

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

## Academic Program

Public Health, B.S.

## Submission Due Date

2023-2024

## Assessment Coordinator Name

Holisa Wharton

## Enter Assessment Coordinator Email

hwharton@lander.edu

## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on higher Education.

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Operational Outcome

**Enter Outcome**  
Major Enrollment

**Timeframe for this Outcome**  
2022- 2023

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is greater than or equal to 12.5.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is less than 12.5.

**Assessment Measure Used**

Enrollment and graduation data extracted from Banner

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

26.7

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The Public Health (PUBH) major continues to meet the 5 year average of 15.5. Enrollment in the major demonstrates a steady trend of growth with enrollment growing from 30 students in Fall 2022 to 42 students in fall 2023.

The SON has hired an Assistant Professor solely dedicated to the PUBH major. Dr. Claire Mensack holds a PhD in Public Health and a Master's degree in Rehabilitation Counseling from the University of South Carolina. She has over ten years of teaching experience ranging from technical college instruction to graduate level instruction in Public Health. She also has relevant work experience with the South Carolina Department of Health and Environment Control.

**Resources Needed to Meet/Sustain Results**

\$110,000

**Explanation of How Resources Will Be Used**

The PUBH program is currently being funded through a very limited budget originally designed only for the undergraduate nursing program. This nursing budget now supports a prelicensure program more than twice the size of the originally budgeted program, a MSN program and the public health program. The market-driven PUBH program has an opportunity for significant growth and contribution to the University mission with the right marketing and modification of the curriculum. As a new program, the program needs an operational budget of \$ 20,000 for programming and extensive marketing. The marketing mix for the recruitment may include advertising in different avenues such as social media, Lander sponsored open house, reaching out to high school students in career days around Lander University, increase community awareness, participate in various career fairs, and promotional activities, etc.

The resources noted above are needed to provide a budget for the PUBH program that will be used for marketing, to hire a lecturer to support the current assistant professor, and to provide a

coordinator/chair stipend to assist the Dean in growing and managing the program.

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completion (Degrees Awarded)

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

**Assessment Measure Used**

Enrollment and Graduated data extracted from Banner

**Frequency of Assessment**

annually

**Data Collected for this Timeframe (Results)**

12.0

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The Public Health (PUBH) major meets the 5 year average of 8. Completion rates in the major reflect the steady trend of growth with enrollment.

**Resources Needed to Meet/Sustain Results**

\$110,000

**Explanation of How Resources Will Be Used**

The PUBH program is currently being funded through a very limited budget originally designed only for the undergraduate nursing program. This nursing budget now supports a prelicensure program more than twice the size of the originally budgeted program, a MSN program and the public health program.

The market-driven PUBH program has an opportunity for significant growth and contribution to the University mission with the right marketing and modification of the curriculum. As a new program, the program needs an operational budget of \$ 20,000 for programming and extensive marketing. The marketing mix for the recruitment may include advertising in different avenues such as social media, Lander sponsored open house, reaching out to high school students in career days around Lander University, increase community awareness, participate in various career fairs, and promotional activities, etc.

The resources noted above are needed to provide a budget for the PUBH program that will be used for marketing, to hire a lecturer to support the current assistant professor, and to provide a coordinator/chair stipend to assist the Dean in growing and managing the program.

## Goal Summary

### Goal Summary/Comments

PUBH is a market-driven program supported by the need for preventive health and growth in the job market. The PUBH program has a significant opportunity to grow in the near future. The PUBH program also provides additional options for Lander students who are interested in the health sector. Students from nursing and PEES have shown their interest in the PUBH program. In the future, as future students become aware of this new program, we expect it to grow in terms of enrollment and graduation.

### Changes Made/Proposed Related to Goal

The SON continues to evaluate and improve the PUBH curriculum. Fall 2022 there are 42 students enrolled in the major and approximately 19 students will complete the program during the 2023-2024 academic year.

SON looks forward to appointing a chair/coordinator to oversee and promote the PUBH program.

### Upload Rubrics/Other Files

## Goal 2

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

Prepare healthcare practitioners to provide health education, promote healthy lifestyles, prevent diseases, and enhance the quality of life of individuals and communities.

### Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Graduation Percentage

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

Greater than 80% of students graduating from the PUBH program will have completed the program within 10 semesters.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Less than 80% of students graduating from the PUBH program will have completed the program within 10 semesters.

**Assessment Measure Used**

PUBH program academic year retention report

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

4 students graduated December 2022

8 students graduated in May 2023

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

100% of students completed the HPW/PUBH curriculum within 10 semesters.

**Resources Needed to Meet/Sustain Results**

\$110,000

**Explanation of How Resources Will Be Used**

The PUBH major is offered online and onground. A full-time faculty is needed in addition to Dr. Mensack to ensure regular offerings of online and onground courses to ensure courses are offered to facilitate matriculation. Currently, those needs are being met by faculty shared from the nursing program, business college, and adjunct faculties. Having a full-time faculty dedicated to the program will help to meet the need of students to graduate on time and assist the Dean with administration of the program.

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

First-time Certified Health Educator Specialist (CHES) exam pass rate.

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

Greater than 80% of the students who attempt the Certified Health Educator Specialist (CHES) certification exam will gain CHES certification within their first attempt.

**Performance Target for "Partially Met"**

N/A

**Performance Target for "Not Met"**

Less than 80% of the students who attempt the Certified Health Educator Specialist (CHES) certification exam will gain CHES certification within their first attempt.

**Assessment Measure Used**

National Commission for Health Education  
Credentialing (NCHEC) reporting on CHES exam

**Frequency of Assessment**

Bi-annual

**Data Collected for this Timeframe (Results)**

Not applicable

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

We are not aware of any 2022-2023 graduates taking the CHES exam.

**Resources Needed to Meet/Sustain Results**

Funds to support guide books, CHES practice tests may help to encourage students to take the CHES exam and also improve the CHES pass rate.

The SON of nursing is considering modifying an existing course or developing an new course to prepare students for the CHES exam.

**Explanation of How Resources Will Be Used**

The guidebook and CHES practice test will be included in the PUBH 499 to help students to prepare for the exam. Funds may also be used for consultant fees.

## Goal Summary

Goal Summary/Comments

The PUBH program continues to build a strong foundation to help students to graduate on time, start their career, as well as help interested ones to start graduate school. Fall 2022 we offered the first internship course with an enrollment and placement of 5 students and 8 students in Spring 2023. To our knowledge three of the 13 students were offer positions by the intern agency and two of them accepted the positions.

We have hired a full-time assistant professor that holds the CHES certification and we are reviewing the curriculum to see how we can improve success on the CHES exam.

### **Changes Made/Proposed Related to Goal**

The name of the HPW program was approved and changed in fall 2022. The Public Health name and refocused curriculum is expected to help graduates with career and graduate education placement. The SON will continue to evaluate recruitment, enrollment and retention efforts.

### **Upload Rubrics/Other Files**

## **Goal 3**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### **Program Goal**

Students will have a strong foundation on health promotion and basic understanding on seven areas of responsibility for health education specialists.

### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### **What type of Outcome would you like to add?**

Student Learning Outcome

### **Enter Outcome**

Assess and monitor population health.

### **Timeframe for this Outcome**

Academic Year 2022-2023

### **Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was 70% or below.

**Assessment Measure Used**

The class average on Exam 2 in PUBH 415, Epidemiology and Biostatistics

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

F22 (15 students) 73.34%  
S23 (2) 76%

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

As this is the first time assessment is being used to assess program an explanation of exam is provided below.

Exam 2 teaches descriptive epidemiology. Student learn to interpret data, tables and graphs. They learn about public surveillance and population health indicators and they learn the difference between case-control and cohort observational studies.

This course has only been offered online to date. Most students enrolled in course are on campus, but the part-time adjunct is remote. Hiring faculty to provide course in a traditional classroom will improve student performance.

**Resources Needed to Meet/Sustain Results**

\$90,000

**Explanation of How Resources Will Be Used**

Additional full-time faculty is needed to ensure all courses are offered in online and traditional classroom setting. The funds will be used to provide salary and benefits for a faculty member with expertise in epidemiology, biostatistics, and public health. There are additional courses that are needed to strengthen the program such as a policy course and a communication course. The current faculty could also use support with internship placement and administration of the internship courses. In fall 2023 there are 21 students enrolled in the internship course.

