Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Bachelor of Science in Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Environmental and Occupational Health</td>
</tr>
<tr>
<td>College</td>
<td>School of Community Health Sciences</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Michelle Chino</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Shawn Gerstenberger</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>December 19, 2014</td>
</tr>
</tbody>
</table>

Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Michelle Chino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>5-2649</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Michelle.chino@unlv.edu">Michelle.chino@unlv.edu</a></td>
</tr>
</tbody>
</table>

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
The new Bachelor of Science in Public Health degree program officially began accepting student in the fall of 2013. We have not had any graduates through this program.

NOTE: graduates in public health are completing the previous program that was substantively different from the current program.

A. Student Learning Outcomes

1. Students will gain knowledge of human cultures and the physical and natural world as it relates to individual and population health through focused engagement on big questions, both contemporary and enduring.
2. Students will gain intellectual and practical skills practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
3. Students will learn personal and social responsibility anchored through active involvement with diverse communities and real-world challenges
4. Students will experience integrative and applied learning demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

B. Assessed Learning Outcomes

The B.S. in Public Health is a newly revised degree program that officially started in Fall 2013. We selected learning outcome number two as a focus for the assessment:

#2. Students will gain intellectual and practical skills practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. This learning outcome is more process based and thus some data are available for the first year of the program. This learning outcome is being assessed using both direct and indirect measures.

Direct measures: course exams and problem and skill based course assignments

Indirect measures: as student’s progress through the program, capstone projects and ultimately an exit survey will be assessed/administered.

Indirect measures other than course evaluations are not yet available for this new program. However, the program was designed to build the level of intensity and skill development as coursework progresses.
C. UULO’s Assessed

As the program progresses and student complete their degrees, all UULO’ will be assessed. One UULO in particular: Global/Multicultural Knowledge and Awareness #3 - Apply the concept of social justice, is a focus of this years assessment.

A new class on Global Health was offered for the first time. This course provides students with an understanding of health and social justice issues on a global scale and is a critical turning point in the curriculum. This class is our milestone class and fulfills the General Education International requirement.

Direct measures: Course assignments and exams, student exit survey

Indirect measures: Readiness to major in public health, topic selected for capstone project/paper.

D. Lessons Learned/Results

The program has only been in existence in its current form for one year. Several changes have been made to better align the program to the needs of the students and to the guidelines for vertically integrated general education.

- The introduction to public health course (PBH 205) was redesigned to serve as a second year seminar course. This change has worked very well for students and for the program
- PBH 330 (Global Health) was modified to serve as the milestone experience for public health majors. This now gives the program a mid point for assessing student knowledge and skills as they transition from general education to the major.
- The two culminating experience options (Senior Thesis- PBH 499 and Practicum – PBH 495) were combined as one course that offers a range of capstone options for students in this diverse field.

E. Response to Identified Deficiencies, need for change,

Other than the above-mentioned changes, no other needed changes or deficiencies have been identified.