

**DEPARTMENT OF PUBLIC HEALTH  
COLLEGE OF HEALTH AND HUMAN SERVICES**

**STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)**

**I. Mission Statement**

The mission of the Department of Public Health is to promote, preserve, and restore health. This is accomplished by educating undergraduate and graduate students to be effective leaders and practitioners at the local, national and international levels.

**II. Goals and Student Learning Outcomes**

**GOALS and OUTCOMES**

This section delineates the goals and students assessment outcomes of the Public Health department's undergraduate program. The goal and outcomes mentioned below are the focus of our assessment measurements and indicators. The overall goal is to improve students' understanding of the 'Ten Essential Public Health Services' of the United States, which are as follows:

1. **Monitor** health status to identify community health problems.
2. **Diagnose and investigate** health problems and health hazards in the community.
3. **Inform, educate, and empower** people about health issues.
4. **Mobilize** community partnerships to identify and solve health problems.
5. **Develop policies and plans** that support individual and community health efforts.
6. **Enforce** laws and regulations that protect health and ensure safety.
7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. **Assure** a competent public health and personal healthcare workforce.
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services.
10. **Research** for new insights and innovative solutions to health problems.

(Source: [apha.org](http://apha.org))

It needs to be mentioned that not all the public health services mentioned above will be targeted at all times. Instead, the department will emphasize on a few selected services at a given period of time.

**GOAL** Graduates will be able to demonstrate ability to solve problems, conduct needs assessments, manage public health programs, communicate professionally, engage in research activities of their choice and be aware of professional ethics pertaining to public health.

**OUTCOMES:**

**Outcome 1 (*Knowledge Basis*):** Graduates will be able to demonstrate knowledge and application of the essential public health services.

**Outcome 2 (*Problem Solving*):** Graduates will be able to solve problems by generating multiple solutions and selecting those most appropriate to meet the needs of any relevant public health crisis/problem.

**Outcome 3 (*Program Management*):** Graduates will demonstrate confidence and capacity to plan, implement, evaluate and monitor public health programs.

**Outcome 4 (*Effective Communication*):** Graduates will be able to demonstrate effective verbal, non-verbal, and written communication skills in a wide variety of contexts, including collaborative activities.

- a. Graduates will be able to make well-organized presentations in classes, meetings or groups
- b. Graduates will be able to write using appropriate spelling and grammar

**Outcome 5 (*Research skills*):** Graduates will be able to read and apply relevant research literature and engage in productive research activities as appropriate to their chosen career goals.

- a. Graduates will be able to demonstrate an understanding of the scientific method
- b. Graduates will be able to understand major research designs, their applications and limitations
- c. Graduates will be able to apply research methods in formal projects or educational application

**III. Curriculum Map (Courses X Learning Outcomes) I = I=INTRODUCED, A=ADVANCED, R=REINFORCED**

	Knowledge Basis	Problem Solving	Needs Assessment	Program Management	Effective Communication	Research
HS 90	R	I			I	
HS 91	R	R			R	
HS 92	A				I	I
HS 100	R	R	A	I	R	I
HS 104	R	R	I		A	I
HS 105	R	R		R		I
HS 109	I	I	I		I	
HS 110	R	R	I		A	I
HS 111	R	R	I		A	I
HS 112	R	R		R		I
HS 114	R	A	R	R	A	I
HS 115	R	I				
HS 121	R	A	I			
HS 126	R	R			A	I
HS 128	R	R			A	I
HS 129	R	R			R	I
HS 130	R	R	I		A	I
HS 131	A	A	A	A	A	R
HS 133	R	R			A	I
HS 135	R	R			A	I
HS 141	R	I		R		I
HS 143	R	A	A	R	A	I
HS 145	R	R	I			
HS 147	R	A				
HS 148	R	R	I		A	I
HS 149	R	R	I		A	I
HS 151	R	R	I		R	I
HS 154	A	A	R	A	A	R
HS 160	R	R				
HS 161	R	A	I			
HS 162A	R	R			A	I
HS 162B	R	R			A	I
HS 163	R	R			R	I
HS 166T	R	R	I		A	I
HS 167	A	A	A	A	A	R
HS 168A	R	R			A	I
HS 168B	R	R	I		A	I
HS 170	R	R	I		A	
HS 175	R	I		R		I
HS 182	R	A		R	A	I
HS 185F	R	R				
HS 188	R	A	I			
HS 190	R	R			A	I

