

# The Art and Science of Evaluating Online Programs

34<sup>th</sup> Annual Academic Chairpersons  
Conference

New Orleans, February 10, 2017

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# Who are we

- **Katherine Adler**, DHA, FACHE, TOC

Associate Professor & Associate Dean, Academics  
and Assessment

Quality Matters Expert

Online  
Instructor Since  
**2006**

- **Mary-Katherine Smith**, DrPH, MPH, MCHES, CPH, COI

**Chair & Associate Professor, Public Health**

Certified Online Instructor

Online  
Instructor Since  
**2006**

# Today's Agenda



- **Quantitative Data Collected**
  - What data is collected
- **Review Qualitative Analysis of Data**
  - How it's used
  - What it's used for
- **Using the data**



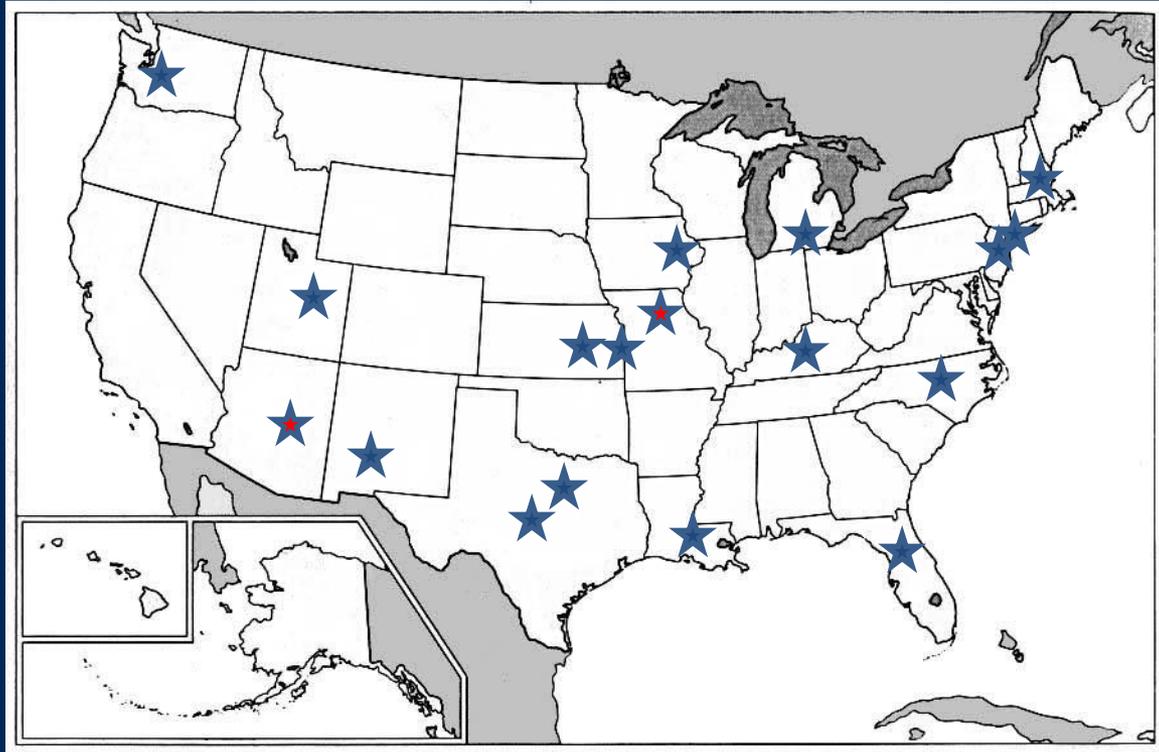


A.T. STILL UNIVERSITY  
COLLEGE OF GRADUATE HEALTH STUDIES

ATSU



S. Korea



# BACKGROUND: COLLEGE OF GRADUATE HEALTH STUDIES





A.T. STILL UNIVERSITY  
COLLEGE OF GRADUATE HEALTH STUDIES

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**Being 100% online, we need to approach assessment a bit differently**

## Management by Walking Around



# Online College and programmatic assessment

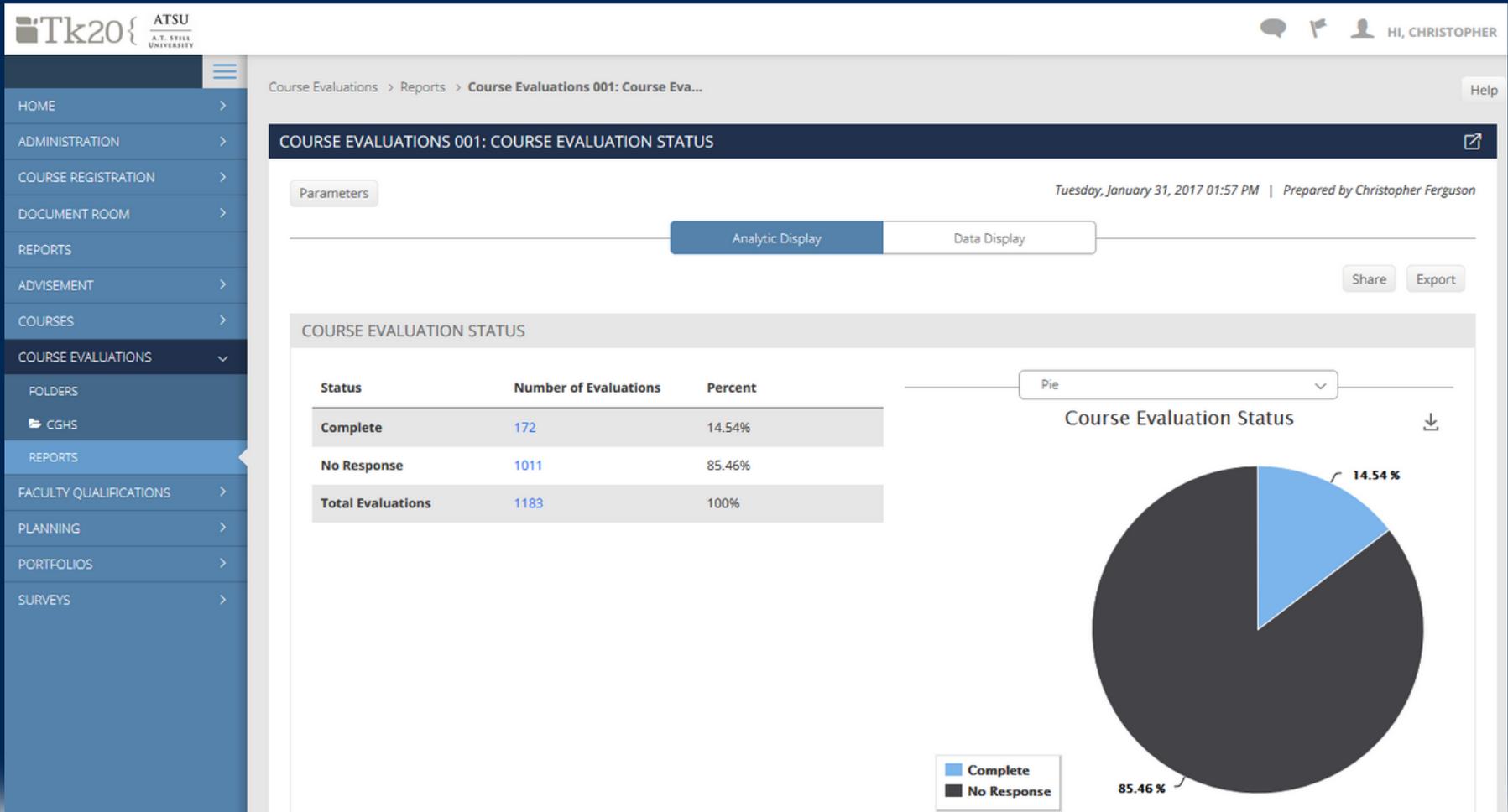


# Main source of student feedback uses TK20.

The screenshot displays the TK20 web application interface. On the left is a dark blue navigation sidebar with a menu icon at the top. The sidebar contains the following items: HOME, ADMINISTRATION, COURSE REGISTRATION, DOCUMENT ROOM, REPORTS, ADVISEMENT, COURSES, COURSE EVALUATIONS (expanded), FOLDERS, CGHS (selected), REPORTS, FACULTY QUALIFICATIONS, PLANNING, PORTFOLIOS, and SURVEYS. The main content area is titled 'Course Evaluations > CGHS'. Below this is a sub-header 'CGHS' and a toolbar with three icons: a refresh icon, a folder icon, and a share icon. A table lists course evaluations with columns for Title, Courses, Status, and Start Date. Each row has a checkbox on the left.