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**



## Student Learning Outcome

### Enter Outcome

Investigate, identify, and address health hazards and root causes.

### Timeframe for this Outcome

Academic Year 2022-2023

### Performance Target for "Met"

The class average on selected assessment was 80% or higher.

### Performance Target for "Partially Met"

The class average on selected assessment was 79-71%.

### Performance Target for "Not Met"

The class average on selected assessment was 70% or below.

### Assessment Measure Used

The class average on the Community Health Project in PUBH 417, Community Health

### Frequency of Assessment

Each semester

### Data Collected for this Timeframe (Results)

F22 (17) 94.41%  
S23 course was not offered in spring 2023

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

As this is the first time assessment is being used to assess program an explanation of project is provided below.

#### PUBH 417- Community Health Project

- Students will need to examine evidence-informed resources related to identified health issues (eg. early education and health outcomes) and propose desired changes through presentations highlighting sample outreach, health interventions, or policy changes.
- Students must also develop persuasive messages and materials (e.g., briefs, resolutions, health education, and fact sheets) to communicate the policy, system, or environmental change that correlates to the identified health issues.
- This health promotion project can be demonstrated through use of media (e.g., social media, press releases, public service announcements, and op-eds), as well as traditional, social, and emerging technologies (eg. PowerPoint presentations, flyers, etc.) and methods to mobilize support for policy, system, or environmental change.
- Students should involve target audience, partners and stakeholders throughout the health education and promotion process in meaningful and sustainable ways.
- This project may be completed in groups of two (2) students, but individual contribution to the project must be highlighted and notable.

### Resources Needed to Meet/Sustain Results

\$90,000

### Explanation of How Resources Will Be Used

Additional full-time faculty is needed to ensure all courses are offered in online and traditional classroom setting. The funds will be used to provide salary and benefits for a faculty member with expertise in epidemiology, biostatistics, and public health. There are additional courses that are needed to strengthen the program such as a policy course and a communication course. The current faculty

could also use support with internship placement and administration of the internship courses. In fall 2023 there are 21 students enrolled in the internship course.

### Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Communicate effectively to inform and educate.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was below 70%.

**Assessment Measure Used**

The class average on Health Education Project in PUBH 240, Health Education

**Frequency of Assessment**

Each semester.

**Data Collected for this Timeframe (Results)**

F22 Course not offered  
S23 (23) 95.43%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

As this is the first time assessment is being used to assess program an explanation of project is provided below.

Health Education Project

The purpose of this assignment is to incorporate what students have learned in PUBH 240 by creating a product that delivers health education to a chosen audience (see below).

The final product will be an engaging educational poster. The intended audience is either early adolescents (12-15 years), college students, middle-aged adult (41-64 years), or older adult (65 years and older).

Students determine the health topic they would like to present.

Develop at least 3 learning objectives for this project

- a. The objectives should follow proper format discussed in the textbook. These objectives should be communicated to the instructor in a separate file (not on your poster). Please turn in as a word document with your final poster.
2. Plan how to meet each objective through the information you provide on the poster.
3. Research the topic.
4. Plan visual aspects for your poster.
5. Develop deadlines for yourself to complete your tasks.

Tips:

Use only evidence-based resources intended for use of healthcare professionals. DO NOT plagiarize other educational materials.

GRADING RUBRIC

#### GOALS/OBJECTIVES

20 points The learner goals and objectives are clearly stated. At least 3 appropriate objectives are identified. Objectives are in SMART format.

#### CONTENT

40 points Topic is appropriate for intended audience. Readability and concepts are appropriate for audience. Content is evidence-based, thorough, and current. Information presented meets stated objectives.

#### INSTRUCTIONAL DESIGN/CREATIVITY

40 points Design is innovative and relevant. Promotes learner engagement. Titles and text easy to read from a distance. Text varies in color, size and/or style for different text elements. The poster shows considerable attention to construction. Creator of poster is identified in a discrete area (names or picture).

For 2023-2024 academic year assess alignment of online and traditional course.

#### Resources Needed to Meet/Sustain Results

NA

#### Explanation of How Resources Will Be Used

NA

## Outcome 4

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Identify, support, and mobilize community partners.

