

Knowledge of epidemiology **MET**

Display knowledge of the basic principles and methods of epidemiology and their practical application to public health in HLTH 3360

MEASURES	RESULTS	ACTIONS
<p><b>Practical Application of Epidemiology</b></p> <p>Students will demonstrate mastery of the basic principles and methods of epidemiology and their practical application to public health through achieving a score of 70% or higher on the midterm exam in HLTH 3360 which covers chapter 1-6.</p> <p>Direct - Exam (Course)</p> <p><i>Epidemiology: HLTH 3360</i></p> <p><b>Target</b></p> <p>80% of the students will achieve a score of 70% or higher on the midterm exam in HLTH 3360 which covers chapter 1-6.</p>	<p><b>MET</b></p> <p><b>Analysis</b></p> <p>Fall 2024, student outcomes were notably strong, with 94% earning an overall grade of 80% or higher and over 80% achieving top scores on the midterm and final exams. While Spring 2025 showed a moderate decline in midterm and final exam performance, 84% of students still met the overall course benchmark. These findings suggest that the structured pacing and consistent assessment strategies contribute to successful course completion. However, the lower scores in Spring 2025 highlight the need to explore additional supports—such as targeted review sessions or peer engagement opportunities—to maintain high achievement levels across varying student cohorts.</p>	<p><i>No actions have been added.</i></p>
<p><b>Role of epidemiological data in disease control and prevention</b></p> <p>Students will display mastery of the role data plays in disease prevention and controlling health-related events by achieving a score of 70% or higher on chapter exams for chapter 7-12.</p> <p><i>Epidemiology: HLTH 3360</i></p> <p><b>Target</b></p> <p>80% of students will achieve a score of 70% or higher on the chapter exams for chapters 7-12.</p>	<p><b>MET</b></p> <p><b>Analysis</b></p> <p>The analysis of student performance on chapter exams for chapters 7–12 indicates that the majority of students successfully demonstrated mastery of the role data plays in disease prevention and the control of health-related events. A high percentage of students achieved scores of 70% or higher on these exams, meeting the established benchmark for this learning outcome. These results suggest that students were able to comprehend and apply key epidemiological concepts, particularly in relation to data utilization in public health practice. The consistent assessment structure and alignment of chapter content with real-world applications likely contributed to students' success. Continued emphasis on data interpretation and analysis within these chapters appears to effectively support student learning in this core area of the course.</p>	<p><i>No actions have been added.</i></p>

**Conclusion**

The outcome analysis for HLTH 3360 across two consecutive semesters indicates that the course structure supports strong student performance and alignment with key public health competencies. In Fall 2024, student achievement was particularly high, with 94% of students earning an overall grade of 80% or higher and more than 80% scoring above 80% on both the midterm and final exams. Spring 2025 showed a slight decrease in exam performance, yet 84% of students still met or exceeded the overall course benchmark, demonstrating effective comprehension of course material. In addition, students met the targeted learning objective of mastering the role of data in disease prevention and health-related event

control, as evidenced by the majority earning at least 70% on chapter exams covering Chapters 7–12. These findings suggest that the use of weekly quizzes, early access to course content, and a focus on data-driven epidemiological principles are effective strategies for promoting student success. Future instructional efforts may include more interactive review opportunities and targeted academic support for students demonstrating early challenges to further enhance outcomes and address semester variations.

## Program Planning **MET**

Students will prepare a synthesized program plan on program design and program evaluation in HLTH 4340.

MEASURES	RESULTS	ACTIONS
<p><b>Distinguish between program planning, implementation, and evaluation</b></p> <p>Students will be able to distinguish between program planning, implementation, and evaluation. This will be accomplished through discussion board #1 assignment covering chapter 1 material. Students should complete this assignment with a 70% pass rate.</p> <p>Direct - Assignment</p> <p><i>Public Health Program Planning: HLTH 4340</i></p> <p><b>Target</b></p> <p>80% of students in HLTH 4340 will satisfactorily complete Discussion Board #1 assignment with a pass rate of 70% on the assignment.</p>	<p><b>MET</b></p> <p><b>Analysis</b></p> <p>Ninety percent (90%) of students demonstrated competency in distinguishing between program planning, implementation, and evaluation, as evidenced by their performance on Discussion Board Assignment #1. This exceeds the target benchmark of 80%, indicating strong comprehension of foundational concepts in health program planning introduced in Chapter 1.</p>	<p><i>No actions have been added.</i></p>
<p><b>Health program design and evaluation</b></p> <p>Students will prepare a synthesized program plan on health program design and program evaluation. Students will turn in a final version of their assignment after addressing feedback from rough draft. Students should achieve a score of 70% or higher on this assignment.</p> <p>Direct - Assignment</p> <p><i>Public Health Program Planning: HLTH 4340</i></p> <p><b>Target</b></p> <p>80% of students in HLTH 4340 will pass this assignment with a grade of 70% or higher.</p>	<p><b>MET</b></p> <p><b>Analysis</b></p> <p>83% of students achieved a score of 80% or higher on the final Health Program Plan, surpassing the expected benchmark of 70%. This indicates that the majority of students were able to effectively synthesize feedback from their draft reports and demonstrate competency in both program design and evaluation. The results suggest that the assignment structure and iterative feedback process supported student learning and mastery of course objectives.</p>	<p><i>No actions have been added.</i></p>



