

Assurance of Student Learning Report 2023 - 2024

College of Health & Human Services

Department of Public Health

Environmental & Occupational Health Science (548)

Jacqueline Basham

Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here
☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Analyze environmental and occupational safety and health problems.

Instrument 1 Comprehensive Final Report – ENV 410/411 Water Treatment Processes

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 1.

☐ Met

☒ Not Met

Program Student Learning Outcome 2: Design processes and programs to solve problems in environmental and occupational health science.

Instrument 1 Comprehensive Final Proposal – ENV 321/323 Fundamentals of Industrial Hygiene

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☒ Met

☐ Not Met

Program Student Learning Outcome 3: Communicate environmental and occupational safety and health strategies to a variety of audiences.

Instrument 1 Internship Portfolio – ENV 491 Internship in Environmental Health & Safety

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 3.

☒ Met

☐ Not Met

Assessment Cycle Plan:

The program is aligned with the learning outcomes and EHAC accreditation competencies and standards. Reviews are performed on an annual basis to ensure the learning outcomes are still sufficient for EHAC accreditation. A new measurement instrument was selected to assess SLO 3 for academic year 2022-23. All student learning outcomes were met during the 2022/2023 period. Therefore, for SLO 2 the program decided to move the success target from 75% to 80% since this goal had consistently been met. It is important to note that the class utilized to analyze this learning objective is only taught every 3 semesters and was not taught during the 2023/2024 academic year. This course will be taught in Fall 2024 and the new success target will be used at that time. This will allow the program to

continue improving our students and overall successes. EOHS faculty will continue to revisit the program on an annual basis to ensure core course SLOs are aligned with the competencies and EHAC accreditation standards.

Program Student Learning Outcome 1					
Program Student Learning Outcome	Analyze environmental and occupational safety and health problems				
Measurement Instrument 1	Direct measure of student learning: Students in ENV 410/411Water Treatment Processes, a junior/senior level course, were required to complete a comprehensive written laboratory report that required them to synthesize their laboratory work from the entire semester. As part of this comprehensive lab report, students must analyze all data that was collected and determine what solutions are available to improve the watershed in which they worked. To assess SLO 1 the laboratory report which includes literature review, background, lab result analysis and discussion of solutions was evaluated.				
Criteria for Student Success	Students should score between “Proficient” or greater on the Environmental Health Reports Rubric for SLO 1. Scores on the rubric item for this SLO ranged from “Exemplary” (90-100), “Proficient” (Upper 80-89), “Apprentice” (70-79), and “Novice” (60-69).				
Program Success Target for this Measurement		75% of students will have earned a score of proficient or greater on their comprehensive lab report for SLO 1.	Percent of Program Achieving Target	55.56% of students in the program earned proficient or greater on their comprehensive final report for SLO 1.	
Methods	Direct: Artifacts from the course were collected from all EOHS program students in the course (N = 9). The papers were evaluated according to the Environmental Health Reports Rubric (Appendix 1). Each student paper was scored from 1 to 4 on each of the SLOs in the rubric. Scores represented the following ranges “Exemplary - 4” (90-100), “Proficient - 3” (Upper 85-90) and (Lower 80-84), “Apprentice - 2” (70-79), and “Novice - 1” (60-69). SLO 1 was assessed based on the lab report learning outcome of “Compile Environmental Health Information”.				
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.				<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)					
Results: The results show that SLO1 was not met during the 2023-2024 academic year. It is important to note that many of the students not meeting the proficient or higher success target lost points due to writing errors (specifically referencing), organization issues, and presentation skills. The assumption was made that students would have received this information in prior classes such as English 100 – 300 and COMM 145. However, faculty teaching this course may need to place more emphasis on this type of information in the future as it specifically relates to students in the EOHS major.					
Conclusions: After evaluation of the SLOs in the Fall 2022 semester by EOHS faculty members it was deteremined that each learning objective would be more clearly evaluated if only one instrument was selected. Evaluating only one instrument allows for better focus and leaves less room for ambiguity about whether the objective is being met. Previously, this SLO was analyzed using two instruments one of which was also used to analyze SLO 3. Faculty made the decision that utilizing a different instrument from 3 different courses would allow for better evaluation of the program overall. The 2022/2023 was the first time this change had been put in place and the success target was met. However, it was not met during this evaluation cycle of 2023/2024 so faculty may need to review this decision or make changes to the instrument utilized to collect information for SLO1.					

