

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

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: BS in Public Health

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Submission Date: 10/15/23

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

Fall 21- Spring 23 PUBLIC HEALTH

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, two unexpected retirements, and a Unit A departure, we were not able to implement it fully. So, this assessment period includes data collected under both the old and the new assessment processes.

The model of assessment we have started to implement assesses students over three different points in the curriculum (in PUBH 2700 around when they declare the major; towards the end of PUBH 3700; and near graduation). Our plan is to use 3 methods each time: a self-assessment, specified assignments/projects completed as part of their coursework, and a faculty disposition/aptitude assessment. We have implemented 2 of the 3 and are working toward implementing the faculty disposition/aptitude piece. Students are asked to complete a self-assessment when they begin PUBH 2700; then again after taking PUBH 3700, and finally, in their last term prior to graduation during their internship.

We have also changed the self-assessment to ask first about their confidence in their ability to meet a certain responsibility of public health practice, and then following up with an application question. For example:

If you needed to address a health concern in the community, how confident are you that you could: - Assess the community?

If you needed to address a health concern in the community, how confident are you that you could: - Analyze and interpret data?

Then: What are two ways to assess the community regarding a health issue?

We thought this would be a good way to test if their confidence level meets their actual abilities, but we have not analyzed this part thoroughly, but have used some of the responses in this report. Because of that, we still ask interns to also complete the old self-assessment that does not ask the application questions. Those results are also presented here.

The PUBH faculty has been discussing the faculty assessment component for a number of years. Currently, faculty sign off on each student's portfolio prior to placing the student for their internship, and have the opportunity to provide feedback/commentary. In practice, very few faculty provide any commentary, and there has been a growing concern that any faculty assessment needs to come much sooner in the student's academic career in order to be of use. Because of this, we know we need to implement the faculty disposition/aptitude assessment at the same times of the self-assessment and are moving towards that.

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)
<p>Responsibility 1: Students will demonstrate proficiency in the assessment of needs, assets, and capacity for health education by seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.</p>	<p>CT</p>	<p>A) PUBH 4250- Planning Health Programs – <i>Program Proposal</i>. Students are expected to develop a program plan that logically integrates a rationale, timeline, objectives, interventions, evaluation methods, budget, and marketing. Students are evaluated using a rubric that assesses: Program Rationale, Statement of Need, Program Purpose, Goal, Objectives, Program Design and Implementation, Evaluation Plan, and Budget</p> <p>B) Self-assessment Survey Questions: If you needed to address a health concern in the community, how confident are you that you could: - Assess the community?</p> <p>C) While we are phasing it out, we still use our graduation survey and it asks: 1) I was required to write a justification or rationale to</p>	<p>For all class assignments meeting criteria is 75%, exceeding criteria is 90%. The target is that 90% meet or exceed expectations.</p> <p>A) 27/36 exceeded expectations 7/36 met expectations 1 did not meet Target was exceeded: 94% met or exceeded expectations.</p> <p>B) 54/64 felt confident Those who were not sure or not confident were in the 2000 or 3000-level course, except 1. We asked students to identify 2 ways to assess a community for a health problem and almost all came up with 2 appropriate strategies, and all except 2, came up with at least 1.</p> <p>C)</p>

