

Assessment Impact by Course Objectives  
Palau Community College  
Program (CPH) - Community & Public Health

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**CLO: CPH 211 - Principles of Epidemiology : CLO 1**

Describe the role of epidemiology in Public Health practice.

**CLO Assessment Cycle:** 2014-2015 (Spring 2015)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate understanding of the role of epidemiology in Public Health practice. <b>Signature assignment:</b> Final Exam	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Final Exam - 07/22/2015 - 94% of the students assessed performed at the proficiency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CPH211 CLO 1.pdf</a>	07/22/2015 - This is the first time this course has been offered and is the first time for assessment. Although most students performed at the proficiency level, a lot of time was spent on understanding the statistical data part of the course. Lesson plans had to be modified so that students could grasp the concepts. It would help the students be better prepared if a basic math course were a prerequisite to this course.		2014 - 2015 (Spring 2015)

**CLO: CPH 211 - Principles of Epidemiology : CLO 2**

Describe and discuss the basic terminology and definitions of epidemiology.

**CLO Assessment Cycle:** 2014-2015 (Spring 2015)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate understanding of the basic terminology and definitions of epidemiology. <b>Signature assignment:</b> Final Exam	70% of the students assessed will perform at the proficiency level.		Yes

Results
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Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Final Exam - 07/22/2015 - 94% of the students assessed performed at the proficiency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CPH211 CLO 2.pdf</a>	07/22/2015 - This is the first time this course has been offered and is the first time for assessment. Although most students performed at the proficiency level, a lot of time was spent on understanding the statistical data part of the course. Lesson plans had to be modified so that students could grasp the concepts. It would help the students be better prepared if a basic math course were a prerequisite to this course.		2014 - 2015 (Spring 2015)

### CLO: CPH 211 - Principles of Epidemiology : CLO 3

Describe designing and conducting methods for an outbreak investigation.

**CLO Assessment Cycle:** 2014-2015 (Spring 2015)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate understanding of how to design and conduct methods for an outbreak investigation. <b>Signature assignment:</b> Final Exam	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Final Exam - 07/22/2015 - 88% of the students assessed performed at the proficiency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CPH211 CLO 3.pdf</a>	07/22/2015 - This is the first time this course has been offered and is the first time for assessment. Although most students performed at the proficiency level, a lot of time was spent on understanding the statistical data part of the course. Lesson plans had to be modified so that students could grasp the concepts. It would help the students be better prepared if a basic math course were a prerequisite to this course.		2014 - 2015 (Spring 2015)

### CLO: CPH 211 - Principles of Epidemiology : CLO 4

Define and describe the roles of screening and surveillance systems in Public Health.

**CLO Assessment Cycle:** 2014-2015 (Spring 2015)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate understanding of the roles of the screening and surveillance systems in public health. <b>Signature assignment:</b> Final Exam	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Final Exam - 07/22/2015 - 100% of the students assessed performed at the proficiency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CPH211 CLO 4.pdf</a>	07/22/2015 - This is the first time this course has been offered and is the first time for assessment. Although most students performed at the proficiency level, a lot of time was spent on understanding the statistical data part of the course. Lesson plans had to be modified so that students could grasp the concepts. It would help the students be better prepared if a basic math course were a prerequisite to this course.		2014 - 2015 (Spring 2015)

### CLO: CPH 211 - Principles of Epidemiology : CLO 5

Demonstrate proficiency in obtaining, evaluating, and interpreting public health information.

**CLO Assessment Cycle:** 2014-2015 (Spring 2015)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate proficiency in obtaining, evaluating, and interpreting public health information. <b>Signature assignment:</b> Final Exam	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Final Exam - 07/22/2015 - 88% of the students assessed performed at the proficiency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CPH211 CLO 5.pdf</a>	07/22/2015 - This is the first time this course has been offered and is the first time for assessment. Although most students performed at the proficiency level, a lot of time was spent on understanding the statistical data part of the course. Lesson plans had to be modified so that students could grasp the concepts. It would help the students be better prepared if a basic math course were a prerequisite to this course.		2014 - 2015 (Spring 2015)