**Major Assessment Report (BS Program)**

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| **Department and Degree: Department of Public Health/B.S.**  **Assessment Coordinator:**   1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate/explain). Do not describe the measures or benchmarks in this section. Also, please only describe major assessment activities in this report. No GE assessment was required for the 2017-2018 academic year.   SLO: **Problem Solving:** Graduates will be able to solve problems by generating multiple solutions and selecting those most appropriate to meet the needs of any relevant public health crisis/problem.  SLO: **Effective Communication:** Graduates will be able to demonstrate effective verbal, non-verbal, and written communication skills in a wide variety of contexts, including collaborative activities. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   For Outcome 2 (Problem Solving), students were required to participate in two case studies. The case studies were at the end of the chapter and consisted of five, open-ended questions pertaining to public health problems in the health care setting. Students were responsible for generating potential solutions to these problems. Each question was worth 5 points.  **Benchmark:** For this outcome, we expected at least 80% of students to achieve a score of 80% or higher on each of the two case study assignments. The percent indicated above was not included in the SOAP document, but determined through consultation with faculty in the department. The department is revising the SOAP document, and percentages will be included in future versions. Additionally, assessment of this outcome did not occur with a rubric as indicated in the SOAP document. Instead, assessment occurred by calculating the percent of correct responses.  For Outcome 4 (Effective Communication), students in their final semester completed an exit survey.  **Benchmark:** For this outcome, we expected at least 80% of students to state they were “somewhat strong” or “strong” to the survey item. The survey item is as follows: “Using the scale below, please evaluate your ability to: communicate effectively (written and orally)”. The response items are as follows: “weak”, “somewhat weak”, “somewhat strong”, and “strong”. For the purpose of this assessment, “weak” and “somewhat weak” are “not proficient” and “somewhat strong” and “strong” are “proficient”. The percent indicated above was not included in the SOAP document, but determined through consultation with faculty in the department. The department is revising the SOAP document, and percentages will be included in future versions. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   For Outcome 2 (Problem Solving), out of 46 students, 34 (73.9%) earned a score of 80% or higher on the first case study. Out of 46 students, 34 (73.9%) earned a score of 80% or higher on the second case study. In terms of strengths in student performance on this outcome, the majority of the students offered detailed solutions to the public health problems. Some responses were not as detailed, however; and this was due primarily to the students not reading the chapters before class.  For Outcome 4 (Effective Communication), out of 179 students 174 (97.2%) stated they were “somewhat strong” or “strong” to the question pertaining to effective communication on the exit survey. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   For Outcome 2 (Problem Solving), although the students scored high, it was determined that a rubric to assess these case studies needs to be developed. The faculty agreed that a rubric would provide clearer grading expectations for the students, which could increase their future performance on this outcome. The instructors will also need to provide additional reminders about the importance of reading the chapters before class as this will also help to ensure positive performance on this outcome.  For Outcome 4 (Effective Communication), the faculty met to discuss the problems associated with this outcome multiple times throughout the semester. Although the benchmark was met for this outcome, the exit survey data were self-reported and must be interpreted with caution. The faculty in the department remain concerned about the students’ written communication skills based on their class performance. In order to address this concern, the faculty will be meeting to ensure there are adequate opportunities for feedback on writing in the courses, and will be making any necessary changes to the writing rubrics. Additionally, this outcome will be assessed again during the 2018 – 2019 academic year to measure progress. |
| 1. **What assessment activities will you be conducting in the 2018-2019 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   **Direct Measure**  **Outcome 4 (Effective Communication):** Graduates will be able to demonstrate effective verbal, non-verbal, and written communication skills in a wide variety of contexts, including collaborative activities.   1. Graduates will be able to make well-organized presentations in classes, meetings, or groups. 2. Graduates will be able to write using appropriate spelling and grammar.   **Indirect Measure**  **Intern Exit Survey:** Graduates will complete a survey regarding their internship experience. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   The program review team made recommendations pertaining to 7 items. Below, is progress made on each of these items:  **Item #1 (Curriculum)**  **Recommendations:**   * The department should consider growing the number of online courses and internship orientations as a way to meet student needs and reduce straining existing facility and budget constraints. * The dean and department should explore solutions to the department's longer-term needs for lab space to support EOHS instruction and the two planned new faculty hires in this option. * The department should consider delaying plans to seek CEPH accreditation for the community health and health care administration options until EOHS space, equipment, and faculty needs are strengthened.   **Progress to Date:**  The department has explored growing courses through online and hybrid modalities. Some faculty have participated in trainings to deliver online courses. Currently, the department is sharing a laboratory space with the Department of Earth and Environmental Health, which is supporting the instructional needs of the EOHS option at this time. However, the CHHS Dean supported the renovation of a permanent laboratory space for this option, and this lab is scheduled to be completed by spring 2019. An additional faculty member joined the EOHS option this academic year, fulfilling the recommendation that two new hires occur for this option. The Community Health option faculty started the process of reviewing syllabi in preparation for CEPH accreditation.  **Item #2 (Assessment)**  **Recommendations:**   * The department should continue to build upon the spring 2015 assessment activities based on the GE course PH 90. * The department should recommence the full SOAP implementation focusing on courses to identify gaps in current curriculum and inform program improvement. * The dean should provide assigned time for the department assessment coordinator to aid the department in implementing its’ SOAP and provide more timely reports.   **Progress to Date:**  The department chair has met with each option coordinator in the department to review the SOAP document, and to make any necessary changes. Additional departmental resources are still needed, however; for implementation of the SOAP assessment activities.  **Item #3 (Faculty Quality, Achievements, Needs, and Commitment to Program)**  **Recommendations:**   * Increase university and college financial support and mentorship for public health faculty who are engaged in these activities. * Ongoing mentorship and support for current and incoming junior faculty would be important to ensure they are successfully retained to provide ongoing leadership in key EOHS and other programmatic areas.   **Progress to Date:**  Some department faculty have participated in university and mentorship activities, including CSALT and TILT workshops. Summer workshops have also provided additional professional development monies.  **Item #4 (Student Retention and Graduation)**  **Recommendations:**   * The department and college should consider adapting the existing student advising model to include full-time lecturers who have content expertise in public health. The review team suggested the possibility of housing lecturers in the college's Advising and Career Development Center, but to be devoted solely to public health student advising. * The department should limit the growth in the number of undergraduate students to a manageable level based on departmental resources. The department should consider declaring the major impacted.   **Progress to Date:**  A full-time faculty member serves as a primary resource for students interested in pursuing the REHS career and state certification. In order to support student success and academic planning, the faculty member also works in collaboration with the Advising and Career Development Center in the College of Health and Human Services. Additionally, a part-time faculty member assists with general advising for the community health and health administration options, which has decreased the advising load among the full-time faculty. An application process for the community health option was implemented during the fall 2017 semester in an effort to control the high number of students changing into this option. This process was effective and continued into the current academic year. The department chair also meets with OIE every semester to monitor changes in enrollment.  **Item #5 (Facilities)**  **Recommendations:**   * The department and college should continue to identify teaching space for the public health department, including at a minimum the identification/remodeling of at least one teaching lab in McLane Hall or another building on campus to replace the lost EOHS lab. Also, there will be needed research space for the two planned new EOHS hires.   **Progress to Date:**  The department worked closely with the CHHS Dean to identify adequate EOHS/REHS research space. Currently, the department is sharing instructional and faculty research space with the Department of Earth and Environmental Health, however; the renovated lab will be completed by the spring 2019 semester and will then be used for this purpose.  **Item #6 (Funding)**  **Recommendations:**   * Highest funding priority should be in hiring more full-time faculty and lecturers. * Hiring faculty at the associate professor rank due to concern with the distribution of faculty regarding rank. * Provide release time support for current and future faculty to participate in CSALT faculty mentoring, course conversion, grant writing, and other scholarly activities to ensure the department’s continued success. * Renovation of at least one additional EOHS teaching lab as well as an overall improvement in department facilities.   **Progress to Date:**  The department received approval for one Environmental Occupational Health and Safety/REHS faculty position and for one Community Health faculty position for the 2017-2018 academic year. The searches were successful and two new faculty members joined the department in fall of 2018. The Community Health faculty member was hired at the associate professor rank due to prior teaching experience and years of service.  **Item #7 (Administrative Commitment)**  **Recommendations:**   * Reviewing and realigning existing resources to address department needs (e.g., AC/DC could accommodate public health-specific advisors to allow public health faculty to focus on teaching and professional mentorship).   **Progress to Date**  The department chair and option coordinators continue to meet with AC/DC staff to address this issue and to explore student advising needs.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |