

## STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: M.S. Health Promotion

Dept: Public Health

College: CHHS

Submitted by: N. Hillier, Graduate Coordinator

### Part 1:

<b>CGS Learning Goal #1</b> <b>A depth of content knowledge</b>	<b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates an in-depth knowledge of content including effective technology skills &amp; ethical behaviors in planning, administering, managing and evaluating health education programs.</b> <b>(MCHES Responsibilities 2,3,5)</b>
How are learners assessed?	<ol style="list-style-type: none"><li>1) PUBH 5750 Final Program Plan</li><li>2) HCM 5610 Cumulative Health Communication Campaign paper</li><li>3) PUBH 5800 Statistics Final Exam</li><li>4) PUBH 5770 Ethical Issue Presentation- not offered this year</li><li>5) PUBH 5810 Research Proposal</li><li>6) Graduate Student Learning Evaluation Rubric</li></ol>
What are the expectations for the students?	<ol style="list-style-type: none"><li>1) Students are evaluated on their ability to design a program plan for a specific public health concern in a specific community, incorporating a thorough target audience analysis, and appropriate assessment and evaluation. 80% is meeting expectations, and 90% is exceeding expectations.</li><li>2) Students are evaluated on their ability to design a complete campaign plan based on a thorough target audience analysis, and including an implementation plan, general budget, and a means of monitoring and assessing the success of the campaign. 80% is meeting expectations, and 90% is exceeding expectations.</li><li>3) Students are evaluated with a comprehensive final exam. 80% is meeting expectations, and 90% is exceeding expectations.</li><li>4) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations. This was not assessed this year.</li></ol>

	<p>5) Students are evaluated on their ability to produce a research proposal suitable for presenting to their faculty mentor for their thesis or graduate research project, including research questions, literature review, and proposed methodology. 80% is meeting expectations, and 90% is exceeding expectations.</p> <p>6) Students are rated on 5-point scale, we expect them score over 3 points (average).</p>
What are the expectations for the program?	Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards. We expect 100% of students to score over 3 on the rubric when averaged.
What were the results?	<p>1) 12/12 (100%) met or exceeded expectations: 7 exceeded; 5 met.</p> <p>2) 7/7 (100%) exceeded expectations</p> <p>3) 10/10(100%) exceeded expectations</p> <p>4) This course was not offered this year.</p> <p>5) 16/19 (84%) met or exceeded expectations: 15 exceeded; 1 met; 3 did not meet.</p> <p>6) 16/16 (100%) scored over 3 on the rubric for this measure.</p>
How are the results shared? How will these results be used?	We include it as an agenda item for every other faculty meeting, and once each semester at departmental curriculum meeting. Results and feedback are discussed and potential curricular changes are made.

<b>CGS Learning Goal #2:</b> <b>Critical thinking and problem solving skills</b>	<b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates critical thinking and problem solving skills by assessing needs, assets and capacity of Health Education. (MCHES Responsibility 1)</b>
How are learners assessed?	<ol style="list-style-type: none"> <li>1) PUBH 5770 Ethical Issue Presentation- this course was not offered this year</li> <li>2) PUBH 5750 Final Program Plan</li> <li>3) PUBH 5700 Final Behavior Analysis paper</li> <li>4) PUBH 5765 Epidemiological Investigative paper</li> <li>5) HCM 5610 Cumulative Health Communication Campaign paper and peer critique</li> <li>6) Graduate Student Learning Evaluation Rubric for Problem Solving</li> <li>7) Graduate Student Learning Evaluation Rubric for Critical Thinking</li> </ol>
What are the expectations for the students?	<ol style="list-style-type: none"> <li>1) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>2) Students are evaluated on their ability to design a program plan for a specific public health concern in a specific community, incorporating a thorough target audience analysis, and appropriate assessment and evaluation. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>3) Students are evaluated on their ability to analyze a self-identified health behavior using tracking data they collected, through the lens of the Social Ecological Model comparing with other theories. Students must demonstrate their understanding by revisiting their original understanding of the model before they learned of others. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>4) Students are evaluated on their ability to investigate the nature of selection health issue from an epidemiological perspective.</li> <li>5) Students are evaluated on their ability to design a complete campaign plan based on a thorough target audience analysis, and including an implementation plan, general budget, and a means of monitoring and assessing the success of the campaign. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>6) Students are rated on 5-point scale, we expect them score over 3 points (average).</li> <li>7) Students are rated on 5-point scale, we expect them score over 3 points (average).</li> </ol>
What are the expectations for the program?	Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these

	assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards. We expect 100% of students to score over 3 on the rubric when averaged.
What were the results?	<ol style="list-style-type: none"> <li>1) This course was not offered this year.</li> <li>2) 12/12 (100%) met or exceeded expectations: 7 exceeded; 5 met.</li> <li>3) 11/11 (100%) met or exceeded expectations: 8 exceeded; 3 met.</li> <li>4) 12/12 (100%) met or exceeded expectations: 5 exceeded; 7 met.</li> <li>5) 7/7 (100%) exceeded expectations.</li> <li>6) 16/16 (100%) scored over 3 on the rubric for this measure.</li> <li>7) 15/16 (94%) scored over a 3 on the rubric for this measure.</li> </ol>
How are the results shared? How will these results be used?	We include it as an agenda item for every other faculty meeting, and once each semester at departmental curriculum meeting. Results and feedback are discussed and potential curricular changes are made.

CGS Learning Goal #3: Effective oral and written communication skills	<b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates effective oral &amp; written communication skills in communicating and advocating for Health and Health Education, and serving as a Health Education resource person. (MCHES Responsibilities 6&amp;7</b>
How are learners assessed?	<ol style="list-style-type: none"> <li>1) PUBH 5770 Ethical Issue Presentation.</li> <li>2) Leadership style compare and contrast</li> <li>3) Symposium or other presentation of graduate project</li> <li>4) Graduate Student Learning Evaluation Rubric for written communication</li> <li>5) Graduate Student Learning Evaluation Rubric for oral communication</li> </ol>
What are the expectations for the students?	<ol style="list-style-type: none"> <li>1) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations. For this assessment, we only included the scores on the rubric related to oral communication.</li> <li>2) Students write a 2-4 page essay on comparing and contrasting two or more theories or models of leadership in terms of processes, targets, and concepts. The paper must integrate peer-reviewed articles in a way that makes sense, substantiates the thesis, and supports arguments. We are only reporting the scores on clear writing for this measure.</li> <li>3) Students are expected to present their graduate project at the symposium, their workplace, over Zoom.</li> <li>4) Students are rated on 5-point scale, we expect them score over 3 points (average).</li> <li>5) Students are rated on 5-point scale, we expect them score over 3 points (average).</li> </ol>
What are the expectations for the program?	<p>Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards. We expect 100% of students to score over 3 on the rubric when averaged.</p>
What were the results?	<ol style="list-style-type: none"> <li>1) This course was not offered this year.</li> <li>2) 4/4 (88%) exceeded expectations: written</li> <li>3) 7/8 students presented their projects orally.</li> <li>4) 16/16 (100%) scored over 3 on the faculty rubric for this measure.</li> </ol>

	5) 15/16 (94%) scored over a 3 on the faculty rubric for this measure; one student scored just at a 3.
How are the results shared? How will these results be used?	We include it as an agenda item for every other faculty meeting, and once each semester at departmental curriculum meeting. Results and feedback are discussed and potential curricular changes are made.

<b>CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.</b>	<b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates evidence of advanced scholarship through research and/or creative activity related to Health Education. (MCHES responsibility 4)</b>
How are learners assessed?	<ol style="list-style-type: none"> <li>1) PUBH 5900 Graduate Research Project final product</li> <li>2) PUBH 5810 Research Proposal</li> <li>3) Graduate Student Learning Evaluation Rubric</li> </ol>
What are the expectations for the students?	<ol style="list-style-type: none"> <li>1) PUBH 5900: 100% satisfactorily complete their Graduate Research Project.</li> <li>2) Students are evaluated on their ability to produce a research proposal suitable for presenting to their faculty mentor for their thesis or graduate research project, including research questions, literature review, and proposed methodology. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>3) Students are rated on 5-point scale, we expect them score over 3 points (average).</li> </ol>
What are the expectations for the program?	Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards. We expect 100% of students to score over 3 on the rubric when averaged.
What were the results?	<ol style="list-style-type: none"> <li>1) 8/8 (100%) of the students who registered for 5900 successfully completed their Graduate Research Project.</li> <li>2) 16/19 (84%) met or exceeded expectations: 15 exceeded; 1 met; 3 did not meet.</li> <li>3) 16/16 (100%) scored over a 3 on the faculty rubric for this measure.</li> </ol>
How are the results shared? How will these results be used?	We include it as an agenda item for every other faculty meeting, and once each semester at departmental curriculum meeting. Results and feedback are discussed and potential curricular changes are made.

