

**Assurance of Student Learning
2018-2019**

College of Health and Human Services

Department of Public Health

Master of Public Health 152

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: Synthesize foundational MPH competencies.

Instrument 1 Direct: Integrative learning experience (ILE)/capstone paper

Instrument 2 Direct: Evaluation Report (PH 591)

Instrument 3 Indirect: Student self-assessment of competency development (MPH Exit Survey)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Apply MPH competencies in collaboration with public health/related professionals.

Instrument 1 Direct: Summary Report: Applied practice experience projects

Instrument 2 Indirect: Self-report of service beyond curricular/program requirements (MPH Exit Survey)

Instrument 3 Indirect: Student reflection of applied practice experiences

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Develop plan, program, or policy to address a public health problem.

Instrument 1 Direct: Program plan (PH 575)

Instrument 2 Direct: Program proposal (PH 578)

Instrument 3 Indirect: Student self-assessment of program preparation to design a population-based policy, program, project or intervention (MPH Exit Survey).

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

While each learning outcome is met, we identified areas of student learning that need attention. Student performance on some of the component areas of the ILE were weak and faculty are exploring skills-building opportunities within existing courses, as well as providing students with more detailed guidance during

the ILE. We also identified tools to assist students in aligning competencies during their applied practice experience, and are in the process of creating them. Last, some of the instruments used will be assessed to ensure they, and the methodology, are the most appropriate for assuring student learning. Last, we will be exploring alternatives to instructor-assessed assignments as direct measures.

Student Learning Outcome 1			
Student Learning Outcome	Synthesize foundational MPH competencies.		
Measurement Instrument 1	<u>ILE paper</u> : Professionally written paper that synthesizes program competencies, and minimally includes a four parts: 1) thorough overview of the public health problem; 2) literature review, 3) critical analysis/results, and 4) public health recommendations.		
Criteria for Student Success	Students earn a mean of 3 or higher (of 4) on their ILE overall, and on each part.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	Overall: 85% (17 of 20) Part 1: 80% (16 of 20) Part 2: 75% (15 of 20) Part 3: 60% (12 of 20) Part 4: 50% (10 of 20)
Methods	ILE papers are reviewed by a minimum of two reviewers and rated on each of the four parts noted above. Ratings are averaged.		
Measurement Instrument 2	<u>Evaluation Report</u> : Process and impact evaluation of semester-long case that synthesizes and applies multiple program competencies.		
Criteria for Student Success	Students earn an 80% or higher on evaluation report.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	82%
Methods	Evaluation reports are graded by the course instructor. Individual grades are reported on a census of students completing PH 591 during academic year.		
Measurement Instrument 3	<u>MPH Exit Survey</u> : Item: Student self-assessment of competency development. This is a global measure of student perceptions on how well the program, en toto, developed the required foundational and program competencies.		
Criteria for Student Success	Students rate competency development with 4 or more stars (out of five, with five being the highest).		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	86% Mean = 4.3
Methods	Census of graduating students complete mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency) and		

	compared to target.	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
While Learning Outcome 1 is met overall, the low scores on some of the component areas of Instrument 1, ILE paper, warrant attention. Faculty will critically assess the ILE process and develop instructions and rubrics to promote student success. Additionally, faculty will discuss reinforcing concepts from low-scoring areas in courses to provide students with opportunities to build competence.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Fall 2019: faculty held internal discussions and drafted a potential rubric for the ILE; at curriculum committee meeting in spring 2020, the rubric was discussed, then tabled. We convened an ad hoc committee to create a new model based on information presented during a webinar sponsored by CEPH.		

Student Learning Outcome 2			
Student Learning Outcome	Apply MPH competencies in collaboration with public health/related professionals.		
Measurement Instrument 1	Applied practice experience products. Our accrediting agency requires each student to complete a minimum of two competency-based products in collaboration with a public health/related agency.		
Criteria for Student Success	Products, created during applied practice experience, align with MPH competencies		
Program Success Target for this Measurement	90% of graduates' products align with five or more competencies	Percent of Program Achieving Target	100%
Methods	Students' products are assessed vis a vis the competencies throughout their program. A summary data base is maintained and products are kept in individual files on the shared drive. Prior to each student's graduation, these documents/files are audited and assessed for compliance. Products include such deliverables as a lesson plan, data base, infographic, presentation, webpage, report, program proposal, social media plan, etc.		
Measurement Instrument 2	MPH Exit Survey: Service beyond curricular/program requirements. Public health competencies are typically reinforced during community service activities; thus, this is an indirect, or proxy measure, for the learning objective. MPH students are encouraged to engage in service beyond curricular/program requirements.		
Criteria for Student Success	Students self-report that they engage in extra-curricular service activities related to public health during MPH program.		
Program Success Target for this Measurement	50% of graduates	Percent of Program Achieving Target	94.7%

