**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) 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: B.S.

Assessment Coordinators: Drs. Garza, Kwon, Rahman, and Zografos

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

**Outcome #2:** 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.

**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: only part “a” of Outcome #4 was assessed this year.

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.**

**Outcome #2:** The Exit Survey was utilized to assess this outcome. The question was as follows: “Please use the scale 1-4 (1 = strongly disagree and 4 = strongly agree) to indicate your level of agreement about your education providing you with the ability to identify, formulate, and solve technical problems.” Percentages of those that responded “strongly agree” and “agree” were calculated to evaluate the question. Please see attached exit survey.

**Outcome #4:** The assignment in PH 114 (Health Behavior) included students preparing a poster or other creative presentation detailing the behavior change program they developed for themselves or for their partner. Students covered what worked, what did not work, and what they would do differently next time. Students were encouraged to be creative in presenting the material, i.e., they could use visuals, music, skits, role plays, poetry, comedy, etc. Presentations were required to be 8 minutes in length.

The rubric utilized to evaluate the assignment consisted of five categories: presentation; organization; purpose; methods; and results/conclusions. The presentation section was worth 12 points; the organization section was worth 8 points; the methods section was worth 10 points; and the results/conclusions section was worth 10 points. The evaluation categories included: expert; advanced; apprentice; and novice. Point totals for each category varied depending on the section. Percentages of those that received “expert”, or “advanced” were calculated to determine proficiency. Please see attached assignment description and rubric.

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. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

**Outcome #2:** The exit survey was administered in spring of 2020. Out of 68 students, 55 (80.9%) reported they “strongly agreed” or “agreed” when asked to indicate their level of agreement about their education providing them with the ability to identify, formulate, and solve technical problems.” The benchmark for this outcome was for at least 80% of students to report “strongly agree” or “agree”, therefore; this benchmark was met. Although the benchmark was met for this outcome, the exit survey data were self-reported and must be interpreted with caution.

**Outcome #4:** Three sections of PH 114 (Health Behavior) were taught in fall 2020. All three sections of this course were evaluated for the purpose of this report (n = 78 students). Out of 78 students, 64 (82.0%) were deemed proficient, i.e., scoring “expert” or “advanced” on the rubric for each of the categories. The benchmark for this outcome was for at least 80% of students to achieve “expert” or “advanced” status on the presentation rubric, therefore; this benchmark was met. It appears students are succeeding in making well-organized presentations in classes, meetings, or groups.

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

**Outcome #2:** The benchmark for this outcome was met, yet only one measure (the exit survey) was used to assess this outcome. In the next academic year, the faculty will identify additional courses that align with this program outcome and rubrics will be developed for assignments for assessment purposes if needed.

**Outcome #4:** The students appear to be doing well on these presentations and a rubric existed to measure this outcome. The faculty are completing processes for EO 1071 compliance, therefore; all learning outcomes in the curriculum for all the new majors will be reviewed to ensure their alignment with the program outcomes as part of this process. A review of assignments and rubrics will also occur as part of this process. Changes will be made as needed.

1. If you recommended any changes in your response to Question 4 in your 2018-19 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 the 2018-19 assessment report, the faculty assessed this same outcome, but a different course was used, i.e., PH 131 (Principles of Health Education) instead of PH 114 (Health Behavior). At that time, it was stated that the faculty would review the rubric for this class to ensure its appropriateness for measuring this outcome. As was mentioned above, the faculty are in the process of reviewing all the rubrics in the curriculum and it is anticipated this task will be completed during this academic year. It was also stated that the faculty would need to provide additional examples of effective presentations in class. The faculty have provided these additional examples, and will continue to do so, on an as needed basis.

1. What assessment activities will you be conducting during AY 2021-22?

As was mentioned above, the faculty are completing processes for EO 1071 compliance. As a result of these processes, new SOAP documents are currently being created for each of the new majors. It is anticipated that all the new SOAP documents will include a knowledge basis outcome, therefore; this will be the outcome of focus for AY 2021-22. It is also anticipated that one indirect measure will be assessed during AY 2021-22. The faculty will also consider revising the exit survey to addresses most, if not all, of the program outcomes.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

The last program review was conducted in February of 2021. The faculty met to determine the items to include in the Action Plan document that will be submitted in October of 2021. Since the program review recently occurred, a summary of the issues identified and plans to address them in the next five years is provided below.

* Assessment: The department faculty will review all learning outcomes in the curriculum for all the new majors to ensure their alignment with the program outcomes. A review of assignments and rubrics will also occur as part of this process. Any new rubrics developed will be “normed” among the faculty.
* High-Impact Practices: The department faculty will explore more opportunities for students to engage in high-impact practices. These practices might include internship opportunities, enrollment in service-learning courses, and/or research opportunities with faculty. For instance, some students are participating in a mask-adherence research project with a faculty member from the department in collaboration with faculty from other departments in the College of Health and Human Services.
* Student Enrollment: In fall of 2017, the department faculty developed an application process for changes of major into the community health option. This process was created in response to the persistent and sustained growth of this option. Over the next five years, the health administration faculty will need to continually assess enrollment patterns to determine if a similar process is needed for their major. Additionally, a staff member from OIE will be invited to at least one faculty meeting per academic year to review enrollment trends and progress toward GI 2025 goals with department faculty and changes will be made as needed.
* Faculty: The department faculty will explore hiring additional tenure-track faculty. Since 2016, four new faculty members have joined the department. The department is currently conducting a search for a health administration faculty member to begin in fall of 2022.