<input type="checkbox"/>	Title ▲	Courses	Status ▼	Start Date ▼
<input type="checkbox"/>	CGHS 15-16 SPB2 End of Course Evaluation	108	Complete	05/16/2016 12:0
<input type="checkbox"/>	CGHS 15-16 SPB2 Mid-Course Student Course Evaluation	108	Complete	04/11/2016 12:0
<input type="checkbox"/>	CGHS 15-16 SPB2 Mid-Course Student Course Evaluation (Addtnl Courses)	2	Complete	04/25/2016 08:0
<input type="checkbox"/>	CGHS 16-17 FAB1 End of Course Evaluation	127	Complete	09/12/2016 12:0
<input type="checkbox"/>	CGHS 16-17 FAB2 End of Course Evaluation	121	Complete	12/05/2016 04:0
<input type="checkbox"/>	CGHS 16-17 SPB1 Mid-Course Evaluation	183	In Progress	01/29/2017 11:5

# TK20 Report



# Mid-course survey

## CGHS MID COURSE SURVEY - SPB1 2015 REVISION

Please indicate your agreement with the following statements.

	Strongly agree - 90% - 100%	Agree - 75% to 89%	Neither agree nor disagree -60% to 74%	Disagree - 40% to 59%	Strongly disagree - below 40%
The instructor participates in discussions and is courteous to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor responds to my email/messages within 48 hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My weekly assignments have been returned to me and grades posted by no later than Thursday evening after assignments were due (w/i 7 days for ARP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided feedback that allows me to make necessary corrections and improve my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# End of Course Survey

The pace of the course was \*

- much too fast
- too fast
- about right
- too slow
- much too slow

How many hours did you spend per week, on average, in this course? \*

- 5-10
- 10-15
- 15-20
- 20-25
- More than 25

Compared to other courses that I have taken, the amount of effort required to succeed in this course was: \*

- much lower
- lower
- about the same
- higher
- much higher

Strongly agree - 90% - 100%	Agree - 75% to 89%	Neither agree nor disagree - 60% to 74%	Disagree - 40% to 59%	Strongly disagree - below 40%
-----------------------------	--------------------	---	-----------------------	-------------------------------

The Course Syllabus clearly described course content, competencies, objectives, activities, assessments, and point distribution and was easy to follow. \*

Course content was organized in a manner that facilitated learning. \*

Course competencies were clear. \*

Course activities were effective in reinforcing or solidifying learning. \*

Course assessments demonstrated transfer of knowledge. \*

Discussions enhanced my learning in this course. \*

I have gained a great deal of practical knowledge from this course. \*

I was satisfied with the amount of interaction with other students in this course. \*

# End of course survey – Instructor

The instructor was knowledgeable in the subject matter. \*

The instructor treated students with respect. \*

Course grades were an accurate reflection of my performance. \*

The instructors grading expectations were clear and applied consistently. \*

I am very satisfied with the amount and quality of instructor interactions (including feedback) in this course. \*

The instructor was timely in response to emails and requests for formative feedback (48 hours). \*

The instructor was timely in providing grades with summative feedback (96 hours, 7 days for ARP). \*

The instructor established an active presence within the course. \*

## The instructor added value to the course discussion by:

100% - 90% throughout the course	89% - 80% throughout the course
--	---------------------------------------

Sharing relevant knowledge \*

Building on contributions of students \*

Providing useful insights \*

Connecting student responses to the course material \*

Highlighting the practical relevance of course materials \*

Keeping the discussion focused \*

Prompting additional discussion as needed \*

# Survey information shared with individual faculty and program chairs



## End of Course Survey Report Cumulative: Fall 2012 to present-

ENV 775

**Number of Respondents:**

26

Average

The instructor was knowledgeable in the subject matter.	4.88
The instructor treated students with respect.	4.88
Course grades were an accurate reflection of my performance.	4.69
The instructor's grading expectations were clear and applied consistently.	4.77
I am very satisfied with the amount and quality of instructor interactions (including feedback) in this course.	4.88
The instructor was timely in response to emails and requests for formative feedback.	4.85
The instructor was timely in providing grades with summative feedback.	4.85
The instructor established an active presence within the course.	4.88

# Graduate exit survey – anonymous

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Surveys: > My Surveys > CGHS 16-17 FAB2 Graduate Exit Sur...

## CGHS 16-17 FAB2 GRADUATE EXIT SURVEY

Basic Information | **Survey Form** | Reports | Recipients

### CGHS GRADUATE EXIT SURVEY - FAB1 2014 REVISION

#### EXIT SURVEY

*Please provide answers as indicated. Your answers are anonymous.*

**Please indicate the program from which you are graduating:\***

- Health Administration
- Health Education
- Health Sciences
- Kinesiology
- Public Health
- Public Health - Dental Emphasis

# Graduate exit survey – anonymous

**What was the most memorable moment during your matriculation?**

**Are you proud to be part of the ATSU family? \***

Yes

No

**Would you recommend ATSU CGHS to your friends, family, and colleagues? \***

Yes

No

**Do you wish to be active in ATSU Alumni programs? \***

Yes

No

**Do you plan to return to ATSU for a subsequent degree or certificate? \***

Yes

No

# Graduate exit survey – anonymous

## PEOPLE WHO HAVE COMPLETED CGHS 16-17 FAB2 GRADUATE EXIT SURVEY AGGREGATED RESULTS

Export

> Survey Details

### EXIT SURVEY

	# Health Administration	% Health Administration	# Health Education	% Health Education	# Health Sciences	% Health Sciences
Please indicate the program from which you are graduating:	1	4.17%	2	8.33%	6	25%
< >						
	# Fall Block 1 2015	% Fall Block 1 2015	# Fall Block 2 2015	% Fall Block 2 2015	# Spring Block 1 2016	% Spring Block 1 2016
Please indicate Quarter and Year of Graduation.	3	12.5%	0	0%	0	0%
< >						
	# Yes	% Yes	# No	% No	# No Response	% No Response
Are you proud to be part of the ATSU family?	24	100%	0	0%	0	0%
< >						
	# Yes	% Yes	# No	% No	# No Response	% No Response
Would you recommend ATSU CGHS to your friends, family, and	23	95.83%	1	4.17%	0	0%

# Employer survey – based on program competencies

MPH Program Competencies	Outcome Competencies (ASPPH (2007) & 21 Century)	Activity Level Outcome	Unit 1 D1	Unit 1 A1	Unit 2 D1	Unit 2 A1	Unit 3 D1	Unit 3 A1	Unit 4 D1	Unit 4 D2	Unit 5 D1	Unit 6 D1	Unit 6 D2	Unit 7 D1	Unit 8 D1	Unit 8 A1	Unit 9 A1	Unit 10 D1	Unit 10 A1	Count	
			Total Value	1305	1250	1305	1450	540	500	450	225	1100	1050	540	1300	720	100	50	130	100	12115
Point Value	45	50	45	50	45	50	50	45	50	50	45	50	45	100	50	130	100	1000			
Count	29	25	29	29	12	10	9	5	22	21	12	26	16	1	1	1	1	1	243		
<b>Biostatistics</b>																				0	
BS1	A.1.	Describe the roles biostatistics series in the discipline of public health.																			3
BS2	A.2.	Describe basic concepts of probability, random variation and commonly used statistical probability distributions.																			0
BS2	A.3.	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.																			0
BS2	A.4.	Distinguish among the different measurement scales and the implications for selection of statistical																			1

ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000	Total
Total	102	56	48	130	83	246	250	93	202	127	159	136.0
	A	B	C	D	E	F	G	H	I	J	K	
Research	36	36	22	41	61	116	63	6	22	27	159	589
Administration	25	0	0	33	14	50	59	17	68	78	0	344
Social	41	20	26	56	8	80	128	70	112	22	0	563
												Average 498.7
Total	102	56	48	130	83	246	250	93	202	127	159	136.0