## IV. Assessment Methods

### A. Direct Measures

1. *Writing Requirement Assessments (bi-annual basis)*. Students in a selected course will be required to demonstrate their proficiency in writing requirement. Major reasons for fails will be noted for program review (Appendix A: Writing Rubric).
2. *Oral Presentation Assessment (bi-annual)*. Students in a selected course will be required to demonstrate their proficiency in oral presentation. (Appendix B: Oral Presentation Rubric)
3. *Project/Program Management Assessment (annual basis)*. Students in a selected course will be required to demonstrate their proficiency in program management (Appendix C: Project Assessment Rubric).
4. *Knowledge Assessment Exam in Core Discipline (every 2 years)*. Students in selected courses will be required to demonstrate their proficiency in research competence. (Grades from Exams and Assignments).

### B. Indirect Measures

1. *Exit Interview (annual basis)*. Graduating students in their final semester will be surveyed. (See Appendix D: *Graduating Students Exit Survey*)
2. *Employer Survey (bi-annual basis)*. A survey will be sent to all employers. The results for each item on the numeric scale will be averaged per year. (See Appendix E: *Employer Survey Form*)
3. *Alumni Survey (bi-annual basis)*. Each alumnus will be sent a survey. The results for each item on the numeric scale will be averaged per year. (See Appendix F: *Alumni Survey*.)
4. *Intern Exit Survey (bi-annual basis)*. Students completing an internship or fieldwork (PH 185/PH 188) will complete a survey reviewing the accomplishment of fieldwork/internship objective. (See Appendix G: *Internship and Fieldwork Assessment*).

**V. Student Learning Outcomes X Assessment Methods Matrix**

<b>Assessment Methods</b>	<b>Outcomes</b>
<b>Direct Measures of Learning</b>	
<i>Examinations</i>	
- Commercial Tests, Exams (from text books)	Develop knowledge base(Outcome 1)
- Problem sets/Case studies developed by instructors	Develop problem solving skills (Outcome 2)
<i>Writing Assessment</i>	Effective Communication (Outcome 4)
<i>Oral Presentation Assessment</i>	Effective Communication (Outcome 4)
<i>Project/Program Management Assessment</i>	Develop Program management skills (outcome 3)
<i>Research projects</i>	Research Skills (Outcome 5)
<b>Indirect Measures of Learning</b>	
<i>Exit Interview</i>	Effective Communication (Outcome 4)
<i>Employer Survey</i>	Effective Communication (Outcome 2 and 3)
<i>Alumni Survey</i>	Professional Ethics (outcome 2)
<i>Intern Exit Survey</i>	Professional Ethics (outcome 2)

## VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

During the next five years (2009-2013), the Department of Public Health will administer the following measures to assess student outcomes. The following tables show how courses are aligned with each goal and outcome, what outcome methods will be used, and the timelines. Appendix A presents various proposed instruments to be used for SOAP.

Measures	Years				
	2009	2010	2011	2012	2013
Exit Interview/ Survey		X (Spring '10)		X (Spring '12)	
Alumni Survey	X SOAP Committee (Fall '09)		X SOAP Committee (Fall '11)		X SOAP Committee (Fall '13)
Employer Survey		X		X	
Writing Requirement Assessment	HS 163 (Rahman) Fall '09	HS 104 (Pinzon-Perez), Fall '10	HS 163 (Rahman) Fall '11	HS 128 (Pinzon-Perez) Fall '12	HS 163 (Rahman) Fall '13
Intern Exit Interview			X Spring '11	X Spring '10	
Project Management Assessment	HS 100 (Pinzon-Perez, Fall '09)			X HS 131, HS 163, HS 160 Spring '12)	
Research Competency and Critical Thinking Assessment	Undergraduate Research Project, (Zografos, Fall '09)		Undergraduate Research Project - (Zografos, Fall '11)	X McNair Program (Pinzon-Perez) HS 163 (Rahman, Spring 12)	Undergraduate Research Project, Zografos - Fall '13)
Knowledge Assessment Exam in Core Discipline		HS 133, HS 162A, (Fall '10)		HS 133, HS 162A, (Fall '12), HS 163	

## VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

The Department of Public Health's SOAP Committee will meet on a yearly basis to coordinate and review the department's SOAP activities. When all survey data for the previous academic year will be received, the departmental SOAP committee will summarize the findings in the form of an **annual report** and present it to the departmental Chair. Upon approval of the annual report, the committee will present the findings to the faculty. The dean of CCHS will also receive copy of survey results.

Based on outcomes data, the Chair will assign the SOAP Committee (or one or more faculty or staff) to address any discrepancies between our mission and goals and any results in the surveys that are below our standards. If the survey findings show continuous higher performance in selected outcomes the committee may decide to drop such outcome measures and add different outcome assessment criteria. If it appears that the one outcome measure is not being achieved, special attention may be given to overcome that learning objective. It should be noted that the objective of the report is not to identify any faculty or course to be not performing below par, instead the objective of the annual report is to bring to the attention of the faculty to emphasize certain learning objectives in their course works. The success of the effort will depend on the ability of tying back the assessment to changes in the program, in the curriculum, pedagogy and use of technology.

The long-term goal of the SOAP annual report is to ensure timely response to survey finding and remodel and redesign the learning objectives so that it properly reflects the department's mission and goals in an ever-changing local, regional and national academic and socio-economic environment in order to achieve academic and professional excellence by public health students of the department.

To keep everyone involved in the improvement process of the department of Public Health the departmental SOAP committee will actively solicit feedback from the faculty, dean of the CHHS and the office of the provost. The Department of Public Health will also work closely with the Institutional Research, Assessment and Planning (IRAP) office at CSUF to review outcomes data and incorporate suggestions student outcome assessment processes.

## Appendix A: Writing Assessment Rubric

<b>4 Accomplished</b>	In addition to meeting the requirements for a “3,” the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements for a “3,” writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements for a “3,” the writer’s decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
<b>3 Competent</b>	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
<b>2 Developing</b>	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
<b>1 Beginning</b>	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

## Appendix B: Oral Presentation Rubric

Student Name \_\_\_\_\_

### 1.) Organization

- 4 points – Clear organization, reinforced by media. Stays focused throughout.
- 3 points – Mostly organized, but loses focus once or twice.
- 2 points – Somewhat organized, but loses focus 3 or more times.
- 1 point – No clear organization to the presentation.

### 2.) Content: currency & relevance

- 4 points – Incorporates relevant course concepts into presentation where appropriate
- 3 points – Incorporates several course concepts into presentation, but does not incorporate key concepts which are relevant to presentation.
- 2 points – Incorporates one or two course concepts into presentation. Some course concepts discussed are not relevant to topic.
- 1 point – Course concepts are not integrated into presentation or are not appropriately integrated
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### 3.) Quality of slides/media

- 4 points – Slides/media support the presentation, are easy to read and understand. Slides contain no spelling or grammatical errors.
- 3 points – 80% of the slides/media are easy to read and understand. Others contain too much information or have illegible font. One or two spelling grammatical errors are present.
- 2 points – 50% of the slides/media are easy to read and understand. Others contain too much information or have illegible font. Three to five spelling or grammatical errors are present
- 1 point – 80% of the slides/media are difficult to read and understand. More than five spelling and grammar errors exist.

