Assessment meeting Minutes - September 2019

Present: Gardner, Lartey, Macy, Watkins, Eagle, Ding

Date: 09/27/2019

Gardner discussed the assessment plan (attached below) that was previously passed, and highlighted things need to be discussed. CEPH cares about meaningful assessments for the Programs more than the response rates.

Discussion began with items in the assessment plan:

1. 1 yr alumni survey: Gardner discussed that post graduates were contacted to ask and the data available for the year 2017-2018 and she asks if faculty members can help to collect the data through email or social media by asking the questions or also is there is a better way to consolidate the information from multiple sources. Watkins brings up the Linkdin account may be helpful. Lartey mentioned that not everyone use Linkdin. Macy suggests to use google doc to create an excel sheet and shared and everyone can access.
2. MPH 3-year alumni survey: Gardner discussed that questions asked through Qualtrics are capable to capture the data, but the problem is that students usually do not think of the competencies and CEPH does not require/want us to assess at that level. So Gardner suggest cutting out the second question in Qualtrics. For BSPH, Lartey discussed that Census of alumni can capture the data needed. Gardner suggested that through the conversations with student graduates, faculty might ask questions to demonstrate what we need to add to our classes and keep the questions in the good doc, which may help students’ work readiness. Macy discussed to ask students for feedback to improve the programs when students ask for recommendation letters.
3. Student Survey: Not being done. Gardner discussed that it is too much burden on students, and suggest cutting it. Gardner discussed some data has been collected before graduate student leave the study through the suggestion box on the discussion board in the MPH Organizational site. Lartey discussed that data for the undergraduates has not been collected through the blackboard, but other people may have collected information. Susan discussed PHUGAS may help with data collection by answering students’ comments and questions. Then Gardner suggested having virtual suggestion box on BSPH to collect feedback. Eagle discussed that students prefer verbally, may not want to put in the blackboard. PHUGAS meeting can foster it and working better by listing some questions as agenda items. **Gardner/ Eagle motion to remove student survey from the assessment plan passed unanimously with no further discussion.**
4. MPH exit survey: Gardner discussed that graduates provided a personalized link, and it is required and they have to finish the exit survey before comprehensive form is signed off on for the graduate school. Thus, the response rate is good.
5. BSPH exit survey: Lartey discussed BSPH need to finish the survey before they finish the internship otherwise they will not be assigned a grade.
6. Orientation survey: Gardner discussed that MPH program made this a requirement beginning this year. Marina monitors responses and notes who has completed it in the gradebook of the MPH Organizational site.

For the faculty annual report, Gardner discussed that the instruction part will be collected at the end of each semester on qualtrics.

Then Gardner discussed that we are not doing the syllabi and assessment review per the plan.

Since this is the mid-accreditation cycle, we will do the competency review for BSPH first, then do the MPH next. Gardner emphasized that if we make any changes, we need to put notes. Due to substantial notes, we may need that stable faculty will teach required the core courses. Gardner discussed further that for the objectives and assessments, we had assessed our syllabi, but we did not follow through what changes had been made. So we need to come to a plan or a system way to follow though what we doing. Eagle suggested stagger syllabi and competency alignment may be a good way. Gardner discussed that we have been struggling with the definition of higher order assessment. Macy suggested that she likes the way of assessment because she feels the class more manageable after the syllabi review.

For the competency alignment for both MPH and BSPH, Gardner discussed that the form will be sent out the forms and asked to do all the grids

Lartey discussed that internship form evaluates participation for the undergraduate students, and it was aligned with concentrations. It is hard to understand what perception of student readiness for practice mean and how to assess it . Gardner discussed that CEPH does not require submitting individual’s competency and we do not have direction how to measure, and we need to document the process, summarize the findings from the process and use the finding to improve our program. Eagle asked whether there is a standard form. Lartey said that the form F1 is a form. But it is more like a common agreement, and may not be good for what we are doing. Macy added that this might be a question to external advisory board. Gardner asked whether we should involve them for content review and discussed the data from the preceptor may not be good enough. Lartey will send out the questionnaire used so far for discussion in the meeting, and the document will be put up for tracking purpose as an accessible document.

