

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services</i>	<i>Department of Public Health</i>
<i>Public Health Certificate (1742)</i>	
<i>Grace Lartey</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Discuss the core values, concepts and functions of public health.
Evaluation	The current program learning outcome is still relevant after it was revised in 2022/2023 to better align with public health concepts. The outcome is measurable and easily assessed with the measurement instruments. While it looks triple barreled as written, it is not in the public health field. Public health core values, concepts and functions are discussed together as one unit. The verb used follows Bloom's Taxonomy, and demonstrates understanding of concepts.
Measurement Instruments	The assignment used to assess the outcomes – the core functions of public health and the 10 essential public health services form the foundation of public health core values, concepts and functions. The artifact and grading rubric are appropriate for the assessment. None of these would be affected by AI.
Criteria & Targets	The criteria for success does not need to change. 85% of students scoring 80% on the measurement demonstrates understanding of the concepts as outlined in the learning outcome. The measurement has successfully met the targets over the years.
Results & Conclusion	<u>Results:</u> The results was what was expected by the program. Graduates from the program are expected to demonstrate knowledge of public health competencies. Students with a good understanding of the core values, concepts and functions of public health will be able to transfer that knowledge into public health practice. <u>Conclusions:</u> The changing trends in public health calls for a revision of the program. Recommendations from the recent Academic Program Review (APR) will be implemented to revise the program the next academic year. The revisions will drive any needed changes to the current student learning outcome, which may impact the measurement instruments, criteria and targets.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The program will propose revisions during the 2025/2026 academic year for implementation in the 2026/2027 academic year. This may lead to changes in the student learning outcomes, measurement instruments, criteria and targets. For the 2025/2026 academic year, the current student learning outcomes will be used for the assessment. Over the following 3 years, data will be collected based on the revised program and student learning outcomes.
--	---

Program Student Learning Outcome 2	
Program Student Learning Outcome	Design and implement evidence-based interventions in preventing and or reducing public health issues.
Evaluation	The current program learning outcome is still relevant after it was revised in 2022/2023 to better align with public health concepts. The outcome is measurable and easily assessed with the measurement instruments. The outcome as it is written is double barreled; however, intervention implementation plan is part of program design. Preventing a health issue ultimately leads to the reduction of public health issues. Students have to align their implementation plan to the design. The verb used “design” is a higher-order verb on Bloom’s Taxonomy, which makes it challenging. It helps bring out students’ creativity and ingenuity.
Measurement Instruments	The assignment used to assess the outcomes – designing and implementing an intervention is a core requirement in public health. The artifact and grading rubric are appropriate for the assessment. None of these would be affected by AI.
Criteria & Targets	The criteria for success does not need to change. 85% of students scoring 80% on the measurement demonstrates mastery of the learning outcome. The measurement has successfully met the targets over the years and will not be changed.
Results & Conclusion	<u>Results:</u> The results was what was expected by the program. Graduates from the program are expected to demonstrate knowledge of public health competencies. Students who have mastered program design and implemetation skills will be able to transfer that knowledge into public health practice. <u>Conclusions:</u> The changing trends in public health calls for a revision of the program. Recommendations from the recent Academic Program Review (APR) will be implemented to revise the program the next academic year. The revisions will drive any needed changes to the current student learning outcome, which may impact the measurement instruments, criteria and targets.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The program will propose revisions during the 2025/2026 academic year for implementation in the 2026/2027 academic year. This may lead to changes in the student learning outcomes, measurement instruments, criteria and targets. For the 2025/2026 academic year, the current student learning outcomes will be used for the assessment. Over the following 3 years, data will be collected based on the revised program and student learning outcomes.

Program Student Learning Outcome 3	
Program Student Learning Outcome	N/A
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom’s Taxonomy?

Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted?
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets?
Results & Conclusion	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Conclusions: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.

To add more outcomes, if needed, select the table above and copy & paste below.