Saint Louis University

Program-Level Assessment: Annual Report

Program Name (no acronyms): BS in Public Health	Department: Undergraduate Public Health Programs
Degree or Certificate Level: BS	College/School: CPHSJ
Date (Month/Year): Dec 2022	Assessment Contact: Lauren Arnold

In what year was the data upon which this report is based collected? AY2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes - CEPH

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

This assessment cycle focused on LOs 1, 2, 3, and 4:

LO1: Demonstrate foundational knowledge of public health in relation to human cultures, history, *science*, and policy.
LO2: Identify health characteristics, determinants, and needs across diverse populations
LO3: Recognize ways to implement evidence-based approaches to public health issues in communities.
LO4: Communicate public health issues with an emphasis on social justice and the core disciplines of public health.

All PLOs were assessed as we are in the process of our CEPH self-study in preparation for our CEPH re-accreditation visit in April 2023.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLOs 1, 2, 3, 4: A sample of Public Health Capstone portfolios (PUBH4960) was used to evaluate all PLOs. Tthese portfolios include student reflection on achievement of each PLO (indirect measure, qualitative) as well as artifacts from the breadth of BSPH coursework that students submit to indicate PLO achievement (direct measures). For assessment purposes, 30% (n=10) of portfolios from the Spring 2022 semester were selected. Additionally, the graduation exit survey asked students to rate their achievement of each PLO on a Likert scale (indirect measure, quantitative). The Capstone course is an in-person course only offered on the St. Louis campus.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Capstone portfolio artifacts and reflections were used to assess PLO1, 2, 3, and 4 with the following rubric developed by the Program Director in conjunction with faculty who have taught the course; this rubric has been used to assess portfolios in the past:

Reflection on PLO achievement:
- 3=in-depth, insightful reflection addresses all aspects of the PLO and substantially builds on discussion of artifacts with additional examples
- 2=general reflection addresses most aspects of the PLO and moderately builds on artifacts with additional examples
- 1=lacks discussion of relationship to PLO achievement; doesn't build on artifacts with additional examples; and/or comprehensively address the PLO

Evidence of PLO achievement in artifacts selected by the student:
- 2=Artifacts clearly relate to the PLO and include appropriate documentation
- 1=Artifacts do not relate to the PLO and/or lack appropriate documentation

The course instructor reviewed and assessed the portfolios.

The Graduation Exit Survey assessed student perception of PLO achievement with the following questions:
How comfortable do you feel about your ability to:
a. Demonstrate foundational knowledge of public health in relation to human cultures, history, science, and policy
b. Identify health characteristics, determinants, and needs across diverse populations
c. Recognize ways to implement evidence-based approaches to public health issues in communities
d. Communicate about public health issues with an emphasis on social justice and the core disciplines of public health

Response options: Very comfortable (5), somewhat comfortable (4), Neither comfortable nor uncomfortable (3), somewhat uncomfortable (2), very uncomfortable (1)

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Capstone Assessment of PLOs: Analysis of this sample of Capstone portfolios found consistency in assessment of LO achievement via student reflection and review of artifacts. All students (100%) provided an in-depth, insightful reflection that addressed all LO components and substantially built on discussion of artifacts with additional examples. Similarly, all students (100%) furnished artifacts that connected to the PLO (average score of 2/2).

Graduation Exit Survey/Student Assessment of PLOs: Graduation exit survey data found that 100% of graduates reported they were somewhat/very comfortable with their level of achievement of each PLO (1-4). The average and median scores for each PLO were:
PLO1: 4.53 mean, 5.0 median (5.0 scale)
PLO2: 4.87 mean, 5.0 median (5.0 scale)
PLO3: 4.73 mean, 5.0 median (5.0 scale)
PLO4: 4.67 mean, 5.0 median (5.0 scale)

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

> From these results, we continue to see that by the conclusion of their curriculum, BSPH students continue to have a solid foundation in all four Program Learning Outcomes. This indicates that the work in courses leading up to the Capstone course (final course in the major) provides students with a solid set of skills and knowledge, recognized both through application in student work and student perceptions.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   > This information is shared with the Steering Committee; committee members are giving an opportunity to comment and discuss at Steering Committee meetings.

   B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   Changes to the Curriculum or Pedagogies
   - **Course content**
   - **Teaching techniques**
   - **Improvements in technology**
   - **Prerequisites**
   - **Course sequence**
   - **New courses**
   - **Deletion of courses**
   - **Changes in frequency or scheduling of course offerings**

   Changes to the Assessment Plan
   - **Student learning outcomes**
   - **Artifacts of student learning**
   - **Evaluation process**
   - **Evaluation tools (e.g., rubrics)**
   - **Data collection methods**
   - **Frequency of data collection**

   Please describe the actions you are taking as a result of these findings.

   > No action at this time.

   If no changes are being made, please explain why.

   > Our College is currently going through the self-study for our CEPH re-accreditation. We do not want to make any changes that will conflict with self-study documents already submitted and do not want to make any curricular changes in general until we have heard from our accreditors and until we know of any curricular changes that might be required due to changes in accreditation criteria.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   > One change the program made as a result of prior assessment was to revise the Capstone portfolio rubric (and other assignment rubrics in the Program) to reflect PLO assessment. This allows students to see how PLOs relate to elements in the assignments. A second change was to strengthen the biology content and connections of biological concepts/principles to public health applications in PUBH4100. In Spring 2022, this also allowed us to propose the course for inclusion in the University Core – Ways of Thinking: Natural Sciences.

   B. How has this change/have these changes been assessed?

   > N/A – The rubric changes are process changes that didn't require a formal assessment; informally, the process changes allow assessment data to be more easily identified/pulled and demonstrate to students how assignment map to the degree's PLOs. Assessment of the PUBH4100 University Core application was via the UUCC-Ways of Thinking Subcommittee and the full UUCC.

   C. What were the findings of the assessment?

   > The changes were process changes that now allow us to more easily pull assessment data. PUBH4100 is now listed as a University Core course.

   D. How do you plan to (continue to) use this information moving forward?

   > We plan to continue to use the Capstone rubric to pull assessment data as it is working well.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.