

PHM Program Assessment 2018-2019

Section 1 - 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

Section 3 –

Section 4 – Program Student Learning Outcomes, 2018-2019

The following learning objective represent a series of skills, abilities, and experiences expected of BPHM students. The outcomes are integral to the learning experience of students. Each student will be expected to accomplish these outcomes in multiple courses. From these objectives, a number of specific and measureable outcomes are assessed through specific assignments, exams, and projects.

1. Students identify and explain theoretical frameworks

Section 5 – Curriculum Map

COURSE	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	ESLO 1	ESLO 2	ESLO 3	ESLO 4	ESLO 5	ESLO 6
SOC 204	F							F				F
SOC 225 SOC		F						F				F

Section 7

Table 3. Assessment Results for PLO #4 in SOC 302, Winter 2019

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
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Design a set of qualitative questions to address major of

Section 8 – Evidence of Improvement in Student Learning

We have not yet completed a full assessment cycle in the PHM program (with consistent measurement). However, a retrospective evaluation of previous SOC 225 Assignments was conducted in Summer 2019. NOTE: assessment only used information from one instructor (two instructors teach SOC 225 regularly). Using the most updated rubric, previous SOC 225 assignments were evaluated. Specifically, assignments from Winter 2016 were used as a previous data point. The differences between previous assignments and the current assignment include: more detailed accounts of using sociological theory, more direct connections to learning outcomes, and in Winter 2016 students did not receive a grading rubric.

The retrospective review of assignments suggests that changes to the assignment details and providing students with a rubric are at very least correlated with proficiency.

Table 5. Comparison of SOC 225 Assessments from Winter 2016 and Winter 2019

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results difference (+ indicates better performance in 2019)
Identifies minimum of two social factors related to the health issue	Assignment #1, rubric	75% or more	No change
Uses sociological theory to explain the relationship between social factors and observed health issue	Assignment #1, rubric	75% or more	+5%
Supports arguments related to the current trends in health issue with peer-reviewed sources.	Assignment #1, rubric	75% or more	+10%

Demonstrates how the health issue

Section 9 – Changes Resulting from Assessment

Program Assessment Future Directions

Based on feedback from the 2017-2018 assessment cycle, we have clarified our learning outcomes to act as more direct assessments of learning goals. We have chosen slightly different verbs from Bloom's taxonomy to more accurately describe what we anticipate students should be able to do.

Over the past three years, the curriculum of the PHM program has changed slightly. The program has added more sociological course to the core requirements and has added several applied courses outside the PHM program such as (GIS and Health Informatics). Moving forward the philosophy of assessment will largely remain the same, with a few exceptions. The organization of program assessment will shift to align more so with University assessment procedures. Specifically, we aimed to more closely align the timing of assessment for Essential Student Learning Outcomes and Program Learning Outcomes.

Specifically, our program wants to integrate more applied projects that incorporate various disciplines. For example, we currently assess PSLO #1 "Students identify and explain theoretical frameworks of sociology and apply social theory to behavioral trends" at the Foundation level only. We would like to move toward assess each of our outcomes at various levels. Other courses such as PHM 321 – Program Planning and Evaluation could be a candidate to assess #1 at the Practice level.

As our program grows, we would like to see a transformation in the achievement of our students in the areas PSLOs #3, #4, and #6. These outcomes seem to be the most desired from an industry perspective. Future assessment may also consider the performance of our students who have been the most successful in employment.

Lastly, assessment efforts over the past two years suggest that the

Appendix

https://www.cdc.gov/asthma/impacts_nation/asthmafactsheet.pdf

National Heart, Lung, and Blood Institution

<https://www.nhlbi.nih.gov/health>

The focus of the project should be Asthma.

You should clearly identify the target population and justify WHY this population needs specific attention.

You should clearly state the goals of the program.

You should describe how the program would operate. (What does the program do?)

Also, where do you think this program would take place?

Are their partners in the community that might be interested in participating?

What type of resources would the program require?

You should include how the program will help people overcome potential obstacles in participating.

