

**Department of Health, Human Performance and Recreation
Bachelor of Science / Public Health
2024-2025 Academic Year**

Academic Assessment Plan

Program Goals

1. Provide quality education in the practice and discipline of public health
2. Prepare students with the skill sets necessary 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

As identified in table 1 below, describe how the overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

Process for Assessing each Student Learning Outcome

1. Timeline for Assessment & Analysis

Annually

2. Means of Assessment & Desired Level of Student Achievement

A) The primary means of assessment was curricular mapping to develop and link specific course assignments with competencies and concepts. These are linked into each syllabi and completed each semester. To meet the criteria, at least 75% of the students successfully complete each stated competency and/or concept assignment.

B) The program will collect quantitative data at least annually on

- 1) graduation rates within 6 years, 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.

3. Report of results

See Annual Academic Assessment Report below

**Department of Health, Human Performance and Recreation
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Annual Academic Assessment Report 2024-2025

1) Results of analysis of assessment of Student Learning Outcomes following timeline stated above

1) graduation rates within the define time to graduation allowed by the institution, defined herein as 6 years. For students entering the program in 2018/2019, the 6-year graduation rate was 92%.

2) rates of job placement or continued education within one year of graduation. Results from 2025 exit survey data show that 81% of graduates were either employed or were continuing post-baccalaureate education.

2) Table 1. Student Learning Outcomes and the manner in which the curriculum and co-curricular experiences expose students to the concepts identified:

Concept	Assessment
Advocacy for protection and promotion of the public's health at all levels of society	PBHL 4643 Multicultural Health: Covers a breadth of societal issues that impact the public's health. Disparate populations are examined, and course assignments and discussions examine the role of public health in these populations. Issues surrounding immigrant health, minority health, and social justice are covered. Met
Community dynamics	PBHL 3643 Public Health Program Planning and Evaluation: Through small group assignments, student use current theories and models related to planning and implementation of health education programs in community settings to examine how communities influence health outcomes. Concepts related to principles and methods for monitoring the implementation of community health programs and for assessing its impact are discussed. Met PBHL 4603 Health Behavior Theories and Application: Students examine ecological based theories to explore the relationship between community entities and individual health. Exams and assignments are utilized to emphasize this relationship. Met
Critical thinking and creativity	PBHL 3643 Students complete 4 capstone case studies designed to analyze and interpret needs assessment data, develop goals and objectives for specific target populations, examine benefits and drawbacks of specific interventions, evaluate interventions, and complete economic analysis of interventions and determine which are most beneficial to the community in question. Met PBHL 4613 Principles of Epidemiology: Covers areas such as epidemiologic data calculation and interpretation and how it relates to community needs assessment and program development. Via discussion and assignments, students are taught to think critically about how epidemiologic findings impact community health. Met PBHL 4603 Health Behavior Theories and Application: Students critically analyze theories for strengths and weaknesses, with emphasis placed on how theories may be implemented in real world scenarios via assignments. Met PBHL 4643 Multicultural Health: Studying culture and unfamiliar health