Plans for Next Assessment Cycle: Assessments for the EOHS program occur on a yearly basis, therefore, the next assessment of SLO 1 will occur in the Fall 2024 semester. The comprehensive final reports will continue to be collected from the ENV 410 course but this course will not be taught again until Fall 2025 due to the class rotation schedule. At that time the faculty member teaching this will work with students more on report writing, organization, and presentations as many of those not meeting the proficient or higher scores lost points, not due to content, but due to not understanding how an official report should be prepared and presented. The program coordinator for the 2024/25 academic year, Jacqueline Basham, will be responsible for collecting and providing information and data related to SLO1.

Program Student Learning Outcome 2					
Program Student Learning Outcome	Design processes and programs to solve problems in environmental and occupational health science.				
Measurement Instrument 1	Direct measure of student learning: Students in ENV 321 Fundamentals of Industrial Hygiene, a junior/senior level course, were given a case study as a final project to determine the best way to monitor for a noise hazard within a factory. Students are given the issue related to noise and must design a monitoring program to meet the Occupational Safety & Health Administration requirements for a Hearing Conservation Program. Students have to present their final project to the class and in proposal form as if they were presenting to the owner of the company. This requires them to explain the problem, explain the program they have developed to solve the problem and present the budget required to implement the solution.				
Criteria for Student Success	Students should score between “Proficient” or greater on the Environmental Health Reports Rubric for SLO 2. Scores on the rubric item for this SLO ranged from “Exemplary” (90-100), “Proficient” (Upper 80-89), “Apprentice” (70-79), and “Novice” (60-69).				
Program Success Target for this Measurement		75% of students will have earned a score of proficient or greater on their final project for SLO 2.	Percent of Program Achieving Target	100% of students in the program earned proficient or greater on their comprehensive final proposal for SLO 2.	
Methods	Direct: Artifacts from the Fundamentals of Industrial Hygiene course were collected from program students in the course (N = 9). The projects were evaluated according to the Environmental Health Reports Rubric (Appendix 1). Each student project was scored from 1 to 4 on each of the SLOs in the rubric. Scores represented the following ranges “Exemplary - 4” (90-100), “Proficient - 3” (Upper 85-90) and (Lower 80-84), “Apprentice - 2” (70-79), and “Novice - 1” (60-69). SLO 2 was assessed based on the lab report learning outcome of “Compile Environmental Health Information”.				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.				<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)					
Results: The results show that students in the Environmental & Occupational Health major are able to design processes and programs to solve problems in environmental and occupational health science. It is important to note that the artifacts collected are the same for this report as the 2022/2023 report due to class rotation schedule. This class was previously offered in the Spring 2023 semester and will be offered again in Fall 2024. Therefore, the class was not offered during this assessment time period so prior artifacts were utilized. The number of students did change however as 3 of the previously evaluated students are no longer in the EOHS major for the 2023-2024 academic year.					

Conclusions: After evaluation of the SLOs in the Fall 2023 semester by EOHS faculty members it was determined for SLO 2 the success target needed to move from 75% to 80% since this goal had consistently been met. SLO 2 will continue to be analyzed utilizing the comprehensive final proposal from the ENV 321 course and will be evaluated again during the next assessment period, 2024-2025.

Plans for Next Assessment Cycle: Assessments for the EOHS program occur on a yearly basis, therefore, the next assessment of SLO 2 will occur in the Fall 2024 semester. The comprehensive final proposals will continue to be collected from the ENV 321 course. The program coordinator for the 2024/25 academic year, Jacqueline Basham, will be responsible for collecting and providing information and data related to SLO 2. Since the target of 75% of students earning a score of proficient or greater has consistently been met the program plans to move forward with changing from 75% to 80% during the 2024-2025 assessment period.

Program Student Learning Outcome 3			
Program Student Learning Outcome	Communicate environmental and occupational safety and health strategies to a variety of audiences.		
Measurement Instrument 1	Direct measure of student learning: All students in the Environmental and Occupational Health Science program are required to complete an internship and internship portfolio. The internship portfolio requires that the student collects information about the internship site, objectives, competencies applied, daily and weekly work tasks, methods applied, analyze data and present results, accomplishments, and an evaluation of the internship.		
Criteria for Student Success	Students should score “Proficient” or greater on the Environmental Health Internship Portfolio Rubric (Appendix 2) for SLO 3. Possible scores on the rubric item for this SLO were “Exemplary” (90-100), “Proficient” (Upper 80-89), “Apprentice” (70-79), and “Novice” (60-69).		
Program Success Target for this Measurement	75% of students will have earned a score of proficient or greater on their internship portfolio for SLO 3.	Percent of Program Achieving Target	88.89% of students earned a score of proficient or greater on their internship portfolio for SLO 3.
Methods	Student portfolios ($N=9$) were evaluated. The evaluation was divided into categories that evaluated a student’s analytic, communication, and management competencies. These were competencies that were modified from the CDC, EPA, and EHAC competencies for environmental health practitioners. To assess SLO 3 “Analyze data, present results, and discuss findings” was evaluated for each student. Portfolios were scored on the rubric item for this SLO ranging from “Exemplary” (90-100) to “Novice” (60-69).		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			

Results: The results show that students in the Environmental & Occupational Health major are able to communicate environmental and occupational safety and health strategies to a variety of audiences. The one student not meeting this learning objective did not complete any part of the internship portfolio process.

