**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Public Health Degree: BS

Assessment Coordinator: The Department Chair works with each of the option coordinators on assessment. The options coordinators are Dr. Greg Thatcher (Community Health), Dr. Suzanne Kotkin-Jaszi (Health Administration), and Dr. Jaymin Kwon (Environmental Occupational Health and Safety). Assessment activities are also discussed in faculty meetings.

1. Please list the learning outcomes you assessed this year.

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.

\*Please note: PH 131 (Principles of Health Education) was used to assess item “a”. PH 90 (Contemporary Health Issues) and PH 131 were used to assess item “b”.

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? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

**Item “a”**

Students in PH 131 were required to select a research article from the Journal of School Health to present to the class. The presentation had to cover the important aspects of the article in 10 minutes or less. A Powerpoint presentation or some other type of visual representation was required. The presentation was worth 20 points and the students were evaluated on the following criteria: delivery; content/organization; and visual aids. Please see attached rubric.

 **Item “b”**

Students in PH 90 were required to write a 4-5 page paper on one behavior they wanted to change, i.e. procrastination, eating out, etc. The paper consisted of the following components: title page (10 points); research (30 points); analysis (25 points); and a reference page (10 points). The research section included a discussion on why the behavior was important to adopt, why the behavior is important to health, the health benefits of maintaining the behavior, etc. The analysis section included a discussion on the goal for the semester, the strategies and techniques used to stay motivated, what worked and didn’t work, etc. The assignment was worth 75 points and the students were evaluated on each of the four criteria listed above.

Students in PH 131 were required to choose one article from the Journal of School Health and to write a 2-page executive summary. Examples of executive summaries were provided on Canvas. The assignment was worth 30 points.

**Benchmark:**

**Item “a”**

For this outcome, we expected at least 80% of students to achieve “expert” or “proficient” status on the presentation rubric. 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.

**Item “b”**

For PH 90, we expected at least 80% of students to achieve a score of 70% or higher on the assignment. 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.

For PH 131, we expected at least 80% of students to achieve a score of 70% or higher on the assignment. 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 learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

**Item “a”**

For PH 131, out of 7 students, 4 (57.1%) earned “expert” or “proficient” status on the presentation rubric. Since this is a small sample size, the faculty will discuss evaluating this outcome in this course again next year.

**Item “b”**

For PH 90, out of 37 students, 35 (94.6%) earned a 70% or higher on the assignment.

For PH 131, out of 7 students, 6 (85.7%) earned a score of 70% or higher on the assignment. Since this is a small sample size, the faculty will discuss evaluating this outcome in this course again next year.

1. What changes, if any, do you recommend based on the assessment data?

**Item “a”**

For PH 131, the faculty will review the rubric to ensure its appropriateness for measuring this outcome. The faculty will also need to provide additional examples of effective presentations in class.

**Item “b”**

For PH 90, although the students scored high, it was determined that a rubric to assess the behavior change paper 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. For PH 131, a rubric will need to be created for measuring this outcome. Faculty have been concerned about students’ written communication skills for a number of years. To assist in addressing these concerns, the College of Health and Human Services has created a writing task force, and the Department of Public Health has a faculty representative on this task force. This outcome will be assessed again during the 2019-2020 academic year to measure progress.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

In last year’s assessment report, we recommended the development of a rubric to assess case study assignments. A draft of this rubric has been created and will be shared at the next health administration option meeting. Additionally, we recommended the effective communication outcome be assessed again this academic year since poor student writing is a concern among our faculty. During this last academic year, the College of Health and Human Services has also created a task force aimed at improving student writing. The faculty still need to review the writing rubrics used to assess if changes are needed.

1. What assessment activities will you be conducting during the next academic year?

**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?

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. A new laboratory opened in Fall of 2019. This laboratory has class space for 40 students and an adjacent space for research activities for faculty and students. An open house celebration for this laboratory will be held on October 15, 2019. The Community Health option faculty continued 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 necessary changes. The SOAP document will need additional changes, however; to become compliant with Executive Order 1071. These changes will occur during the 2019-2020 academic year in preparation for program review in 2020.

**Item #3 (Faculty Quality, Achievements, Needs, and Commitment to Program)**

**Recommendations:**

* Increase university and college financial support (including research releases for all faculty, and increasing travel support) and mentorship (e.g., by expanding CSALT activities) 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 those offered by the Center for Faculty Excellence. 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 part-time faculty member from the Environmental Occupational Health and Safety option serves as a primary resource for students interested in pursuing the REHS career and state certification. Our two newest tenure-track faculty members from this option are also preparing to sit for the REHS examination. The department chair also meets with OIE every semester to monitor changes in enrollment, and to ensure manageable advising loads for the 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 has continued over the years. The department chair has also been meeting with colleagues from other departments from the College of Health and Human Services to develop a pre-health major. This major will launch in fall of 2020.

**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:**

As of fall 2019, the department has its own environmental health laboratory. The two new tenure-track hires also have adequate office and research space.

**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 has hired four tenure-track faculty over the past three years, and one of these individuals 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.