

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Department of Public Health

Environmental Health Certificate, 1743

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

Student Learning Outcome 1: Students will describe the relationship between environmental factors and health.

Instrument 1	Direct Measure: ENV 280 Assignment
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Students will identify environmental techniques used to protect resources for community well-being.

Instrument 1	Direct Measure: PH 385 Assignment
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Students will review environmental health-related policies and their implication on public health.

Instrument 1	Direct Measure: ENV 460 Assignment
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The were no students enrolled in the Certificate program during the 2019/20 academic year. Program will be evaluated again during the 2020/21 academic year.

Student Learning Outcome 1

Student Learning Outcome	Students will describe the relationship between the environment and health.		
Measurement Instrument 1	ENV 280 Assignment Direct Measure: Students will use the water footprint calculator to calculate how much water they use and ways to reduce their water usage to protect the environment.		
Criteria for Student Success	Students will demonstrate how they can reduce their water usage.		
Program Success Target for this Measurement	80% of students will score 80 or higher on the assignment.	Percent of Program Achieving Target	There were no students enrolled in the Certificate program during the 2019/20 academic year.
Methods	There were no students enrolled in the Certificate program during the 2019/20 academic year. The course instructor will provide assignment scores annually.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)		
The were no students enrolled in the Certificate program during the 2019/20 academic year. Program will be evaluated again during the 2020/21 academic year.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Certificate program will be reviewed again during the 2020/21 academic year to determine its vaiability.		
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)		
Certificate program will be reviewed during the 2020/21 academic year. Course instructors will provide the data.		

Student Learning Outcome 2			
Student Learning Outcome	Students will identify environmental techniques used to protect resources for community well-being.		
Measurement Instrument 1	PH 385 Assignment Direct Measure: Students will write a paper/blog on an environmental health issue discussed in the media, identify the health risks of the issue to populations and recommend strategies for preventing or reducing the health hazard.		
Criteria for Student Success	Students will identify a current environmental health issue in the media, discuss the associated risks.		
Program Success Target for this Measurement	80% of students will score 80 or higher on the assignment.	Percent of Program Achieving Target	There were no students enrolled in the Certificate program during the 2019/20 academic year.
Methods	There were no students enrolled in the Certificate program during the 2019/20 academic year. The course instructor will provide assignment scores annually.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
The were no students enrolled in the Certificate program during the 2019/20 academic year. Program will be evaluated again during the 2020/21 academic year.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
Certificate program will be reviewed again during the 2020/21 academic year to determine its vaiability.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)				
Certificate program will be reviewed during the 2020/21 academic year. Course instructors will provide the data.				

Student Learning Outcome 3			
Student Learning Outcome	Students will review environmental health-related issues and their implication on public health.		
Measurement Instrument 1	ENV 460 Assignment Direct Measure: Students will identify an environmental health problem related to air pollution, its impact on public health.		
Criteria for Student Success	Students will identify a health problem resulting from air pollution and its impact on public health.		
Program Success Target for this Measurement	80% of students will score 80 or higher on the assignment.	Percent of Program Achieving Target	There were no students enrolled in the Certificate program during the 2019/20 academic year.
Methods	There were no students enrolled in the Certificate program during the 2019/20 academic year. The course instructor will provide assignment scores annually.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The were no students enrolled in the Certificate program during the 2019/20 academic year. Program will be evaluated again during the 2020/21 academic year.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Certificate program will be reviewed again during the 2020/21 academic year to determine its vaiability			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Certificate program will be reviewed during the 2020/21 academic year. Course instructors will provide the data.			

ENV 460 Grading Rubric

Learning Outcomes	Exemplary - 4	Proficient - 3	Apprentice - 2	Novice - 1	Score
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 a 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.	

Present results of the assessment	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 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.	

PH 385: Environmental Health

Blog 1: Environmental Policy and Regulation

Every day in mainstream media, there is a long list of environmental and occupational health stories describing health problems affecting all types of populations. Reflecting on what environmental health is, the goal of this blog is to increase your awareness of contemporary environmental health challenges around the globe and exploring local, state, federal, regional and global efforts through policies to control them with the view to reducing the impact on health of our communities.

Guidelines for the Blog:

The article has to be an environmental or occupational health story that is local, national or international. It has to focus on the health of a population (e.g. air pollution, drinking water contamination, pesticides, toxic waste, etc.) and not individual health.

Write two to three paragraphs on the following:

1. In your own perspective, what is the environmental or occupational health issue discussed in the news item selected?
2. What regulatory/policy framework instituted to address the issue?
3. What influences different agencies (governmental, private sector, not for profit, community, etc.) to initiate and implement abatement/control measures?
4. What is the potential impact of the environmental or occupational health factor to health care and overall public health?

Please be sure to respond to Blog by Wednesday 10/16th. You will also have to respond to at least two (2) classmates by Thursday 10/17th for a total of three posts. Comments should be respectful, clear and well developed. Simply agreeing or disagreeing with a classmate will not meet minimum requirements.

Grading Rubric

	Novice	Proficient	Excellent
Reflection	<i>Points: 0 – 0</i> Only includes mere description of theoretical knowledge; no reflection is demonstrated beyond description.	<i>Points: 0 – 0.5</i> Shows satisfactory ability to relate acquired knowledge to environmental or occupational policy and its administration.	<i>Points: 0.6 – 1.0</i> Proficiently demonstrated reflection and deep thinking of acquired knowledge and concepts, and integrate them into different issues from a wide range of perspectives.
Content	<i>Points: 0 – 0.5</i>	<i>Points: 0.6 – 1.0</i>	<i>Points: 1.1 – 2.0</i>

	Questions are not well answered and/or not related to environmental or occupational health.	One or two of the questions are well answered while rest of the questions are not answered at all or wrongly answered.	All the questions correctly answered and put in context.
Discussion	Points: 0 – 0.5 Only initial post was made. No comments on colleagues' posts.	Points: 0.6 – 1.0 Two posts were made, initial post and one comment on colleague's post. Comments merely agreeing with the posts.	Points: 1.1 – 2.0 Made three posts, one initial post and two comments on colleagues' post. Comments are thought provoking and understanding of environmental health issue.

Assignment 1 – Water Footprint Calculator – ENV 280
<https://www.watercalculator.org/>

	Novice	Competent	Proficient	Distinguished
Formatting	Points: 1 (4.00%) Follows only 1 of the formatting guidelines	Points: 2 (8.00%) Follows only half of the formatting guidelines	Points: 3 (12.00%) Follows all but one of the formatting guidelines	Points: 4 (16.00%) Follows all formatting guidelines
Calculator Results	Points: 0 (0.00%) No footprint results are given	Points: 2 (8.00%) Only the overall total of the footprint is given	Points: 4 (16.00%) Overall total and category totals are shown	Points: 6 (24.00%) Entire footprint results are completed including total score, category totals, and sub-category totals
Content	Points: 0 (0.00%) Results are not discussed and no discussion is given about ways to reduce water usage	Points: 5 (20.00%) Only results are discussed and no discussion is given about ways to reduce water usage	Points: 10 (40.00%) Results are discussed and minor discussion is given about ways to reduce water usage	Points: 15 (60.00%) All results are discussed and thoughtful insight is given about ways to reduce water usage

Please use the above link to calculate your water footprint and copy and paste your results into Microsoft word. Once this has been completed please discuss the areas in which you can reduce your water usage and what you learned from using the water footprint calculator and the water Powerpoints.

Please submit your answer by attaching your MS Word document here. Formatting instructions for Paper: Minimum of 1 page (Not including Water Footprint), double spaced, 1” margins, 12 point font.