# Competency Course Map— based on program competencies

Outcome Competencies (ASPPH (2007) & 21 Century)	Activity Level Outcome	Totals	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000
	<b>Total Value</b>	76755	5700	1720	4755	4065	5800	12890	12115	4775	11710	8475	4750
	<b>Point Value</b>	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
	<b>Count</b>	1437	99	48	52	125	84	258	243	94	190	110	134
<b>Biostatistics</b>													
A.1.	Describe the roles biostatistics serves in the discipline	7	0	0	0	1	0	0	3	0	0	0	3
A.2.	Describe basic concepts of probability, random variati	22	0	4	0	1	0	0	0	0	0	0	17
A.3.	Describe preferred methodological alternatives to com	8	0	0	0	0	0	0	0	0	0	0	8
A.4.	Distinguish among the different measurement scales a	10	0	0	0	0	0	0	1	0	0	0	9
A.5.	Apply descriptive techniques commonly used to summ	46	1	3	0	1	0	18	0	0	0	0	23
A.6.	Apply common statistical methods for inference.	28	0	3	0	0	0	0	0	0	0	0	25
A.7.	Apply descriptive and inferential methodologies accor	23	0	3	0	1	0	0	0	0	0	0	19
A.8.	Apply basic informatics techniques with vital statistics a	7	0	3	1	1	0	0	0	0	0	0	2
A.9.	Interpret results of statistical analyses found in public h	36	3	0	0	1	1	18	4	0	0	0	9
A.10.	Develop written and oral presentations based on statis	35	3	0	0	0	0	18	0	0	0	0	14
<b>Environmental</b>		<b>81</b>	<b>0</b>										
B.1.	Describe the direct and indirect human, ecological an	29	1	0	0	0	0	16	3	0	0	9	0
B.2.	Describe genetic, physiologic and psychosocial factor	6	1	0	0	0	0	0	3	0	0	2	0

# Course Competency Heat Map– based on program competencies

P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000		Total	ATSU Competency
1P Policy	4	0	0	3	0	27	8	1	5	16	0		64	1P Policy
2P Communications	10	0	0	2	1	27	23	3	7	14	0		87	2P Communications
3P Ethics	7	12	5	20	5	19	30	3	32	1	0		134	3P Ethics
4P Evaluation	5	0	0	14	4	0	21	5	17	0	0		66	4P Evaluation
5P Research	10	14	0	5	0	36	32	0	15	1	0		113	5P Research
6P Informatics	2	0	19	6	2	30	3	1	2	0	0		65	6P Informatics
7P Leadership	7	0	0	10	1	1	18	0	14	0	0		51	7P Leadership
BS1 Biostats	1	9	1	3	0	18	3	0	0	0	53		88	BS1 Biostats
BS2 Biostats	1	10	0	2	0	18	1	0	0	0	82		114	BS2 Biostats
BS3 Biostats	0	3	0	1	0	0	0	0	0	0	19		23	BS3 Biostats
EP1 Epidemiology	9	0	0	12	30	0	6	0	2	0	0		59	EP1 Epidemiology
EP2 Epidemiology	11	0	2	9	27	2	12	0	0	0	5		68	EP2 Epidemiology
SB1 Social Behavioral	2	0	0	10	1	3	29	47	19	0	0		111	SB1 Social Behavioral
SB2 Social Behavioral	0	0	17	6	0	14	3	7	0	0	0		47	SB2 Social Behavioral
DC1 Diversity	8	5	4	17	1	16	27	9	31	7	0		125	DC1 Diversity
DC2 Global	5	0	0	1	1	8	4	0	18	9	0		46	DC2 Global
HB1 Biology	2	0	0	3	2	12	6	5	3	26	0		59	HB1 Biology
HB2 Biology	2	0	0	5	0	9	2	11	5	44	0		78	HB2 Biology
PF1 Foundations	14	3	0	1	0	1	16	1	23	0	0		59	PF1 Foundations
ST1 Systems	2	0	0	0	8	5	6	0	9	9	0		39	ST1 Systems
Total	102	56	48	130	83	246	250	93	202	127	159	Average	77.6	
	◀	Ⓑ	◊	◊	Ⓜ	Ⓛ	Ⓢ	Ⓡ	Ⓜ	Ⓜ	Ⓜ		136.0	
<b>Research</b>	36	36	22	41	61	116	63	6	22	27	159		589	
<b>Administration</b>	25	0	0	33	14	50	59	17	68	78	0		344	
<b>Social</b>	41	20	26	56	8	80	128	70	112	22	0		563	
Total	102	56	48	130	83	246	250	93	202	127	159	Average	498.7	
													136.0	

# Alumni survey (Zarca)

Secure | https://research.zarca.com/zHome/home.aspx

ZARCA INTERACTIVE HOME DESIGN DISTRIBUTE REPORT DATA UTILITIES Survey Tool

## Welcome Back

Check in on the status of your most recent surveys below or start something new! Questions? You'll find resources and inspiration ready and waiting in our Help Center.

[+](#) Create Survey [Survey Bank](#)

Watch and Learn Recent Survey Activity

**Overview**  
From question to answer to insight, a high-level look at the process.

**Create a Survey**  
Build, beautify, and brilliantly collect data like you never have before!

**Launch a Survey**  
Who's invited? How? Bring on the responses!

**Want to see more?**  
Visit our Training Video Library to see more!  
[Take me there now!](#)

**HELP CENTER**

- Sign Up for Training
- FAQs
- User Guide
- Ask the Community
- Contact Support
- Suggestions
- Forum

# Alumni survey (Zarca)

**15. Your current position would be considered:**

Allied Health Professional (eg. PA, NP, Radiographer, Clinical Laboratory, Clinical Research, etc.)

Chief Operating Officer/Vice President of Operations (e.g. Assistant Administrator, Division Director, Facility/Regional Administrator)

Therapist (eg. Occupational Therapist, Physical Therapist, Speech Therapist, etc)

Dentist

Educator, Faculty

**17. Do you feel the curriculum offered prepared you for your career?**

**24. Would you be interested in providing tutoring services for a CGHS student?**

**27. Would your employer be interested in offering a student an internship or practicum opportunity?**

# Alumni survey (Zarca)

		Doctor of Health Administration	Doctor of Health Education	Doctor of Health Sciences	Master of Geriatric Health	Master of Health Education	Master of Health Administration	Master of Public Health	Master of Public Health-Dental Emphasis	Master of Science in Human Movement	Master of Science in Kinesiology	Certificate Program	Total
<b>Advancement</b>	Count	2	30	12	1	1	12	23	4	1	4	0	88
	% within Q6	66.67%	51.72%	21.82%	16.67%	50.00%	31.58%	28.40%	13.33%	25.00%	11.76%	0%	29.14%
	% within Q21	2.27%	34.09%	13.64%	1.14%	1.14%	13.64%	26.14%	4.55%	1.14%	4.55%	0%	100.00%
	% of Total	0.66%	9.93%	3.97%	0.33%	0.33%	3.97%	7.62%	1.32%	0.33%	1.32%	0%	29.14%
<b>Bonus</b>	Count	1	6	5	0	2	1	4	1	2	4	0	24
	% within Q6	33.33%	10.34%	9.09%	0%	100.00%	2.63%	4.94%	3.33%	50.00%	11.76%	0%	7.95%
	% within Q21	4.17%	25.00%	20.83%	0%	8.33%	4.17%	16.67%	4.17%	8.33%	16.67%	0%	100.00%
	% of Total	0.33%	1.99%	1.66%	0%	0.66%	0.33%	1.32%	0.33%	0.66%	1.32%	0%	7.95%
<b>Certification</b>	Count	0	6	1	0	0	2	9	1	0	1	0	19
	% within Q6	0%	10.34%	1.82%	0%	0%	5.26%	11.11%	3.33%	0%	2.94%	0%	6.29%
	% within Q21	0%	31.58%	5.26%	0%	0%	10.53%	47.37%	5.26%	0%	5.26%	0%	100.00%
	% of Total	0%	1.99%	0.33%	0%	0%	0.66%	2.98%	0.33%	0%	0.33%	0%	6.29%
<b>Promotion</b>	Count	2	19	12	0	0	6	13	5	0	2	0	58
	% within Q6	66.67%	32.76%	21.82%	0%	0%	15.79%	16.05%	16.67%	0%	5.88%	0%	19.21%
	% within Q21	3.45%	32.76%	20.69%	0%	0%	10.34%	22.41%	8.62%	0%	3.45%	0%	100.00%