		<p>communicate the need for, or importance of a health education program, lesson, or class.</p> <p>2) The Public Health program provided me with the necessary skills to develop goals and write measurable objectives for designing health education programs, lessons, or classes.</p> <p>3) I feel confident in selecting educational methods, strategies, activities, or interventions appropriate for designing a variety of health education programs, lessons, or classes.</p> <p>4) I understand 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>5) I can <u>use</u> data gathered to identify gaps between health status/problems and availability of health services to address those problems.</p>	<p>1) 18/19 agreed</p> <p>2) 18/19 agreed</p> <p>3) 19/19 agreed</p> <p>4) 17/19 agreed</p> <p>5) 19/19 agreed</p>
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		6) I know how to access and use computerized databases in the library to gather health information.	6) 18/19 agreed
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<p>Responsibility 2. Students will demonstrate the ability to prepare, deliver, and critically evaluate health presentations.</p>	<p>S and L</p>	<p>A) PUBH 4250- Planning Health Programs – <i>Program Proposal Presentation</i>. Students develop a presentation on their program proposal.</p> <p>B) Self-assessment Survey Questions:</p> <p>1) 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?</p> <p>2) 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>3) If you had to present on a current health issue to the local health department, how confident are you that you could do that?</p> <p>4) What current health issue would you write your report about or discuss and</p>	<p>A) 27/36 exceeded expectations 7/36 met expectations 1 did not meet Target was exceeded: 94% met or exceeded expectations.</p> <p>B)</p> <p>1) 51/59 were confident</p> <p>2) 49/60 were confident</p> <p>3) 43/59 were confident</p>
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	<p>what are the two major points you would emphasize?</p> <p>C) Graduation Survey Questions:</p> <p>1) I was required to present information verbally and in written form during my classes and can identify the best communication techniques for given situations.</p> <p>2) I had the opportunity to use instructional equipment and other instructional media such as Smartboards, videos, etc.</p> <p>3) Classes in the Public Health program exposed me to evaluation methods and techniques that are available and could be used to evaluate programs, lessons, or classes.</p> <p>4) I am able to <u>present</u> evaluation findings and results in the form of graphs and charts so others can easily understand it.</p>	<p>4) Most students were able to come up with a current health issue and two relevant points to discuss. Four respondents either couldn't answer, couldn't come up with points, or the points were irrelevant.</p> <p>1) 19/19 agreed</p> <p>2) 18/19 agreed</p> <p>3) 18/19 agreed</p> <p>4) 19/19 agreed</p>
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		<p>5) I am able to organize and facilitate <u>meetings</u> to bring together health agencies and organizations for the purpose of promoting mutual health interests.</p> <p>6) I can select and evaluate effective health education resource materials.</p>	<p>5) 15/19 agreed*</p> <p>6) 19/19 agreed</p>
<p>Responsibility 3. Students will demonstrate proficiency in implementing health education by engaging with diverse ideas, individuals, groups, and cultures.</p>	<p>RC</p>	<p>A) PUBH 2270 Community Health - <i>Global Community Health Project</i>. Students are expected to investigate a current leading cause of death in countries around the world and compare those efforts to those in the U.S.</p> <p>B) Self-assessment Survey Questions: 1) 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?</p> <p>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?</p>	<p>A) 8/22 met 14/22 exceeded Target was met.</p> <p>1) 49/56 were confident</p> <p>2) 43/56 were confident</p>