### 4.) Quality of conclusion

- 4 points - Clearly organized conclusion that wraps up the topic well, ties speech together and has a note of finality. Smooth transitional flow from body of presentation into summarization.
- 3 points - Conclusion is not complete or organized. Transitional flow from body of presentation to conclusion is not smooth.
- 2 points – Disconcerting flow from body of presentation into conclusion. Speaker moves from body of presentation into conclusion without a smooth, consistent flow.
- 1 point – Conclusion omitted. Speech just ends, it doesn't feel complete. Presentation does not end in a smooth manner.

### 5.) Voice quality, pace

- 4 points – Voice is clear, easy to hear and understand. Speaker enunciates. Pace is neither too fast nor too slow.
- 3 points – Problems exist with either enunciation or pace, but these problems occur for **less** than 20% of the speech.
- 2 points - Problems exist with either enunciation or pace, but these problems occur for **more** than 50% of the speech, but not more than 80% of the speech.
- 1 point – Voice is not clear, hard to hear and understand. Speaker mumbles. Pace is either too fast or too slow.

6.) **Professionalism**

- 4 points – Clothing is business-like, speaker is poised and well prepared. Lack of distracting mannerisms by speaker during presentation. Audience is able to focus entirely on information offered in presentation without distraction by the speakers
- 3 points – Clothing is business-like or neat. Speaker lacks some confidence and/or relies on note cards **less** than 20% of the time. A minimal number of distracting mannerisms during presentation. Focus by audience is interrupted by speaker’s mannerisms **less** than 20% of the time.
- 2 points – Clothing is business-like or neat in appearance. Speaker lacks confidence and/or relies on note cards **more** than 50% of the time but not more than 80% of the time. A moderate number of distracting mannerisms during presentation. Focus by audience is interrupted by speaker’s mannerisms **more** than 50% of the time but not more than 80% of the time.
- 1 point – Clothing is not appropriate and/or appearance is unkempt. Speaker reads entire presentation. Mannerisms are extremely distracting to the audience at least 80% of the time of the presentation. Mannerisms are so distracting that the audience finds it difficult to concentrate on presentation.

**TOTAL** \_\_\_\_\_

Scoring

0-9	Does not meet expectations
9-14	Meets expectations
15–18	Exceeds expectations

### Appendix C: Project Rubric

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the solution to the challenge or question</li> <li>▪ Reflects application of critical thinking</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from a variety of sources</li> <li>▪ Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ No spelling, grammatical, or punctuation errors</li> <li>▪ High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is clearly focused in an organized and thoughtful manner.</li> <li>▪ Information is constructed in a logical pattern to support the solution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Format enhances the content.</li> <li>▪ Presentation captures audience attention.</li> <li>▪ Presentation is organized and well laid out.</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the solution</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from several sources</li> <li>▪ Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>▪ Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information supports the solution to the challenge or question.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Format is appropriate for the content.</li> <li>▪ Presentation captures audience attention.</li> <li>▪ Presentation is well organized.</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Supports the solution</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has no clear goal</li> <li>▪ Is pulled from a limited number of sources</li> <li>▪ Has some factual errors or inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>▪ Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has a focus but might stray from it at times.</li> <li>▪ Information appears to have a pattern, but the pattern is not consistently carried out in the project.</li> <li>▪ Information loosely supports the solution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Format does not suit the content.</li> <li>▪ Presentation does not capture audience attention.</li> <li>▪ Presentation is loosely organized.</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ Provides inconsistent information for solution</li> <li>▪ Has no apparent application of critical thinking</li> <li>▪ Has no clear goal</li> <li>▪ I pulled from few sources</li> <li>▪ Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>▪ More than 5 spelling, grammatical, or punctuation errors</li> <li>▪ Poor use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content is unfocused and haphazard.</li> <li>▪ Information does not support the solution to the challenge or question.</li> <li>▪ Information has no apparent pattern.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation appears sloppy and/or unfinished.</li> <li>▪ Format does not enhance content.</li> <li>▪ Presentation has no clear organization.</li> </ul>