Methods	Census of graduating students take mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency) and compared to target.		
Measurement Instrument 3	<u>Applied Practice Experience Reflections</u> . Students complete 100 hours of applied practice that involves substantial interaction with public health/related practitioners. These hours may be completed in a single experience, such as an internship, or in multiple experiences. To get credit, students must submit a summary report at the conclusion of each applied experience, in which students reflect on the experience and the competencies applied/developed.		
Criteria for Student Success	Students clearly identify competencies applied during their applied practice experience hours in their reflections.		
Program Success Target for this Measurement	70%	Program Success Target for this Measurement	94%
Methods	Upon submission, the summary report is checked for completeness and alignment between activities and competencies. Once approved, the summary report is added to the student's file/portfolio and the hours are awarded. A running tally of hours is housed in the gradebook of the MPH Student organizational site on Blackboard. Prior to graduation, an audit is conducted on each graduate's file and the competencies met are abstracted.		
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.)			
Develop handbook for applied practice experiences. Currently, the information is provided on the MPH Student organization site on Blackboard. Feedback from students indicate that a more detailed handbook with examples would be helpful.			
Develop and implement portfolio presentation. The portfolio presentation will require students to discuss how competencies were demonstrated in their ILE and applied practice experiences.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Handbook: develop in January 2020. Portfolio Presentation: develop in January 2020; pilot on May graduates.			

Student Learning Outcome 3			
Student Learning Outcome	Develop plan, program, or policy to address a public health problem.		
Measurement Instrument 1	<u>Program Proposal</u> : Based on an identified public health problem, students develop a program proposal which includes program goals and objectives, budget, marketing, and sustainability.		
Criteria for Student Success	Students score 80% or higher on program proposal.		
Program Success Target for this	80%	Percent of Program Achieving	unknown

Measurement		Target	
Methods	Planning projects are graded by the course instructor. Individual grades are reported on a census of students completing PH 575 during academic year.		
Measurement Instrument 2	Health Disparities final paper/presentation: Students create theory-based plan to address a health disparity.		
Criteria for Student Success	Students score at least 80% on final paper/presentation.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	91%
Methods	Papers are graded by the course instructor. Individual grades are reported on a census of students completing PH 578 during academic year.		
Measurement Instrument 3	<u>MPH Exit Survey</u> : Assessment of competency 9. The MPH Exit Survey includes a section that assesses students' perception of how well the program developed each competency. Competency 9 is "Design a population-based policy, program, project or intervention."		
Criteria for Student Success	Students rate competency 9 as 4 or higher (of 5).		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	90% 4.4 Mean
Methods	Census of graduating students take mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency) and compared to target.		
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 planned for program improvement. The actions should include a timeline.)			
Faculty exploring alternative direct measures beyond instructor-assessed assignments. Measurement instrument 1 data will be collected in 2019-2020. The faculty will explore a policy that MPH core courses must be taught by MPH faculty who have a service obligation to the program. This will better ensure that data are provided and competency alignment/consistency in courses.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Spring 2020, during MPH curriculum committee. Policy passed policy in fall 2019.			

MPH (152)

SLO 1.1: ILE Paper

The integrative learning experience (ILE) synthesizes competencies into a high-quality written product, which serves as the MPH capstone. The paper can take many forms, such as a mentored research report, journal article, grant application, policy development, project plan, evaluation report, or technical report. Regardless of the type of product, the written portion of the ILE must *minimally* contain:

- Clearly defined overview, background and significance, or statement of the problem.
- Thorough literature review
- Discussion or critical analysis
- Recommendations, public health implications, or conclusions

Clearly defined overview, background and significance, or statement of the problem. This section should succinctly build a case for the public health topic being addressed. While this section will vary by the type of paper/project, it should generally be written in a funnel shape, starting with a broad statement that establishes public health need (e.g. Suicide rates among U.S. adolescents have tripled in the last decade), and ending with a specific statement about the paper/project (This paper presents a social media campaign to reduce adolescent suicide risk). The information in the middle should lead the reader from the broad beginning to the specific statement at the end. The topics should be a preview of those risk factors/determinants that will be expanded upon in the literature review.