	<p>3) What is one strategy for building trust with a population that is different from you?</p> <p>4) If you were addressing the community issue of steroid use in gay men, who would be two important partners you would reach out to?</p> <p>C) Graduation Survey Questions:</p> <p>1) I can identify factors (knowledge, attitudes, values, beliefs) that influence health-related behaviors.</p> <p>2) I feel confident in selecting educational methods, strategies, activities, or interventions appropriate for designing a variety of health education programs, lessons, or classes.</p> <p>3) I can select methods and media best suited for specific learners such as children, the elderly, and special needs populations.</p>	<p>3) Everyone was able to offer one strategy, listen, get to know the group without making assumptions, being honest about shortcomings, showing respect, etc.</p> <p>4) Four respondents admitted to not knowing, a few mentioned groups or individuals that would not be important partners, but most others could come up with 2 appropriate groups.</p> <p>1) 19/19 agreed</p> <p>2) 18/19 agreed</p> <p>3) 17/19 agreed</p>
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<p>Responsibility 4. Students will demonstrate proficiency in producing, analyzing, interpreting, and evaluating quantitative material when conducting evaluation and research related to health education.</p>	<p>QR WCR</p>	<p>A) PUBH 3765 Principles of Epidemiology - <i>Investigative Paper</i>- Students are expected to report their individual and literature based research in the form of descriptive epidemiology. They are evaluated on their writing, graphs, and tables.</p> <p>B) PUBH 2800: Research Methods 1 -<i>Lit Review and Research Proposal</i>- students are expected to write a literature review and research proposal on an approved health-related topic.</p> <p>C) Self-assessment Survey Questions:</p> <p>1) If you needed to address a health concern in the community, how confident are you that you could: - Analyze and interpret data?</p> <p>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>How confident are you in your ability to: - Use evidence to promote health?</p> <p>D) Graduation Survey Questions:</p>	<p>A) 15/17 exceeded expectations. 1/17 met expectations. Target was met.</p> <p>B) 15/51 met expectations 20/51 exceeded expectations Target was not met, we fell short by 1 student.</p> <p>C)</p> <p>1)51/64 were confident</p> <p>49/60 were confident</p> <p>58/61 were confident</p>
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		<p>1) I am 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 group.</p> <p>2) I understand how to assess learners' knowledge, skills, and attitudes by pretesting.</p> <p>3) I was exposed to basic statistical methods for the purpose of analyzing data collected.</p> <p>4) I 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>5) I can <u>use</u> data gathered to identify gaps between health status/problems and availability of health services to address those problems.</p>	<p>D)</p> <p>1) 17/19 agreed</p> <p>2) 17/19 agreed</p> <p>3) 19/19 agreed</p> <p>4) 18/19 agreed</p> <p>5) 19/19 agreed</p>
<p>Responsibility 5. Students will demonstrate the ability to question, examine, evaluate, and respond to problems or arguments in administering and</p>	<p>CT</p>	<p>A) PUBH 4770 –Health Services Administration – <i>Interviews</i>- the students are expected to create interview questions, effectively</p>	<p>A)</p> <p>11/32 met expectations 20/32 exceeded Target was met.</p>

<p>managing health education programs.</p>		<p>interview "candidate" and make hiring recommendations.</p> <p>B) PUBH 4770: Problem Solving Activity. Students are given a list of administrative problems and are expected to work in teams to address each using designated steps.</p> <p>C) Self-assessment Survey Questions: 1) 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>2) How confident are you that you could advocate for a colleague or employee under your advisement?</p> <p>3) What boundaries would you set with clients and staff? How would you communicate those boundaries?</p> <p>D) Graduation Survey Questions: 1) I have been exposed to information concerning communication issues that are likely to arise in situations dealing with health education.</p>	<p>B) 13/29 met expectations 16/29 exceeded Target was met.</p> <p>C)</p> <p>1) 58/64 felt confident</p> <p>2) 49/61 felt confident</p> <p>3) Out of 67, 4 people could not think of boundaries to set, most came up with clear communication, personal space, professional behavior, etc. 3 people could not suggest a way to communicate these (also people who could not thin of boundaries.</p> <p>D) 1)19/19 agreed</p>
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		<p>2) I am able to organize and facilitate <u>meetings</u> to bring together health agencies and organizations for the purpose of promoting mutual health interests.</p> <p>3) I was exposed to controversial issues in the health field and had opportunities in classes to give my opinions and views on the issues.</p>	<p>2) 15/19 agreed</p> <p>3) 18/19 agreed</p>
<p>Responsibility 6. Students will demonstrate proficiency in making informed decisions based on knowledge of the physical and natural world and human history and culture when serving as a health education resource person.</p>	<p>RS</p>	<p>A) PUBH 2700 -Marketing Concepts for Health Promotion Professionals – <i>Health Literacy Project</i>. Students are expected to create an innovative way to deliver a culturally competent message that will encourage the recipients to make a voluntary health habit change/improvement/or increase awareness that is related to the selected topic.</p> <p>B) PUB H 4770- Health Services Administration- <i>Policy Briefs</i>- the students prepare a quality policy brief for "targeted policy makers" or "stakeholders" on an approved health policy.</p> <p>C) PUBH 3700- Health Behavior Theory- <i>Behavior Change Project</i>- students are expected to analyze and discuss what</p>	<p>A) 8/22 met 14/22 exceeded Target was met.</p> <p>B) 1/31 did not meet 17/31 met 13/31 exceeded Target was met.</p> <p>C) 6/34 met expectations 23/34 exceeded Target was not met.</p>

