

INITIAL ASSESSMENTS, SLO 1 and SLO 2:

1. **Learning Goal to be assessed:**

SLO 1: Locate, use, evaluate, and synthesize public health information to inform evidence-based decision making and drive impactful interventions.

2. **Question:**

Do Public Health students create and implement impactful, evidence-based interventions?

3. **Outcomes Criteria:**

Evidence-based interventions developed and implemented by senior undergraduates will have significant impact on their target population(s).

4. **Assessment Method:**

Analyze implementation and outcome data for each intervention for evidence of impact as appropriate to the intervention presented.

5. **Time Frame:**

2028-2030

6. **Assessment facilitators:**

Faculty who teach PubHlth 410, 470, 490 on each campus

7. **Feedback desired/ data for assessment:**

At the end of the evaluation and after each semester, the facilitators will report the data analysis to the chair and curriculum committee.

8. **Closing the loop:**

The chair and program faculty will use this data to make potential modifications to the curriculum and senior project.

Public Health Program Initial Assessment Plan

1. **Learning Goal to be assessed:**

SLO 2: Effectively communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.

2. **Question:**

Are students building communication skills across the curriculum?

3. **Outcomes Criteria:**

Students' communication skills at the senior year will meet program expectations. In comparison to prior years, skills will rate equally or better based on grades for oral and written communication-based assignments

4. **Assessment Method:**

Analyze PubHlth 490 rubric in areas mapped to SLO 2. Compare scores from communication-based assignments across the curriculum to senior-level scores.

5. **Time Frame:**

2025-2030

6. **Assessment facilitators:**

Faculty who teach PubHlth 250, 301, 305, 402, 410, 470, 490.

7. **Feedback desired/ data for assessment:**

At the end of the evaluation, faculty participating in this assessment will write a report to the chair detailing their findings.

8. **Closing the loop:**

The chair and program faculty will use this data to determine whether students are meeting expectations for communications skill development and whether more emphasis on communications skills needs to be included in early parts of the curriculum.