



SAINT LOUIS
UNIVERSITY

Program Assessment Plan

Program (Major, Minor, Core): BS Public Health

Department: NA

Person(s) Responsible for Implementing the Plan: Lauren Arnold/Darcy Scharff

Date Submitted: 9/28/17

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p>1. Demonstrate foundational knowledge of public health in relation to human cultures, history, science, and policy.</p>	<p>Courses that cover this learning outcome: See attached course by learning outcome matrix</p>	<p><u>Direct measures:</u> Portfolio, capstone project</p>	<p><u>Direct:</u> Data from the evaluation of the portfolio and capstone project will be shared annually with the Director and Undergraduate Public Health Steering Committee, who make recommendations for program changes.</p>
<p>2. Identify health characteristics, determinants, and needs across diverse populations.</p>	<p>Courses that will be used in the direct assessment: PUBH4960</p>	<p><u>Indirect Measures:</u> <i>Graduation Exit Survey:</i> Assess program satisfaction including use of resources, mentor and advisor experiences, CPHSJ undergraduate experience, and post-graduation plans</p>	<p><u>Indirect:</u> Data from the exit and alumni surveys will be shared annually with the Director and Undergraduate PH Steering Committee, who make recommendations for program changes.</p>
<p>3. Recognize ways to implement evidence-based approaches to public health issues in communities.</p>		<p><i>Alumni Survey:</i> Assess alumni comfort level with performing BSPH learning outcomes as well as post-graduation placement</p>	
<p>4. Communicate public health issues with an emphasis on social justice and the core disciplines of public health.</p>			

It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Assessment Schedule: The timeline and process for 2018-2019 Assessment is revised (June 28, 2017) as outlined below.

AY 2018- 2019: Assessment of LO1 & LO2	
Timeline	Process
Summer 2018	Revise rubric used to evaluate capstone portfolio for achievement of LOs. This may involve consultation with the Director of University Assessment, CTTL, the Undergraduate Public Health Steering Committee, and/or other programs at the University that use portfolios for assessment of program LOs.
	Report AY2017-2018 assessment findings to University and Undergraduate PH Steering Committee.
Late Summer/early Fall 2018	Identify at least two courses (in addition to PUBH4960/capstone portfolio) to use for assessment and the artifacts/data that will be gathered in these classes.
Fall 2018	Identify a Graduate Assistant to support program assessment. The GA will work with the Program Director and faculty to gather and compile artifacts/data from courses.
	Course instructors and GA gather assessment data and submit to the Program Director by the end of the semester.
	Review course artifacts and LO reflections assembled in the Capstone portfolio (PUBH4960) for student achievement of LOs.
Spring 2019	Course instructors and GA gather assessment data and submit to the Program Director by the end of the semester.
	Review course artifacts and LO reflections assembled in the Capstone portfolio (PUBH4960) for student achievement of LOs.
End of Fall 2018 and Spring 2019 semesters	Graduating seniors complete a graduation exit survey in which they indicated perceived achievement of program LOs. Results will be reviewed to identify any LOs in which more than 20% of students report below “agree” for achievement of LOs.

1. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

These efforts are not coordinated with Madrid as Madrid does not offer the PUBH-4960 (BSPH capstone course) and does not graduate BSPH majors.

2. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)
See table above that outlines the timeline. The Undergraduate Steering Committee will review this proposed plan in spring 2016 and decide on a timeline for plan review at that time.
- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
Students participated in focus groups to provide input into the components of capstone and expressed support for both a portfolio and capstone project as measures to demonstrate achievement of program learning outcomes.
- c. What external sources were consulted in the development of this assessment plan?
Alumni participated in focus groups to provide input into the components of capstone and expressed support for both a portfolio and capstone project as measures to demonstrate achievement of program learning outcomes. Council on Education for Public Health (CEPH) accreditation guidelines were also reviewed for any assessment recommendations and requirements.
- d. Assessment of the manageability of the plan in relation to departmental resources and personnel.
This will be a lot of work that will fall on the program director, ADAA, and assessment team and will require a lot of education and increasing buy-in. In addition to these individuals the Steering Committee, program coordinators and GAs will contribute to management of the plan.