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The Art and Science of Evaluating Online Programs

Mary-Katherine Smith

A. T. Still University, mksmith@atsu.edu

Kathy Adler

A. T. Still University, kadler@atsu.edu

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The Art and Science of Evaluating Online Programs

34th Annual Academic Chairpersons
Conference

New Orleans, February 10, 2017

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The Art and Science of Evaluating Online Programs

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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





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

Management by Walking Around



Online College and programmatic assessment



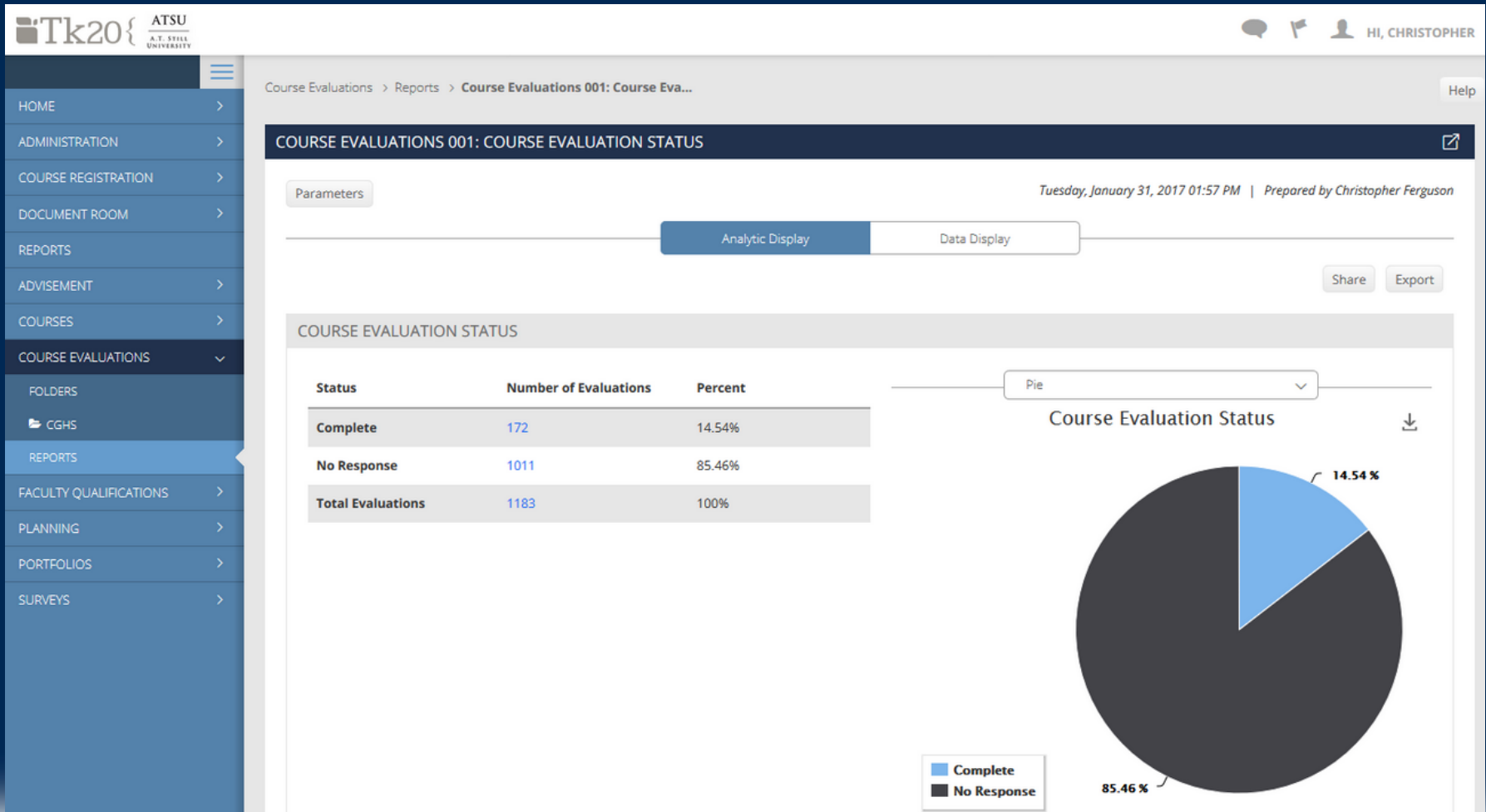
Main source of student feedback uses TK20.

