

## 2022-23 Program Assessment Report

### B.S. Population Health Management

to Office of Academic Excellence

#### Section 1 – Program Mission and Educational Objectives

- **Program Mission:** Population Health Management is an ideal program for Oregon Tech as an “innovative and rigorous applied degree program” that is focused on “application of theory to practice.” While other public health and health sciences programs educate students about community health, Oregon Tech’s PHM program transmits transferable, hands-on skills, applied to both healthcare delivery and community based prevention. Significant legislative changes to healthcare in the U.S. have produced an increasing demand for population health management in order to reduce healthcare costs and improve the efficiency and efficacy of health services. Qualified professionals are needed immediately to fill positions in patient advocacy, health and wellness coaching, research and data analysis, community health education, and federally funded disease prevention programs.
- **Mission Alignment:** The healthcare industry must recruit well-trained professionals with both a social science background and concrete knowledge of health and healthcare. Oregon Tech students enjoy a hands-on learning environment, at an institution committed to job placement and industry needs, with the ability to integrate multiple departments for an interdisciplinary approach.

#### Section 2 – Program Student Learning Outcomes

- **PSLOs:** The following objectives are designed to outline the expectations faculty have of students as well as ensure the necessary skills needed for a wide range of career options for PHM majors. These outcomes stem from the program’s mission of applied social science education based on theoretical and action-based learning opportunities. Many of the “hands on” components of the learning objectives are design for immediately use in prospective employment positions, whereas many of the theoretical social sciences learning outcomes are geared toward graduate’s ability to navigate the employment landscape (new challenges, novel ideas, critical thinking, and political maneuvering) and seek new opportunities, promotion, and engage in effective leadership. Graduates of the BPHM program at Oregon Tech should be able to do the following:
- Work in a wide range of positions related to assessing, improving, or evaluating systems related to population health.

- Pursue advanced degrees or training in areas of Population Health, Public Health, Sociology, Social Work Medical School, Nursing School, or Health Science-related fields.
- Communicate effectively in the field of health and health care as well as everyday life.
- Critically and ethically assess the role of organizations and systems that influence population health.

### Section 3 – Curriculum Map

- **Curriculum Map:** How are each of your program student learning outcomes (and institutional ISLO's) supported and scaffolded throughout the program's curriculum?

COURSE	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	ISLO 1 - Com	ISLO 2 - I/A	ISLO 3 - ER	ISLO 4 - QL	ISLO 5 - TW	ISLO 6 - DP
SOC 204	F							F				F
SOC 225	F	F						F				F
SOC 205						F						
SOC 301/302				P				P	F	P		
SOC 335			P		F							P
PHM 321/435						C						C

SOC 325		F		F						F		F
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## Section 4 – Assessment Cycle

Table 1. Three-Year Cycle for Assessment of Student Learning Outcomes

	Program Learning Outcome	'18 -19	'19- '20	'20 -21	'21- 22	'22 -23	'23- 24
1	Students explain basic theoretical frameworks of sociology and demonstrate an ability to apply social theory to behavioral trends.		X				
2	Students will demonstrate understanding of the impact of such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, and socio-economics status on the health and wellbeing of individuals	X			X		
3	Students will synthesis ideas related to cultural competency and demonstrate skills related to cultural competency.			X			X
4	<b>Students will demonstrate an understanding of the sociological research methods, including an ability to organize, analyze, and present data.</b>	X				X	
5	Students will demonstrate an understanding of the roles, functions, and responsibilities of healthcare professionals and patients, including alternative approaches to healthcare.			X			X
6	<b>Students will explain theories and methods of health behavior change and demonstrate the skills needed to assess programs,</b>		X			X	

interventions, and activities aimed at changing health-related behavior.						
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## Section 5 – Assessment Data Collection Processes

- **Performance Target:** A range of 75-100% of students meeting criteria (at a proficient or highly proficient level.
- **Activity:** Grading of one assignment and one final project for both lower and upper division courses
- **Sample:** Approximately 100 students were assessed across two PSLOs
- **Reliability:** We used two residential sections and two online sections
- **Rubric:** We used rubrics included for each assignment

## Section 6 – Assessment Data

We conducted formal assessment of Outcomes #4 and #6 during 2022-2023.

Student Learning Outcome #4:

**Students will demonstrate an understanding of the sociological research methods, including an ability to organize, analyze, and present data.**

### Direct Assessment #1

This year we assessed **PSLO #4**, at the practice level, in SOC 302 Research Methods in the Winter of 2023.