# Instructor assessment



## Faculty Tracking for: 16-17FAB2

PUBH 5500

5

### Discussions

	Instructor DB Posts	Total DB Posts	Percent DB Posts
1	22	81	27.16%
2	34	146	23.29%
3	16	68	23.53%
4	31	132	23.48%
5	12	65	18.46%
6	26	128	20.31%
7	14	65	21.54%
8	22	107	20.56%
9	10	46	21.74%
10	12	44	27.27%
<b>Average</b>	19.90	88.20	22.56%
<b>Total</b>	199	882	

### Grades

	Number of Grades Posted on Time	Total Grades	Percent Grades
1	28	28	100.00%
2	28	28	100.00%
3	28	28	100.00%
4	28	28	100.00%
5	28	28	100.00%
6	28	28	100.00%
7	28	28	100.00%
8	28	28	100.00%
9	28	28	100.00%
10	28	28	100.00%
	28.00	28.00	100.00%
	280	280	

### Weekly Announcement

	Comments
1	Submitted on-time
2	Submitted on-time
3	Submitted on-time
4	Submitted on-time

# Faculty Expectations established for the following:

- Weekly announcements with supplemental material- minimum of one per week
- Discussion engagement- 15% of total postings
- Grading-within 96 hours with comments
- Response to student emails & requests- 48 hours

# Discussion posting – 15% of total postings

BB Discussion Data [Read-Only] - Excel

	A	B	C	D	E	F
1	COURSE	COURSEID	FORUM	INSPOSTS	Measure Names	STUPOSTS
2	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	Ask Your Instructor	7	STUPOSTS	14
3	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	Coffee Shop	9	STUPOSTS	21
4	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M1 Concepts of ANOVA Discussion	23	STUPOSTS	49
5	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M1 Multiple Comparisons Discussion	25	STUPOSTS	41
6	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M2 Multifactorial ANOVA Discussion	34	STUPOSTS	52
7	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M3 Repeated Measures ANOVA Discussion	19	STUPOSTS	40
8	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M3 Sphericity Discussion	19	STUPOSTS	42
9	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M4 Concepts of ANCOVA Discussion	28	STUPOSTS	44
10	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M5 Concepts of MANOVA Discussion	18	STUPOSTS	42
11	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M6 Concepts of Correlation Discussion	27	STUPOSTS	44
12	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M7 Coding Discussion	17	STUPOSTS	38
13	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M7 Concepts of Linear Regression Discussion	19	STUPOSTS	37
14	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M8 Concepts of Multiple Regression Discussion	22	STUPOSTS	44
15	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M9 Logistic Regression Discussion	26	STUPOSTS	41
16	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M10 Concepts of Factor Analysis Discussion	21	STUPOSTS	45
17	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-1-CGHS	M10 Factor Analysis Process Discussion	19	STUPOSTS	38
18	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-2-CGHS	Ask Your Instructor	4	STUPOSTS	6
19	Advanced Biostatistics	16-17FAB1-CGHS-BIOS7200-2-CGHS	Coffee Shop	2	STUPOSTS	6

# Discussion posting – 15% of total postings

ATSU  
COLLEGE OF GRADUATE HEALTH STUDIES

## Faculty Tracking for: 16-17FAB2

PUBH 5500      5      Da

Discussions				Grad
	Instructor DB Posts	Total DB Posts	Percent DB Posts	
1	22	81	27.16%	1
2	34	146	23.29%	2
3	16	68	23.53%	3
4	31	132	23.48%	4
5	12	65	18.46%	5
6	26	128	20.31%	6
7	14	65	21.54%	7
8	22	107	20.56%	8
9	10	46	21.74%	9
10	12	44	27.27%	10
Average	19.90	88.20	22.56%	
Total	199	882		

# Shorter return grading time

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Assignment Due for Students		<b>Normal</b>				Assignment Graded by Instructor
Assignment Due for Students	<b>Required</b>			Assignment Graded by Instructor		
Assignment Due for Students			Assignment Graded by Instructor	<b>Expected</b>		
Assignment Due for Students		Assignment Graded by Instructor	<b>Best Practice?</b>			

# Timely Grading – 96 hours

A	B	C	D	E	F	G	H	I	J	K
ATTEMPTDT	AVAILABLE	COURSE	CRSID	GRADED	Measure Names	NAME	ROLE	RWEARNED	RWPOSSIBLE	TITLE
9/12/2016 13:28 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	9/12/2016 13:28	RWPOSSIBLE		Student	1	1	Attestation of Survey Completio
7/23/2016 23:32 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	7/25/2016 19:32	RWPOSSIBLE		Student	50	50	M1 Burden of Disease Paper
7/19/2016 20:51 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	7/25/2016 13:31	RWPOSSIBLE		Student	50	50	M1 MDGs and SDGs Discussion
7/25/2016 20:36 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/2/2016 8:06	RWPOSSIBLE		Student	50	50	M2 Global Health Article Discuss
7/25/2016 21:21 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/2/2016 8:10	RWPOSSIBLE		Student	50	50	M2 Social Determinants of Health
8/2/2016 11:07 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/8/2016 18:46	RWPOSSIBLE		Student	50	50	M3 Ethics Discussion
8/7/2016 19:09 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/8/2016 23:11	RWPOSSIBLE		Student	50	50	M3 Global Health Ethics Paper
8/8/2016 16:25 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/15/2016 7:47	RWPOSSIBLE		Student	50	50	M4 Global Health Article Discuss
8/8/2016 22:30 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/15/2016 7:52	RWPOSSIBLE		Student	50	50	M4 Health Systems Discussion
8/15/2016 21:42 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/22/2016 7:28	RWPOSSIBLE		Student	50	50	M5 Culture and Health Discussio
8/16/2016 15:22 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/23/2016 9:28	RWPOSSIBLE		Student	50	50	M5 Culture and Health Paper
8/27/2016 23:44 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/29/2016 18:11	RWPOSSIBLE		Student	50	50	M6 Partners and Stakeholders fo
8/22/2016 22:26 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	8/28/2016 22:12	RWPOSSIBLE		Student	50	50	M6 The Environment and Health
8/29/2016 22:00 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	9/5/2016 7:52	RWPOSSIBLE		Student	50	50	M7 Nutrition and Global Health T
9/3/2016 23:14 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	9/4/2016 21:28	RWPOSSIBLE		Student	50	50	M7 Nutrition and Global Health F
9/6/2016 12:14 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	9/13/2016 0:46	RWPOSSIBLE		Student	50	50	M8 Global Health Article Discuss
9/6/2016 20:12 Y		Global Health Issues	16-17FAB1-CGHS-SHMG6000-1-CGHS	9/13/2016 0:48	RWPOSSIBLE		Student	50	50	M8 Women's Health Discussion

# Timely Grading – 96 hours

: 16-17FAB2

## Grades

	Number of Grades Posted on Time	Total Grades	Percent Grades
1	28	28	100.00%
2	28	28	100.00%
3	28	28	100.00%
4	28	28	100.00%
5	28	28	100.00%
6	28	28	100.00%
7	28	28	100.00%
8	28	28	100.00%
9	28	28	100.00%
10	28	28	100.00%
	28.00	28.00	100.00%
	280	280	

# Carnegie Units

# Carnegie Unit Calculations

CGHS Carnegie Calculations				
	Description		Calculation	Minutes/Hours
<b>Reading</b>	Reading includes any text-based activities. These include textbook readings, PDF/Word documents, individual web pages, or any other page-delimited reading.	Number of pages (5 minutes per page)		
		<b>Total</b>		0    0.0
<b>Websites</b>	Websites are entire websites students are required to view. An example is exploring the entire Healthy People 2020 site.	Number of URLs (20 minutes per URL)		
		<b>Total</b>		0    0.0
<b>Audio/Video</b>	Any audio/video recordings that students are required to watch or listen to. The timing is based only on the length of the recording.	Number of minutes in the recording		
		<b>Total</b>		0    0.0
<b>Papers</b>	Papers are any written assignments that have a page-based requirement.	Total number of pages		
		Total number of words (250 words per page)	0	
		Typing (20 words per minute)	0	
		Group Paper: Preparation time ( 120 minutes per page)	No <input type="text"/>	
		Reviewing instructor feedback (10 minutes per assignment)		
		<b>Total</b>		10    0.2

# Carnegie Unit Reports

## Carnegie: PUBH 6100 Identifying Community Health Needs

7662.50 Minutes = 127.71 Hours

Module 1

806.50 Minutes = 13.44 Hours

### M1 Introduction

0.00

A cornerstone of planning for a health community is to do a community health assessment. Assessments can take many forms and can be done in a variety of ways. For this course, you will be focusing on those assessments that are most useful to county/community public health departments and community health centers. In order to choose the most appropriate tool for your area, you will need to be well versed in the ten essential public health services and how they fit into the core functions of assessment, policy development and assurance along with determining who to involve in your assessment.

