

PUBLIC HEALTH

HP-PBHL-BS
ACM:

Student Learning Outcomes

SLO Count: 24

Name	Content
SLO 1	1: Describe the role of using statistics in the discipline of public health.
SLO 10	10: Create and communicate a shared vision for a changing future.
SLO 11	11: Champion solutions to organizational and community challenges.
SLO 12	12: Energize commitment to goals.
SLO 13	13: Be familiar with the major chronic and infectious diseases of public health importance, including their etiology and pathological consequences.
SLO 14	14: Demonstrate knowledge in core public health content areas.
SLO 15	15: Understand and apply individual and group health education techniques.
SLO 16	16: Demonstrate ethical choices, values and professional practices implicit in public health decisions.
SLO 17	17: Consider the effect of choices on community stewardship, equity, social justice and accountability.
SLO 18	18: Commit to personal and institutional development.

SLO 19	19: Plan for the design, development, implementation and evaluation of strategies to improve individual and community health.
SLO 2	2: Apply basic statistical methods for summarizing data.
SLO 20	20: Describe health problems including their social, cultural, environmental and behavioral causes.
SLO 21	21: Identify basic theories, concepts and models from a range of disciplines of BSS that are used in PH research and practice.
SLO 22	22: Recognize the local, state, and federal public health systems and how they interact.
SLO 23	23: Describe how societal, organizational and individual factors influence and are influenced by public health communications.
SLO 24	24: Communicate with diverse audiences using a variety of means and channels in formal and informal settings using a variety of means and information technology.
SLO 3	3: Interpret statistical results from published public health data.
SLO 4	4: Recognize, value and integrate diverse individuals, groups and communities in order to produce public health outcomes.
SLO 5	5: Describe environmental health hazards and their potential effects on human health.
SLO 6	6: Discuss strategies for preventing or controlling environmental health hazards that pose risk to human health.
SLO 7	7: Explain the role of epidemiology as the basic science for Public Health by discussing uses and applications of epidemiology in Public Health.
SLO 8	8: Advance theories and practices to improve the planning, implementation, and evaluation of health care systems' capacities to address population health problems at multiple levels.
SLO 9	9: Recognize the dynamics of health policy and its implication for populations' well-being at multiple levels.

Does this program have specialized accreditation?

No

Assessment Activities and Results

Assessment Activity Count: 3

Assessment Activity: Internship

Please provide a brief name for this assessment activity.	Internship
Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	All internship assignments including the student's final paper and project are evaluated using a rubric. The internship supervisor is also asked to assess competencies and student learning outcomes achieved at mid semester and again at the end of the semester. Supervisor's complete these evaluations, review them with the student and submit them to the student's faculty instructor. The supervisor evaluation accounts for 50% of the students grade at the end of the semester.
What were the findings from this assessment?	Of the 194 internship students and supervisor final evaluations completed during last academic year, approximately 97% (n=189) of students met expectations with public health competencies and student learning outcomes. Some areas of improvement cited by supervisors in the qualitative section of the evaluation include taking more initiative, more knowledge of a variety of computer applications as well as more experience with various professional social media platforms.

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>Feedback from supervisor evaluations was incorporated into curriculum changes and a change of array for the BS in Public Health program. Short term, we have incorporate more content in existing classes such as Professional Seminar around computer applications and social media use.</p>
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Assessment Activity: Content Exam

<p>Please provide a brief name for this assessment activity.</p>	<p>Content Exam</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>Students complete a comprehensive content exam prior to going out on internship. All students must pass the exam with a 70% or higher to continue in the program. The test consists of questions from all major public health courses and reflect the student learning outcomes.</p>
<p>What were the findings from this assessment?</p>	<p>Content exam pass rates are reviewed each semester. For those students who do not pass the exam on the first try, they are opportunities to review and retest. Students are not allowed to begin their internship until they have passed the content exam. About 68% of students passed the exam on the first attempt (69.8% in the fall and 66.5% in the spring) . All students passed the exam during their second attempt and began their first internship as scheduled.</p>

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We refined the questions on the exam to assess student's understanding of broad level concepts associated with public health core competencies and student learning outcomes. Instructors will also be more deliberate about discussing the importance of understanding the content especially in lower level classes in relationship to completing the content exam.</p>
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Assessment Activity: Capstone Program Planning Project

<p>Please provide a brief name for this assessment activity.</p>	<p>Capstone Program Planning Project</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>The capstone project is developed throughout the course of two semesters. These courses fulfill the writing intensive requirement for our majors. All student capstone projects are assessed by the instructor using a rubric. Rubrics were developed for each section of the capstone project and aligned with student learning outcomes and competencies for the BS in Public Health degree.</p>
<p>What were the findings from this assessment?</p>	<p>If minimum grades are not maintained, students must repeat the capstone course until they have successfully fulfilled the learning objectives. Approximately 95% of students (n=120) met expectations for all of the student learning objectives in order to pass both courses.</p>

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>Each semester, instructors of the capstone course meet and work together to improve the course content, its' assignments and the resources that are available to students. Because many students initially struggle with writing, we continue to brainstorm ways to provide more writing support to our students. This year one of the instructors utilized library services to assist with a section of their project. Students are also referred to the Writing Center. At a department level, we continue to look for resources to assist students and instructors - ie TA support, peer tutors, etc.</p>
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Planned Assessment

Direct Assessment Activities

corresponding ID	Assessment Name	corresponding ID	Assessment Name
1	Portfolio	2	Practicum, Internship, Other Field Placement
3	Clinical Evaluations	4	Student Work in Capstone WITH Rubric
5	Student Work in Capstone WITHOUT Rubric	6	Student Work WITH Rubric in 1 or More Courses
7	Student Work WITHOUT Rubric in 1 or More Courses	8	Final Paper, Thesis, or Dissertation
9	National or Board Exam	10	Local Test or Exam
11	Juried Show, Performance, or Critique	12	Oral Presentation

Indirect Assessment Activities

SLO	None	Current Student Survey	Graduating Student Survey	Alumni Survey	Employer Survey	Focus Groups	SFFs	Other
SLO 1			X					
SLO 10		X	X					
SLO 11		X	X					
SLO 12		X	X					
SLO 13		X	X					
SLO 14			X					
SLO 15			X					
SLO 16			X					
SLO 17			X					
SLO 18			X					
SLO 19			X					
SLO 2			X					
SLO 20			X					
SLO 21			X					
SLO 22			X					

SLO 23			X					
SLO 24			X					
SLO 3			X					
SLO 4		X	X					
SLO 5			X					
SLO 6			X					
SLO 7			X					
SLO 8			X					
SLO 9			X					