

**Department of Health, Human Performance and Recreation**  
**Bachelor of Science / Public Health**  
**As of May 31, 2018**

**Academic Assessment Plan**

**Program Goals**

1. Provide quality education in the practice and discipline of public health
2. Prepare students with the skill set to foster improvement of the health of communities and their populations, locally and abroad
3. Contribute to the field of public health in new discovery, and the education and preparation of future professionals.

**Student Learning Outcomes**

- 1) Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- 2) Examine the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
- 3) Utilize models, theories, and frameworks to examine health behavior.
- 4) Examine a health issue supported by public health data to examine evidence-based approaches to prevention.

**Process for Assessing each Student Learning Outcome**

**1. Timeline for Assessment & Analysis**

Yearly

**2. Means of Assessment & Desired Level of Student Achievement**

There were two primary measures analyzed to determine student achievement at the undergraduate level in Public Health. The first measure was a survey assessing the number of areas covered in the internship experience. The other measure was a presentation on the internship experience. There are usually ~100 students registered for PBHL 4043 Public Health Internship.

From the data it is evident that some internship experiences are meeting all of the program objectives. This change from the last assessment is likely due to a modification of the program curriculum and the addition of faculty so that we can offer a more comprehensive set of courses in the curriculum,

The B.S in public health was accredited by the Council on Education for Public Health (CEPH) in 2020. Long-term this will likely improve further the quality of the student experience.

The program will define and implements a student assessment plan that determines whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. the assessment plan may include regular surveys or other data collection (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from enrolled students, alumni and relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.).

The program will collect quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy.

The program will collect qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

The program will demonstrate that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer.

### **3. Report of results**

See Annual Academic Assessment Report below

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**Annual Academic Assessment Report 2020-2021**

**Results of analysis of assessment of Student Learning Outcomes following timeline stated above**

Since 2014, we have had an 87% pass rate on the Certified Health Education Specialist (CHES) exam among students who chose to become certified.

The program demonstrates that at least ~80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation.

**Any changes to degree/certificate planned or made on the basis of the assessment and analysis**

With the introduction of the Master in Public Health (MPH) for fall 2021, the program as a whole (B.S. & MPH) will need to be accredited by the Council on Education for Public Health (CEPH). We have an Initial Application Submission (IAS) approved by CEPH to move forward. Accreditation goal is 2023.

**Any changes to the assessment process made or planned**

We will modify the Bachelor of Science in Public Health Assessment plan to better align with expected CEPH guidelines as we proceed with pursuit of an accredited Public Health Program. This will include dropping the CHES exam reporting and the addition of the following:

- 1) Student exit survey results assessing attainment of competencies, career counseling, and advising
- 2) Student cohort graduation rates as provided by the Office of Institutional Research
- 3) Results of assessment map that links stated learning objectives with course products

Student Learning Outcomes will be updated as follows:

Public Health Domains	Course number(s) and name(s)
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society	PBHL 3443 Introduction to Public Health
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice	PBHL 3643 Public Health Program Planning and Evaluation PBHL 4613 Principles of Epidemiology
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations	PBHL 3643 Public Health Program Planning and Evaluation
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	PBHL 3443 Introduction to Public Health PBHL 4603 Health Behavior: Theories and Application
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities	PBHL 3443 Introduction to Public Health ENSC 1003 Introduction to Environmental Science
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment and evaluation	PBHL 3643 Public Health Program Planning and Evaluation

<p><b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries</p>	<p>PBHL 3202: Health Care and Public Health Policy</p>
<p><b>Health Policy, Law, Ethics, and Economics:</b> Address the basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government</p>	<p>PBHL 3202: Health Care and Public Health Policy</p>
<p><b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology</p>	<p>PBHL 3643 Public Health Program Planning and Evaluation PBHL 4603 Health Behavior: Theories and Application</p>