### M1 Learning Activity 1

Pages

115

575.00

Read:

- Oregon Health Aut community health as <https://apps.state.or.gov/>  
[This document defin

### M8 Learning Activity 1

Pages

9

45.00

Read:

- National Association of County and City Health Officials. (n.d.). *Identify strategic issues at-a-glance*. Retrieved from [http://www.naccho.org/uploads/downloadable-resources/strategic\\_issues.pdf](http://www.naccho.org/uploads/downloadable-resources/strategic_issues.pdf)

### M8 Involving Stakeholders Discussion (20 points)

Post Length

350

244.83

Responses

4

Group

Response Length

250

Your community has gathered lots of primary and secondary data. Now you begin to develop an ordered list of the most important issues facing the community. When addressing "strategic" issues, a community is being proactive in positioning itself for the future, rather than simply reacting to problems.

# The Art of Qualitative

# Areas of Evaluation

	Quantitative	Qualitative
Curriculum	✓	✓
Program	✓	✓
Course	✓	✓
Faculty	✓	✓
Student	✓	✓



# Areas of Evaluation - Curriculum

	Quantitative	Qualitative
Professional Competencies	<ul style="list-style-type: none"><li>• Curriculum</li><li>• Competency Mapping</li></ul>	<ul style="list-style-type: none"><li>• Practicum Opportunities</li><li>• Alumni Relationships</li></ul>
Accreditation Standards	<ul style="list-style-type: none"><li>• Accredited</li></ul>	<ul style="list-style-type: none"><li>• Contributions to Standards</li><li>• Faculty Connections</li></ul>
Institutional Expectations	<ul style="list-style-type: none"><li>• Number of Students</li></ul>	<ul style="list-style-type: none"><li>• Internal Continuing Education</li></ul>
Program Review	<ul style="list-style-type: none"><li>• Competency Mapping</li></ul>	<ul style="list-style-type: none"><li>• Curriculum Committee</li></ul>

# Areas of Evaluation - Curriculum

Northwest Accreditation Commission  
Canada, Russia

North Central Association of Colleges and Schools  
Department of Defense Overseas Dependent Schools

Middle States Association of Colleges and Schools  
District of Columbia, Canal Zone, Puerto Rico, Virgin Islands, Africa, Europe, Near East

Western Association of Schools and Colleges

**ASPPH** ASSOCIATION OF SCHOOLS & PROGRAMS OF PUBLIC HEALTH

A. T. STILL UNIVERSITY  
COLLEGE OF GRADUATE HEALTH STUDIES

ATSU



**NCHCE**  
National Commission for Health Education Credentialing, Inc.

**CPH** Certified in  
Public Health  
by National Board of Public Health Examiners



A. T. STILL UNIVERSITY  
COLLEGE OF GRADUATE HEALTH STUDIES

ATSU

I can't tell you  
how valuable  
your program is

I can



Researcher



Evaluator

# Areas of Evaluation- Practicum



# Areas of Evaluation- Committee



# Areas of Evaluation - Program

	Quantitative	Qualitative
Professional Competencies	<ul style="list-style-type: none"> <li>• Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Maps</li> </ul>
Accreditation Standards	<ul style="list-style-type: none"> <li>• Regional Academic</li> <li>• Professional Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Management System</li> <li>• Best Practices</li> </ul>
Institutional Expectations	<ul style="list-style-type: none"> <li>• Enrollment Rate</li> <li>• Class Size</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Management System</li> <li>• Course Development Process</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Tenure</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Service</li> <li>• Satisfaction</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Retention</li> <li>• Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Career Placement</li> <li>• Satisfaction</li> </ul>

# Competencies Heat Map

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000			Total	ATSU Competency
1P Policy	4	0	0	3	0	27	8	1	5	16	0			64	1P Policy
2P Communications	10	0	0	2	1	27	23	3	7	14	0			87	2P Communications
3P Ethics	7	12	5	20	5	19	30	3	32	1	0			134	3P Ethics
4P Evaluation	5	0	0	14	4	0	21	5	17	0	0			66	4P Evaluation
5P Research	10	14	0	5	0	36	32	0	15	1	0			113	5P Research
6P Informatics	2	0	19	6	2	30	3	1	2	0	0			65	6P Informatics
7P Leadership	7	0	0	10	1	1	18	0	14	0	0			51	7P Leadership
BS1 Biostats	1	9	1	3	0	18	3	0	0	0	53			88	BS1 Biostats
BS2 Biostats	1	10	0	2	0	18	1	0	0	0	82			114	BS2 Biostats
BS3 Biostats	0	3	0	1	0	0	0	0	0	0	19			23	BS3 Biostats
EP1 Epidemiology	9	0	0	12	30	0	6	0	2	0	0			59	EP1 Epidemiology
EP2 Epidemiology	11	0	2	9	27	2	12	0	0	0	5			68	EP2 Epidemiology
SB1 Social Behavioral	2	0	0	10	1	3	29	47	19	0	0			111	SB1 Social Behavioral
SB2 Social Behavioral	0	0	17	6	0	14	3	7	0	0	0			47	SB2 Social Behavioral
DC1 Diversity	8	5	4	17	1	16	27	9	31	7	0			125	DC1 Diversity
DC2 Global	5	0	0	1	1	8	4	0	18	9	0			46	DC2 Global
HB1 Biology	2	0	0	3	2	12	6	5	3	26	0			59	HB1 Biology
HB2 Biology	2	0	0	5	0	9	2	11	5	44	0			78	HB2 Biology
PF1 Foundations	14	3	0	1	0	1	16	1	23	0	0			59	PF1 Foundations
ST1 Systems	2	0	0	0	8	5	6	0	9	9	0			39	ST1 Systems
													Average	77.6	
Total	102	56	48	130	83	246	250	93	202	127	159	136.0			
	A	B	C	D	E	F	G	H	I	J	K				
Research	36	36	22	41	61	116	63	6	22	27	159			589	
Administration	25	0	0	33	14	50	59	17	68	78	0			344	
Social	41	20	26	56	8	80	128	70	112	22	0			563	
													Average	498.7	
Total	102	56	48	130	83	246	250	93	202	127	159	136.0			

