**Western Kentucky University**

**Department of Public Health**

**Bachelor of Science in Public Health**

**BSPH Exit Survey Results**

**AY 2019/20**

**Total number of graduates = 13 (Fall 2019 = 4; Spring 2020 = 9) Total number of respondents = 13**

**Item f %**

**Gender**

Male 6 46.2

Female 7 53.8

**Please check the response that best describes your status.**

Full time domestic 7 53.8

Full time international 6 46.2

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

Yes 4 30.8

No 9 69.2

**Did you participate in PHUGAS activities while a BSPH student?**

Yes 5 38.5

No 8 61.5

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

Yes 1 7.7

No 12 92.3

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

Yes 7 53.8

No 6 46.2

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

Yes 3 23.1

No 10 76.9

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

Find a job 6 50

Graduate school 5 42

Missing 1 8

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

Certified Public Health Exam (National Board of Public Health Examiners) 2 15

CHES 8 62

Missing 3 23

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

**Overview of Public Health:**Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society

 **1 2 3 4 5** **M(SD)**

**Public Health History 1 2 0 6 4 3.77(1.3)**

**Public Health Philosophy 0 1 2 4 5 4.08(0.99)**

**Core Public Health Values 1 0 1 1 10 4.46(1.19)**

**Core Public Health Concepts 0 0 0 4 8 4.67 (0.49)**

**Global Functions of Public Health 1 1 2 3 6 3.92 (1.32)**

**Societal Functions of Public Health 1 1 1 3 7 4.08 (1.32)**

**The majority of students (9-12 (n = 13); 69-92%) reported that they were proficient/very proficient in the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.**

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

**Role and Importance of Data in Public Health:**Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

 **1 2 3 4 5 M(SD)**

**Basic Concepts of Data Collection 1 0 0 4 8 4.38(1.12)**

**Basic Methods of Data Collection 1 0 0 5 7 4.31(1.11)**

**Basic Tools of Data Collection 1 0 0 5 7 4.31(1.11)**

**Data Usage 1 0 0 4 8 4.38(1.12)**

**Data Analysis 1 0 0 5 7 4.31(1.11)**

**Evidence-based Approaches 1 0 0 5 7 4.38(1.12)**

**12 out of 13 (92%) students believe the program increased their proficiency in the role and importance of data in public health.**

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

**Identifying and Addressing Population Health Challenges:  Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations**

 **1 2 3 4 5 M(SD)**

**Population Health Concepts 1 0 0 3 9 4.46(1.13)**

**Introduction to Processes and Approaches to Identify Needs**

**and Concerns of Populations 1 0 0 1 11 4.45(1.2)**

**Introduction to Approaches and Interventions to Address**

**Needs and Concerns of Populations 1 0 0 2 10 4.54(1.13)**

**Majority of students (12 out of 13; 92%) reported that the program helped them to be proficient/very proficient to identify and address population health challenges.**

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

**Human Health:  Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course**

 **1 2 3 4 5 M(SD)**

**Science of Human Health and Disease 1 0 1 4 7 4.23(1.2)**

**Health Promotion 1 0 0 2 10 4.54(1.13)**

**Health Protection 1 0 0 4 8 4.38(1.42)**

**Most students indicated (11-12; 85-92%) the program helped them to be proficient/very proficient in addressing the science of human health and disease and promote/protect health across lifespan.**

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

**Determinants of Health:**Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

 **1 2 3 4 5 M(SD)**

Socio-economic Impacts on Human Health and Health

Disparities 1 0 2 1 9 4.31 (1.3)

Behavioral Factors Impacts on Human Health and Health

Disparities 1 0 0 2 10 4.54(1.13)

Biological Factors Impacts on Human Health and Health

Disparities 1 0 2 2 8 4.23(1.24)

Environmental Factors Impacts on Human Health and Health

Disparities 1 0 1 2 9 4.38(1.2)

**Most students (10-12; 77-92%) reported that they were proficient/very proficient in the determinants of health at the end of the program**