For Virtual Suggestion Box, Lartey will add one virtual suggestion box

Student’s forms/focus group: Gardner discussed that it is good that PHUGAS has one item on their agenda to capture student’s comments, and may think to create to a google doc to track and collect information

For External Advisory Meeting: Gardner asked whether we should hold the advisory committee every years or every other year. Macy suggested that every other year might be better. Every year may be hard for the committee members.

**Then Eagle / Macy motion to change MPH-BSPH Joint Assessment Committee meeting change from once a semester to once a year. It passed unanimously with no further discussion**.

The meeting finished at 12:30

**Assessment Plan**

The following table summarizes the instruments and tools that will be used to monitor program activities. Select summary findings will be compiled into an **annual report**, to be used for strategic planning and program improvements. The report will be disseminated to the external advisory committee, departmental and college administrators, and electronically on the program webpage.

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| **PROGRAM SURVEYS** | **When** | **By Whom** |  |
| ***1 yr alumni survey:*** Census of alumni, approximately one year post-graduation, identified through institutional research (IR) reports and social media, to determine current status (working, continuing education, looking/applying, not looking/applying). Informs CEPH annual report and B3-1. | Annually | MPH CoordBSPH Coord | What are you doing now? (Req)How are you using what you learned?  |
| ***MPH 3 yr alumni survey:***Census of alumni, approximately three years post-graduation and identified through IR reports and social media, to determine perceptions of success in achieving program competencies and ability to apply competencies in post-graduation placements (B4); use of career services (H4); participation in student mentoring and alumni activities. **🡨 This can be tracked through our records; move to separate area or assess individually? H4 is measured in exit survey.****Semi-structured interviews/conversations: google doc?** | Annually | MPH Coord**Everyone** | Qualtricsperceptions of: (quant)how well the program prepared them for the workforce or graduate program; ~~ability to apply each of the foundational and concentration competencies; and,~~preparation or abilities relative to their colleaguesWhich competencies or skills: (qual)do you use the most? *have you needed* that we did not provide? and, do you wish your colleagues had?  |
| ***BSPH 3 yr alumni survey:***Census of alumni, approximately three years post-graduation and identified through IR reports and social media, to determine perceptions of success in meeting foundational domains and program competencies, and ability to apply them in post-graduation placements (B4); use of career services (H4). | Annually | BSPH Coord |  |
| ***Student Survey:*** Census of continuing MPH and BSPH students. Measures perceptions of class size and availability of faculty (C2); involvement in service beyond APE/internship (F2); inclusivity/ culture (G1); satisfaction with advising (H1); satisfaction with career advising (H2); student governance (A3); and, student goal measures | Each April | MPH CoordBSPH Coord | Not doing this. Recommend cutting |
| ***MPH Exit Survey:*** Census of graduating MPH Students to determine perception of how well program prepared on competencies, career preparation, perceptions on advising, class size , instruction, innovations. | End of each semester | MPH Coord | Made this a program requirement for graduation. |
| ***BSPH Exit Survey:***  Census of graduating students BSPH Students to determine perception of how well program prepared on competencies and foundational knowledge, career preparation, perceptions on advising, class size, instruction, innovations. | End of each semester | BSPH Coord |  |
| ***Orientation Survey****:* Census of newly matriculating MPH students and newly admitted BSPH students to inform advising and assess prior experience in health/PH (H4), if multilingual (H4), and if member of priority diversity population(s) (G1). | Start of each semester  | MPH CoordBSPH Coord | Made this a program requirement for MPH. |
| ***Faculty Annual Report:*** Census of primary faculty assessing goal measures for scholarship, service, instruction; professional development; measures for E3, E4, E5.  | Each May | Assess Comm | Two-part for AY 19/20; semester course; annual other |
| **INTERNAL ASSESSMENTS (non-survey)** |  |  |  |
| ***MPH Syllabi Review:*** higher order objectives; learning objective alignments to competencies, foundational knowledge (MPH),; assessment alignments. | Annually | MPH CC | **NEED TO DO THIS** |
| ***BSPH Syllabi Review:*** higher order objectives; learning objective alignments to competencies, foundational domains (BSPH); assessment alignments. | Annually | BSPH CC | **NEED TO DO THIS** |
| ***MPH Competency Alignment:*** content review vis a vis competencies and foundational knowledge. |  3.5 yrs | MPH CC |  |
| ***BSPH Competency Alignment:***  content review vis a vis competencies and foundational domains. | 3.5 yrs | BSPH CC |  |
| ***BSPH Internship Forms:*** Annual summary of placements; Preceptor perception of students’ readiness for practice (F1) | Annual | BSPH Coord | Tracking tool? |
| ***Institutional Research Reports:*** Graduation data; some diversity data; advisee headcounts; SAT/ACT (BSPH); GRE/TOEFEL (MPH);  | Annual | Coords |  |
| ***Virtual Suggestion Box:*** Anonymous online venue to share suggestions, complaints, etc.  | Ongoing | Coords |  |
| ***Student Forums/Focus Groups:*** Provide student feedback and suggestions on issues related to program operations and curricula. | Ongoing | Coords PHUGAS |  |
| ***Diversity:*** tracking form to monitor priority populations from IR reports and orientation survey | Annual | Diversity Comm |  |
| ***GrAPEs:*** APE agreements; project officer’s assessment of student comp (F1); student reflections; summary file of projects/placements | Ongoing | APE Coord |  |
| ***MPH Internship Forms:*** Internship agreements; preceptor evaluations; internship report | Ongoing | APE Coord | This can be cut; it’s all part of the GrAPEs. |
| ***ILE Tracking Form:*** Summary of ILE projects; faculty ratings | Each Sem | MPH Cord |  |
| **EXTERNAL ASSESSMENTS (non-survey)** |  |  |  |
| ***External Advisory Meetings:***  Review annual report; assess perceptions of graduates’ readiness for practice; review guiding statements and measures; professional development needs (F4); APE projects/internships; perceptions of student competence (F1) | Annual | Faculty |  |
| ***Academic Health Department Meetings:*** Professional development needs (F4); APE projects/internships; perception of graduates (F1) | Annual | AHD liaisons |  |
| ***Key Informant Interviews:*** Provide professional opinions on program and curricula, on an as needed basis. | Ongoing | MPH CoordBSPH Coord | Create living google doc? Added item to monthly meetings |