# Competencies Heat Map

P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000		Total	ATSU Competency
1P Policy	4	0	0	3	0	27	8	1	5	16	0		64	1P Policy
2P Communications	10	0	0	2	1	27	23	3	7	14	0		87	2P Communications
3P Ethics	7	12	5	20	5	19	30	3	32	1	0		134	3P Ethics
4P Evaluation	5	0	0	14	4	0	21	5	17	0	0		66	4P Evaluation
5P Research	10	14	0	5	0	36	32	0	15	1	0		113	5P Research
6P Informatics	2	0	19	6	2	30	3	1	2	0	0		65	6P Informatics
7P Leadership	7	0	0	10	1	1	18	0	14	0	0		51	7P Leadership
BS1 Biostats	1	9	1	3	0	18	3	0	0	0	53		88	BS1 Biostats
BS2 Biostats	1	10	0	2	0	18	1	0	0	0	82		114	BS2 Biostats
BS3 Biostats	0	3	0	1	0	0	0	0	0	0	19		23	BS3 Biostats
EP1 Epidemiology	9	0	0	12	30	0	6	0	2	0	0		59	EP1 Epidemiology
EP2 Epidemiology	11	0	2	9	27	2	12	0	0	0	5		68	EP2 Epidemiology
SB1 Social Behavioral	2	0	0	10	1	3	29	47	19	0	0		111	SB1 Social Behavioral
SB2 Social Behavioral	0	0	17	6	0	14	3	7	0	0	0		47	SB2 Social Behavioral
DC1 Diversity	8	5	4	17	1	16	27	9	31	7	0		125	DC1 Diversity
DC2 Global	5	0	0	1	1	8	4	0	18	9	0		46	DC2 Global
HB1 Biology	2	0	0	3	2	12	6	5	3	26	0		59	HB1 Biology
HB2 Biology	2	0	0	5	0	9	2	11	5	44	0		78	HB2 Biology
PF1 Foundations	14	3	0	1	0	1	16	1	23	0	0		59	PF1 Foundations
ST1 Systems	2	0	0	0	8	5	6	0	9	9	0		39	ST1 Systems
												Average	77.6	
<b>Total</b>	<b>102</b>	<b>56</b>	<b>48</b>	<b>130</b>	<b>83</b>	<b>246</b>	<b>250</b>	<b>93</b>	<b>202</b>	<b>127</b>	<b>159</b>	<b>136.0</b>		
<b>Research</b>	<b>36</b>	<b>36</b>	<b>22</b>	<b>41</b>	<b>61</b>	<b>116</b>	<b>63</b>	<b>6</b>	<b>22</b>	<b>27</b>	<b>159</b>		<b>589</b>	
<b>Administration</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>14</b>	<b>50</b>	<b>59</b>	<b>17</b>	<b>68</b>	<b>78</b>	<b>0</b>		<b>344</b>	
<b>Social</b>	<b>41</b>	<b>20</b>	<b>26</b>	<b>56</b>	<b>8</b>	<b>80</b>	<b>128</b>	<b>70</b>	<b>112</b>	<b>22</b>	<b>0</b>		<b>563</b>	
												Average	498.7	
<b>Total</b>	<b>102</b>	<b>56</b>	<b>48</b>	<b>130</b>	<b>83</b>	<b>246</b>	<b>250</b>	<b>93</b>	<b>202</b>	<b>127</b>	<b>159</b>	<b>136.0</b>		

# Competencies Heat Map

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000			Total	ATSU Competency
1P Policy	4	0	0	3	0	27	8	1	5	16	0			64	1P Policy
2P Communications	10	0	0	2	1	27	23	3	7	14	0			87	2P Communications
3P Ethics	7	12	5	20	5	19	30	3	32	1	0			134	3P Ethics
4P Evaluation	5	0	0	14	4	0	21	5	17	0	0			66	4P Evaluation
5P Research	10	14	0	5	0	36	32	0	15	1	0			113	5P Research
6P Informatics	2	0	19	6	2	30	3	1	2	0	0			65	6P Informatics
7P Leadership	7	0	0	10	1	1	18	0	14	0	0			51	7P Leadership
BS1 Biostats	1	9	1	3	0	18	3	0	0	0	53			88	BS1 Biostats
BS2 Biostats	1	10	0	2	0	18	1	0	0	0	82			114	BS2 Biostats
BS3 Biostats	0	3	0	1	0	0	0	0	0	0	19			23	BS3 Biostats
EP1 Epidemiology	9	0	0	12	30	0	6	0	2	0	0			59	EP1 Epidemiology
EP2 Epidemiology	11	0	2	9	27	2	12	0	0	0	5			68	EP2 Epidemiology
SB1 Social Behavioral	2	0	0	10	1	3	29	47	19	0	0			111	SB1 Social Behavioral
SB2 Social Behavioral	0	0	17	6	0	14	3	7	0	0	0			47	SB2 Social Behavioral
DC1 Diversity	8	9	4	17	1	16	27	9	31	7	0			125	DC1 Diversity
DC2 Global	5	0	0	1	1	8	4	0	18	9	0			46	DC2 Global
HB1 Biology	2	0	0	3	2	12	6	5	3	26	0			59	HB1 Biology
HB2 Biology	2	0	0	5	0	9	2	11	5	44	0			78	HB2 Biology
PF1 Foundations	14	3	0	1	0	1	16	1	23	0	0			59	PF1 Foundations
ST1 Systems	2	0	0	0	8	5	6	0	9	9	0			39	ST1 Systems
													Average	77.6	
Total	102	56	48	130	83	246	250	93	202	127	159	136.0			
	A	B	C	D	E	F	G	H	I	J	K				
Research	36	36	22	41	61	116	63	6	22	27	159	589			
Administration	25	0	0	33	14	50	59	17	68	78	0	344			
Social	41	20	26	56	8	80	128	70	112	22	0	563			
													Average	498.7	
Total	102	56	48	130	83	246	250	93	202	127	159	136.0			

# Competencies Heat Map

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000			Total	ATSU Competency
1P Policy	4	0	0	3	0	27	8	1	5	16	0			64	1P Policy
2P Communications	10	0	0	2	1	27	23	3	7	14	0			87	2P Communications
3P Ethics	7	12	5	20	5	19	30	3	32	1	0			134	3P Ethics
4P Evaluation	5	0	0	14	4	0	21	5	17	0	0			66	4P Evaluation
5P Research	10	14	0	5	0	36	32	0	15	1	0			113	5P Research
6P Informatics	2	0	19	6	2	30	3	1	2	0	0			65	6P Informatics
7P Leadership	7	0	0	10	1	1	18	0	14	0	0			51	7P Leadership
BS1 Biostats	1	9	1	3	0	18	3	0	0	0	53			88	BS1 Biostats
BS2 Biostats	1	10	0	2	0	18	1	0	0	0	82			114	BS2 Biostats
BS3 Biostats	0	3	0	1	0	0	0	0	0	0	19			23	BS3 Biostats
EP1 Epidemiology	9	0	0	12	30	0	6	0	2	0	0			59	EP1 Epidemiology
EP2 Epidemiology	11	0	2	9	27	2	12	0	0	0	5			68	EP2 Epidemiology
SB1 Social Behavioral	2	0	0	10	1	3	29	47	19	0	0			111	SB1 Social Behavioral
SB2 Social Behavioral	0	0	17	6	0	14	3	7	0	0	0			47	SB2 Social Behavioral
DC1 Diversity	8	5	4	17	1	16	27	9	31	7	0			125	DC1 Diversity
DC2 Global	5	0	0	1	1	8	4	0	18	9	0			46	DC2 Global
HB1 Biology	2	0	0	3	2	12	6	5	3	26	0			59	HB1 Biology
HB2 Biology	2	0	0	5	0	9	2	11	5	44	0			78	HB2 Biology
PF1 Foundations	14	3	0	1	0	1	16	1	23	0	0			59	PF1 Foundations
ST1 Systems	2	0	0	0	8	5	6	0	9	9	0			39	ST1 Systems
													Average	77.6	
Total	102	56	48	130	83	246	250	93	202	127	159	136.0			
	A	B	C	D	E	F	G	H	I	J	K				
Research	36	36	22	41	61	116	63	6	22	27	159	589			
Administration	25	0	0	33	14	50	59	17	68	78	0	344			
Social	41	20	26	56	8	80	128	70	112	22	0	563			
												Average	498.7		
Total	102	56	48	130	83	246	250	93	202	127	159	136.0			

# Competencies Heat Map

ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000		Total
Total	102	56	48	130	83	246	250	93	202	127	159	136.0	
	A	B	C	D	E	F	G	H	I	J	K		
Research	36	36	22	41	61	116	63	6	22	27	159		589
Administration	25	0	0	33	14	50	59	17	68	78	0		344
Social	41	20	26	56	8	80	128	70	112	22	0		563
												Average	498.7
Total	102	56	48	130	83	246	250	93	202	127	159	136.0	

# Competencies Heat Map

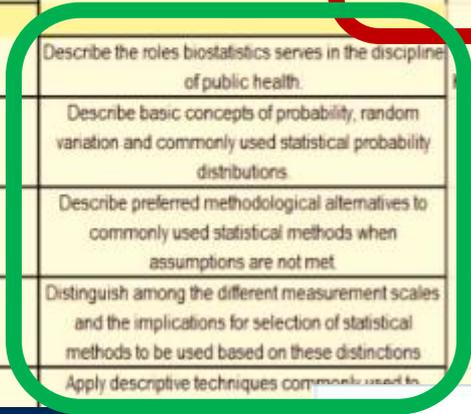
ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000		Total
	A	B	C	D	E	F	G	H	I	J	K		
Total	102	56	48	130	83	246	250	93	202	127	159	136.0	
Research	36	36	22	41	61	116	63	6	22	27	159		589
Administration	25	0	0	33	14	50	59	17	68	78	0		344
Social	41	20	26	56	8	80	128	70	112	22	0		563
												Average	498.7
Total	102	56	48	130	83	246	250	93	202	127	159	136.0	