### **Timeframe for this Outcome**

Academic Year 2022-2023

### **Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

### **Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

### **Performance Target for "Not Met"**

The class average on selected assessment was lower than 70%.

### **Assessment Measure Used**

The class average on course blog entry in PUBH 490 or 491, Public Health Internship I or II

### **Frequency of Assessment**

Each semester

### **Data Collected for this Timeframe (Results)**

F22 (5) 100%  
S23 (11) 89.62%

### **Score (Met=3, Partially Met=2, Not Met=1)**

3

### **Comments/Narrative**

As this is the first time assessment is being used to assess program an explanation of project is provided below.

Hopefully you recall learning about the National Academy of Medicine's Ten Essentials of Public Health Service. The course blog will allow each student to contribute information regarding how your respective intern agency meets the essentials

In this blog you will be able to upload videos, literature, or just share statements about how your agency meets these objectives.

You can visit the blog and share information as often as you like, but you must provide a minimum of one post addressing whether all ten Essentials are addresses or not addressed by your agency. If Essential is addressed you will need to provide an example (i.e, linking out to an event, posting a video, sharing literature, providing a detailed statement). (worth 100 points).

### **Resources Needed to Meet/Sustain Results**

\$90,000

### **Explanation of How Resources Will Be Used**

The two internship courses in this program require administration oversight beyond what is needed in a traditional online or traditional course. Faculty assist students in acquiring internship placement. Internship agencies have varying requirements that must be met for on boarding student intern. With growth of the program additional community partners are needed along with a process for evaluating internships for online students. The current faculty needs support with internship placement and administration of the internship courses. In fall 2023 there are 21 students enrolled in the internship course.

## **Outcome 5**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Examine and summarize public health policies and programs.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was lower than 70%.

**Assessment Measure Used**

Not able to identify adequate assessment at this time

**Frequency of Assessment**

NA

**Data Collected for this Timeframe (Results)**

Not able to identify adequate assessment at this time

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

After review of all courses and assessments we are unable to identify an adequate assessment of this student learning outcome at this time. This deficit will be addressed at the end of year program evaluation.

**Resources Needed to Meet/Sustain Results**

\$90,000

**Explanation of How Resources Will Be Used**

Additional full-time faculty is needed to develop and offer select courses commonly seen and recommend for public health programs. The SON is considering the addition of a policy course, a communication course and a internship preparation course for fall 2024.

**Outcome 6**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Improve equitable access to resources through systematic evaluation, research and quality improvement.

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was lower than 70%.

**Assessment Measure Used**

The class average on Class Discussion #3 (via Discussion Board) in PUBH 325, Social Determinants of Health

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

F22- Course not offered  
S23 (27) 89.6%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

As this is the first time assessment is being used to assess program an explanation of project is provided below.

Discussion Board #3 The Impact of Social Determinants of Health (SDoH)

As a final discussion for this course, students are asked to provide a reflection that demonstrates their understanding of the social determinants of health and its impact on the creating a culture of wellness. This is a comprehensive discussion post therefore responses should be well researched, written and presented. This is a multipart question, grades based on the quality and depth of the submission. Students are encouraged to review the learning objectives of this course, to ensure understanding of the concepts.

Part 1- Introduction

- Select a SDOH challenge (economic stability, education, social and community context, health

and healthcare, neighborhood and built environment) issue that has an impact on disparities in the United States. See page 49 of text Figure 3-2 for examples of the types of issues. However you should select an challenge that you are passionate about that falls into one of the SDoH categories.

- Provided a brief introduction on the challenge (1-paragraph of 5-6 sentences)
- Describe the statistical data and/or trend analysis of the challenge
- Historical, cultural and/or ethical implications of the challenge

#### Part 2-Social Determinants of Health

- Identify the SDoHs that influence your health challenge
- Discuss interventions to reduce the challenge
- Provide at least two recommendations to sustain selected interventions
- Describe strategies to create a culture of wellness
- Discuss the short-term and long-term impact of a culture of wellness

#### Resources Needed to Meet/Sustain Results

\$92,700

#### Explanation of How Resources Will Be Used

In the semesters under review and previous semesters this course was taught online by a full-time faculty from the College of Business. The faculty could only teach in the spring and the course would often place the faculty in overload. Fall 2023 the COB faculty notified the Dean that she could not teach the course in Spring 2024. An adjunct faculty will be hired to teach the online section and a full-time faculty is needed to teach the traditional section.

