

2012-2013 Annual Program Assessment Report

College: Health and Human Development

Department: Health Sciences

Program: Public Health Promotion

Assessment liaison: Jenny Yi

1. Overview of Annual Assessment Project(s).

The public health faculty has oversight of the assessment process. Assessment activities were planned and coordinated with the input and consensus of the program faculty and under the assistance of the assessment liaison with guidance from the program director. Assessment has been a standing agenda item at monthly program meetings.

We selected three student learning outcomes for assessment for 2012-2013.

- 1. Demonstrate knowledge of public health and health education program planning; theories of health behavior; change assessment and intervention and multicultural influences impacting the delivery of public health interventions.*
- 2. Apply knowledge and skills necessary of program planning, implementation and evaluation of health education programs in a variety of practice settings.*
- 3. Demonstrate a mastery of biostatistical and epidemiological methods appropriate to the health education practice.*

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

The Department Chair provided oversight and consultation for the assessment process. The Program Director with input from all program faculty plan and implement the assessments.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year? See Table 1.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies?

YES Critical Thinking
YES Oral Communication
YES Written Communication
YES Quantitative Literacy
YES Information Literacy

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

Students in both the senior seminar (HSCI 441, 445) and internship required courses (HSCI 494 IN) work with a variety, through their community projects and internship positions work with diverse populations. Cultural competency is addressed in one lecture of the HSCI 441 or 445 senior seminar course. In addition – the department now offers a Health, Culture, and Diversity elective course for our majors that has not been offered in close to 15 years. 35 of our majors completed this course in Fall, 2012. The department will examine if this course should be a required core course for majors. If so – this course will be a required course beginning in Fall 2015.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

HSCI 441 and 445 (Capstone Course)- Senior Seminar (10 sections total). Approximately 200 students totaled successfully completed all course and program SLO's as evidenced by passing grades on both the final project (as evidenced by the final project rubrics used in these courses) and final grades.

Direct Measures (course embedded): Final Program Development Project

Health Sciences 494I (Capstone Course)– Internship Experience (for graduating seniors; this course is typically taken in the final semester before graduation). Approximately 80 students successfully completed all course requirements.

Direct Measures (course embedded): Internship Final Project, documentation of health educator areas of responsibilities

Indirect Measure: Student self-evaluation survey

Please see Table 1 for more information.

3e. Describe the assessment design methodology:

This assessment was a post-test only design and cross-sectional.

3f. Assessment Results & Analysis of this SLO

Table 1 Assessment Results

SLO(s)	Measurement Tool or tools	Results
SLO #1 Demonstrate knowledge of public health and health education program planning; theories of health behavior; change assessment and intervention and multicultural influences impacting the delivery of public health interventions.	Health Science 441– Community Health Education (aka Senior Seminar) students will conduct needs assessments and plan, actual theoretically based health programs to be implemented in the community. Measurement Tools: DIR1	Approximately 140 (5 sections total for Fall, 2012 and Spring 2013) students conducted needs assessments as part of their final project in the course. Needs assessment data is actual primary or secondary data obtained in Los Angeles County. Students also plan their theoretically based, culturally appropriate, community health program and provide a copy of this plan as their final project. 100% of students passed this SLO as measured by a final project quantitative rubric and final grade in the course.
	Health Science 494I – Internship. Students measuring competencies in knowledge, skills, productivity, professionalism, etc. Measurement Tools: DIR2 and IND	HSCI 494I – Internship. 32 students self evaluated in various competencies scoring 1-5. See Table 2 for results on student assessment of competencies.
SLO #2 Apply knowledge and skills necessary of program planning, implementation and evaluation of health education programs in a variety of practice settings.	Health Science 445 – Senior Seminar Health Education students will plan, implement and evaluate their actual health education program in the community. Measurement Tools: DIR1	Approximately 150 (5 sections total for Fall, 2012 and Spring, 2013) students planned, implemented, and evaluated an actual health education program in the local community. This was measured by their final course projects and presentations. 100% of students passed this SLO as measured by a final project quantitative rubric and final grade in the course.
	Health Science 494I – Internship. Students measuring in competencies in knowledge, skills, productivity, professionalism, etc. Measurement Tools: DIR2 and IND	HSCI 494I – Internship. See Table 2 for results on student assessment of competencies. 32 students self evaluated in various competencies scoring 1-5.
SLO #3 Demonstrate a mastery of biostatistical and epidemiological methods appropriate to the health education practice.	Health Sciences 390 (Biostatistics), 390L (Biostatistics Lab) and HSCI 488 (Epidemiology). Students will show competency by achieving a passing grade (A-D) in these courses.	Approximately 99% of students in HSCI 390-390L (n=384) and HSCI 488 (n=420) received a passing grade in both of these courses demonstrating proficiency in this subject matter and course SLOs.