Thorough literature review. This section should provide a focused but comprehensive summary of the literature around the stated public health topic. It should expand on the introductory section, and include epidemiologic data (on disease, risk factors, etc. as appropriate) and evidence-based approaches used to address the issue. Cite appropriately.

Discussion or critical analysis. This section synthesizes everything and discusses the importance of what the information/project presented. If doing a research paper, for example, it would compare/contrast the findings with the literature. If proposing a project, for example, it would expand on the program's components and how they align with theory, etc.

Recommendations, public health implications, or conclusion. If making recommendations, they should be supported by your paper's content. Regardless of the format, the public health implications should always be considered and, like recommendations, be supported by your paper's content.

SCORING

The ILE is rated by a minimum of two reviewers on each of the four areas discussed using the scoring sheet shown below. Students are provided with a summary score and comments. In cases of low and no pass scores, students are required to fix the issues and resubmit; revisions are optional for all others. Revisions are assessed using the same rubric with the same reviewers.

Item	High Pass (3)	Pass (2)	Low Pass (1)	Not Pass (0)	Comments
Clearly defined overview, background and significance, or statement of the problem					
Literature review					
Discussion or critical analysis					
Recommendations, public health implications, or conclusions					

General comments:

SLO 1.2: Evaluation Report

Format (5%): Assessed based on the extent to which non-content formatting guidelines are followed, which includes proper citations, free of errors, free of restricted words, accessible formatting, appropriate use of tables, charts, etc.

Executive Summary (5%). The extent to which a brief BUT SPECIFIC AND MEANINGFUL overview of the evaluation is provided, along with bullet points of the most salient findings.

Introduction (10%): The extent to which the report provides a succinct rationale for the program overall (mini-literature review about the underlying issue).

Description of Program (20%): The extent to which this chapter: identifies the purpose of the program; clearly describes activities relative to theoretical constructs; and, provides a visual logic model of the program.

Evaluation (20%): The extent to which this chapter provides a succinct overview of the purpose of the evaluation; appropriately describes the evaluation methodology including type and levels of evaluation conducted, sampling, and design; appropriately describes measures used, including recoding of variables.

Results (20%): The extent to which appropriate statistical tests were used for descriptive and inferential purposes; data are presented accurately in tables; and narratives support data.

Conclusions (10%): The extent to which findings are accurately interpreted, translated into judgements about the program's effectiveness in terms of both process and impact; described relative to theory; and limitations of the evaluation (internal and external validity, etc.) noted.

Recommendations (10%): The extent to which findings are used to make recommendations for program improvements.

SLO 2.1: Applied Practice Experience Products

Students check which of the 27 MPH competencies a product addresses. Then, for each competency checked, students must elaborate on how the product met that competency. Each product competency noted is rated as Met or Not Met.

SLO 2.3: Applied Practice Experience Reflections

Students check which of the 27 MPH competencies a practice experience addresses. Then, for each competency checked, students must elaborate on how the experience met that competency. Each experience competency noted is rated as Met or Not Met.

MPH COMPETENCY	
Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	
4. Interpret results of data analysis for public health research, policy or practice	
Public Health & Health Care Systems	
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	
Planning & Management to Promote Health	
7. Assess population needs, assets and capacities that affect communities' health	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	
9. Design a population-based policy, program, project or intervention	
10. Explain basic principles and tools of budget and resource management	
11. Select methods to evaluate public health programs	
Policy in Public Health	
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	
15. Evaluate policies for their impact on public health and health equity	
Leadership	
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	
17. Apply negotiation and mediation skills to address organizational or community challenges	
Communication	
18. Select communication strategies for different audiences and sectors	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	
20. Describe the importance of cultural competence in communicating public health content	
Interprofessional Practice	

21. Perform effectively on interprofessional teams	
Systems Thinking (waiting on technical assistance paper from CEPH)	
22. Apply systems thinking tools to a public health issue	
WKU MPH Program Competencies	
23. Apply health behavior theories and models to address public health problems.	
24. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services.	
25. Describe the roles of history, power, privilege and structural inequality in producing health disparities.	
26. Integrate social determinants into public health science, practice, and research.	
27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology.	

SLO 3.2: Health Disparities final paper/presentation

Students are graded on thoroughness of literature review; identification and application of appropriate theory; and, the extent to which the proposed program/policy ameliorates the health disparity in a specific population.