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| **Assurance of Student Learning****2018-2019** |
| College of Health and Human Services | Department of Public Health |
| BSPH 521 |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** |
| **Student Learning Outcome 1: Students will address the basic concepts of public health-specific communication.** |
| **Instrument 1** | **Health comm video** |
| **Instrument 2** | **Flyers developed by students for their PH 485 program** |
| **Instrument 3** | **PH 484 – letters to legislator** |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2: Students will address the fundamental concepts and features of project implementation, including planning and assessment.** |
| **Instrument 1** | **PH 485 paper** |
| **Instrument 2** | **PH 485 presentation** |
| **Instrument 3** | **PH 484 project (community organization)** |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3: Students will collaborate with public health professionals to apply skills.** |
| **Instrument 1** | **Internship portfolio** |
| **Instrument 2** | **Preceptor evaluation** |
| **Instrument 3** | **Student presentation or reflection** |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Describe what specific skills and/or knowledge graduates of your program are expected to master. |
| **Measurement Instrument 1**  | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**Be specific and include how the measurement aligns with your learning outcome.Consider the following list of example sources for DIRECT measures of student learning: **written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors**.Consider the following list of example sources for INDIRECT measures of student learning: **student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews** |
| **Criteria for Student Success** | Describe what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. Please attach rubric. |
| **Program Success Target for this Measurement** | Percentage program students sampled that you desire to achieve goal. | **Percent of Program Achieving Target** | Insert the actual percentage |
| **Methods**  | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed. |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are “planning” to do). Examples of changes include: Content in one or more courses modified (list specific course(s)); one or more new courses created (list specific course(s)); change in course sequence (detail modifications); change in admission criteria (detail modifications); change in instructional methodology (detail modifications); change in student advisement process (detail modifications); program suspended; changes in instructional methodology; change of textbooks; facility changes (e.g. classroom modifications); introduction of technology (e.g. smart classrooms, computer facilities, etc.); faculty hires to fill a particular content need; faculty instructional training; development of a more refined assessment tool. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| For program improvement, state explicitly how the actions above link to an improvement in student learning or in the measure used to assess student leaning. For example, “Pass rate on licensure exam improved from 75% to 90%,” Percentage of students scoring Good or Excellent on presentation increased from 60% to 80%,” “First time pass rate on Masters written exam increase from 80% to 95%,” etc. **All changes need not lead to quantitative results**. Feel free to use more qualitative indicators or observations as appropriate. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  |  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  |  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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