BSPH Exit Survey
**AY 16/17**

**Please check the response that best describes you:**

|  |  |
| --- | --- |
| a) Full time domestic student | 9 |
| b) Full time international student | 1 |
| c) Part time domestic student | 0 |
| d) Part time international student | 0 |
| Total | 10 |

**Area of concentration:**

|  |  |
| --- | --- |
| a) Health Education | 6 |
| b) Environmental health | 4 |
| Total | 10 |

**Gender**

|  |  |
| --- | --- |
| a) Male | 4 |
| b) Female | 6 |
| Total | 10 |

**Did you participate in the KPHA student organization while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 3 |
| b) No | 7 |
| Total | 10 |

**Did you make a presentation at a conference that was NOT part of class requirement?**

|  |  |
| --- | --- |
| a) Yes | 0 |
| b) No | 10 |
| Total | 10 |

**Did you participate in a service project that was NOT part of a course requirement while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 10 |
| b) No | 0 |
| Total | 10 |

**Have you submitted an abstract for presentation at a state or national conference while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 0 |
| b) No | 10 |
| Total | 10 |

**Have you served on a PH committee while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 6 |
| b) No | 4 |
| Total | 10 |

**What are your plans for your FIRST YEAR after graduation from the BSPH program?**

|  |  |
| --- | --- |
| a) Work in a health related field | 6 |
| b) Work in a non-health related field | 1 |
| c) Master's degree | 2 |
| d) Other academic / professional preparation program | 1 |
| e) Other | 0 |
| Total | 10 |

**Which of the following certification exams do you plan on taking or have you taken during your BSPH program?**

|  |  |
| --- | --- |
| a) Certified Public Health Exam (National Board of Public Health Examiners) | 1 |
| b) CHES | 4 |
| c) NEHA | 0 |
| d) Other | 2 |
| e) None | 3 |
| Total | 10 |

**Epidemiology Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe a public health problem in terms of magnitude, person, time and place. | 0 | 0 | 1 | 3 | 6 | 4.50 (0.70) |
| Use the basic terminology and definitions of epidemiology. | 0 | 2 | 2 | 1 | 5 | 3.90\* (1.28) |
| Identify key sources of data for epidemiological purposes. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Interpret basic epidemiology measures. | 0 | 0 | 5 | 1 | 4 | 3.90\* (0.99) |
| Identify the strengths and limitations of epidemiological reports. | 0 | 1 | 2 | 3 | 4 | 4.00\* (1.05) |
| Draw appropriate inferences from epidemiological data. | 0 | 2 | 1 | 3 | 4 | 3.90\* (1.19) |
| Explain basic epidemiological information to laypersons and professional audiences. | 0 | 1 | 3 | 3 | 3 | 3.80\* (1.03) |
| Identify the principles and limitations of public health screening program. | 0 | 0 | 3 | 3 | 4 | 4.10\* (0.87) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Biostatistics as a pre-req for epidemiology was very helpful. |
| BSPH program can improve on creating work opportunities post graduate life. BSPH provided up to data knowledge at each semester to provide education with efficiency. |
| Explain on how to draw appropriate inferences from data. |
| Have the class in person and not online. |
| Make it for specific to the student mind. |

**Biostatistics Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient; 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Define the different measurements scales | 1 | 1 | 1 | 4 | 3 | 3.70\* (1.33) |
| Recognize descriptive techniques commonly used to summarize public health data. | 0 | 2 | 1 | 4 | 3 | 3.80\* (1.13) |
| Describe basic concepts of probability, random variation and commonly used statistical probability distributions. | 1 | 1 | 3 | 2 | 3 | 3.50\* (1.35) |
| Identify common statistical methods for inferences. | 1 | 1 | 1 | 4 | 3 | 3.70\* (1.33) |
| Recognize descriptive and inferential methodologies according to the type of study design for answering a particular research question. | 0 | 2 | 1 | 4 | 3 | 3.80\* (1.13) |
| Explain results of statistical analyses found in public health studies. | 1 | 1 | 1 | 4 | 3 | 3.70\* (1.33) |
| Develop written and oral presentations based on basic statistical analyses for both public health professionals and educated lay audiences. | 0 | 2 | 3 | 1 | 4 | 3.70\* (1.25) |
| List types of vital statistics in the description of public health research and evaluation. | 1 | 1 | 3 | 3 | 2 | 3.40\* (1.26) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| BSPH can improve this area by requiring two or three Biostatistics courses. |
| BSPH program did well by providing core concepts of statistics. |
| Covered well.  |
| Have it in-person and not online. |

**Environmental Health Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. | 0 | 0 | 1 | 2 | 7 | 4.60 (0.69) |
| Recognize the direct and indirect human, ecological and safety effects of major environmental hazards that pose risk to human health and safety. | 0 | 0 | 1 | 3 | 6 | 4.50 (0.70) |
| List current environmental risk assessment methods. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe factors that affect susceptibility to adverse health outcomes. | 0 | 0 | 1 | 1 | 7 | 4.67 (0.70) |
| Discuss environmental justice and equity. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| Explain the general mechanisms of toxicity in environmental exposures. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| Duplicate a testable model of environmental insult. | 0 | 0 | 4 | 0 | 6 | 4.20\* (1.03) |
| Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues. | 0 | 0 | 4 | 0 | 6 | 4.20\* (1.03) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