PSLO #4 was assessed on the final group project in SOC 302. Students are required to analyze qualitative data and present findings. The students were given a data set that included responses from a qualitative study carried out by faculty on the topic of mental health among first responders. Students were assessed on the following criteria: 1) organization of background research/literature, 2) summarization of methodological approach to data analysis, 3) appropriate analytical techniques, 4) clarity and relevance of qualitative findings, and 5) presentation of data. The following rubric shows the % of students by performance criteria. The class included 5 PHM majors. We expect that a minimum of 80% of students will perform at the Proficient to Highly Proficient levels on all aspects of the learning outcome. Only one aspect of the performance did not meet

these expectations “clarity and relevance of qualitative findings”. This was somewhat expected as this is the most complex and difficult task.

	Highly Proficient	Proficient	Adequate	Needs Improvement
organization of background research/literature	100%	0%	0%	0%
summarization of methodological approach to data analysis	100%	0%	0%	0%
appropriate analytical techniques	40%	40%	20%	0%
clarity and relevance of qualitative findings	20%	40%	20%	20%
presentation of data	40%	40%	0%	20%

### Direct Assessment #2

In the school year of 2022-2023 we did not have any other courses with final projects or other assignments that adequately assessed sociological research methods due to course offerings.

### **PSLO #6:**

**Students will explain theories and methods of health behavior change and demonstrate the skills needed to assess programs, interventions, and activities aimed at changing health-related behavior.**

### Direct Assessment #1

We assessed this outcome in SOC 205 in week 2 of, Fall of 2023, from the assignment “Health Program Review #”. This is at the foundation level.

Our standard for this assessment was that 75% of students would be at a proficient or highly proficient level.

In the assignment students are to research, describe, and assess a program aimed at improving health including an intervention or initiative that involves activities performed to improve health and change behavior.

Students are to locate a specific program, research the program and complete this assignment including the following components:

1. Background (definition + statistics of the health issue)
2. Description of the Program and Activities, with link to website (no copy/paste from the website):
3. Target population
4. Level(s) of the Social Ecological Model targeted
5. Target Indicators of Program (How would they know if the program is working?)
6. Outcomes of Program
7. Critique of Program

	Highly Proficient	Proficient	Adequate	Needs Improvement
Provides adequate background and statistics	90%	0%	5%	5%
Describes the Social Ecological Levels Addressed	80%	10%	10%	
Describes program activities	80%	5%	15%	
Indicates target population	100%			
Lists outcomes	80%		10%	10%
Provides critique	80%		10%	10%

## Direct Assessment #2

We assessed this outcome in PHM 321 Community Health Program Planning in Winter 2023.

This is at the practice level. Additionally students worked in teams for this assignment.

We used the assignment “Final Program Plan”.

In this assignment students had to develop a health program to address a health issue, which they worked on in groups over the course of five weeks.

This assignment includes several components:

A problem analysis including:

- Introduction or overview to the problem, disease, or condition
- This may include definitions, incidence, prevalence, known risk factors, etc.
- Demographics of the target community and description of the target population
- Describe who is impacted
- Impacts of the problem, disease, or condition (local data if available, national data)
- Describe how they are impacted
- Services or programs that already exist
- What influences are making the problem better – or worse?
- Best practices for addressing the issue and impacts associated with best-practices
- How are others successfully addressing this problem?
- Limitations and conclusion
- What information are you missing?

Program Goals and Program Overview, including:

- Rationale/Development of Model
- Description of Program Activities
- Explain the program in detail.
- Include what resources are needed and how those will be obtained.
- Recruitment of Participants
- How will prospective participants be identified?
- How will they receive information about your activities?
- What will they receive for participating, if applicable?
- How many individuals do you hope to connect with

Evaluation, including:

- What data to collect
- How to collect that data
- Analysis plan
- Who will results be shared with and what is the plan for sharing those results?

	Highly Proficient	Proficient	Adequate	Needs Improvement
Problem Analysis	0%	100%	0%	0%
Program Goals and Objectives	0%	100%	0%	0%
Program Overview	0%	50%	50%	0%
Evaluation	0%	50%	50%	0%
Professionalism	50%	50%	0%	0%

### Institutional Learning Outcomes

This year we assessed **ISLO #6**, Diverse Perspectives/Cultural Sensitivity at the Foundation and Practice Levels.

#### Direct Assessment #1

We assessed this outcome in SOC 335 Health Inequality and Cultural Competency, Spring 2023. This is at the Practice level.

In SOC 335, we assessed Diverse Perspectives and Cultural Sensitivity at the Practice level. In this course, students learn about the idea of cultural competency and how to develop it. They are also tasked with producing a research report on a specific health inequality. As part of that assignment, students are asked to identify various perspectives on the research topic and to critically examine existing research findings from different perspectives. According to the Diverse Perspectives ISLO rubric. At the practice level, students should be proficient in recognition, knowledge, and understanding. The following table documents the percentage of students in SOC 335 that meet the assessment criteria. We set a minimum of 75% for at least proficiency in this assessment.