**Exit Survey Item**

**Q11#1 - For the following questions (8-12) please use the scale of 1-4 to indicate the degree to which yo... - For the following questions (8 - 12) please use the scale 1-4 (with 1 being strongly disagree, 4 being strongly agree) to indicate your level of agreement about your education providing you with the ability to:**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
| 1 | 8. Identify, formulate and solve technical problems | 1.00 | 4.00 | 3.13 | 0.75 | 0.56 | 68 |
| 2 | 9. Understand professional and ethical responsibility | 2.00 | 4.00 | 3.44 | 0.60 | 0.36 | 68 |
| 3 | 10. Communicate effective (written and orally) | 1.00 | 4.00 | 3.37 | 0.73 | 0.53 | 68 |
| 4 | 11. Understand the impact of your practice in global context | 1.00 | 4.00 | 3.47 | 0.67 | 0.46 | 68 |
| 5 | 12. Use the techniques, skills and modern technological tools necessary for your practice | 1.00 | 4.00 | 3.15 | 0.67 | 0.45 | 68 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | 1 |  | 2 |  | 3 |  | 4 |  | Total |
| 1 | 8. Identify, formulate and solve technical problems | 1.47% | 1 | 17.65% | 12 | 47.06% | 32 | 33.82% | 23 | 68 |
| 2 | 9. Understand professional and ethical responsibility | 0.00% | 0 | 5.88% | 4 | 44.12% | 30 | 50.00% | 34 | 68 |
| 3 | 10. Communicate effective (written and orally) | 2.94% | 2 | 5.88% | 4 | 42.65% | 29 | 48.53% | 33 | 68 |
| 4 | 11. Understand the impact of your practice in global context | 1.47% | 1 | 5.88% | 4 | 36.76% | 25 | 55.88% | 38 | 68 |
| 5 | 12. Use the techniques, skills and modern technological tools necessary for your practice | 1.47% | 1 | 11.76% | 8 | 57.35% | 39 | 29.41% | 20 | 68 |

**PH 114 Assignment and Rubric**

***PH 114 BEHAVIOR CHANGE PROJECT – Results Video (50 points)***

The video is to be no more than 7 minutes in length. Analyze and describe your self-directed change efforts and describe your views on the advantages, and disadvantages, of your designed plan. Go into detail about what you tried and why, what worked and did not work, what you would do differently or again, etc. This is an opportunity for you to fully detail your efforts and provide insight to others on how they may be able to do a similar project using your plan as a guide. A topic guide is located below with a point breakdown of how it will be graded.

**Presentation – 12 points (eye contact, loudness, clarity, energy, etc.)**

**Organization – 8 points (follow the guide below and discuss them in order)**

**Purpose – 10 points**

* What behavior change were you attempting? Make sure to detail both the unwanted behavior and the desired behavior.
	+ What does the research say about both behaviors?
* Purpose of your change. Why did you believe the change was necessary? How had you noticed it being a problem?
* Indicate your goals, sub-goals, and objectives.

 **Methods – 10 points**

* What type of journaling did you use for the recognition of antecedents?
* What type of journaling did use to monitor your progress in the change effort?
* What were your antecedents? What was reinforcing the unwanted behavior?
* What was your plan to address each antecedent? Explain each of the techniques used and the effectiveness.
* What reinforcements system did you choose and why?
* What theoretical base did you use and why do you believe it is the most appropriate for your plan?

 **Results and Conclusions – 10 points**

* What was the effect of the journaling? Did you recognize the antecedents associated with the behavior? Did you make changes to the journaling throughout the process?
* What worked and did not work from your plan? What changes to your plan did you use during the semester? Were these successful?
* What did you learn, how do you plan to continue (or why not), what changes would you make now that you have done it, and any other thoughts.

|  |  |
| --- | --- |
|

|  |
| --- |
| **PH 114 Health Behavior Change Project (Results Video) Grading Rubric** |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  |  **Expert** | **Advanced** | **Apprentice** | **Novice** |
| **Presentation** | Excellent eye contact, loudness, clarity, energy, etc. (11-12 points) | Above-average eye contact, loudness, clarity, energy, etc., but lacks in at least one category. (9-10 points) | Acceptable eye contact, loudness, clarity, energy, etc., but lacks in more than one category. (7-8 points) | Poor eye contact, loudness, clarity, energy, etc. (0-6 points) |
| **Organization** | Video is laid out exactly as prescribed.(8 points) | Video is presented with some errors (1-2) to the prescribed format.(6-7 points) | Video is presented with several errors (3-5) to the prescribed format.(4-5 points) | Video is presented with more than 5 errors.(0-3 points) |
| **Purpose** | The purpose is inviting, states the main topic, and fully and clearly describes both the unwanted and desired behaviors. (9-10 points) | The purpose is somewhat inviting, states the main topic, and describes both the unwanted and desired behaviors, but is not completely clear on one or two topics. (7-8 points) | The purpose is somewhat clear but there is a need for more supporting information and detail. (5-6 points) | The main idea is not clear. There is a seemingly random collection of information. (0-4 points) |
| **Methods** | The project timeline clearly identifies actions from beginning to end.All supportive facts are discussed thoroughly. (9-10 points) | The project timeline is established but vague and/or missing pertinent information.Almost all supportive facts are reported accurately. (7-8 points) | Project timeline actions are present, but not clearly identified.Some supportive facts are reported accurately. (5-6 points) | No timeline is present and/or information is disjointed.No supportive facts are reported. (0-4 points) |
| **Results / Conclusions** | The results are clear and concise. The conclusion is strong and leaves the audience with an easily utilized program for others.  (9-10 points) | The results are somewhat clear. The conclusion is recognizable and somewhat provides insight for others to utilize the program components. (7-8 points) | The results are present but not clearly stated. The conclusion is recognizable but does not provide insight for others to utilize the program components. (5-6 points) | The results are minimal. There is no clear conclusion on how others may utilize the program. (0-4 points) |