

Assessment of Student Learning Plan: **Health Policy**

Review of 2012-13 Academic Year

University of Southern Maine

A. College, Department or Program, Date

<i>College</i>	<i>College of Management & Human Service</i>
<i>Department or Program</i>	<i>Graduate Program in Public Health</i>
<i>Date</i>	<i>June 15, 2013</i>

B. Department or Program Chair: **Elise J Bolda, PhD**

C. Degree or other Program: **MPH**

D. Assessment of Student Learning

1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

Graduates in with a Master of Public Health degree will demonstrate competency in five areas:

- ✓ **COMMUNICATION**, defined as the ability to express concepts and information through clear and effective writing and speech;
- ✓ **HEALTH POLICY AND MANAGEMENT**, defined as the ability to: 1) demonstrate an understanding of the delivery of health care and public health services, 2) describe the managerial and policy concerns with the structure, process and outcomes of health/public health services, and 3) discuss the environments and competitive contexts in which health organizations operate;
- ✓ **INFORMED DECISION MAKING**, defined as the ability to apply analytic methods and systems thinking to managerial problem solving and decision-making and to use information and analyses to prioritize solutions to problems and inform decisions;
- ✓ **LEADERSHIP**, defined as the ability to apply leadership skills to facilitate group interactions and shared leadership of teams; and
- ✓ **PUBLIC HEALTH SCIENCE, RESEARCH AND THEORY**, the ability to interpret and apply theory, research, and the public health approach to identify and solve problems.

2: How and When will the Learning Outcomes be assessed?

Assessment of Communication Competency (Spring 2013)		
When	Course	How & By Whom
1 st Semester	MPH 525 American Health Systems	Core Required Course: Team Presentations, Mid-Term, and Final Paper (Instructor)
	MPH 565 Social & Behavioral Health	Core Required Course: Final Paper & Presentation (Instructor)
	MPH 665 Public Health Economics	Elective Required for Management Specialization (Mgmt Req): Written & Oral Presentation of Policy Brief (Instructor)
	MPH 630 Health Planning & Marketing	Mgmt Req: Executive Summary & Oral Presentation of Final Project (Instructor)
	MPH 635 Health Law & Ethics	Mgmt Req: Written Analyses, Oral Presentations (Instructor)
	MPH 670 Quality Improvement	Mgmt Req: Poster & Oral Presentation (Instructor)
	MPH 650 Research & Evaluation	Elective: Evaluation Plan & Panel Presentation (Instructor)
	MPH 680 Long Term Care Seminar	Elective: Final Paper & Oral Presentation of Final Project (Instructor)
Mid-Curriculum	MPH 690 Field Experience (Instituted Summer 2013)	Core Required Course: Assessment of Communication Competency (Preceptor)
Last 2 Semesters	MPH 699 Capstone Proposal & Capstone	Core Required Course: Oral Presentations of Capstone Proposal & Final Product Documents (Faculty Advisor, Second Reader)

1. At admission new MPH students are introduced to program expectations and competencies during annual program orientation sessions or one-on-one meetings with the chair.
2. Throughout the curriculum MPH students' progress toward achievement of program competencies is monitored through instructor grading of course materials appropriate to each competency. Achieving a B or better in courses suggests suitable progress.
3. Each semester, students under performing in course work, as evidenced by GPA at or below 3.2, are offered enhanced advising and tutorial support.

Note: Students and recent graduates review and comment on program competencies annually to help assure responsiveness to students' and graduates' needs and interests.

3: How did you use the Assessment results to Improve Student Learning?

Currently assessment of oral and written communication competency focuses on individual faculty & student action. For example, faculty identify students struggling with course writing assignments and encourage these students to work with the USM Learning Commons, the Office of Support for Students with Disabilities, or other campus resources, as appropriate.

This summer (2013), to assess curricular gaps and to strengthen competency development, program faculty will map competencies across the curriculum. This lays the groundwork for another integral effort, development of consistent rubrics for the assessment of students' progress in the achievement of competencies at defined levels appropriate to their progress through the program. These metrics will help identify the need for and nature of improvements including program curriculum changes, e.g. changes to course sequencing, course redesign or revision, faculty training, development of remedial support for students, etc.