	<p>topics requires critical thinking and active reflection from students. For example, in-class activities encourage students to identify and explain aspects of their own cultural identities, particularly as they influence health.</p> <p>Met</p>
Cultural contexts in which public health professionals work	<p>PBHL 4643 Multicultural Health: The overall goal of this course is to enable to students to use self-examination, social analysis, and competency building techniques to develop the critical knowledge, attitudes, and skills necessary to recognize and understand the diversity of perspectives, needs, expectations and behaviors impacting health and wellness in multicultural populations in order to engage in effective, culturally congruent communication and culture-informed health interventions.</p> <p>Met</p>
Ethical decision making as related to self and society	<p>PBHL 3643 Students complete a case study of the Flint, MI water crisis and examine how decision makers and community leaders misled the public. Students then assess how mistrust in community leaders or public health officials can impact communities in the long term.</p> <p>Met</p>
Independent work and a personal work ethic	<p>In all courses, but particularly PBHL 4043 Internship, students must work independently and have a strong personal work ethic. Failure to do so will likely result in lower course grades and failure of internship. In all courses, students are responsible for individual assignments and exam preparation.</p> <p>Met</p>
Networking	<p>PBHL 3443 Intro to Public Health: Students interview a public health professional about their training and occupation.</p> <p>Met</p> <p>PBHL 4043 Internship: Students are expected to reach out to preceptors at internship sites that interest them to inquire about attaining an internship position. Some preceptors require an in-person meeting or interview.</p> <p>Met</p>
Organizational dynamics	<p>PBHL 3202 Health Care Policy and Administration: Assignments focus on health care systems, their organization, and how they impact public and societal health.</p> <p>Met</p> <p>PBHL 3643 Public Health Program Planning and Evaluation: Via assignments, discussion, and project, issue concerning community organizing, stakeholder involvement, and advocacy are covered. Met</p> <p>PBHL 4603 Health Behavior Theories and Application: Assignments encourage students to examine the interpersonal and intrapersonal organization structure to assess how they influence health.</p> <p>Met</p>
Professionalism	<p>All classes impart professionalism upon students. Most courses require students to work in groups or partake in group presentations, which requires cooperative and collaborative engagement, freedom of expression, and discussion of opinions.</p> <p>PBHL 3443 Intro to Public Health: Students explore ethics in public health via exams and assignments.</p> <p>Met</p>
Research methods	<p>PBHL 3643 Public Health Program Planning and Evaluation: In small groups and in large project assignments, students explore needs assessment, survey develop, validity and reliability, and various types of evaluation and study designs.</p> <p>Met</p> <p>PBHL 4613 Epidemiology. Students explore data collection practices and interpretation of findings, as well as a variety of study designs, confounding, effect modification, and forms of bias.</p> <p>Met</p>

Systems thinking	<p>PBHL 3202 Health Care and Public Health Policy: Assignments focus on health care systems, their organization, and how they impact public and societal health. Met</p> <p>PBHL 3643 Public Health Program Planning and Evaluation: Woven throughout the project assignment, students are exposed to, and challenged to think about how the public health systems affect programmatic initiatives, from school systems, community groups, local government, and State and Federal government systems. Met</p>
Teamwork and leadership	<p>In most PBHL courses, students work in groups at some point in the semester. Typically, students share responsibilities when working in teams, so leadership is warranted. Met</p>

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) in fall 2021, the program as a whole (B.S. & MPH) underwent accreditation by the Council on Education for Public Health (CEPH). The outcome of that accreditation site visit in 2024 was 5-year accreditation for the public health program.

Any changes to the assessment process made or planned

- 1) We will continue to 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. CEPH has recently updated their competencies. Therefore, Table 1 above will be replaced by the new competencies listed in Table 2 below.
- 2) While we collect 6-year graduation rates for accreditation purposes, it is always delayed a year until data are analyzed, hence the data are for the year prior to the requested report.
- 3) As such, we are replacing graduate rate as a metric for this report and replacing it with outcomes measured in our annual student exit survey. Specifically items assessing student responses to the following items:
 - a) My public health courses encouraged me to think critically
 - b) My public health courses prepared me to work professionally in my degree field
 - c) Satisfaction with the curriculum of study

Table 2: Foundational Competencies, Public Health Bachelor's Program

Competency	Course	Assessment	Frequency of Review	# students meeting the competency with grade of B or higher.
Locate public health information	PBHL34403	TBD	semester	
Evaluate public health information	PBHL36403	Evaluate needs assessment data from Navajo Indian Reservation to determine possible interventions to a public health problem.	semester	
Communicate public health information orally	PBHL	TBD	semester	
Communicate public health information in writing	PBHL	TBD	semester	
Communicate public health information to a non-specialist audience through a medium other than standard narrative writing: e.g., social media posts, videos, PSAs, brochures, blogs, podcasts, etc.	PBHL 34403		semester	
Synthesize public health information: i.e., compile information from multiple sources and distill it into cohesive conclusions	PBHL 46103	MMR Vaccine Case Study	semester	