Conclusions: After evaluation of the SLOs in the Fall 2022 semester by EOHS faculty members it was determined that each learning objective would be more clearly evaluated if only one instrument was selected. Evaluating only one instrument allows for better focus and leaves less room for ambiguity about whether the objective is being met. Previously, this SLO was analyzed using two instruments one of which was also used to analyze SLO 2. Faculty made the decision that utilizing a different instrument from 3 different courses would allow for better evaluation of the program overall. Therefore, the comprehensive final project was removed as an instrument of evaluation for SLO 3 and will only be used to evaluate SLO 2. This was again evaluated during the Fall 2023 semester and faculty decided to continue on with only utilizing the internship portfolio as the measure of success for SLO3.

Plans for Next Assessment Cycle: Assessments for the EOHS program occur on a yearly basis, therefore, the next assessment of SLO 3 will occur in the Fall 2024 semester. The internship portfolio will continue to be collected from the ENV 491 course. The program coordinator for the 2023/24 academic year, Jacqueline Basham, will be responsible for collecting and providing information and data related to SLO 3.

***** Please include Curriculum Map (below/next page) as part of this document**

APPENDIX 1: Environmental Health Reports Rubric

Learning Outcomes	Exemplary - 4	Proficient - 3	Apprentice - 2	Novice - 1
Compile environmental health information	Information was collected from relevant sources in a manner that provided interpretation of the environmental health issue, problem, or methods applied.	Information was collected from relevant sources in a manner that provided synthesis of the environmental health issue, problem, or methods applied.	Information was collected from relevant sources with some interpretation, but a synthesis of the environmental health issue, problem, or methods applied was not provided.	Information was collected from relevant sources with no interpretation or synthesis of the environmental health issue, problem, or methods applied was not provided.
Explanation of the environmental health problem	Environmental health issue or problem was comprehensively stated and explained.	Environmental health issue or problem was clearly stated and explained.	Environmental health issue or problem was clearly stated but not explained.	Environmental health issue or problem was not clearly stated or explained.
Apply methods to assess the environmental health problem or issue	Field and laboratory methods were applied correctly in a manner that provided a comprehensive analysis of the problem.	Field and laboratory methods were applied correctly in a manner that provided an analysis of the problem.	Field and laboratory methods were applied correctly, yet not in manner that provided an analysis of the problem.	Field and laboratory methods were not applied correctly, and did not provide an analysis of the problem.

Analyze data, present results, and discuss the findings	Data analysis was correct and presented through a series of graphs and tables that were explained in the report.	Data analysis was correct and presented through a graph or table that that was explained in the report.	Data analysis had errors and a table or graph was presented, yet it was not explained in the text of the report.	Data analysis had errors and a table or graph was not presented nor explained the report.
Develop conclusions and recommendations of the assessment	Conclusions and recommendations were developed that provided a comprehensive solution to the environmental health problem.	Conclusions and recommendations were discussed that provided a solution to the environmental health problem.	Conclusions and recommendations were presented, but did not provide a solution to the environmental health problem.	A Conclusion was presented, with not recommendations, and it did not include a solution to the environmental health problem.

APPENDIX 2: Environmental Health Internship Portfolio Rubric

Learning Outcomes	Exemplary - 4	Proficient - 3	Apprentice - 2	Novice - 1
Compile internship information and develop an internship introduction.	Internship information was compiled by the student, including weekly reports, and was complete. The introduction explained the work site, acquisition of the internship, and the job duties of the internship.	Internship information was compiled by the student, including weekly reports, and was complete. The introduction described the work site, acquisition of the internship, and the job duties of the internship.	Internship site information was compiled by the student, including weekly reports, with some information missing. The introduction discussed some aspects of the work site, acquisition of the internship, and the job duties of the internship.	Internship site information was compiled by the student with errors and omissions. The introduction was limited and mentioned work site and a few job duties of the internship.
Explain the internship objectives.	Objectives of the internship were thoroughly explained by the student. The student's explanation showed a direct link to program competencies of communication, assessment, and management.	Objectives of the internship were explained by the student. The student's explanation showed connection to program competencies of communication, assessment, and management.	Objectives of the internship were somewhat discussed by the student. The student's explanation showed some connection to program competencies of communication, assessment, and management.	Objectives of the internship were listed by the student. The student's explanation showed no connection to program competencies of communication, assessment, and management.