	<p>they learned from the experience of attempting a behavior change that includes: expectations, a literature review, operational definition, risk factors, protective factors, reflection, etc.</p> <p>D) PUBH 4910-Applied Health Communication- <i>Health Communication Messages</i>- Students are expected develop a series of messaging related to a health topic of their choice that is appropriate for a chosen audience and follows the rubric and instructions for creating messages with originality and creativity as well as participation in discussions for peer evaluation within the assignment timeframe</p> <p>E) Self-assessment Survey Questions: 1) 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?</p> <p>2) What is one way to establish evidence for effective health messaging?</p>	<p>D) 9/32 students met expectations 23/32 exceeded expectations Target was met.</p> <p>E)</p> <p>1) 51/59 were confident</p> <p>2) Out of 67, 3 said they did not know, and 4 others had ideas that were not related to establishing evidence for messaging.</p>
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		<p>F) Graduation Survey Questions:</p> <p>1) I can identify factors (knowledge, attitudes, values, beliefs) that influence health-related behaviors.</p> <p>2) I learned how to use or develop data-gathering instruments (questionnaires, surveys, etc.) to gather information about the needs of a specific target group.</p>	<p>1) 19/19 agreed</p> <p>2) 19/19 agreed</p>
<p>Responsibility 7. Students will demonstrate proficiency in communicating, promoting and advocating for health education and the profession by creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.</p>	<p>WCR</p>	<p>A) PUBH 4910- Applied Health Communication- <i>Social Media Messages</i>- Students are expected to develop a series of social media messages related to a health topic of their choice that is appropriate for a chosen audience and follows the rubric and instructions for creating messages with originality and creativity as well as participation in discussions for peer evaluation within the assignment timeframe.</p> <p>B) PUB H 4770- Health Services Administration- <i>Policy Briefs</i>- the students are expected to prepare a quality policy brief for "targeted policy makers" or "stakeholders" on an approved health policy</p>	<p>A) 9/32 students met expectations 23/32 exceeded expectations Target was met.</p> <p>B) 1/31 did not meet 17/31 met 13/31 exceeded Target was met.</p>

		<p>C) PUBH 2700- <i>Health Literacy Project</i>- Students are expected to work in small groups to analyze an audience and health topic using social marketing principles. A written paper is submitted and summary of findings are orally presented to class.</p> <p>D) PUBH 3750- <i>Analysis of a System</i>- 8-10 page paper on an area or organization of the health care delivery system (historical background (evolution, foundations, mission of organization), delivery of care, populations served, and financing.</p> <p>E) Graduation Survey Questions: 1) I understand the concept of consulting (providing assistance to those requesting help) for health educators.</p> <p>2) I can effectively respond to requests for health information and make appropriate referrals when necessary.</p> <p>3) Course work taken in the Public Health program adequately covered the history, theories, and philosophy of the health education discipline.</p>	<p>C) 8/22 students met expectations 14/22 exceeded expectations Target was met.</p> <p>D) 4/13 met expectations 8/13 exceeded expectations Target was met.</p> <p>E) 1) 18/19 agreed 2) 19/19agreed 3) 19/19 agreed</p>
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<p>Students will demonstrate confidence and proficiency in performing skills needed to practice health education.</p>	<p>QR RS WCR S and L</p>	<p>A) Intern Evaluations completed by the Intern Preceptor at the completion of internship.</p> <p>B) Graduation Survey Questions:</p> <p>1) I had practice using planning methods or timetables (PERT charts, timelines, curriculum plans) in developing health education programs, lessons, or classes</p> <p>2) The Public Health program provided me with the necessary skills to develop goals and write measurable objectives for designing health education programs, lessons, or classes.</p> <p>3) I had the opportunity to use instructional equipment and other instructional media such as Smartboards, videos, etc.</p> <p>4) I know how to access and use computerized databases in the library to gather health information.</p> <p>5) I can interpret information from health care providers and convey it in easily understood terms for consumers.</p>	<p>A) All final evaluations were completed except 1 (28), and all rated interns a 3 or above on everything (averages 4.3-4.4). 27/28 would hire if a position was open.</p> <p>B)</p> <p>1) 16/19 agreed</p> <p>2) 18/19 agreed</p> <p>3) 18/19 agreed</p> <p>4) 18/19 agreed</p> <p>5) 18/19 agreed</p>
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For all class assignments scoring a 75% or better is considered meeting expectations, and 90%+ are exceeding 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.**

