</p>	
<p>SLO 17: Student demonstrates ability to use evidence to promote health.</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>14/14 scored a 90% or better</p> <p>Target was met.</p> <p>12/13 scored 90% or better; 1 scored below a 70%</p> <p>Target was met.</p> <p>1/1 scored 90% or better</p> <p>Target was met.</p>	<p>CT 2, 3 WCR6</p>

	<p>Progress and Exit Survey</p>	<p>When asked, “How confident are you in your ability to: - Use evidence to promote health?”</p> <p>The average was 4.5 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 5.</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>	
<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, etc.</p> <p>3675: Epidemiological Disease Inquiry: Students present on a disease, describe it, how it is transmitted, identify who is at risk, causes, treatment, cures, rates, etc.</p>	<p>4/4 scored a 90% or better. Target was met.</p> <p>No HA students to report for this course.</p> <p>1/2 earned a 70% or better Target was not met.</p>	<p>WCR, SL, CT, RC</p>

	Progress and exit survey	<p>When asked, “How confident are you in your ability to: - Understand epidemiological principles (disease investigation, agent, host environment)?”</p> <p>The average was 4.31 on a 5-point scale from not confident at all to extremely confident, but for those graduating, the mean was 4.33.</p>	
SLO 19: Student demonstrates an understanding of health behavior theory.	<p>Progress and Exit Surveys</p> <p>Graduation Survey</p>	<p>When asked, “How confident are you in your ability to: - Understand health behavior theory?”</p> <p>The average was 4.22 on a 5-point scale from not confident at all to extremely confident, and for those graduating, the mean was 4.25.</p> <p>100% of students surveyed said they agreed or strongly agreed that they can identify factors that influence health behavior.</p> <p>86% Course work taken in the Public Health program adequately covered the history, theories, and philosophy of the health education discipline.</p>	CT
Community Dimensions of Practice Skills			
SLO 20: Student demonstrates the ability to evaluate and	Progress and Exit Survey	When asked If you needed partners in the community to address health issues, how	CT

<p>develop linkages in the community.</p>		<p>confident are you that could develop linkages in the community? The average was 4.02 on a 5-point scale from not confident at all to extremely confident, and for those graduating, the mean was 4.44.</p> <p>100% agreed they can effectively respond to requests for health information and make appropriate referrals when necessary.</p> <p>100% said they can use data gathered to identify gaps between health status/problems and availability of health services to address those problems.</p> <p>100% agreed they are able to organize and facilitate meetings to bring together health agencies and organizations for the purpose of promoting mutual health interests.</p>	
<p>Leadership and Systems Thinking</p>			
<p>SLO 21: Student demonstrates leadership abilities including flexibility, advocacy, and organizational ethics.</p>	<p>4770: Leading Discussion: Students lead class discussion about an article related to the topic of the week (verbal in F2F or video and discussion in online.)</p> <p>4175: Ethics Reflection</p>	<p>9/9 scored 70% or better Target was met.</p> <p>8/10 scored 70% or better Target was not met.</p>	<p>CT, RC, WCR,SL</p>

	<p>4770: Interviews: Students as “managers” interview and write hiring recommendations for one of the “candidates” they interview</p> <p>Progress and exit Surveys</p>	<p>11/11 scored 70% or better Target was met.</p> <p>When asked How confident are you that you could advocate for a colleague or employee under your advisement? The average was 4.02 on a 5-point scale from not confident at all to extremely confident, and for those graduating, the mean was 4.37.</p>	
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PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) 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?

Two major changes were approved:

- 1) Research Methods II was added back into the curriculum after attempts to consolidate its content into Research Methods I proved insufficient. The decision ensures thorough coverage of research skills critical to student success.
- 2) In addition to the Business Administration minor, students can now choose a minor in Civic and Non-profit Leadership. This option addresses the challenges students faced in accessing relevant business courses for their professional paths. It allows for a more tailored and supportive learning plan. Additionally, we plan to propose an option for Health Administration without a minor. Instead, students would take a specialized package of core courses focused on management and administrative content related to the health field.

These changes aim to provide greater flexibility and relevance in students' educational experience

- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Student self-assessments have indicated a lack of confidence in some program-related skills, despite having practiced these skills in coursework. For example, in the Program Planning course, students engage in activities such as community assessments and the creation of evaluation tools. These exercises provide hands-on experience, yet students often fail to recognize their competencies.

In response, we are piloting a new approach to replace the portfolio requirement. The new approach includes:

- Incorporating specific Health Administration learning goals distinct from Public Health goals.
- Asking students to reflect on where they learned each goal, how they practiced it, their confidence in applying it, and potential future applications (e.g., internships, careers, or graduate school).
- This reflection process will be embedded into their internship or internship preparation course.

This adjustment is to help students better understand and articulate their skills and foster confidence in their abilities.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

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).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
October 2022	Academic Advisor, PHN Department Chair, Assessment Chair, Chair of PLS	Approval for Civic and Non-Profit Leadership minor
October 2024	Academic Advisor, Department Chair, Assessment Chair	Discussed changes to curriculum to create HA program without minor

Dean Review and Feedback

The University Learning Goals are embedded in each of the 21 learning goals for this program, and faculty conversations as a result of this review reflect a shared goal of being intentional with their student learning goals and outcomes. Incorporating Health Administration goals versus those focused on Public Health would allow for more focused and intentional learning goals and eliminate potential challenges gathering and using data from so many different learning outcomes. The faculty and Department chairperson have worked to develop their research methods courses to meet the students where they are at with respect to writing skills, using proper citations, and research methods. Program faculty utilize a variety of tools to assess student learning outcomes (progress and exit survey, class assignments, written work and oral presentations, etc...), and the fact that they have considered adding the reflection piece in replace of the portfolio provides evidence of their plan to continue to use diverse measures at various stages. If the reflection piece was incorporated into the internship course, this could give students the opportunity to reflect on learning or skills and strategies they were able to apply during the internship; for some students, this may include ethics or budgeting, a few of

the learning outcome areas where the target goal was not met. We appreciate the faculty collaboration on this report and the revisions to the curriculum.

Dean or designee

Jill Bowers

Date 12/18/24

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee