

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

**Academic Program**

Public Health, B.S.

**Submission Due Date**

Fall 2025: October 1, 2025

**Assessment Coordinator Name**

Dr. Claire Marie Mensack

**Enter Assessment Coordinator Email**

cmensack@lander.edu

## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Program Goal**

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

**Pillar of Success Supported**

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**  
Major Enrollment

**Timeframe for this Outcome**  
2024-2025

**Performance Target for "Met"**  
Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is greater than or equal to 12.5.

**Performance Target for "Partially Met"**  
Not Applicable

**Performance Target for "Not Met"**  
Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is less than 12.5.

**Assessment Measure Used**  
Enrollment and graduation data extracted from Banner

**Frequency of Assessment**  
Annually

**Data Collected for this Timeframe (Results)**  
AY 24-25 35.4

**Score (Met=3, Partially Met=2, Not Met=1)**  
3

AY 23-24 29.75

**Comments/Narrative**

AY 24-25: The Public Health (PUBH) major exceeds the 5 year average of 12.5. Enrollment in the major demonstrates a steady trend of growth with enrollment growing from 30 students in Fall 2022 to 50 students in fall 2025.

The Public Health (PUBH) major exceeds the 5 year average of 12.5. Enrollment in the major demonstrates a steady trend of growth with enrollment growing from 30 students in Fall 2022 to 49 students in fall 2023.

The SON has hired an Assistant Professor solely dedicated to the PUBH major. Dr. Claire Marie Mensack is in her second year and holds a PhD in Public Health and a Master's degree in Rehabilitation Counseling from the University of South Carolina. She has over ten years of teaching experience ranging from technical college instruction to graduate level instruction in Public Health. She also has relevant work experience with the South Carolina Department of Health and Environment Control and the South Carolina Department of Social Services along with Not for Profit Agencies.

**Resources Needed to Meet/Sustain Results**  
\$110,000

**Explanation of How Resources Will Be Used**

AY 24-25 The PUBH program is currently being funded through a limited budget. The market-driven PUBH program has an opportunity for significant growth and contribution to the University mission with the right marketing and modification of the curriculum. As a newer program, the program needs an operational budget of \$ 20,000 for programing and extensive marketing. The marketing mix for the recruitment may include advertising in different avenues such as social media, Lander sponsored open

house, reaching out to high school students in career days around Lander University, increase community awareness, participate in various career fairs, and promotional activities, etc. The funding helps support the costs for the Master Certified Health Education Exam/Certification for Dr. Claire M. Mensack for advancement in Health Education training that can be brought into the classrooms and Lander University can become a designated provider that can offer and provide professional development opportunities to health education professionals. This will enhance program visibility of Lander's Public Health program, becoming a nationally recognized provider of education for public health professionals and providing services to the community. Additionally take the steps and pay the costs needed for the Council on Education of Public Health(CEPH) accreditation. The resources noted above are needed to provide a budget for the PUBH program that will be used for marketing, to hire a lecturer to support the current assistant professor, and to provide a coordinator/chair stipend to assist the Dean in growing and managing the program.

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completion (Degrees Awarded)

**Timeframe for this Outcome**

2024-2025

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

**Assessment Measure Used**

Enrollment and Graduated data extracted from Banner

**Frequency of Assessment**

annually

**Data Collected for this Timeframe (Results)**

AY 24-25 17.8

**Score (Met=3, Partially Met=2, Not Met=1)**

3

AY 23-24 15.3

### **Comments/Narrative**

The Public Health (PUBH) major meets the 5 year average of 8. Completion rates in the major reflect the steady trend of growth with enrollment.

### **Resources Needed to Meet/Sustain Results**

\$110,000

### **Explanation of How Resources Will Be Used**

AY 24-25: The market-driven PUBH program has an opportunity for significant growth and contribution to the University mission with the right marketing and modification of the curriculum. As a somewhat new program, the program needs an operational budget of \$ 20,000 for programing and extensive marketing. The marketing mix for the recruitment may include advertising in different avenues such as social media, Lander sponsored open house, reaching out to high school students in career days around Lander University, increase community awareness, participate in various career fairs, and promotional activities, etc. Also the PUBH program hosted the inaugural Pubic Health Symposium spring semester 2025 and will continue to do this event to promote Lander's Public Health program on campus and the greater Greenwood and South Carolina Community. This event brought speakers from Clemson University, Carolina Health Centers and Barnwell Sheriffs Department.

The resources noted above are needed to provide a budget for the PUBH program that will be used for marketing, to hire a lecturer in Public Health to support the current assistant professor, and to provide a coordinator/chair stipend to assist the Dean in growing and managing the program.

## **Goal Summary**

### **Goal Summary/Comments**

AY 24-25: PUBH is a market-driven program supported by the need for preventive health and growth in the job market. The PUBH program has a significant opportunity to grow in the near future with the addition of several new courses to eventually meet CEPH accreditation needs and will include two additional minors: Minor in Rural population health along with a minor in rural gerontology.

The PUBH program also provides additional options for Lander students who are interested in the health sector. Students from nursing and PEES have shown their interest in the PUBH program. In the future, as future students become aware of this new program, we expect it to grow in terms of enrollment and graduation.

### **Changes Made/Proposed Related to Goal**

AY 24-25 The College of Nursing, Human Performance & Health Science continues to evaluate and improve the PUBH curriculum. Fall of 2023 there was 49 Students enrolled in the major and approximately 22 will complete the program during the 2024-2025 academic year.

AY 23-24 The SON continues to evaluate and improve the PUBH curriculum. Fall 2022 there were 42 students enrolled in the major and approximately 19 students will compete the program during the 2023-2024 academic year.

SON looks forward to appointing a chair/coordinator to oversee and promote the PUBH program.

### **Upload Rubrics/Other Files**

## **Goal 2**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Program Goal**

AY 24-25 Prepare Public Health practitioners to provide the knowledge, skills and abilities to promote, prevent and protect health through education, healthy behaviors and lifestyles, prevent diseases all by enhancing the knowledge, skills and abilities of individuals and communities to improve quality of life.

**Pillar of Success Supported**

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## Outcomes

### Outcome 1

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Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Graduation Percentage

**Timeframe for this Outcome**

2024-2025

**Performance Target for "Met"**

Greater than 80% of students graduating from the PUBH program will have completed the program within 10 semesters.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Less than 80% of students graduating from the PUBH program will have completed the program within 10 semesters.

**Assessment Measure Used**

PUBH program academic year retention report

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Students graduated December 2024 # 5

**Score (Met=3, Partially Met=2, Not Met=1)**

3

Students graduated in May 2025 # 17

**Comments/Narrative**

100% of students completed the PUBH curriculum within 10 semesters.

**Resources Needed to Meet/Sustain Results**

\$110,000

**Explanation of How Resources Will Be Used**

AY 24-25 The PUBH major is offered online and on ground. A full-time faculty member with an MPH or higher who is educated and trained in Public health is needed. In addition to Dr. Mensack, this full time person can assist to ensure regular offerings of online and on ground courses that are offered to facilitate matriculation. Currently, those needs are being met by faculty shared from the nursing program, and adjunct faculty. Having an additional full-time Public Health faculty member dedicated to the program will help to meet the needs of students to graduate on time and assist Dr. Claire M Mensack and the Dean with administration of the program.

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

First-time Certified Health Educator Specialist (CHES) exam pass rate.

**Timeframe for this Outcome**

2024-2025

**Performance Target for "Met"**

Greater than 80% of the students who attempt the Certified Health Educator Specialist (CHES) certification exam will gain CHES certification within their first attempt.

**Performance Target for "Partially Met"**

N/A

**Performance Target for "Not Met"**

Less than 80% of the students who attempt the Certified Health Educator Specialist (CHES) certification exam will gain CHES certification within their first attempt.

**Assessment Measure Used**

National Commission for Health Education

**Frequency of Assessment**

Bi-annual

Credentialing (NCHEC) reporting on CHES exam

**Data Collected for this Timeframe (Results)**

Not applicable

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

We are not aware of any 2024-2025 graduates taking the CHES exam.

**Resources Needed to Meet/Sustain Results**

AY 24-25 Funds to support guide books, CHES practice tests may help to encourage students to take the CHES exam and also improve the CHES pass rate. The College of Nursing, Human Performance and Health Science has modified an existing course PUBH 240 Health Education to PUBH 240 Health Communication. Also developing a new courses to prepare students for the CHES exam. PUBH 412 Public Health Leadership and administration and in the Spring of 2025 PUBH 299 Public Health Behavior Theories and applications was taught for the first time. The existing PUBH courses Program Planning 425 and Measurement and evaluation 435 are all aspects of The CHES exam and and the 8 Core Public Health Competencies. These Public Health competencies have been recently updated by the national board of health educators and these reflect the Council on Education of Public Health (CEPH) competencies.

**Explanation of How Resources Will Be Used**

AY 24-25 Dr. Mensack has begun the process of becoming an NCHEC Ambassador of Lander's Public Health program by maintaining CHES certification and promoting this certification for Public Health students who meet the requirements to take the NCHEC CHES exam.

The guidebook and CHES practice test will be included in future offerings of PUBH 499 as an option for students in this capstone course to help students to prepare for the exam.

## Goal Summary

**Goal Summary/Comments**

AY 24- 25 Landers Public Health Programs continues to build a strong Educational and Professional foundation to help students to graduate on time, start their career, as well as help interested ones to apply for graduate school. Fall of 2024 we offered the internship course with an enrollment and placement of 24 students and there was 25 students in the Spring of 2025. Those that have graduated in the Spring of 25: two students have been accepted and are enrolled in graduate programs; USC School of Public Health MPH in Epidemiology and the other student at Winthrop in the masters degree program in Dietetics and Nutrition. One student has been employed by Lander University and is in the MBA program another student is employed as a DSS case manager in foster care services, another as a bilingual case manager at DSS in Greenville, one student was awarded the SC Rural Health Scholarship summer internship experience for the summer of 25'. There is another student who was offered a full time position and now working in Lexington at Brain Balance and another student now working in with a full time position at the Forrester Center in Spartanburg, SC. Several students after Graduation have also returned to Lander to complete their Nursing degree. In addition to the above, a class was added to the PUBH curriculum 489 as a 1 credit pre-internship class. This class was first taught in Spring of 2025. This is focused on professional development by way of exploring a text and writing assignments in 2 books: "101 careers in Public Health" along with " Your successful internship." The careers textbook covers in depth over 100 types of roles and jobs that exist in Public Health with detailed descriptions of these jobs and the educational requirement(s) needed for these roles. The latter text book covers various aspects of an internship that students may encounter and professional ways in which they can address these with their onsite preceptor as well as ways in which they can get the most out of these internship experiences. Additionally as part of the course requirement each student must begin networking out in the field of Public Health by conducting 3 informational interviews with professionals in the field, this includes a write up of the interview questions as well as an in person class presentation. The 4 of the 5

students who completed the course in Spring of 2025 all obtained their own internship placement site for this fall semester of 2025. This came as a result of the networking skills they learned in class and through these informational interviews. The one student in this Spring class that did not obtain her internship placement is because her course of study did not allow her fall of 2025 to begin an internship.

AY 23-24 The PUBH program continues to build a strong foundation to help students to graduate on time, start their career, as well as help interested ones to start graduate school. Fall of 2023 we offered the internship course with an enrollment and placement of 21 students 20 students in the Spring of 2024. To our knowledge 1 has applied to graduate school, 6 offered jobs by the intern agency and all accepted and 4 obtained a Public health jobs outside of internship placement. 3 have returned to Lander to complete Nursing degree requirements.

The PUBH program continues to build a strong foundation to help students to graduate on time, start their career, as well as help interested ones to start graduate school. Fall 2022 we offered the first internship course with an enrollment and placement of 5 students and 8 students in Spring 2023. To our knowledge three of the 13 students were offer positions by the intern agency and two of them accepted the positions.

We have hired a full-time assistant professor that holds the CHES certification and we are reviewing the curriculum to see how we can improve success on the CHES exam.

#### **Changes Made/Proposed Related to Goal**

AY 24-25 The Public Health name and refocused curriculum is expected to help graduates with career and graduate education placement. The College of Nursing, Human performance and Health Science will continue to evaluate recruitment, enrollment and retention efforts. During the summer of 2025 Dr. Mensack attended a back to school event representing Lander University College of Nursing and the Public Health program in Barnwell County SC. This event was implemented by the Barnwell County Sheriffs department and invited patrons consisted of various high schools, technical schools and colleges in South Carolina.

AY 23-24 The name of the HPW program was approved and changed in fall 2022. The Public Health name and refocused curriculum is expected to help graduates with career and graduate education placement. The School of Nursing will continue to evaluate recruitment, enrollment and retention efforts.

#### **Upload Rubrics/Other Files**

### **Goal 3**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### **Program Goal**

Students will have a strong foundation for public health and basic understanding of the 8 public health competencies for public health professionals.

#### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

### **Outcomes**

## Outcome 1

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Assess and monitor population health.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was 70% or below.

**Assessment Measure Used**

Discussion Board #2 on Communicable Diseases students required to research & report population statistics that relate to communicable diseases.

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

F24 N= 32 Class average on assignment 90.40%  
S25 N= 19 Class average on assignment 86.82%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

F23 N= 20 changed assignment & class average 91%

S24 N= 25, 88%

**Comments/Narrative**

Discussion Board 2 Students demonstrate the understanding of descriptive epidemiology. Student learn to interpret data, tables and graphs. They learn about public surveillance and population health indicators and they learn the difference between case-control and cohort observational studies.