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

**Project Implementation:**Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation

 **1 2 3 4 5 M(SD)**

Introduction to Planning Concepts and Features 1 0 0 5 7 4.31(1.11)

Introduction to Assessment Concepts and Features 1 0 0 6 6 4.23(1.1)

Introduction to Evaluation Concepts and Features 1 0 0 6 6 4.54(1.13)

**Twelve out of 13 students (92%) indicated that they were proficient/very proficient in program implementation.**

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

**Overview of the Health System:** Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

 **1 2 3 4 5 M(SD)**

Characteristics and Structures of the U.S. Health System 1 1 3 4 4 3.69(1.3)

Comparative Health Systems 1 1 3 4 4 3.69(1.3)

**Sixty-two percent of students (8) indicated that the program improved their proficiency in the fundamental characteristics and the organizational structure of the U.S. health system including the differences in other countries.**

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

**Health Policy, Law, Ethics, and Economics:**Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government

 **1 2 3 4 5 M(SD)**

Legal dimensions of health care and public health policy 1 0 2 4 6 4.08(1.2)

Ethical dimensions of health care and public health policy 1 0 1 6 5 4.08(1.12)

Economical dimensions of health care and public health policy 1 0 3 7 2 3.69(1.03)

Regulatory dimensions of health care and public health policy 1 0 2 7 3 3.85(1.1)

Governmental Agency Roles in health care and public health

policy 1 0 2 4 6 4.08(1.2)

**Most students (9-11; 69-85%) reported that the program helped them to be proficient/very proficient in health policy, law, ethics and economics.**

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

**Health Communications:**  Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

 **1 2 3 4 5 M(SD)**

Technical Writing 1 0 2 5 5 4.0(1.2)

Professional writing 1 0 2 4 6 4.08(1.2)

Use of mass media 1 1 0 3 8 4.23(1.30)

Use of electronic technology 1 0 1 2 9 4.38(1.2)

**Seventy-seven to ninety-two percent of students (10-12) reported that they were proficient/very proficient in health communications at the end of the program.**

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

**Cross cutting concepts**

 **1 2 3 4 5 M(SD)**

Advocacy for protection and promotion of the public’s health

at all levels of society 1 0 0 3 9 4.46(1.13)

Community dynamics 1 0 1 2 9 4.38(1.2)

Critical thinking and creativity 1 0 2 2 8 4.23(1.23)

Cultural contexts in which public health professionals work 1 0 1 4 7 4.23(1.2)

Ethical decision making as related to self and society 1 0 0 0 12 4.69(1.11)

Independent work and a personal work ethic 1 0 0 4 8 4.32(1.12)

Networking 1 0 2 3 7 4.15(1.21)

Organizational dynamics 1 1 1 2 8 4.2(1.34)

Professionalism 1 0 1 1 10 4.5(1.2)

Research Methods 1 0 1 2 9 4.4(1.2)

Systems Thinking 1 0 1 4 7 4.23(1.2)

Teamwork & Leadership 1 0 0 1 11 4.54(1.2)

**Seventy-seven to ninety-two percent of students (10-12) reported that they were proficient/very proficient in the cross cutting concepts at the end of the program.**

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

* Helping students understand their roles as public health specialist
* The program as whole is filled with great teachers and advisors, who are willing to help anybody that needs it. The program has a lot of international students so maybe the BSPH program could hire more translators or anybody that can help make the international students life easier.
* I like how we all have the same advisor. Internship hours need to be cut down.
* I think student needs to do more than one health project program.
* It’s greatest strength is that it is a tightly knit program.
* Understand what you doing.
* Provide different learning views.
* Faculty support is the BSPH program's greatest strength. I never once felt alone.
* I think and I believe BSPH is greatest strengths in all, because the BSPH have everything for the human life and how to protect all human life.
* Getting internship start first semester to the end of the program exposed to the real world, like nursing program do.
* More practicing during the program.

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

* More opportunities to communicate with professionals in different areas of public health.
* I've loved my time as a BSPH student!