## Outcome 7

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Student Learning Outcome

#### Enter Outcome

Provide health education to promote health, support wellness, and prevent injury and disease.

#### Timeframe for this Outcome

Academic Year 2022-2023

#### Performance Target for "Met"

The class average on selected assessment was 80% or higher.

#### Performance Target for "Partially Met"

The class average on selected assessment was 70% or higher.

#### Performance Target for "Not Met"

The class average on selected assessment was less than 70%.

**Assessment Measure Used**

The class average on the Health Education Project in PUBH 240, Health Education

**Frequency of Assessment**

Each Semester

**Data Collected for this Timeframe (Results)**

F22  
S23 (23) 95.43%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

As this is the first time assessment is being used to assess program an explanation of project is provided below.

**Health Education Project**

The purpose of this assignment is to incorporate what students have learned in PUBH 240 by creating a product that delivers health education to a chosen audience (see below).

The final product will be an engaging educational poster. The intended audience is either early adolescents (12-15 years), college students, middle-aged adult (41-64 years), or older adult (65 years and older).

Students determine the health topic they would like to present.

Develop at least 3 learning objectives for this project

- a. The objectives should follow proper format discussed in the textbook. These objectives should be communicated to the instructor in a separate file (not on your poster). Please turn in as a word document with your final poster.
2. Plan how to meet each objective through the information you provide on the poster.
3. Research the topic.
4. Plan visual aspects for your poster.
5. Develop deadlines for yourself to complete your tasks.

**Tips:**

Use only evidence-based resources intended for use of healthcare professionals. DO NOT plagiarize other educational materials.

**GRADING RUBRIC**

**GOALS/OBJECTIVES**

20 points The learner goals and objectives are clearly stated. At least 3 appropriate objectives are identified. Objectives are in SMART format.

**CONTENT**

40 points Topic is appropriate for intended audience. Readability and concepts are appropriate for audience. Content is evidence-based, thorough, and current. Information presented meets stated objectives.

**INSTRUCTIONAL DESIGN/CREATIVITY**

40 points Design is innovative and relevant. Promotes learner engagement. Titles and text easy to read from a distance. Text varies in color, size and/or style for different text elements. The poster shows considerable attention to construction. Creator of poster is identified in a discrete area (names or picture).

**Resources Needed to Meet/Sustain Results**

NA

**Explanation of How Resources Will Be Used**

NA



## Goal Summary

### Goal Summary/Comments

The PUBH program is relatively new and continues to grow and evolve. Based on the data presented for the 2022-2023 academic year the program is effective and continues to meet most of the program and student learning objectives. We are in the process of reviewing and updating the PUBH webpage, developing recruitment publications, align online and traditional courses, transition online courses to Blackboard Ultra LMS, and continue review and improve the curriculum. A few new courses are being considered along with modification of a few courses to prepare the program for future accreditation. Additional faculty is needed to support the sole assistant professor of the program. The Dean of the SON will seek permission to appoint a chair/coordinator of the PUBH program in an effort to improve progression, growth and public reputation for the program. The Dean will also seek permission to hire an additional full-time faculty for the program if enrollment continues on the current growth trend.

### Changes Made/Proposed Related to Goal

During the 2021-2022 academic year the HPW program was in the process of transitioning to PUBH. The HPW program had different student learning outcomes and primarily used the final class average to evaluate student learning outcomes. Upon feedback from Academic Affairs the SON was advised to discontinue use of final class average and this 2022-2023 program evaluation reflects the change in student learning outcomes for the PUBH program and select assessments to evaluate program effectiveness.

The SON will continue to improve alignment between online and traditional sections of courses taught in the PUBH program and looks forward to continued growth and success of the PUBH program.

### Upload Rubrics/Other Files

#### Dean's Email Address

hwharton@lander.edu

#### Approved by Dean?

Yes

#### Signature of Dean

Holisa C Wharton

#### Comments from Dean's Review

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**