**Resources Needed to Meet/Sustain Results**

\$90,000

### **Explanation of How Resources Will Be Used**

AY 24- 25 Additional full-time faculty is needed to ensure all courses are offered in online and traditional classroom setting. The funds will be used to provide salary and benefits for a faculty member with expertise in Public health education, or epidemiology & biostatistics. The Health Communication Course has been designed and approved by Landers Curriculum committee and it has been taught both online as well as in person. Policies are addressed in Public health classes such as in Introduction to Public Health Health communication as well as in Public Health Program planning but there is still a need for a policy course. Additional full-time faculty is needed to ensure all courses are offered in online and traditional classroom setting. The funds will be used to provide salary and benefits for a faculty member with expertise in Public health education, epidemiology, biostatistics

AY 23-24 Additional full-time faculty is needed to ensure all courses are offered in online and traditional classroom setting. The funds will be used to provide salary and benefits for a faculty member with expertise in Public health education, epidemiology, biostatistics. There are additional courses that are needed to strengthen the program such as a policy course and a communication course.

## **Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Investigate, identify, and address health hazards and root causes.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was 70% or below.

**Assessment Measure Used**

The class average on the Community Health Project in PUBH 417, Community Health DB SMART Objectives #3

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**      **Score (Met=3, Partially Met=2, Not Met=1)**  
F24 N=32 Class average for this assignment 89%    3  
S25 N=30 Class average for this assignment 74%

### **Comments/Narrative**

AY 24-25 PUBH 417- Community Health Project

Students will need to examine evidence-informed resources related to identified health issues (eg. early education and health outcomes) and propose desired changes through presentations highlighting sample outreach, health interventions, or policy changes.

Students must also develop persuasive messages and materials (e.g., briefs, resolutions, health education, and fact sheets) to communicate the policy, system, or environmental change that correlates to the identified health issues.

This health promotion project can be demonstrated through use of media (e.g., social media, press releases, public service announcements, and op-eds), as well as traditional, social, and emerging technologies (eg. PowerPoint presentations, flyers, etc.) and methods to mobilize support for policy, system, or environmental change.

Students should involve target audience, partners and stakeholders throughout the health education and promotion process in meaningful and sustainable ways.

This project is completed in groups of two (2) students, but individual contribution to the project must be highlighted and notable.

### **Resources Needed to Meet/Sustain Results**

\$90,000

### **Explanation of How Resources Will Be Used**

AY 24-25 Fall of 2024 Dr. Claire M Mensack taught 19 credit hours in the public health program. In the spring 2025 she taught 13 credit hours in the public health program.

AY 23-24 Full time faculty in Public Health hired beginning Fall of 2023. Dr. Claire M Mensack has developed additional online and traditional courses to strengthen the PUBH program and curriculum. These include: PUBH 240: Public Health Communication, PUBH 299: Health Behaviors, Theories and Application in Public Health, PUBH Leadership and Administration, PUBH 489: Public Health Internship Preparation. Additional faculty is needed to help in teaching these courses above. The Fall of 2024 Dr. Claire M Mensack is teaching 18 credit hours in the public health program.

Additional full-time faculty is needed to ensure all courses are offered in online and traditional classroom setting. The current faculty could also use support with internship placement and administration of the internship courses.

## **Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Communicate effectively to inform and educate.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was below 70%.

**Assessment Measure Used**

PUBH 240 has been updated to Public Health Communication. The class average on the Health Communication project for Public Service Announcements/Bathroom Stall posters DB 3#

**Frequency of Assessment**

Each semester.

The class average on Health Education Project in PUBH 240, Health Education

**Data Collected for this Timeframe (Results)**

F 24 N24, 92.2%  
S 25 This class was not taught

**Score (Met=3, Partially Met=2, Not Met=1)**

3

F23 N=22 Average 84% ( online course)

S24 N=8 Average 99.75%

**Comments/Narrative**

AY 24-25: As a group you will create a public service announcement PLUS a poster/bathroom stall poster that relates to sections 1-4 from DB #2 There are many mediums that you can use for this. BE Creative! I have posted examples of PSA's on your here go to the links below. Copy and past to your browser

1. <https://conncoll.libguides.com/PSA/samples#:~:text=Ad%20Council%20check%20out%20the,promote%20an%20eco%2Dconscious%20lifestyle.>

2. <https://youtu.be/FPVGVN8kwKk?si=C3CTomhA9mFZYInt>

3. [https://www.dhs.gov/xlibrary/videos/see-something-say-something/16\\_03\\_30\\_protect-your-every-day-english-60.mp4](https://www.dhs.gov/xlibrary/videos/see-something-say-something/16_03_30_protect-your-every-day-english-60.mp4)

Also the tools and resources for this module has a great deal of resources you can use to help your group develop this projects so look at these as well. Make sure that each groups submission has a reference page for the PSA as well as the poster.