# Areas of Evaluation - Course

	Quantitative	Qualitative
Professional Competencies	<ul style="list-style-type: none"> <li>• Licenses</li> <li>• Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Employment requirements</li> <li>• Level of Career Entry</li> </ul>
Accreditation Standards	<ul style="list-style-type: none"> <li>• Higher Learning Commission</li> <li>• Carnegie Units</li> </ul>	
Institutional Expectations	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Posts</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Collegial</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Connect course content with Competencies and Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Level (Bloom's Taxonomy)</li> </ul>
Program Focus	<ul style="list-style-type: none"> <li>• Connect course content with Core Program Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Aligned with Mission Statement</li> <li>• Student Engagement</li> </ul>

# Areas of Evaluation - Course

MPH Program Competencies	Outcome Competencies (ASPPH (2007) & 21 Century)	Activity Level Outcome	Unit 1 D1	Unit 1 A1	Unit 2 D1	Unit 2 A1	Unit 3 D1	Unit 3 A1	Unit 4 D1	Unit 4 D2	Unit 5 D1	Unit 6 D1	Unit 6 D2	Unit 7 D1	Unit 8 D1	Unit 8 A1	Unit 9 A1	Unit 10 D1	Unit 10 A1	Count
			Total Value	1305	1250	1305	1450	540	500	450	225	1100	1050	540	1300	720	100	50	130	100
Point Value	45	50	45	50	45	50	50	45	50	50	45	50	45	100	50	130	100	1000		
Count	29	25	29	29	12	10	9	5	22	21	12	26	16	1	1	1	1	243		
	<b>Biostatistics</b>																			0
BS1	A.1.	Describe the roles biostatistics serves in the discipline of public health.									K			K						3
BS2	A.2.	Describe basic concepts of probability, random variation and commonly used statistical probability distributions.																		0
BS2	A.3.	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.																		0
BS2	A.4.	Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.												K						1
	A.5.	Apply descriptive techniques commonly used in																		

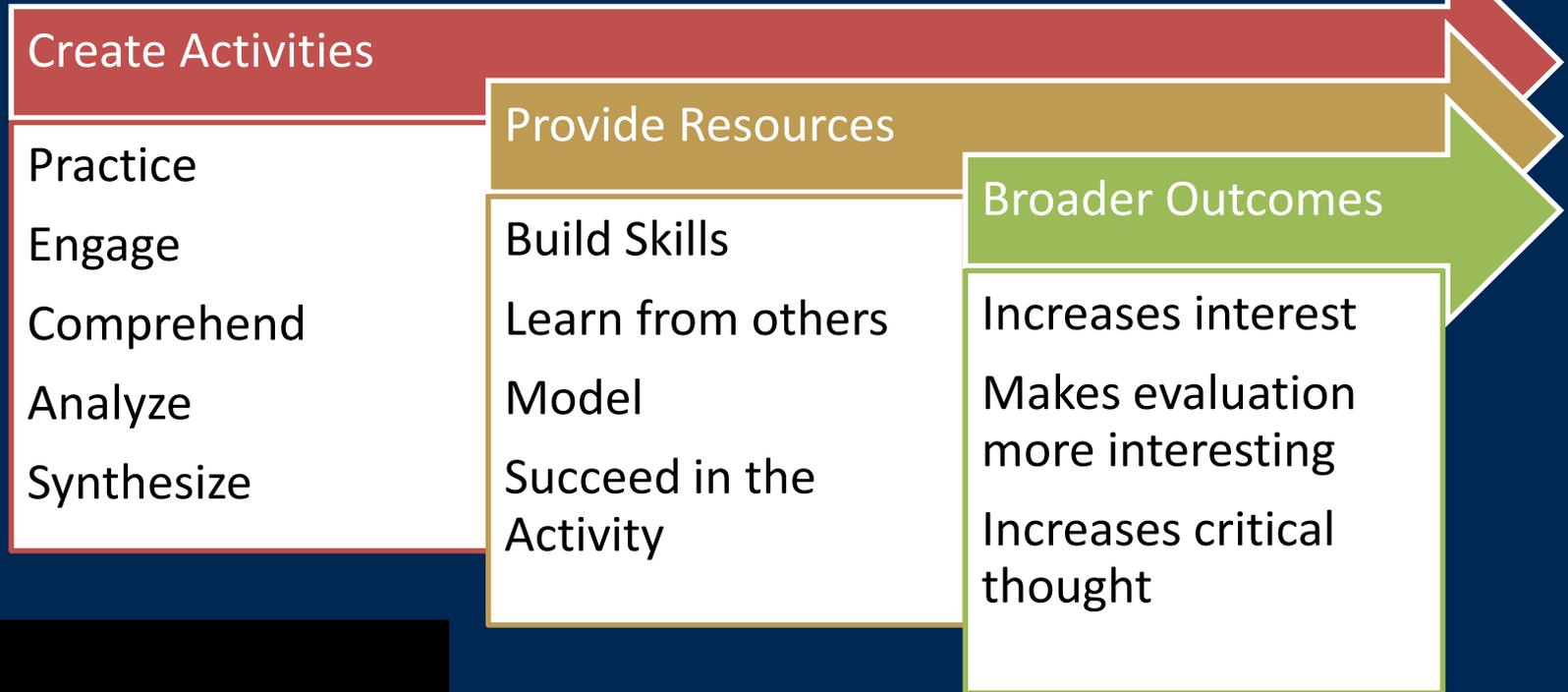


ATSU Competency	PUBH5000	PUBH5200	PUBH5800	PUBH6100	EPID6100	ENVR6200	PUBH6500	HLTH6500	PUBH6700	PUBH6900	BIOS7000	Total	
Total	102	56	48	130	83	246	250	93	202	127	159	136.0	
	A	B	C	D	E	F	G	H	I	J	K		
Research	36	36	22	41	61	116	63	6	22	27	159	589	
Administration	25	0	0	33	14	50	59	17	68	78	0	344	
Social	41	20	26	56	8	80	128	70	112	22	0	563	
												Average	498.7
Total	102	56	48	130	83	246	250	93	202	127	159	136.0	

# Areas of Evaluation - Course

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
	MPH Program Competencies	Outcome Competencies (ASPPH (2007) & 21 Century)	Activity Level Outcomes	Unit 1 D1	Unit 1 A1	Unit 2 D1	Unit 2 A1	Unit 3 D1	Unit 3 A1	Unit 4 D1	Unit 4 D2	Unit 5 D1	Unit 6 D1	Unit 6 D2	Unit 7 D1	Unit 8 D1	Unit 8 A1	Unit 9 A1	Unit 10 D1	Unit 10 A1	Count
1																					
2			Total Value	1305	1250	1305	1450	540	500	450	225	1100	1050	540	1300	720	100	50	130	100	12115
3			Point Value	25	25	25	25	45	50	50	45	50	50	45	50	45	100	50	130	100	1000
4			Count	29	25	29	29	12	10	9	5	22	21	12	26	16		1	1	1	243
5		Biostatistics																			0
6	BS1	A.1.	Describe the roles biostatistics serves in the discipline of public health.	K								K			K						3
7	BS2	A.2.	Describe basic concepts of probability, random variation and commonly used statistical probability distributions.																		0
8	BS2	A.3.	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.																		0
9	BS2	A.4.	Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.																		1
		A.5.	Apply descriptive techniques commonly used to																		

# How well does the Course use Learning Activities?



**TED**TALKS  
IDEAS WORTH SPREADING



# Areas of Evaluation - Faculty

	Quantitative	Qualitative
Professional	<ul style="list-style-type: none"><li>• Credentials</li><li>• Degrees</li></ul>	<ul style="list-style-type: none"><li>• Scholarly Activities</li><li>• Service</li></ul>
Academic	<ul style="list-style-type: none"><li>• Adherence to University Policies</li></ul>	<ul style="list-style-type: none"><li>• Learning Management System</li><li>• Relationship with Staff &amp; Peers</li></ul>
Performance - Promotion	<ul style="list-style-type: none"><li>• Announcements</li><li>• Number of Posts</li><li>• Assignment Return Time</li><li>• Response Time</li><li>• Course Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Content Knowledge</li><li>• Communication</li><li>• Course Management</li><li>• Engagement</li><li>• Class Climate</li></ul>

# Evaluation of Announcements

- ✓ Timely
- ✓ Clear
- ✓ Concise
- ✓ Engaging
- ✓ Connected

~~This week we~~ will look at strategic issues associated with a CHA. Original post reviews outreach methods and provides key points of the 11-point Social Media Communications Strategy Worksheet (The health communicator's social media toolkit, page 47). This post can be up to 400 words.