FINALLY, APPLY A SOCIOLOGICAL THEORY TO YOUR PROGRAM.

You can use a sociological theory to justify WHY the program is needed.

You can use a sociological theory to justify HOW the program will operate.

You can use a sociological theory to justify WHAT the goal of you program is.

You can use a sociological theory to explain just about any part of your program.

****You do not have to explain all of these, but you must use a sociological theory in your proposal****

Possible theories to use (This is just a list, it is not exhaustive):

Fundamental	all of the	Habitus
Cause Theory	principles)	Health Belief
Learned	Cumulative	Model
Effectiveness	Advantage	The Sick Role
Cultural Capital	Theory	Biopower
Order and	Stress-Process	Medical Gaze
Disorder in	Model	Medicalization
Neighborhoods	Symbolic	Activity-
Social	Interaction	Passivity
Construction of	Stress	Guidance-
Gender and	Experience	Cooperation
Illness	Theory	Mutual
(Courtenay,	Looking-Glass	Participation
Lorber, Connell)	Self	Interaction as
Institutional	Definition of the	Negotiations
Racism and	Situation	Social
Health	Dramaturgical	Construction of
Hispanic Paradox	Approach	Illness
Life Course	Health Lifestyles	Stigma and
Perspective (You	Theory	Illness
don't have to use	Life Choices and	Contested Illness
	Chances	Disability Theory

Format: Same as before. REFERENCE YOUR SOURCES BOTH IN TEXT AND IN REFERENCE PAGE!!!!!!

SOC 225 - Rubric (Combined)

High Proficiency

(5)

The work meets
listed requirements

for this meets requirements

SOC 302 – Final Project and Rubric

SOC 302: Qualitative Methods

Group Report

The report must be double-spaced, in 12-point font, in Times New Roman, in APA citation format, and 8-10 pages in length. The report must include the

- Then in more detail describe what you have found for each theme. Explain what the individuals said and provide an example in the form of a paraphrase or direct quote. (See other qualitative papers for how to present the findings)

Discussion

- Explore the meaning of the findings. Do these findings relate to other literature? Go through next theme and elaborate on how this finding can contribute to what is known about the topic.
- Describe how the findings connect with practice. How do the findings contribute to the evaluation of the program or the experience? What are the implications for the program?
- Outline the limitations of the study. First, identify the strengths then identify the weaknesses. What could improve the study. What other research could compliment the study?

SOC 302 – Final Project Rubric

	High Proficiency (5) The work meets listed requirements for this criterion; little to no development needed	Proficiency (4) The work meets most requirements; minor development would improve the work	Some Proficiency (3) The work need moderate development in multiple requirements	Limited Proficiency (2) The work does not meet this criterion: it needs substantial development in most requirements
Purpose: Student shows a clear purpose for the project	The student clearly communicates the purpose of the project with appropriate understanding of the topic.	Student demonstrates an evolving awareness of the project's purpose	Student demonstrates an emerging awareness of the project's purpose	Student does not demonstrate awareness of the project's purpose.
Literature Review: Student demonstrates knowledge of research associated with the project	The student clearly communicates important and relevant research that reinforces the purpose of the project.	The student somewhat clearly communicates important and relevant research that is support the need for the study.	The study presents research on the topic but lacks clarity on how the research is associate with the project.	The student uses inappropriate research to introduce the project and has an underdeveloped understanding of its importance.
Methods: Student demonstrates an understanding of the methods used and their appropriateness: Questions are appropriately designed, data is appropriately treated, multiple coding techniques are used	The student clearly communicates what specific methods are to be used and clearly communicates why those methods are appropriate and necessary.	The student clearly communicates what specific methods are to be used and indicates they are important and necessary.	The student communicates what methods are to be used and has an underdeveloped understanding of their importance.	The student is unable to communicate the methods to be used and the appropriateness of use.
Results: Student demonstrates an	The student clearly communicates the	The student clearly communicates main	The student communicates main	The student is unable to

SOC 302 – Indirect Assessment

Mini Survey – Audience evaluation of a scientific poster

Strongly
Disagree

Disagree

Neither
Disagree or