So as a group from DB #2 come up with some ideas for a PSA along with an actual poster that can be created and printed out that refers to the topics in DB #2. There are several things to keep in mind: Be culturally sensitive with all of this. Lander University is a diverse university as well as the surrounding Greenwood Area. Also keep your word choices simple and not full of cliches . Again this way you can reach a broader audience with simple words and tones in the language you use. Also be sensitive to other class members. They may have gone through this or have a family member who has.

Each group: so only one member of the group will post your group PSA as well as your group poster by Wednesday night September 18. However make sure everyone who is in your group is listed in the credits on the PSA as well as on the poster. Each student will look at the the other groups and respond to 3 other groups submissions by Friday night September 20

On a separate assignment you will rate yourself as well as the members in your group before I grade the PSA's and the posters. If you have any questions please let me know. Due 22 of September all self and peer evals.

Do not make these posters too wordy people will not read these but consider using catch phrases or words. Make sure these are in APA format or you will lose all of your points

### AY 23-24 Health Education Project

The purpose of this assignment is to incorporate what students have learned in PUBH 240 by creating a product that delivers health education to a chosen audience (see below).

The final product will be an engaging educational poster. The intended audience is either early adolescents (12-15 years), college students, middle-aged adult (41-64 years), or older adult (65 years and older).

Students determine the health topic they would like to present.

Develop at least 3 learning objectives for this project

- a. The objectives should follow proper format discussed in the textbook. These objectives should be communicated to the instructor in a separate file (not on your poster). Please turn in as a word document with your final poster.
2. Plan how to meet each objective through the information you provide on the poster.
3. Research the topic.
4. Plan visual aspects for your poster.
5. Develop deadlines for yourself to complete your tasks.

#### Tips:

Use only evidence-based resources intended for use of healthcare professionals. DO NOT plagiarize other educational materials.

#### GRADING RUBRIC

#### GOALS/OBJECTIVES

20 points The learner goals and objectives are clearly stated. At least 3 appropriate objectives are identified. Objectives are in SMART format.

#### CONTENT

40 points Topic is appropriate for intended audience. Readability and concepts are appropriate for audience. Content is evidence-based, thorough, and current. Information presented meets stated objectives.

#### INSTRUCTIONAL DESIGN/CREATIVITY

40 points Design is innovative and relevant. Promotes learner engagement. Titles and text easy to read from a distance. Text varies in color, size and/or style for different text elements. The poster shows considerable attention to construction. Creator of poster is identified in a discrete area (names or picture).

For 2023-2024 academic year assess alignment of online and traditional course.

#### Resources Needed to Meet/Sustain Results

NA

#### Explanation of How Resources Will Be Used

NA

## Outcome 4

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

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**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Identify, support, and mobilize community partners.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was lower than 70%.

**Assessment Measure Used**

AY 24-25 This assignment has changed for both PUBH 490 & 491. The class average on the Journal entry 4 "Journal Entries" Public Health Internship I or II

**Frequency of Assessment**

Each semester

AY 23-24 The class average on Community Class assignment "Blog" on 10 Essentials of public health entry in PUBH 490 or 491, Public Health Internship I or II

**Data Collected for this Timeframe (Results)**

F 24 N=24, 88.7%

S 25 N= 24 81.6%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

F23 N = 21, 86%

S24 N=20, 89.4%

### **Comments/Narrative**

AY 24-25 There are 8 core competencies in Public Health. Each student for the assigned journal entries needs to include the definition of at least 2-3 of the competencies that they observed in their internship for the weeks that the journal entries cover. They need to explain in detail and with examples how the competency was exercised by the program that they worked in for that specific journal entry. Such as community events, data walks, poverty simulation with community members and organizations as examples.

Once this is completed for the week assigned then upload these.

DONT forget to out the dates that you worked that this entry reflects and all in APA format

Submit these by Sunday of the week they are assigned by 11:59 PM. Do not forget to include the dates of the week that the journal entry reflects.

If this is your first week at your internship write about this and determine which competencies specifically fit for your activities over the weeks that these are assigned.

If you have not begun your internship yet you still need to submit an entry pick 2-3 competencies look it up and write a reflection journal about this. Cite all sources!