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| --- |
| BSPH should not offer this course online. It should be mandatory in-person, and be taught half of the semester outdoors with real-life experiences. |
| ENV courses were awesome, very well taught. |
| Material covered well. However, as a health education concentration, my education on environmental health is less than an environmental health concentration major. |
| Spend more time on how to duplicate a model of environmental insult. |

**Behavioral and Social Sciences Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Discuss social and community factors related to the onset and solution of public health problems.  | 0 | 1 | 2 | 2 | 5 | 4.10\* (1.10) |
| Identify social and behavioral factors that affect health of individuals and populations. | 0 | 1 | 1 | 2 | 5 |  4.30\*  (1.05) |
| Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.  | 0 | 1 | 2 | 2 | 5 |  4.10\*  (1.10) |
| Identify ethical principles to public health program planning, implementation and evaluation. | 0 | 1 | 1 | 1 | 7 |  4.40 (1.07) |
| Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. | 0 | 1 | 2 | 1 | 6 |  4.20\*  (1.13) |
| Recognize the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions. | 0 | 1 | 1 | 2 | 6 | 4.20 (1.03) |
| Discuss the benefits of social and behavioral sciences interventions and policies. | 0 | 1 | 1 | 2 | 6 |  4.30  (1.05) |
| Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. | 0 | 1 | 2 | 3 | 4 |  4.00\*  (1.05) |
| Identify important stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions | 0 | 1 | 2 | 2 | 5 |   4.10\* (1.10) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| BSPH stayed up to date in all classes within this factor. |
| My internship gave me the opportunity at BRDHD to learn in this specific area. |
| Covered well. |
| Make it in person and not online. |
| PH 485 was a good class for this area. |

**Public Health Administration Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. | 0 | 0 | 3 | 2 | 5 | 4.20\* (0.91) |
| Discuss policies for improving the health status of populations. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe the legal and ethical bases for public health and health services. | 0 | 0 | 3 | 4 | 3 | 4.00\* (0.81) |
| Discuss quality and performance improvement concepts to address organizational performance issues. | 0 | 0 | 2 | 5 | 3 | 4.10 (0.73) |
| Demonstrate leadership skills for building partnerships. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| Discuss principles of strategic planning and marketing to public health. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe the principles and steps for program planning, development, budgeting, management and evaluation in organizational and community initiatives. | 0 | 0 | 2 | 4 | 4 | 4.20 (0.78) |
| Explain methods of ensuring community health safety and preparedness. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |
| Identify the main components and issues of health service and public health systems in the US. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

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| --- |
| Program could benefit from a course that solely focuses on budgeting/financing programs and include discussions on grant writing. |
| Teach PH classes in-person face to face and not online. |
| The BSPH program should provide more courses and require them to be taken or students to understand the importance of administration in healthcare. As an administrative intern, I realized the true importance at that time. |

**Analytical Assessment and Critical Thinking competencies. Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Demonstrate ability to use statistical software programs (e.g. SPSS, Excel, etc.) for data management and data analysis. | 2 | 0 | 2 | 2 | 4 | 3.60\* (1.57) |
| Develop skills to make relevant inferences from quantitative and qualitative data. | 1 | 0 | 2 | 1 | 6 | 4.10\* (1.37) |
| Retrieve and interpret data from different sources to characterize public health issues. | 0 | 0 | 3 | 2 | 5 | 4.10\* (0.73) |
| Describe ethical principles to the collection, maintenance, use, and dissemination of data and information. | 0 | 0 | 3 | 2 | 5 | 4.20\* (0.91) |
| Explain the use/ purposes of logic models | 1 | 0 | 3 | 1 | 5 | 3.90\* (1.37) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

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| --- |
| Covered well in many required courses. |
| Don’t remember learning this. |
| I don’t remember doing anything with software programs such as SPSS and excel. I would feel more prepared if we had worked with those. |
| Not one class helped me use analytical methods or software. I think there should be a class teaching SAS, R or STS. It is important today in the work field. |

**Communication Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. | 1 | 0 | 1 | 3 | 5 | 4.10 (1.28) |
| Use information technology to access, evaluate, and interpret public health data. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |
| Practice media and communication methods to advocate for community public health programs and policies. | 1 | 0 | 1 | 3 | 4 | 4.00\* (1.32) |
| Present accurate demographic, statistical, and scientific information for professional and lay audiences. | 1 | 0 | 2 | 1 | 6 | 4.10\*(1.37) |
| Demonstrate the ability to listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives. | 1 | 0 | 2 | 2 | 5 | 4.00\* (1.33) |
| Demonstrate ability to use various technologies in professional communications (e.g. Power Point, Photoshop, etc.). | 1 | 0 | 2 | 2 | 5 | 4.00\* (1.33) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

