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| **Assurance of Student Learning**  **2018-2019** | |
| College of Health and Human Services | Department of Public Health |
| Master of Public Health 152 | |

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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: Synthesize foundational MPH competencies.** | | | |
| **Instrument 1** | Direct: Integrative learning experience (ILE)/capstone paper | | |
| **Instrument 2** | Direct: Evaluation Report | | |
| **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 Planning course project – program proposal | | |
| **Instrument 2** | Direct: Health Disparities final paper and presentation | | |
| **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.)** | | | |
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| **Student Learning Outcome 1** | | | | | | |
| **Student Learning Outcome** | **Synthesize foundational MPH competencies.** | | | | | |
| **Measurement Instrument 1** | ILE paper: 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** | Evaluation Report: 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** | MPH Exit Survey: 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). | | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | | 86%  Mean = 4.3 | |
| **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 1.** | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | |
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| **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. | | | | |
| **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** | Applied Practice Experience Reflections. Students are required to complete 100 hours that involves substantial interaction with public health/related practitioners. Student are required to reflect on their experiences and the competencies applied/developed during these hours. | | | | |
| **Criteria for Student Success** | Students clearly identify competencies applied in their reflections. | | | | |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | |  | |
| **Methods** | A file is maintained on each student and is updated as applied practice experiences are completed. Prior to graduation, an audit is conducted on each graduate’s file and summarized in aggregate. | | | | |
| **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. | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | **Develop plan, program, or policy to address a public health problem.** | | | | | | |
| **Measurement Instrument 1** | Program Planning course project – program proposal: NEED SOMETHING ABOUT HOW THIS MEETS LO | | | | | | |
| **Criteria for Student Success** | Students score 80% or higher on project. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving 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 and presentation: NEED SOMETHING ABOUT HOW THIS MEETS LO | | | | | | |
| **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** | |  | |
| **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** | MPH Exit Survey: 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.) | | | | | | | |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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EXPLANATION

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Describe what specific skills and/or knowledge graduates of your program are expected to master. | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**  Be specific and include how the measurement aligns with your learning outcome.  Consider the following list of example sources for DIRECT measures of student learning: **written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors**.  Consider the following list of example sources for INDIRECT measures of student learning: **student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews** | | | | | | |
| **Criteria for Student Success** | Describe what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. Please attach rubric. | | | | | | |
| **Program Success Target for this Measurement** | | | Percentage program students sampled that you desire to achieve goal. | | **Percent of Program Achieving Target** | Insert the actual percentage | |
| **Methods** | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed. | | | | | | |
| **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 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are “planning” to do). Examples of changes include: Content in one or more courses modified (list specific course(s)); one or more new courses created (list specific course(s)); change in course sequence (detail modifications); change in admission criteria (detail modifications); change in instructional methodology (detail modifications); change in student advisement process (detail modifications); program suspended; changes in instructional methodology; change of textbooks; facility changes (e.g. classroom modifications); introduction of technology (e.g. smart classrooms, computer facilities, etc.); faculty hires to fill a particular content need; faculty instructional training; development of a more refined assessment tool. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| For program improvement, state explicitly how the actions above link to an improvement in student learning or in the measure used to assess student leaning. For example, “Pass rate on licensure exam improved from 75% to 90%,” Percentage of students scoring Good or Excellent on presentation increased from 60% to 80%,” “First time pass rate on Masters written exam increase from 80% to 95%,” etc. **All changes need not lead to quantitative results**. Feel free to use more qualitative indicators or observations as appropriate. | | | | | | | |