There are Core Public Health Competencies so for each journal entry pick one of these competencies and write your journal activity for the week as it reflects any one of these competencies. By the end of the semester, you should have 5 journals and you can cover all of these by the end of these semester

Write your entry with the specifics of how these reflect the competencies weave these into your journal do not just state the competencies. There are a total of 8 competencies. These are as follows: Look these up in the doc that I posted on BB that explains these define these and use these in your journals to reflect what you did and experienced

1. Assessment of Skill/ Analytical
2. Policy Development/ Program Planning Skills
3. Communication Skills
4. Cultural Competency
5. Community Dimensions of Practice Skills
6. Public Health Sciences Skills
7. Financial Planning & Management Skills
8. Leadership & Systems Thinking Skills

AY 23-24 The National Academy of Medicine's Ten Essentials of Public Health Service. The course blog will allow each student to contribute information regarding how your respective intern agency meets the essentials

In this blog you will be able to upload videos, literature, or just share statements about how your agency meets these objectives.

You can visit the blog and share information as often as you like, but you must provide a minimum of one post addressing whether all ten Essentials are addresses or not addressed by your agency. If Essential is addressed you will need to provide an example (i.e, linking out to an event, posting a video, sharing literature, providing a detailed statement). (worth 100 points).

### **Resources Needed to Meet/Sustain Results**

\$90,000

### **Explanation of How Resources Will Be Used**

AY 24-25 an additional course was developed and taught in Spring of 25 to assist in the placement of students for their internship and to enhance their professional development. This is PUBH 489 Internship Preparation. This course is designed to provide the opportunity networking opportunities for students, to through assignments where they need to conduct 3 informational interviews with 3

potential internship supervisors in agencies that serve in the public health spectrum. Also this course covers the internship contract that students will be involved in at the start of the internship and help to give them more of a sense of ownership and involvement during the actual internship. It also covers ethical issues that could be encountered by the student as well as case studies to review and discuss. This course will assist students in several areas of their professional development that includes interview skills future career paths and such. The course is now going to be offered every semester.

AY 23-24 The two internship courses in this program require administration oversight beyond what is needed in a traditional online or traditional course. Faculty assist students in acquiring internship placement. Internship agencies have varying requirements that must be met for on boarding student intern. With growth of the program additional community partners are needed along with a process for evaluating internships for online students. The current faculty needs support with internship placement and administration of the internship courses. In fall 2023 there are 21 students enrolled in the internship course.

## Outcome 5

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Examine and summarize public health policies and programs.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was lower than 70%.

**Assessment Measure Used**

PUBH 417 Health Policy Analysis Research paper

**Frequency of Assessment**

NA

**Data Collected for this Timeframe (Results)**

F 24 N= 32, 86.82%

S 25 N= 30, 70.26%

**Score (Met=3, Partially Met=2, Not Met=1)**

2

F 23 N=18, 85%  
S 24 N=18, 83%

### **Comments/Narrative**

Students are to identify a health area/topic in the literature and write a research paper that corresponds to organizational policies and procedures, as well as federal, state and local laws that pertain to community health outreach and advocacy efforts.

### **Resources Needed to Meet/Sustain Results**

\$90,000

### **Explanation of How Resources Will Be Used**

AY 24-25 PUBH 240 has been developed and taught for the first time online Fall of 24 and PUBH 299 Health behaviors and theories was taught for the first time in traditional setting Spring of 2025 and PUBH 489 Spring of 2025 and OH course the Public Health Pre-internship prep course. This latter course will be taught every semester to help with professional development prior to students start of their internship I & II. The College of Nursing, Human Performance and Health Science is considering the addition of a policy course. Dr Mensack has been reviewing Public health text books and other materials to develop this course. Policy and aspect of policies in Public health are covered in other Public Health courses but at this time there is not a single course that focuses on Public Health Policy.

AY 23-24 SON hire Dr. Claire M. Mensack in August 2023. She has developed a PUBH 240 health communication course that is being taught online for the Fall of 2024. In the spring of 2025 she will be teaching PUBH 299 which is a course on Health Behaviors and theories and applications in public health. Additional full-time faculty is needed to develop and offer select courses commonly seen and recommend for public health programs.

AY 23-24 Additional full-time faculty is needed to develop and offer select courses commonly seen and recommend for public health programs. The SON is considering the addition of a policy course, a communication course and a internship preparation course for fall 2024.

## **Outcome 6**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Improve equitable access to resources through systematic evaluation, research and quality improvement.

**Timeframe for this Outcome**

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 79-71%.

**Performance Target for "Not Met"**

The class average on selected assessment was lower than 70%.

**Assessment Measure Used**

The class average on Class Discussion #3 (via Discussion Board) in PUBH 325, Social Determinants of Health

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

\*\*F 24 N=30, 90.6%  
S 25 N=20, 86.5%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

F23- Course not offered

S24 N=32, 85.6%

**Comments/Narrative**

AY 24-25 Discussion Board #3 The Impact of Social Determinants of Health (SDoH)

As a final discussion for this course, students are asked to provide a reflection that demonstrates their understanding of the social determinants of health and its impact on the creating a culture of wellness. This is a comprehensive discussion post therefore responses should be well researched, written and presented. This is a multipart question, grades based on the quality and depth of the submission. Students are encouraged to review the learning objectives of this course, to ensure understanding of the concepts.

