

Academic Year Covered in this Report: 2019/2020

Program: HHP Public Health Dept. Chair: Dr. Todd Sherman Date: September 2020

| <b>Student Learning Outcome 1</b>  | <b>Assessment</b>   | <b>Benchmark</b>                                  | <b>Process (Who, How, When, Where)</b>   |
|--|---|---|--|
| Discuss essential services that public health programs provide to protect and improve the health of populations. | Community Health Organization Activity Poster/Project Presentation. | 80% of the students will earn a score of 80% or > | Students enrolled in HLTH 441: Planning, Implementing and Evaluating Community Health Initiatives with Dr. Gibson will complete the complete the Community Health Organization Activity Poster/Project |
|  | <i>What is Public Health and How Does It Affect Me Essay</i>        | 80% of the students will earn a score of 80% or > | Students enrolled in HLTH 428: Public Health Practices with Dr. Gibson will complete the "What is Public Health" essay.  |
| <b>DATA RESULTS AND ANALYSIS</b>   |   |   |  |
| HLTH 441 - 100% of the students met the benchmark<br>HLTH 428 – 48/50 96% of the students met the benchmark      |   |   |  |
| <b>HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?</b>                                 |   |   |  |

HLTH 441 - Fall 2019 – Working with the TN Department of Health we implemented a speaker series to begin spring 2020 where students in the class would get extensive exposure to various elements of the health department including a presentation by the Regional Director, Medical Director, WIC Program Director, presentation on Vital Records and HIPAA, Human Resources Director, Director of Community Services/Health Promotion, Emergency Preparedness and Environmental Services Coordinator, Environmental Services, and Community Health CEDS Director. Due to COVID-19 the Health Department’s work with our class was ended as all their efforts went to contact tracing and COVID prevention and mitigation. The public health program needs to ensure that we continue to make connections with public health community agencies.

HLTH 428 - Although 96% of the students met the benchmark for this assignment, students had numerous questions regarding how to complete the assignment. For the spring semester videos will be used to explain 5 paragraph essays and APA format. The assignment rubric will be updated reviewed with the students when the assignment is introduced.

| <b>Student Learning Outcome 2</b>   | <b>Assessment</b>    | <b>Benchmark</b>                                  | <b>Process (Who, How, When, Where)</b>  |
|---|----------------------|---|---|
| Use research tools and analytic methods to critically analyze, monitor and assess the health status of populations. | Data Scavenger Hunt. | 90% of the students will earn a score of 80% or > | Students enrolled in HHP 330: Introduction to Epidemiology with Dr. Gibson will complete the Data Scavenger Hunt. |
| <b>DATA RESULTS AND ANALYSIS</b>  |                      |   |   |

HHP 330 48/50 96% of the students met the benchmark

- Data was not collected from one section of the course. One of the faculty members resigned and did not submit assessment information.

**HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?**

Fall 2019 – Two students did not meet the benchmark and they failed to attempt the assignment. At this point, I would continue to monitor to see how this assignment goes in the Spring with this class.  
 Spring 2020 – Gibson – Students completed a dry run of the assignment so they would know what they would be expected to do. In the future additional resources should be added to the scavenger hunt and it should be more challenging. Having students gather real time local data helps them engage with their community in ways that would be necessary if they would hope to complete a needs assessment when they take HLTH 441 later in their academic career.

| <b>Student Learning Outcome 3</b>   | <b>Assessment</b>              | <b>Benchmark</b>                        | <b>Process (Who, How, When, Where)</b>   |
|---|--------------------------------|---|--|
| Understand the Impact of policies and legislation on individual and population health | Policy Development Assignment. | 80% of the students will score 80% or > | Students enrolled in HLTH 442: Seminar in Policy Development will complete the Policy Development Assignment |
| <b>DATA RESULTS AND ANALYSIS</b>  |                                |   |  |

N/A

**HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?**

Due to staffing issues this class has not been taught. The public health curriculum allows students to take HLTH 442 or Political Science 362: Public Policy.

Need to meet with faculty in Political Science to determine if there is an assignment in the Political Science 362 course that will assess this SLO.

| Student Learning Outcome 4   | Assessment        | Benchmark  | Process (Who, How, When, Where)   |
|--|-------------------|--|---|
| Apply evidence-based principles to the process planning, development, budgeting, management, and evaluation of public health organization and initiatives. | Logic Model       | 90% of the students will earn a score of 90% or >  | Students enrolled in HLTH 441: Planning, Implementing and Evaluating Community Health Initiatives with Dr. Gibson will complete the Logic Model assignment. |
|  | Internship Report | 100% of the students will earn a score of 80% or > | Students enrolled in HLTH 491: Public Health Internship will complete the internship report.  |

**DATA RESULTS AND ANALYSIS**

HLTH 441 - Fall 2019 – 100% of the students met the stated benchmark  
 HLTH 441 - Spring 2020 - Due to COVID-19, changes were made in the course that prohibited the completion of this assignment.  
 HLTH 491 – 100% met the benchmark

**HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?**

Fall 2019 - Continue to use this assignments and monitor as is.

Spring 2020 - Due to COVID-19, changes were made in the course that prohibited the completion of this assignment.

| <b>Student Learning Outcome 5</b>   | <b>Assessment</b>               | <b>Benchmark</b>                       | <b>Process (Who, How, When, Where)</b>   |
|---|---------------------------------|--|--|
| Effectively communicate public health message to a variety of audiences from professionals to the general public.   | Health Communication Assignment | 90% of the students will earn 80% or > | Students enrolled in HLTH 427: Health Education and Promotion with Dr. Wilbert will complete the Health Communications Assignment. |
| <b>DATA RESULTS AND ANALYSIS</b>  |                                 |  |  |
| <p>Fall 2019 - 52% met the benchmark. One group, four students turned in the assignments in bits and pieces due to an illness. The assignments came in after school was out. Additionally, there was great confusion between a literature review and an annotated bibliography. Even though one class period was spent on how to write a literature review and resources made available in Canvas, multiple groups did not submit a "literature review".</p> <p>Spring 2020 - Due to COVID-19, changes were made in the course that prohibited the completion of this assignment.</p> |                                 |  |  |
| <b>HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?</b>  |                                 |  |  |
| <p>Fall 2019 - Directions for the literature review have been improved and it has been decided that the assignment will now be developed as a proposal. Students will not present their message to a population, but instead present a proposal for funding in a "Shark Tank" type of arena. The students will make their pitch to Health Educators who will then ask questions about ALL aspects of their program.</p> <p>Spring 2020 - Due to COVID-19, changes were made in the course that prohibited the completion of this assignment.</p>                                      |                                 |  |  |