MPH-BSPH Joint Assessment Committee

Policies and Procedures

The purpose of the MPH-BSPH Joint Assessment Committee (JAC) is to ensure compliance with data reporting requirements for accreditation and to inform MPH and BSPH program processes by systematically and routinely assessing the program’s effectiveness against its stated mission, goals, and objectives. JAC is charged with coordination of all MPH and BSPH program assessment activities and with reporting assessment findings to program faculty, students, and advisory board.

JAC will ensure that all major constituent groups are involved in the assessment process. When possible, JAC will utilize existing data collected institutionally. When such sources are not available, the JAC will ensure that data being collected at the program level are streamlined, so as to limit the number of assessments being administered. This may involve working in conjunction with other Departmental and College committees to coordinate data collection efforts.

JAC is composed of the MPH and BSPH program coordinators and a minimum of two additional tenured or tenure-track primary faculty who have a working knowledge of assessment and evaluation[[1]](#footnote-1). One MPH and one BSPH student shall be appointed/elected by the Public Health Undergraduate and Graduate Associated Students (PHUGAS).

Procedures

On an annual basis, JAC will:

* review data vis a vis mission, goals, and objectives and make recommendations/adjustments as needed;
* review and make recommendations for revisions to existing surveys;
* develop surveys as needed, independently or in conjunction with other program, department or college committees;
* monitor and, if needed, make recommendations to revise data collection processes;
* collect data deemed to be within JAC’s purview;
* compile data from faculty and committees;
* synthesize data collected that year into a draft annual assessment report; and,
* develop a prospective data collection plan/timeline for the academic year.

JAC will meet *at least* once per ~~semester~~ academic year. The minutes of all meetings shall be made available on the faculty shared drive. Reports will be presented at Joint MPH-BSPH meetings.

1. Skill sets related to systematic collection, analysis (quantitative and qualitative), and interpretation of information [↑](#footnote-ref-1)