

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
OUTCOMES ASSESSMENT PLAN
DEPARTMENT OF HEALTH SCIENCE AND HUMAN ECOLOGY
CONCENTRATION IN ENVIRONMENTAL HEALTH SCIENCE
BACHELOR OF SCIENCE

MISSION STATEMENT

The mission of the undergraduate program in environmental health is to acquaint students with the diverse range of determinants of environmental health; to develop through a variety of experiences the students' understanding of these determinants and the range of professional responses appropriate for a variety of settings, issues and target populations; to develop appreciation and respect for the diversity of human experience, human needs, and personal and cultural preferences which impact environmental health; and to prepare students for entry-level functioning in a variety of public and private environmental health settings.

The department expects all students graduating with a degree in health science with an emphasis in environmental health to meet the following goals:

- I. To be able to assess community and corporate needs for environmental health services and interventions;
- II. To be able to plan, implement and evaluate effective environmental health programs and services;
- III. To be able to coordinate the provision of environmental health services;
- IV. To be able to act as a resource person in environmental health;
- V. To be able to communicate environmental health needs, concerns and resources.

In addition, students enrolled in the Department of Health Science and Human Ecology are expected to demonstrate competencies generic to all health science majors in the areas of public health knowledge, principles of personal and community health, library research skills, computer literacy, professional practice and application, program planning, data processing, and oral and written communication.

1. Goal I: To be able to assess community and corporate needs for environmental health services and interventions;

2. Objectives:

- a. Assess or otherwise obtain data regarding air pollution, radiologic health and safety, occupational health and industrial hygiene, noise pollution, food-borne vector-borne illnesses.
- b. Identify industry and professional standards regarding a variety of environmental health problems.
- c. Compare collected data to existing standards to determine areas of need, concern and response.

3. Outcomes Criteria:

- a. Successful generation of an environmental health needs assessment.
- b. Successful completion of a professional internship.

4. Assessment Methods

- a. Evaluation of a written assessment plan.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Environmental health course work (at 300 and 400 level) will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructors for environmental health courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on assessment(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal II: To be able to plan, implement and evaluate effective environmental health programs and services;

2. Objectives:

- a. Compare existing environmental conditions with available resources and professional standards, to determine program priorities.
- b. Propose and design appropriate environmental health interventions.
- c. Identify short term and long term impacts of proposed environmental programs and initiatives on a variety of considerations (e.g., costs to public and private sector, manpower and productivity implications, projected reductions/increases in the environment over time.)

3. Outcomes Criteria:

- a. Successful generation of an environmental health response plan, program or initiative.
- b. Successful completion of a professional internship.

4. Assessment Methods

- a. Evaluation of a written proposal.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Environmental health course work (at 300 and 400 level) will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructors for environmental health courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on proposal(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal III: To be able to coordinate the provision of environmental health services;

2. Objectives:

- a. Identify the variety of administrative, public and private sector, public relations and collaboration considerations related to environmental health initiatives.
- b. Identify approaches for the successful integration of multiple stakeholders and considerations into the provision of effective environmental health services.

3. Outcomes Criteria:

- a. Successful generation of a professional, integrated and collaborative program plan.
- b. Successful completion of a professional internship.

4. Assessment Methods

- a. Evaluation of a written plan.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Environmental health course work (at 300 and 400 level) will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructors for environmental health courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on proposal(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal IV: To be able to act as a resource person in environmental health;

2. Objectives:

- a. To respond, both orally and in writing, to public and private sector questions regarding environmental health issues, standards and concerns.
- b. To refer requests for environmental health-related information to appropriate resources.
- c. To qualify for licensure or certification in environmental health, if applicable.

3. Outcomes Criteria:

- a. Successful demonstration of professional oral and written consultative skills.
- b. Accurate identification of a variety of environmental health-related resources.
- c. Successful completion of a professional internship.
- d. Successful completion of licensure or certification requirements, if applicable.

4. Assessment Methods

- a. Demonstration of oral and written consultative skills.
- b. Demonstration of ability to identify and locate environmental health resources.
- c. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Environmental health course work (at 300 and 400 level) will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructors for environmental health courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on consultative skills and professional performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal V: To be able to communicate environmental health needs, concerns and resources.

2. Objectives:

- a. To act as an advocate for environmental health issues and concerns.
- b. To effectively utilize a variety of media, community organization techniques and legislative channels to advocate for or resolve environmental health issues and concerns.
- c. To demonstrate proficiency in written and oral communications regarding environmental health issues and concerns.

3. Outcomes Criteria:

- a. Successful generation of a plan for the advocacy of environmental health issues and concerns.
- b. Successful completion of a professional internship.

4. Assessment Methods

- a. Evaluation of a written advocacy plan.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Environmental health course work (at 300 and 400 level) will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructors for environmental health course work.
- b. Internship coordinator and agency proctor.

7. Type of feedback:

Oral and written feedback on proposal(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal V: To be able to coordinate the provision of school health services.

2. Objectives:

- a. Develop a plan for coordinating school health services.
- b. Facilitate cooperation between and among levels of program personnel.
- c. Formulate practical modes of collaboration among school and community health agencies and organizations.
- d. Organize in-service training programs for teachers, volunteers and other interested personnel.

3. Outcomes Criteria:

- a. Successful generation of a plan for program delivery and coordination.
- b. Successful completion of a professional internship.

4. Assessment Methods

- a. Evaluation of a written delivery plan.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Community health and program planning-related course work at 300 or 400 level will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructor for community health and program planning-related courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on proposal(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal VI: To be able to act as a resource person in school health.

2. Objectives:

- a. Utilize computerized health information retrieval systems effectively.
- b. Establish effective consultative relationships with schools requesting assistance in solving health-related problems.
- c. Interpret and respond to requests for health information.
- d. Select effective resource materials for dissemination.

3. Outcomes Criteria:

- a. Successful participation in a community health lab experience involving schools, community service at a school site, and/or independent study in school health prior to internship.
- b. Successful completion of a professional internship in a school setting.

4. Assessment Methods

- a. Evaluation of the community health lab experience, community service or independent study.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Community health, community service or independent study course work at 300 or 400 level will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructor for community health, community service or independent study courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on proposal(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications:

None

1. Goal VII: To be able to communicate school health and health education needs, concerns and resources.

2. Objectives:

- a. Interpret concepts, purposes and theories of comprehensive school health and comprehensive school health education.
- b. Predict the impact of societal value systems on school health programs.
- c. Select a variety of communication methods and techniques in providing health information.
- d. Foster communication between school and community health care providers and consumers.

3. Outcomes Criteria:

- a. Successful participation in a community health lab experience based in a school setting, community service in a school setting and/or independent study related to school health prior to internship.
- b. Successful completion of a professional internship in a school setting.

4. Assessment Methods

- a. Evaluation of the community health lab experience, community service or independent study.
- b. Evaluation of student performance in a professional internship.

5. Time Frame:

- a. Community health, community service or independent study course work at 300 or 400 level will occur during the student's upper division (junior or senior) years.
- b. Professional internship will occur during the final quarters of the student's senior year.

6. Who Will Do The Assessment:

- a. Instructor for community health, community service or independent study courses.
- b. Internship coordinator and agency proctor.

7. Type of feedback

Oral and written feedback on proposal(s) and performance.

8. How Data Will Be Used to Improve Program or Revise Curricula:

The program faculty will review and discuss student performance, and if necessary modify instruction, course assignments and internship requirements to assure adequate student demonstration of this competency.

9. Cost implications: None