DIR 1 (Direct Measure 1) Course embedded: Final Program Development Project (Assess, plan, implement and evaluate a health education program)

DIR 2 (Direct Measure 2) Course embedded: Internship Final Project, Documentation of health educator areas of responsibilities

IND (Indirect Measure): Student Self-Assessment Survey

Table 2: Results of a student self-assessment survey

Health Education Competency	Mean score*
Needs Assessment: Collection of health-related data about social and cultural environments, needs and interests.	4.4
Program Planning Development of a logical scope and sequence plan for a health education program.	3.9
Implementation of health education programs.	4.5
Program Evaluation: Development of a plan to assess achievement of health education program objectives.	3.8
Cultural competency/Group Dynamics/Interpersonal Skills: Knowledge of multiculturalism & the impact on health education programs in a variety of settings.	4.2
Career Options- Information about options and career choices within the professional field of health education.	2.8
General information: Overall level of health education information and knowledge.	4.5

*32 students in Spring HSCI 494I (Internship-Capstone) self evaluated in various competencies scoring 1 (Excellent) - 5 (Poor).

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

- **Program changes from previous year's assessment results included:**
 - *Inclusion of greater opportunities for evaluative data*
 - *A mechanism for students to study for, register and complete the Certified Health Educator Specialist Examination which is offered by our National Accrediting body, NCHEC. We are proud to share that CSUN was among the top 10 schools in the nation with number of students taking and passing the CHES exam.*
 - *The department is now offering a HSCI 442 Health, Culture and Diversity course to better inform our undergraduate students in cultural competency. The course went through a complete course redesign (funded by a RIMI grant) and received curriculum approval from EPC.*
 - *Further integration of technology has been implemented in the HSCI 237 (Introduction to Public Health) course which launched our participation in the University's iPad initiative. The following courses are also scheduled to integrate technology further to better prepare our learners: HSCI 390 (Biostats), HSCI 439 (Strategies), and HSCI 441 (Senior Seminar).*

- The College of HHD now offers a writing tutor in the Advisement office. Students in all courses were encouraged to utilize this important resource.
- Student support services, namely, the Health Education Student Organization (HESO) provides service learning opportunities to its members by participating in semester events. .
- **Future program changes from this year's assessment results will include:**
 - Continuous emphasis of ethics, professionalism, and cultural competencies through the entire sequence of Public Health Education courses.
 - Additional implementation of surveys at a midpoint (HSCI 441) between the gateway and capstone courses.
 - Full 100% survey participation of students registered in these courses.
 - Unique id codes (e.g., last 5 digits of CSUN ID#) to follow and link students longitudinally as a cohort through the program.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

The senior seminar course (HSCI 441 and 445) course content is now implemented in a more standardized, consistent fashion with the addition of two new faculty teaching this course. Grades and final projects in these two courses show students demonstrating strong competencies in the program SLOs.

5. Changes to SLOs? NO Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html).

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

5-Year (2013-2018) Assessment Plan for Public Health Program is attached.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? No.

8. Other information, assessment or reflective activities or processes not captured abo