As indicated in our opening discussion, the Department has experienced a number of changes over the past 2 years, both internal and external. This has led to incremental changes to our curricular focus as we adapted to meet our students' current educational and future professional needs.

- We have added the major, Health Sciences.
 - While this is an entirely new major, it was created in part due to assessment. Many of the students who came to us after discovering Nursing was not the right fit for them, were still more interested in a more clinical experience than what Public Health offers, so we have a new major with 3 distinct options.
- The Department name has changed once again, from Public Health to Public Health and Nutrition.
- In reviewing assessment data, the faculty have determined that many core skills covered in PUBH 3800 are not sufficiently covered in the rest of the core curriculum, and student performance on those critical thinking and statistical numeracy skills is falling. Concerns about incoming students' academic preparation and skill sets will exacerbate this concern. The faculty therefore determined to restore PUBH 3800 to the core curriculum of these options.
- Designated 4250: Planning Health Programs as a capstone course, eliminating the requirement for a senior seminar.
- Changed the number of 5000-level classes our students could take for dual credit in the Accelerated Master's Program. And allow the use the undergraduate major GPA of 3.75 or more rather than the cumulative GPA to determine admission to the accelerated program.
- New elective courses were created:
 - PUBH/PLS 4783: Public Health Politics and Policy
 - HHS 3000: Interprofessional Ed in HHS

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

- We are proposing changing the BS Public Health: Emergency Management & Disaster Preparedness (ONLINE) to BSAS Emergency Management (ONLINE)
- We are reviewing the portfolio process for students preparing for different internships (skills required for a Community Health option are different than an the EMDP option.)
- We will be implementing the faculty disposition/aptitude assessment

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).

Overall, scores remain constant and we are meeting targets with the exception of one assignment, and we missed the target by only one student. We used to use some different measures for some of the Responsibilities, for example, for Responsibility 6 instead of the *Final Marketing Plan.*, we use the *Health Literacy Project*.

Again, previous data was collected with old assessment standards in mind, but based on these findings, we have identified that there are gaps in the curriculum, so changes to the curriculum will be investigated this academic year that will likely include shifting some assessment assignments, and including the disposition evaluation by faculty.

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
10/31/22	Department as a whole	Agreed to keep similar assessment for one more round.
9/8/23	Assessment Committee	Defined reporting process
10/12/23	Assessment Committee	Reviewed draft report

Dean Review & Feedback

Dean Review & Feedback

The BS in Public Health degree program is a successful program, and the Department utilizes a model of assessment that assesses student learning outcomes near their sophomore, junior,

and senior years via a self-assessment, assignments, and an aptitude assessment. Targets were met on all student learning outcomes with one exception, and faculty and the Chair are working to evaluate the curriculum and aptitude assessment. The program continues to be successful at meeting expectations for student learning outcomes.

Jill Bowers 11/1/23

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

B.S. Public Health

The B.S. in Public Health program continues to refine and adapt its student learning outcomes and entire assessment practice to the evolving needs of its students. Their changes are implemented conscientiously in close consultation with the program's faculty members and in step with the multiple transformations within the major itself.



VPAA or designee

Dr. Suzie Park, Interim Asst VPAA

Date 8/21/24