### Appendix D: Graduating Students Exit Survey

	5	4	3	2	1	NR
I was able to meet with my advisors as needed						
Content of courses in my major was appropriately linked						
There was appropriate balance between theory and practice						
I feel that I was well-trained to enter work-force						
I feel I have improved my ability to solve problems						
I feel I have improved oral communication skills						
I feel I have improved written communication skills						
I feel I have improved my ability to work independently						
I have been encouraged to develop original ideas						
My understanding of concepts and principles in my major has improved						
I have improved my ability to think critically						
Current developments in the field were presented						
I would recommend my major to others						

## **Appendix E: Employer Survey Form**

Dear Employer,

Our records show that your employee, \_\_\_\_\_ took courses with our department. As a requirement of our accreditation process, this evaluation is being sent to employers of our graduates to secure data which will help us evaluate and improve our program.

The results will be confidential, and in any of data, your employee's name will not be used. Please rate on the scale in the form attached.

Thank you.

Sincerely,

(Fieldwork and Internship Coordinator)

<b>Domains</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>Professional/Technical</b>					
Skill in management behavior (maintain on-task behavior)					
Skill in Assessment					
Skill in Reporting (written reports pertinent and accurate)					
Organizational Skills					
<b>Interpersonal Communications</b>					
Ability to communicate with clients					
Ability to communicated with colleagues on a professional level					
<b>Overall, how would you rate the quality of service rendered by this person?</b>					
What is the number of clients served by this person_____					

**Please list below your suggestions for the improvement of our program:**

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**Thank you for assisting us. Please use the enclosed envelop to return this form.**

## Appendix F: Alumni Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Gender:  Male  Female

2. CSU degree(s):

\_\_\_\_\_

3. Discipline of your primary work Modules/Majors Disciplines Regional / Satellite Campuses

Community Health

Health Administration

Environmental and Occupational Health

4. Have you pursued further public health education since graduating from CSUF?

No  Yes (degree sought)  Yes (non-degree)

5. Which of these did you find helpful in finding your first job after leaving CSUF?

CSUF Career Information Network or  JOB online career services

Other CSUF resources (faculty, students, posted job notices, etc. *(specify)*)

\_\_\_\_\_

Alumni

Other *(specify)*

\_\_\_\_\_

6. What is your current employment status? *(Check all that apply)*

Employed full-time  Employed part-time  Unemployed by choice  Unemployed but looking  Student

7. What is your current job title, and the name and location of your place of employment? *(If unemployed, skip to question 13)*

*Your title, rank, etc. Name of Company/Agency/Institution Department/Division*

*Street Address/P.O. Box City State Zip Code*

8. Of the following types of organizations, which one best describes your current place of employment?

**Government Educational Institution**

- Local public health or other health agency
- State public health or other health agency
- Federal public health or other health agency
- US military (*specify branch*)

\_\_\_\_\_

- Other government agency (*specify*)

\_\_\_\_\_

- College or university
- School of public health
- School of another health profession (*specify*)

\_\_\_\_\_

- Other educational institution (*specify*)

\_\_\_\_\_

- Hospital or other health care provider  Self employed  Private firm  Consulting Firm
- Private, non-profit  International agency  Other (*specify*) \_\_\_\_\_
- Voluntary agency  Self employed ADD

**9. Which of the following best describes your present occupation?**

- Behavioral or social scientist
- Biostatistician
- Epidemiologist
- Health Educator
- Public or community health nurse
- Public community health physician, dentist
- Health planner or policy analyst
- Health services administrator

- Environmental health specialist
- Industrial hygienist or safety specialist
- Laboratory scientist
- Other public health occupation (*specify*) \_\_\_\_\_
- Not in public health

**10. What responsibilities related to public health do you have in your job? (*check all that apply*)**

- Monitoring community health status
- Investigating community health problems and hazards
- Educating the public about health issues
- Organizing community groups to solve health problems
- Developing community health policies and programs
- Enforcing health and safety laws and regulations
- Providing personal health services
- Educating health personnel
- Evaluating personal and community health services
- Conducting research
- Other (*specify*) \_\_\_\_\_
- None related to public health