Apply environmental health methods to assess a problem presented in the internship.	Environmental health methods were applied correctly in a manner that provided a comprehensive analysis a problem presented in the internship.	Environmental health methods were applied correctly in a manner that provided an analysis of a problem presented in the internship.	Environmental health methods were applied correctly, yet not in a manner that provided an analysis of the problem presented in the internship.	Environmental health methods were not applied correctly, and did not provide an analysis of the problem presented in the internship.
Analyze data and present results of the internship in writing	Results were presented accurately and were discussed in the internship report and presentation. The analysis was comprehensive and produced results that solved a problem presented in the internship.	Results were presented accurately and somewhat discussed in the internship report and presentation. The analysis was produced results that may be used to address a problem presented in the internship.	Results were presented with errors and some discussion in the internship report and presentation. The analysis was not used to solve a problem and was more of an exercise. Presentation was incomplete.	Results were limited with errors and limited discussion in the internship report and presentation. The analysis was not sufficient to solve a problem and was not shown in the presentation.
Develop an evaluation of the internship	The evaluation provided a comprehensive explanation of the importance of the internship, the competencies practiced, changes the student would implement at the site, and relation of the internship to the student's professional development.	The evaluation provided an explanation of the importance of the internship, the competencies practiced, a mention of changes the student would implement at the site, and relation of the internship to the student's professional development.	The evaluation provided a discussion of the importance of the internship. A few competencies practiced were discussed, as well as a limited discussion of the relation of the internship to the student's professional development.	The evaluation provided a limited discussion of the importance of the internship. Competencies practiced were not discussed. The relation of the internship to the student's professional development was mentioned in a sentence or two.

Appendix 3: BS EOHS Curriculum Map

KEY:								
I = Introduced								
R = Reinforced/Developed								
M = Mastered								
A = Assessed								
			Learning Outcomes					
			LO1:	LO2:	LO3:	LO4:	LO5:	LO6:
			Analyze environmental and occupational safety and health problems (SLO1)	Design processes and programs to solve problems in environmental and occupational health science (SLO2)	Communicate environmental and occupational safety and health strategies to a variety of audiences (SLO3)	Apply a comprehensive educational background in basic sciences, environmental science, mathematics, environmental health, and occupational safety and health.	Demonstrate professionalism, diversity, equity, and inclusion, and apply ethical decision making with the ability to work on diverse and multidisciplinary teams	Engage in life-long learning to inform and guide the practice of environmental and occupational safety and health in a rapidly changing field
Course Subject	Number	Course Title						
ENV	120	Introduction to Occupational Safety and Health	I	I	I	I	I	I
ENV	221	Safety and Health Standards, Codes, and Regulations	R		R	R	R	
ENV	280	Introduction to Environmental Science			I	I	I	I
ENV	321	Fundamentals of Industrial Hygiene	R	A	M	R	M	
ENV	323	Fundamentals of Industrial Hygiene Laboratory	R	R	R	R	M	R
ENV	360	Air Pollution Control	R	I	R	R	R	
ENV	365	Air Pollution Control Laboratory	R	I	R	R	R	R
ENV	380	Principles of Environmental Toxicology	R	R	R	R		
ENV	410	Water Treatment Processes	A	R	R	R	R	
ENV	411	Water Treatment Processes Laboratory	R	R	M	R	R	R
ENV	423	Safety Program Management	R	M	R	R	R	
ENV	460	Environmental Management	R	M	R	R	R	
ENV	474	Environmental Risk Assessment	R	M	R	R	M	
ENV	480	Hazardous and Solid Waste Management	R	M	R	R		
ENV	486	Senior Environmental Health Seminar			M		M	M
ENV	491	Internship in Environmental, Health, and Safety	M	M	A	M	M	M
PH	383	Biostatistics in the Health Sciences	R			R		
PH	384	Introduction to Epidemiology			R	R		
PH	385	Environmental Health	R	R	R	IR		R
BIOL	207	General Microbiology				IR		R
BIOL	208	General Microbiology Laboratory				IR		R
CHEM	107	Fundamentals of Organic Chemistry				IR		R
CHEM	108	Fundamentals of Organic Chemistry Laboratory				IR		R
PHYS	231	Introduction to Physics and Biophysics I				IR		R
PHYS	232	Laboratory for Physics and Biophysics I				IR		R