Course Evaluations > CGHS

CGHS

☐	Title ▲	Courses	Status ▼	Start Date ▼
☐	CGHS 15-16 SPB2 End of Course Evaluation	108	Complete	05/16/2016 12:0
☐	CGHS 15-16 SPB2 Mid-Course Student Course Evaluation	108	Complete	04/11/2016 12:0
☐	CGHS 15-16 SPB2 Mid-Course Student Course Evaluation (Addtnl Courses)	2	Complete	04/25/2016 08:0
☐	CGHS 16-17 FAB1 End of Course Evaluation	127	Complete	09/12/2016 12:0
☐	CGHS 16-17 FAB2 End of Course Evaluation	121	Complete	12/05/2016 04:0
☐	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.	☐	☐	☐	☐	☐
The instructor responds to my email/messages within 48 hours.	☐	☐	☐	☐	☐
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).	☐	☐	☐	☐	☐
The instructor provided feedback that allows me to make necessary corrections and improve my work.	☐	☐	☐	☐	☐

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

The screenshot shows the Tk20 survey interface for A.T. Still University. The left sidebar contains a navigation menu with options: HOME, ADMINISTRATION, COURSE REGISTRATION, DOCUMENT ROOM, REPORTS, PLANNING, SURVEYS, MY SURVEYS, and Folders. The main content area displays the survey title 'CGHS 16-17 FAB2 GRADUATE EXIT SURVEY' and a breadcrumb trail: 'Surveys > My Surveys > CGHS 16-17 FAB2 Graduate Exit Sur...'. Below the title is a tabbed interface with four tabs: 'Basic Information', 'Survey Form' (which is selected), 'Reports', and 'Recipients'. The 'Survey Form' tab contains the heading 'CGHS GRADUATE EXIT SURVEY - FAB1 2014 REVISION' and 'EXIT SURVEY'. A note states: 'Please provide answers as indicated. Your answers are anonymous.' The first question is 'Please indicate the program from which you are graduating:*', followed by a list of radio button options: Health Administration, Health Education, Health Sciences, Kinesiology, Public Health, and Public Health - Dental Emphasis.

Tk20 { **ATSU**
A.T. STILL UNIVERSITY

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

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 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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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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
	Total Value	76755	5700	1720	4755	4065	5800	12890	12115	4775	11710	8475	4750
	Point Value	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
	Count	1437	99	48	52	125	84	258	243	94	190	110	134
Biostatistics													
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
Environmental		81	0	0	0	0	0	0	0	0	0	0	0
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	
	4	8	0	0	0	0	0	0	0	0	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	
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

VH (A.T. Still Universit...)

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)

Q6 ↔ Q21 ↑↓		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
Advancement	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%
Bonus	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%
Certification	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%
Promotion	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%
Average	19.90	88.20	22.56%
Total	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		Normal				Assignment Graded by Instructor
Assignment Due for Students	Required			Assignment Graded by Instructor		
Assignment Due for Students			Assignment Graded by Instructor	Expected		
Assignment Due for Students		Assignment Graded by Instructor	Best Practice?			

Timely Grading – 96 hours

CRSID											
	A	B	C	D	E	F	G	H	I	J	K
1	ATTEMPTDT	AVAILABLE	COURSE	CRSID	GRADEDDET	Measure Names	NAME	ROLE	RWEARNED	RWPOSSIBLE	TITLE
2	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 Completion
3	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
4	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
5	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 Discussion
6	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
7	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	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
9	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 Discussion
10	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
11	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 Discussion
12	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
13	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 for Health
14	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
15	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
16	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
17	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 Discussion
18	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
Reading	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)		
		Total		0 0.0
Websites	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)		
		Total		0 0.0
Audio/Video	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		
		Total		0 0.0
Papers	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	
		Reviewing instructor feedback (10 minutes per assignment)		
		Total		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.us/ohca/ohca.htm> (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