Performance Criteria	At Least, proficiency (3) The work meets most requirements, minor development would improve the work	Less than Proficient
<b>Recognize: shows awareness of one's own perspective</b>		
The student demonstrates an evolving self-awareness in relation to other perspectives	80%	20%



<b>Know: demonstrates factual knowledge of the foundations of other's perspectives</b>		
The student acquires a developed body of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies.	100%	
<b>Understand: displays understanding of others' perspectives through practice.</b>		
The student is able to understand a diversity of perspectives	100%	

### Direct Assessment #2

We assessed this outcome in SOC 204 in Spring 2023. This is at the Foundation Level.

Students were evaluated on whether they demonstrated an emerging self-awareness in relation to other perspectives and acquired a basic level of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies. We assessed this outcome with a combination of the final project assignment and a shorter written assignment. Overall, students did very well at recognizing and knowing portions of the diverse perspectives outcome.

Performance Criteria	At Least, some proficiency (2) the work need moderate development in multiple requirement	Less than some proficiency
<b>Recognize: shows awareness of one's own perspective</b>		
The student demonstrates an evolving self-awareness in relation to other perspectives	90%	10%
<b>Know: demonstrates factual knowledge of the foundations of other's perspectives</b>		
The student acquires a developed body of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies.	90%	10

### **Evidence of Improvement in Student Learning**

## Section 7 – Data-driven Action Plans:

In light of reviewing this academic year's PSLO #4, we consider the possibility of including assessments from research products conducted by students at the AIRE center in addition to classroom work.

For PSLO #6, since many students did not meet our expectation, we consider revising the assignment to be at a less complex level. Another strategy is recruiting faculty in the public health field that may be more successful in providing ongoing feedback and examples to enhance student learning. We also have noticed that outcomes are better in residential versions.

**Provide 3 examples of student achievement** in your program over the last 3 years. (For example: graduation, persistence, retention, DFWI rates, presentations, participation in student competitions, etc.)

- 1) **Student Job Placement:** we have 100% job placement
- 2) **Student Career Trajectories:** based on our first PHM cohort graduating in 2016, all students have had a career trajectory that has included at least one significant promotion, many at the director or C-level now, and/or have pursued graduate work in competitive programs. Our PHM Alumni study highlights their success and their credit to the PHM program.
- 3) **AIRE Center: Student Research and Government Relations:** A new grant-funded research center that provides research opportunities for projects that are collaborative with industry and serve healthcare organizations.

**Describe your efforts so far in closing equity gaps** in your program? How have you assessed or identified equity gaps? What actions have you taken to help students achieve their potential (For example: project-based experiences, inclusivity exercises, TILT assignment instructions, etc.)?

As sociology professors, equity is a constant topic in our courses and one we discuss at length with our students, which is a benefit as there are opportunities to direct students to services and on-campus resources when available. We have various activities embedded into our program, such as the Implicit Bias Test, and whole courses, such as Health Inequality and Cultural Competency.

We continue to brainstorm how we can better include DEI in our courses and university activities.

## Section 8 – Closing the Loop: Reflection on previous work

One way that this year we closed the loop, was our efforts to better align introductory level courses across instructors. To accomplish this, courses were revised so that for both SOC 225 Medical Sociology, and SOC 204 Introduction to Sociology, the same textbook was adopted.

For the future we plan to review assignments to better align with program outcomes, potentially revising outcomes based on how our program has evolved.

We have conducted an assessment, still ongoing, of alumni, and how they have used their PHM education in their current careers. The results of this so far have been overwhelmingly positive, with students being able to use their degrees meaningfully. One theme in the results of this study has been that students greatly appreciated community involvement.

One way that we hope to work on this further, is to determine how best to involve students, in our online courses, where local community involvement may not be as feasible.

While due to course offerings, we do not have multiple ways of assessing research methods each year, we made significant strides in providing research opportunities with the advent of the successful AIRE center. At the AIRE center, led by Dr. Kyle Chapman, students had the chance to not only engage in research, but to take on paid, grant-funded projects, and participate in state-level government relations.

#### Program Assessment Report Feedback

2022-223Assessment Report

**Program:**

**Department Chair:**

**Program Assessment Report Author:**

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	
PSLO's are justified by Professional Standards	
PSLO'S are aligned to ISLO	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	

Assessment Cycle is three years to cover all PSLO and ISLO	
Actions taken by programs on assessment during each year of the cycle are specified	
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	
Rubric: Criteria for grading the assignment is described (appendix)	
Sample: Number of samples reviewed is specified	
Reliability: Reviewer and locations of the assignment are specified	
Performance Targets of acceptability are indicated	
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous 3 years of data	
Interpretation: Current results are compared against University data	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to budgetary decisions	
Faculty discuss trends in the data	
Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