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| --- |
| BSPH program taught me well enough to get by at conferences with presentations. However, I think there should be more prepping with the students’ hands on. |
| Covered well. |
| Never had a class that had us do any of this. |

**Cultural Competence: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe the role of cultural, social and behavioral factors in determining the delivery of public health services. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |
| Identify public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. | 0 | 1 | 1 | 2 | 6 | 4.30 (1.05) |
| Discuss appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |
| Discuss the importance and characteristics of a sustainable diverse public health workforce. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Covered well. |
| To learn about cultural competence, the students should be required to learn more about each other and where they come from. |
| BSPH program is filled with students all over the world. |
| Was not covered. |

**Leadership and Professionalism Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe the relevance of important events in the history and development of the public health profession to public health practice. | 0 | 1 | 2 | 2 | 5 | 4.10\* (1.10) |
| Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. | 0 | 0 | 3 | 2 | 5 | 4.20\* (0.91) |
| Identify an achievable mission, set of core values, and vision. | 0 | 1 | 2 | 3 | 4 | 4.00\* (1.05) |
| Discuss team building, negotiation, and conflict management skills. | 1 | 0 | 1 | 4 | 4 | 4.00 (1.24) |
| Develop skills for lifelong learning and professional services. | 1 | 0 | 1 | 3 | 5 | 4.10 (1.28) |
| Apply social justice and human rights principles when addressing community needs. | 1 | 1 | 1 | 2 | 5 | 3.90\* (1.44) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Leadership isn’t just taught. It should be wanted from the student. |
| No need to improve in this area. |
| Was not covered. |

**Program and Policy Development Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Develop skills to collaborate with others to prioritize individual, organizational, and community concerns and resources for public health programs and policies. | 0 | 1 | 2 | 2 | 5 | 4.10\* (1.10) |
| Develop goals, measurable objectives, related activities, and expected outcomes for a public health program or policy. | 0 | 0 | 1 | 3 | 6 | 4.50 (0.70) |
| Explain the purpose of formative, process, and outcome evaluation. | 0 | 0 | 1 | 2 | 7 | 4.60 (0.69) |
| Prepare a program budget with justification. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |
| Develop skills to identify, interpret, and implement public health laws, regulations, and policies related to specific programs. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.72) |
| Develop skills to collaborate with others to prioritize the individual, organizational and community concerns and resources for public health programs and policies. | 0 | 0 | 1 | 4 | 5 | 4.40 (0.69) |

**Give us your thoughts! How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Each course should have major projects to develop policies and implement them with modern day issues. |
| Have us do a project. |
| Program could benefit from grant writing, budgeting/finance course. |

**Please rate your level of agreement for each of the following statements about your experiences in the BSPH program (1 = Strongly Disagree, 5 = Strongly Agree).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| The content in the CORE COURSES is relevant to my career goals  | 0 | 1 | 1 | 1 | 6 | 4.33\* (1.11) |
| The content in my CONCENTRATION COURSES is relevant to my career goals. | 0 | 0 | 1 | 2 | 7 | 4.60 (0.69) |
| I am satisfied with the career counseling / advice I received. | 1 | 0 | 3 | 1 | 5 | 3.90 (1.37) |
| I am satisfied with the academic advising I received. | 0 | 1 | 2 | 0 | 7 | 4.30 (1.16) |
| I am satisfied with the opportunities I has to participate in research outside of classes. | 0 | 1 | 3 | 1 | 5 | 4.00 (1.15) |
| I am satisfied with the opportunities I had to participate in service projects outside of those required for class. | 0 | 1 | 3 | 1 | 5 | 4.00 (1.15) |
| I am satisfied with the quality of instruction I received. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| The BSPH program adequately prepared me for a career in public health. | 0 | 1 | 2 | 1 | 6 | 4.20 (1.13) |
| I would recommend this BSPH program to others. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |

**What are the BSPH program’s greatest strengths? Please give us your thoughts on how to improve / strengthen the BSPH program.**

|  |
| --- |
| Good advisor |
| Great faculty. Online class options. Opportunities to network. |
| Greatest strengths were the instructors who taught these classes. They were knowledgeable. |
| Greatest strengths: Professors and academic advisors. They not only assist students greatly with internship placement and course selection, but many are professors who bring experience and passion to the subject of public health. |

**Were you given a student handbook?**

|  |  |
| --- | --- |
| a) Yes | 7 |
| b) No | 3 |
| Total | 10 |

**Please tell us if the student handbook was helpful or not, including suggestions for improvement.**

|  |
| --- |
| Helpful |
| No |
| Yes it was helpful |
| Yes |

**Please provide us with any other thoughts or suggestions.**

|  |
| --- |
| Offer all classes in-person. Some of the online courses I had to take were a total joke. |
| The Public Health program is a great asset to the university and the community surrounding it. Accreditation should be maintained. The loss of accreditation could not only bring about negative repercussions to the university but to surrounding organizations as well. |
| There should be a requirement to take the CHES exam before graduation. |