☐ 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	• Curriculum • Competency Mapping	• Practicum Opportunities • Alumni Relationships
Accreditation Standards	• Accredited	• Contributions to Standards • Faculty Connections
Institutional Expectations	• Number of Students	• Internal Continuing Education
Program Review	• Competency Mapping	• Curriculum Committee

Areas of Evaluation - Curriculum



A.T. STILL UNIVERSITY
COLLEGE OF GRADUATE HEALTH STUDIES

ATSU



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



Researcher

I can



Evaluator

Areas of Evaluation- Practicum



Areas of Evaluation- Committee



Areas of Evaluation - Program

	Quantitative	Qualitative
Professional Competencies	• Mapping	• Evaluation of Maps
Accreditation Standards	• Regional Academic • Professional Expectations	• Learning Management System • Best Practices
Institutional Expectations	• Enrollment Rate • Class Size	• Learning Management System • Course Development Process
Faculty	• Tenure • Research	• Service • Satisfaction
Student	• Retention • Graduation	• Career Placement • Satisfaction

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		
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		
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	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		
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	
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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
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

	Quantitative	Qualitative
Professional Competencies	• Licenses • Certificates	• Employment requirements • Level of Career Entry
Accreditation Standards	• Higher Learning Commission • Carnegie Units	
Institutional Expectations	• Announcements • Posts	• Professionalism • Collegial
Learning Objectives	• Connect course content with Competencies and Standards	• Learning Level (Bloom's Taxonomy)
Program Focus	• Connect course content with Core Program Focus	• Aligned with Mission Statement • Student Engagement