## Conclusion

The results indicate that most students grasp key concepts in program planning and evaluation well. The structured, phased approach to the assignment—incorporating iterative feedback—appears to have positively influenced student performance and understanding. To maintain and improve these outcomes, continued emphasis will be placed on formative feedback during the draft phase. Additional support materials (e.g., rubrics, exemplars) and optional Q&A sessions may be introduced to assist students needing further clarification or guidance during the planning process.

## Capstone Experience **MET**

**BS in Public Health in Healthcare Administration - BS-PHHA**

Students in HLTH 4660 will construct a portfolio demonstrating the utilization of Public Health content in a field-based setting. The portfolio will consist of assignments, reports and data gathering to assess the student's application of professional knowledge. A successful score will be a portfolio grade of 70% or greater. The criterion of 70% is the minimum acceptable score for a student in HLTH 4660.

MEASURES	RESULTS	ACTIONS
<p><b>Capstone Preceptor Evaluations</b></p> <p>Students enrolled in HLTH 4660 will complete a preceptorship in a public health related facility. During the enrolled semester, the student will be evaluated by the preceptor at midterm and completion of the semester. The student should receive an average score of 80% composite score from both evaluations. On the final evaluation, the student should have performed well enough at their site for the preceptor to select YES to the question if there was a position open at their facility, this student would be qualified to be employed at that facility.</p> <p>Direct - Assignment</p> <p><i>Health Capstone: HLTH 4660</i></p> <p><b>Target</b></p> <p>90% of students enrolled in HLTH 4660 will achieve a composite score of 80% or greater from the midterm and final evaluations. 90% of students will perform well enough at their site to earn a YES to the question if there was a position open at their facility, this student would be qualified to be employed at that facility on the final evaluation from the preceptor.</p>	<p><b>MET</b></p> <p>Capstone Preceptor Evaluations</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>In Spring 2025, there were two PHHA students enrolled in HLTH 4660: Mikala Lloyd and Jada Bowie-Coleman. Both students received midterm evaluation scores above 80%, with only two evaluation items scored as 4 and all remaining items scored as 5. On the final evaluation, both students received perfect scores (200/200), reflecting strong professional performance. Additionally, both students' preceptors selected "Yes" on the final evaluation when asked if they would hire the student if a position were available.</p>	No actions have been added.
<p><b>Professional Development</b></p> <p>Students enrolled in HLTH 4660 are required to submit a resume to the career services department at Lamar University for a resume critique and are expected to incorporate feedback from career services to be career ready upon finishing the capstone course. Students enrolled in HLTH 4660 are graduating seniors completing a real world, career ready experience. This experience must be presented professionally on a resume during this course in order for the student to begin applying for jobs upon graduation. 100% of students will complete this assignment.</p> <p>Direct - Assignment</p> <p><i>Health Capstone: HLTH 4660</i></p> <p><b>Target</b></p> <p>100% of students will complete this assignment, incorporate their capstone</p>	<p><b>MET</b></p> <p>Professional Development</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>Both PHHA students completed the resume assignment. Each submitted their resume to Lamar University's Career Services for critique and incorporated the feedback into their final submission.</p>	No actions have been added.

experience, the feedback from career services, and submit a professional resume to demonstrate the student's readiness to apply for jobs upon graduation.	Documentation confirming submission and review was received from Career Services for both students, meeting the 100% completion target.	
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## Conclusion

Despite the small cohort size this semester, results indicate strong alignment between instructional design, preceptor support, and student preparedness. The outcome demonstrates that the capstone structure effectively fosters workforce readiness and professional skill development. Continued use of these assessment strategies is recommended, with future plans to expand practicum site variety and enhance early resume support for larger cohorts.