**11. Prospective students often ask about the range of salaries available to graduates in the many public health disciplines. If you would indicate your current annual salary range below, it would help us inform these graduates.**

- Less than \$10,000
- \$10,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999

- \$70,000 - \$79,999
- \$80,000 - \$89,999
- \$90,000 - \$99,999
- \$100,000 - \$124,999 Use this breakdown
- \$125,000 - \$149,999
- \$150,000 and above

**COMMENTS**

12. Did it take you longer to get your degree than you anticipated?

- Yes  No

13. If yes, what would have helped you complete your degree sooner?

14. What skills acquired at CSUF, Dept. of Public Health has been most useful in your career?

15. What aspects of public health practice or research were not adequately addressed in your program at CSUF, Dept. of Public Health?

## GENERAL SATISFACTION

16. Please rate the following.

<b>Graduate Curriculum</b>	<b>Very Satisfied (4)</b>	<b>Satisfied (3)</b>	<b>Neutral (2)</b>	<b>Dissatisfied (1)</b>
1. Courses offered were adequate for my goals				
2. Courses offered were interesting and challenging				
3. Courses were more demanding than anticipated				
4. Courses did not help me				
<b>Educational technology</b>				
5. If you took any classes where educational technology was utilized, how satisfied were you?				
<b>Research/internship experience</b>				
6. The school provided adequate research opportunities for me.				
7. My research experience provided me the skills to critically evaluate the scientific literature.				
8. My research experience provided me the skills to develop my own solution to the scientific / public health problem.				
9. My research experience provided me the skills to communicate my findings effectively.				
10. My research experience provided me with research ethics training.				
11. If available during my degree program, the internship/practicum experience helped me to put theory into application.				
12. If available during my degree program, the internship/practicum experience was valuable to my career.				

**Appendix G: Internship Evaluation Assessment Questionnaire**

**Department of Public Health**

**California State University, Fresno**

**Undergraduate Internship Evaluation**

Student Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Site Name: \_\_\_\_\_ Preceptor: \_\_\_\_\_

This evaluation is to be completed by the site preceptor. Midterm evaluation may be given at any time (more than once, if desired) up to the last month of the semester, and serve as a guide for the rest of the semester. You may attach any comments to this form. All evaluations and scores given are to be discussed with the intern. The scale is on a 4.0 scale similar to the standard 4-point GPA scale:

Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply= N/A

Attendance	SA	A	N	D	SD	N/A
Follows the schedule without unexcused absences	4	3	2	1	0	N/A
Arrives promptly and did not leave early.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

\_\_\_\_\_  
\_\_\_\_\_

Professionalism (dress, conduct, manner)	SA	A	N	D	SD	N/A
Presents a professional manner with other staff	4	3	2	1	0	N/A
Presents a professional manner with clients.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

\_\_\_\_\_  
\_\_\_\_\_

Abilities	SA	A	N	D	SD	N/A
Shows the ability to get along with others in a team environment.	4	3	2	1	0	N/A
Shows the ability and willingness to learn new things and be critiqued.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

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Job Preparedness	SA	A	N	D	SD	N/A
Possesses fundamental understanding of Public Health applicable to internship.	4	3	2	1	0	N/A
Possesses basic skills and knowledge needed for the duties and responsibilities of the internship.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

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Experience	SA	A	N	D	SD	N/A
Seems to gain from fieldwork.	4	3	2	1	0	N/A
Making a noticeable contribution to the department.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

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Elaborate on the projects on which the intern is currently working, and describe the quality of work.

What areas of instruction or skills does this intern need to improve?

List anything that the University should provide at this juncture to make the intern more valuable as a potential employee.

### 13. Additional Remarks

This report has been discussed with the student intern Yes \_\_\_ No \_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_  
Preceptor for the Community Organization

\_\_\_\_\_ Date: \_\_\_\_\_  
Student Intern

\_\_\_\_\_ Date: \_\_\_\_\_  
Internship Coordinator