Areas of Evaluation - Course

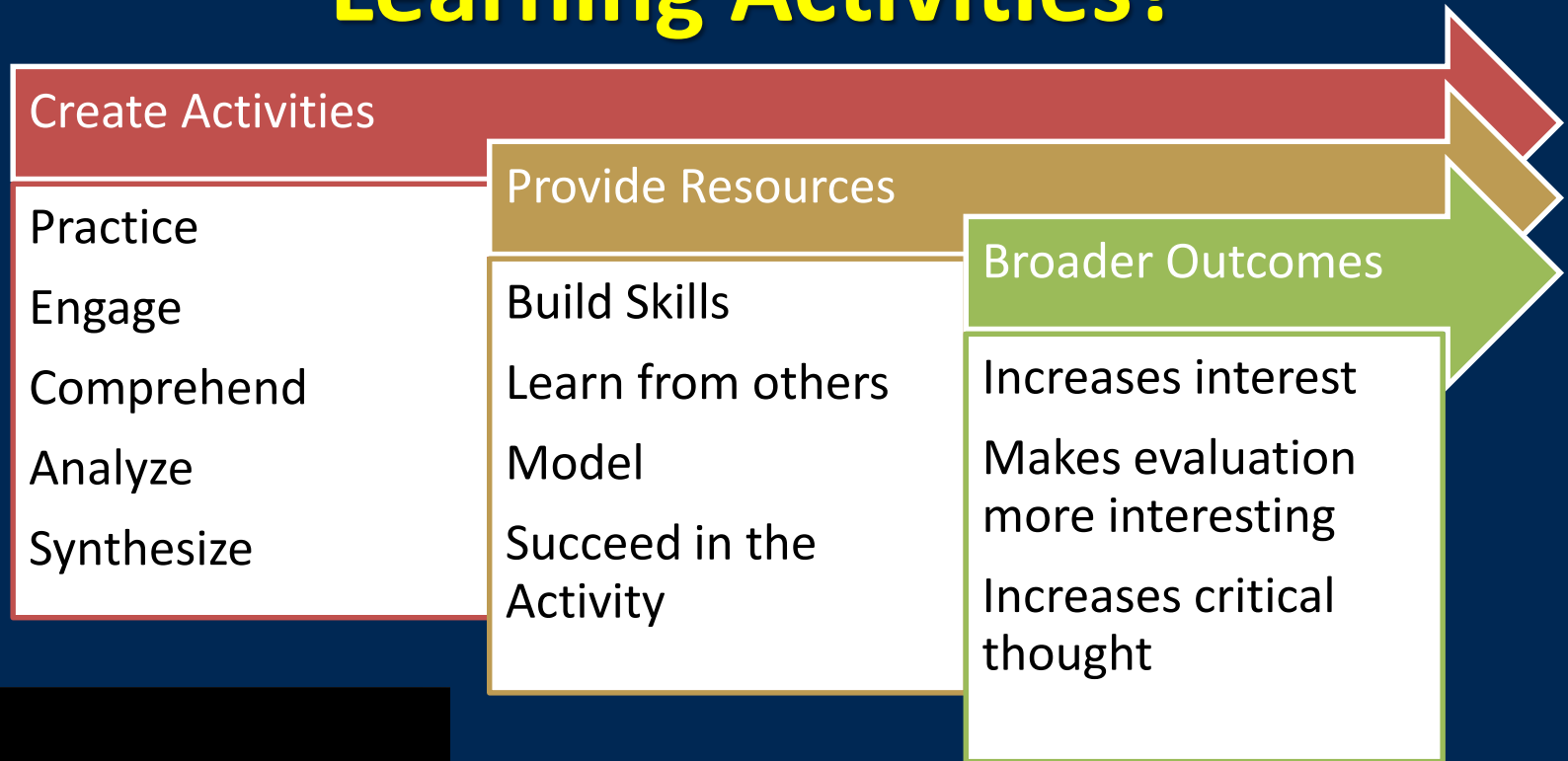
MPH Program Competencies	Outcome Competencies (ASPPH (2007) & 21 Century)	Activity Level Outcome	Unit 1 D1	Unit 1 A1	Unit 2 D1	Unit 2 A1	Unit 3 D1	Unit 3 A1	Unit 4 D1	Unit 4 D2	Unit 5 D1	Unit 6 D1	Unit 6 D2	Unit 7 D1	Unit 8 D1	Unit 8 A1	Unit 9 A1	Unit 10 D1	Unit 10 A1	Count
		Total Value	1305	1250	1305	1450	540	500	450	225	1100	1050	540	1300	720	100	50	130	100	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	243
	Biostatistics																			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
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	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												K						1
10		A.5.	Apply descriptive techniques commonly used to																		

How well does the Course use Learning Activities?



TEDTALKS
IDEAS WORTH SPREADING



Areas of Evaluation - Faculty

	Quantitative	Qualitative
Professional	• Credentials • Degrees	• Scholarly Activities • Service
Academic	• Adherence to University Policies	• Learning Management System • Relationship with Staff & Peers
Performance - Promotion	• Announcements • Number of Posts • Assignment Return Time • Response Time • Course Evaluation	• Content Knowledge • Communication • Course Management • Engagement • Class Climate

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	• Credentials • Degrees	• Research • Presentations/Service
Academic	• Adherence to University Policies	• Learning Management System • Relationship with Staff & Peers
Performance - Promotion	• Number of Posts • Assignment Return Time • Response Time • Announcements • Course Evaluation	• Communication • Course Management • Engagement • Content Knowledge • Class Climate

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

Areas of Evaluation - Faculty

	Quantitative	Qualitative
Professional	• Credentials • Degrees	• Research • Presentations/Service
Academic	• Adherence to University Policies	• Learning Management System • Relationship with Staff & Peers
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How well does instructor use Learning Activities: Lectures, Readings, ETC...

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



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	• Number of Jobs in Field upon Graduation	• Level of Jobs • Contentedness of Jobs
Academic	• Grade Averages • Course Evaluations	• Participation Level
Satisfaction	• Course Evaluations	• Discussions with Students • Calls/emails/2nd Hand Comments

What do you do?