# Areas of Evaluation - Faculty

	Quantitative	Qualitative
Professional	<ul style="list-style-type: none"><li>• Credentials</li><li>• Degrees</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Presentations/Service</li></ul>
Academic	<ul style="list-style-type: none"><li>• Adherence to University Policies</li></ul>	<ul style="list-style-type: none"><li>• Learning Management System</li><li>• Relationship with Staff &amp; Peers</li></ul>
Performance - Promotion	<ul style="list-style-type: none"><li>• Number of Posts</li><li>• Assignment Return Time</li><li>• Response Time</li><li>• Announcements</li><li>• Course Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Course Management</li><li>• Engagement</li><li>• Content Knowledge</li><li>• Class Climate</li></ul>

# Online Discussions (Forums)

- Welcoming
- Clear
- Concise
- Engaging
- Connected

## Instructor Presence

- Welcome message
- Course introductions
- Module introductions

## Build Connections

- To students
- To course content
- To the program

## Equivalent of being in “class”

- Review & reflection of key points
- Interactions
  - Student to student
  - Faculty with student

# Evaluation of Discussions

- Welcoming
- Clear
- Concise
- Engaging
- Connected

Jane, thank you for introducing the demographic shift to a more mature population. Attached is a link to a population pyramid which illustrates what the population looked like in 2000.

Obviously, the pyramid shows the influence of the college and military base. Aside from that the greatest observations are the ones you made.

# Evaluation of Discussions

- ✓ Welcoming
- ✓ Clear
- ✓ Concise
- ✓ Engaging
- ✓ Connected

Jane, thank you for introducing ... The fact the pyramid is taking the shape of a kite highlights the fact that fewer births are happening and they are living longer.

Jack

[https://commons.org/File:USA\\_Johnson\\_County,\\_Missouri\\_age\\_pyramid.svg](https://commons.org/File:USA_Johnson_County,_Missouri_age_pyramid.svg)

# Areas of Evaluation - Faculty

	Quantitative	Qualitative
Professional	<ul style="list-style-type: none"><li>• Credentials</li><li>• Degrees</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Presentations/Service</li></ul>
Academic	<ul style="list-style-type: none"><li>• Adherence to University Policies</li></ul>	<ul style="list-style-type: none"><li>• Learning Management System</li><li>• Relationship with Staff &amp; Peers</li></ul>
Performance - Promotion	<ul style="list-style-type: none"><li>• Number of Posts</li><li>• Assignment Return Time</li><li>• Response Time</li><li>• Announcements</li><li>• Course Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Course Management</li><li>• Engagement</li><li>• Content Knowledge</li><li>• Class Climate</li></ul>

# How well does instructor use Learning Activities: Lectures, Readings, ETC...

- What are their functions
  - Provide content
  - Review key points
  - Develop skills
  - Support other elements



**TED**TALKS  
IDEAS WORTH SPREADING



Create Activities

Practice  
Engage  
Comprehend  
Analyze  
Synthesize

Provide Resources

Build Skills  
Learn from others  
Model  
Succeed in the Activity

Broader Outcomes

Increases interest  
Makes evaluation more interesting  
Increases critical thought

# Areas of Evaluation - Student

	Quantitative	Qualitative
Professional	<ul style="list-style-type: none"><li>• Number of Jobs in Field upon Graduation</li></ul>	<ul style="list-style-type: none"><li>• Level of Jobs</li><li>• Contentedness of Jobs</li></ul>
Academic	<ul style="list-style-type: none"><li>• Grade Averages</li><li>• Course Evaluations</li></ul>	<ul style="list-style-type: none"><li>• Participation Level</li></ul>
Satisfaction	<ul style="list-style-type: none"><li>• Course Evaluations</li></ul>	<ul style="list-style-type: none"><li>• Discussions with Students</li><li>• Calls/emails/2<sup>nd</sup> Hand Comments</li></ul>

*What do you do?*



# Using the Data

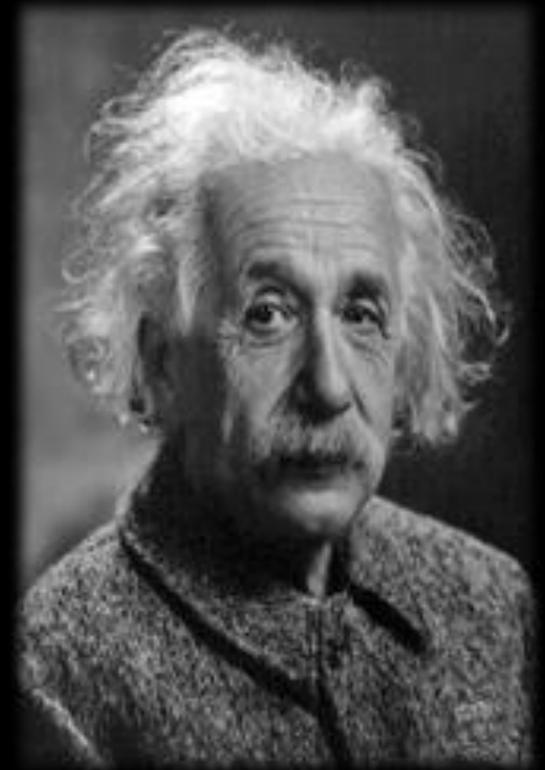


# Concluding Thoughts

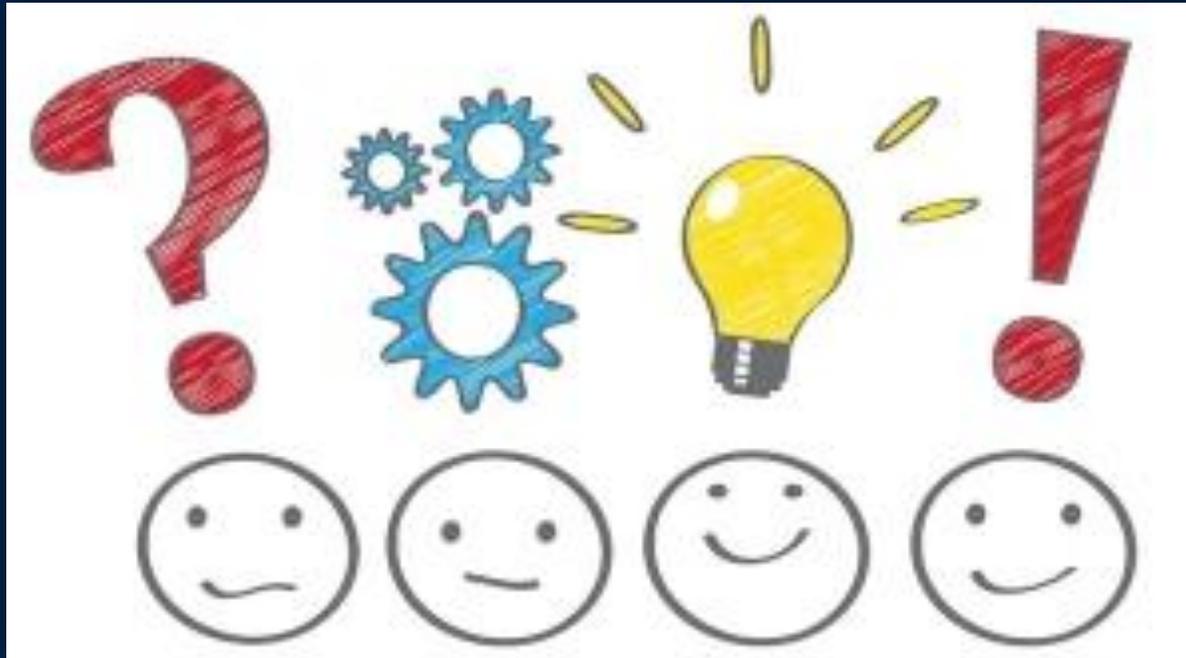


Everything that can be counted does not  
necessarily count; everything that counts  
cannot necessarily be counted.

(Albert Einstein)



# Questions



# Thank you!