Part 1- Introduction

- Select a SDOH challenge (economic stability, education, social and community context, health and healthcare, neighborhood and built environment) issue that has an impact on disparities in the United States. See page 49 of text Figure 3-2 for examples of the types of issues. However you should select an challenge that you are passionate about that falls into one of the SDOH categories.
- Provided a brief introduction on the challenge (1-paragraph of 5-6 sentences)
- Describe the statistical data and/or trend analysis of the challenge
- Historical, cultural and/or ethical implications of the challenge

Part 2-Social Determinants of Health

- Identify the SDOHs that influence your health challenge
- Discuss interventions to reduce the challenge
- Provide at least two recommendations to sustain selected interventions
- Describe strategies to create a culture of wellness
- Discuss the short-term and long-term impact of a culture of wellness

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#### Part 2-Social Determinants of Health

- Identify the SDOHs that influence your health challenge
- Discuss interventions to reduce the challenge
- Provide at least two recommendations to sustain selected interventions
- Describe strategies to create a culture of wellness
- Discuss the short-term and long-term impact of a culture of wellness

#### Resources Needed to Meet/Sustain Results

\$90,000

#### Explanation of How Resources Will Be Used

AY 24-25 Additional full-time faculty is needed to develop and offer select courses commonly seen and recommend for public health programs. Spring of 2024 and adjunct faculty who also works for the SC DPH is now teaching the course on the Social Determinants of Health in the online version of this course.

Additional full-time faculty is needed to develop and offer select courses commonly seen and recommend for public health programs. Spring of 2024 and adjunct faculty who also works for the SC DPH is now teaching the course on the Social Determinants of Health in the online version of this course..

## Outcome 7

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Student Learning Outcome

#### Enter Outcome

Provide health education to promote health, support wellness, and prevent injury and disease.

#### Timeframe for this Outcome

Academic Year 2024-2025

**Performance Target for "Met"**

The class average on selected assessment was 80% or higher.

**Performance Target for "Partially Met"**

The class average on selected assessment was 70% or higher.

**Performance Target for "Not Met"**

The class average on selected assessment was less than 70%.

**Assessment Measure Used**

The class average on the Health Communication Project in PUBH 240, Health Communication DB 3

**Frequency of Assessment**

Each Semester

**Data Collected for this Timeframe (Results)**

F 24 N 29, 92.24%  
S 25 Class not given

**Score (Met=3, Partially Met=2, Not Met=1)**

3

F23 N=21, 80%  
S24 N=8, 99.75%

**Comments/Narrative**

AY 24-25 Health Communication project: Module 3 go to your tools & resources. Here you will see a link about How to develop a communication strategy. Now Read the article Dating Violence among College Students. I have put you into groups for this. So you must post your responses to get this thread going.

Part One: Due this week that is assigned Keep in mind that 1-4 needs to be at least 200-300 words in your answers and not a few sentences.

- 1.How would you develop communication strategies to reach the Lander Student population who live both on and off campus?
  - 2.What would be your key points in these methods of communication?
  - 3.What 4-5 local resources would you include for your population to help them in the event of a DV situation In this you will need to be very specific with these resources that are available in the Greenwood area. Names of places and people to contact will somehow need to be included in your communication strategy.
  - 4.Discuss in your method of communication how DV is a public health issue in South Carolina.
- \*\*KEEP in MIND that your initial post to steps 1-4 needs to be posted no later than Wednesday night 9/11/24 then respond to 3 others in your group by Friday night 9/13/24. I do expect all group members to participate in this as well as collaborate on this. This all must be in APA format, You must also respond to at least 2 group members.**

Begin coordinating Part 2 in your group this will be Due for DB # 3

As a group you will create a public service announcement PLUS a poster/bathroom stall poster that relates to sections 1-4 above. There are many mediums that you can use for this. BE Creative! Go to DB 3 for due dates for DB #3 ALL in APA format

The purpose of this assignment is to incorporate what students have learned in PUBH 240 by creating a product that delivers health education to a chosen audience (see below).

The final product will be an engaging educational poster. The intended audience is either early adolescents (12-15 years), college students, middle-aged adult (41-64 years), or older adult (65 years and older).

Students determine the health topic they would like to present.

Develop at least 3 learning objectives for this project

- a. The objectives should follow proper format discussed in the textbook. These objectives should be communicated to the instructor in a separate file (not on your poster). Please turn in as a word document with your final poster.
2. Plan how to meet each objective through the information you provide on the poster.
3. Research the topic.
4. Plan visual aspects for your poster.
5. Develop deadlines for yourself to complete your tasks.