Using the Data

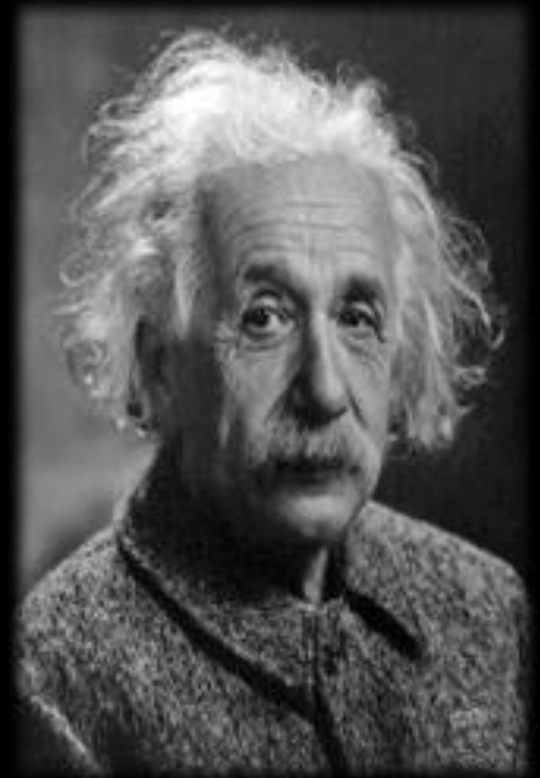


Concluding Thoughts

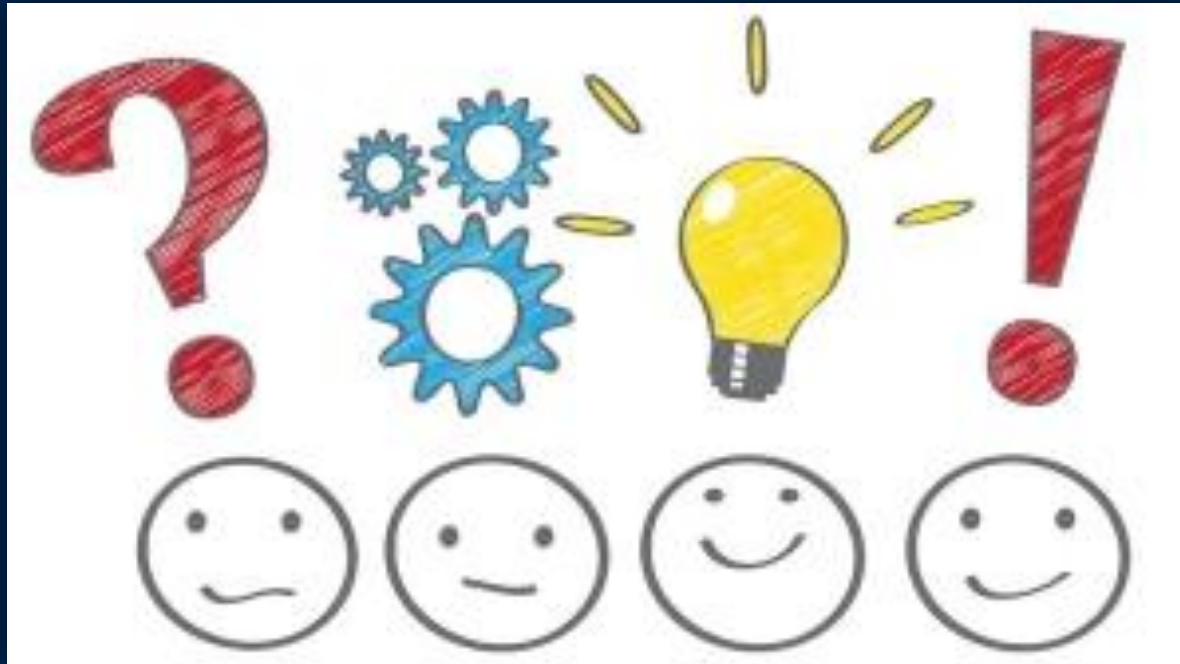


Everything that can be counted does not
necessarily count; everything that counts
cannot necessarily be counted.

(Albert Einstein)



Questions



Thank you!