<b>CGS Learning Goal #5: Ethics and Professional Responsibility</b>	<b>Program Learning Goal(s):</b> <b>The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline.</b>
How are learners assessed?	<ol style="list-style-type: none"> <li>1) Complete CITI training and earn certificate.</li> <li>2) PUBH 5770 Ethical Issue Presentation. – course wasnot offered this year.</li> <li>3) Approved IRB Proposal</li> <li>4) Graduate Student Learning Evaluation Rubric</li> </ol>
What are the expectations for the students?	<ol style="list-style-type: none"> <li>1) That they complete the training</li> <li>2) Students are evaluated on their presentation skills, the guiding ethical principles, Steps to make the decision, decision justification, implementation plan, and asking and answering questions. 80% is meeting expectations, and 90% is exceeding expectations.</li> <li>3) Any students needed IRB approval for their graduate project receives it</li> <li>4) Students are rated on 5-point scale, we expect them score over 3 points (average).</li> </ol>
What are the expectations for the program?	Students must earn an 80% or better for their work to be deemed competent. Therefore, we expect that all of our students are able to earn an 80% or better on each of these assignments. As an assessment metric, we expect that 90% of MS HP(L) students enrolled in the course will meet or exceed standards. We expect 100% of students to score over 3 on the rubric when averaged.
What were the results?	<ol style="list-style-type: none"> <li>1) 17/19 (89%) students completed the CITI training, and earned their certificate</li> <li>2) Course not offered this year.</li> <li>3) 6/6 (100%) received IRB approval.</li> <li>4) 16/16 (100%) scored over a 3 on the faculty rubric for this measure.</li> </ol>
How are the results shared? How will these results be used?	We include it as an agenda item for every other faculty meeting, and once each semester at departmental curriculum meeting. Results and feedback are discussed and potential curricular changes are made.





## Part 2

**Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.**

This reporting period focused on gathering information from several avenues, setting the foundation for proposed programmatic changes in Fall 24 to be implemented in Fall 25. From the feedback from last year's report, we implemented new assessments to strengthen alignment with our learning goals and better evaluate those learning goals individually. We implemented a Graduate Student Learning Evaluation Rubric. Each instructor assessed students on individual learning goals each semester through Qualtrics. This change responded to the previous feedback suggesting measuring learning goals individually, as some of our former measures were used across multiple goals. We also added an evaluation to the (now required) presentations for graduate projects. This evaluation is completed by the faculty mentor, but others present for the presentation, these may be other faculty, students, or professionals in the field. We did this to address the same issue identified in the last report. And finally, as suggested in the last response, we conducted an alumni survey that included nearly all program graduates since inception, resulting in 30 responses. Key findings highlighted a desire for more training in grant writing and increased diversity in elective courses. In response, we are offering a special topics course on grant writing this summer. We are also revising the program to allow more options for electives, and we are considering reducing core requirements to expand elective options.

## Part 3

**Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?**

We made a variety of changes historically based on assessment reports, with this year dedicated to evaluating the impact of those changes and identifying new opportunities to enhance the curriculum. Our recent efforts focused on evaluating existing changes and using feedback to improve the program by identifying gaps in our curriculum or better ways to prepare our students for the field. We previously revised the statistics and research methods sequences to strengthen students' skills in these areas. Additionally, we introduced a presentation requirement for the graduate project to improve students' communication skills and readiness for the field. This year, we began monitoring the effectiveness of these adjustments, with initial findings indicating positive feedback from faculty. Based on current assessment data and alumni feedback, we are actively exploring an increase in elective options and credits, allowing students greater flexibility in the program. These changes are expected to diversify student expertise and better align with their career goals. We changed the delivery schedule a few years ago to make the program more accessible. Some of the alumni survey feedback discussed this, so we will continue to monitor its effectiveness and consider refinements to ensure it meets

student needs. We have identified two opportunities with our partner program, Nutrition: cross-listing courses with overlapping content (for example, leadership and research methods), and integrating the Nutrition Education program students into Health Promotion to expand enrollment and curriculum collaboration. These collaborations will increase learning opportunities while maximizing resources within our department. We plan to continue to evaluate the impacts of these changes, adjust course delivery based on student needs, and strengthen our partnership with the Nutrition program to ensure our graduates are well-equipped for their careers.