Tips:

Use only evidence-based resources intended for use of healthcare professionals. DO NOT plagiarize other educational materials.

GRADING RUBRIC

#### GOALS/OBJECTIVES

20 points The learner goals and objectives are clearly stated. At least 3 appropriate objectives are identified. Objectives are in SMART format.

#### CONTENT

40 points Topic is appropriate for intended audience. Readability and concepts are appropriate for audience. Content is evidence-based, thorough, and current. Information presented meets stated objectives.

#### INSTRUCTIONAL DESIGN/CREATIVITY

40 points Design is innovative and relevant. Promotes learner engagement. Titles and text easy to read from a distance. Text varies in color, size and/or style for different text elements. The poster shows considerable attention to construction. Creator of poster is identified in a discrete area (names or picture).

#### Resources Needed to Meet/Sustain Results

NA

#### Explanation of How Resources Will Be Used

NA

## Goal Summary

### Goal Summary/Comments

AY 24-25: The PUBH program continues to grow and change. Based on the data for the 2024-2025 academic year the program is effective and continues to meet most of the program and student learning objectives. The PUBH website has been updated to reflect the current and ongoing trends in the field of public health as well as the curriculum reflect these changes. In addition the PUBH program brochure has also been updated to reflect the same as the website. Additional curriculum changes are needed to ensure that students placed in public health courses have the necessary knowledge skills and abilities to be successful in this academic discipline.

To date there is only one fulltime Assistant Professor teaching a combination of traditional classes, hybrid and fully online ones with additional teaching support through several adjunct instructors. Additional full-time faculty with at least a Masters degree in Public Health is needed to develop and offer select courses commonly seen and recommend for public health programs. The program is still being

evaluated to determine the opportunities for growth in both the online, hybrid and traditional courses. The process of national accreditation through the Council on Education of Public Health (CEPH) is a 5 year process. There are a series of required steps for this process at this point in time Lander's Public Health program is only at the Pre-Accreditation stage for our Stand Alone Baccalaureate Program in Public Health.

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To date there is only one fulltime Assistant Professor teaching a combination of traditional classes, hybrid and fully online ones with additional teaching support through several adjunct instructors. Additional full-time faculty with an is needed to develop and offer select courses commonly seen and recommend for public health programs. The program is still being evaluated to determine the opportunities for growth in both the online, hybrid and traditional courses.

The PUBH program is relatively new and continues to grow and evolve. Based on the data presented for the 2023-2024 academic year the program is effective and continues to meet most of the program and student learning objectives. We are in the process of reviewing and updating the PUBH webpage, developing recruitment publications, align online and traditional courses, transition online courses to Blackboard Ultra LMS, and continue review and improve the curriculum. A few new courses are being considered along with modification of a few courses to prepare the program for future accreditation. Additional faculty is needed to support the sole assistant professor of the program. The Dean of the SON will seek permission to appoint a chair/coordinator of the PUBH program in an effort to improve progression, growth and public reputation for the program. The Dean will also seek permission to hire an additional full-time faculty for the program if enrollment continues on the current growth trend.

#### **Changes Made/Proposed Related to Goal**

AY 24-25: As a result of feedback from Academic Affairs the College of Nursing, Human Performance and Health Sciences Public Health Program (PUBH) 2024-2025 selected program and assessment currently reflects the changes in student outcomes that was advised. These evaluate program effectiveness based on selected class assignments and their relative outcome to reflect the effectiveness as well as program competencies.

AY 23-24 As a result of feedback from Academic Affairs the SON Public Health Program (PUBH) 2023-2024 selected program and assessment currently reflects the changes in student outcomes that was advised. These evaluate program effectiveness based on selected class assignments and their relative outcome to reflect the effectiveness as well as program competencies.

During the 2021-2022 academic year the HPW program was in the process of transitioning to PUBH. The HPW program had different student learning outcomes and primarily used the final class average to evaluate student learning outcomes. Upon feedback from Academic Affairs the SON was advised to discontinue use of final class average and this 2022-2023 program evaluation reflects the change in student learning outcomes for the PUBH program and select assessments to evaluate program effectiveness.

The SON will continue to improve alignment between online and traditional sections of courses taught in the PUBH program and looks forward to continued growth and success of the PUBH program.

**Upload Rubrics/Other Files**

**Dean's Email Address**

hwharton@lander.edu

**Approved by Dean?**

Yes

**Signature of Dean**

Holisa C Wharton

**Comments from Dean's Review**

I have reviewed the assessment results and agree with narrative regarding findings and resources needed to grow the Public Health program.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**