

# Assessment of Student Learning Plan (ASLP): Public Health Program

2014-15 Academic Year

## A. College, Department/Program, Date

*College* CMHS  
*Department/Program* Muskie – Graduate Program in Public Health  
*Date* May 29, 2015

## B. Contact Person for the Assessment Plan

*Name and title* Elise J Bolda, Program Chair

## C. Degree Program

*Name of Degree Program* Master of Public Health

## D. Assessment of Student Learning in Your Program

**Step 1: Identify Student Learning Outcomes** (What are students able to do by the end of your program?)

- a. List 3-5 of the most important student learning outcomes for your program.
- b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

**What & How:** Please see attached spreadsheet with program competencies, specific course learning objectives and course work used to help gauge student progress toward the achievement of program competencies.

**Step 2: How and When were the Learning Outcomes assessed?**

- a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.

**How & When:** In addition to individual faculty review throughout each course (based measures specified on the attached spreadsheet), we review student progress through GPA monitoring of students at the conclusion of each semester, and annually in mid-Fall we convene a faculty work session to review all matriculated students and their relative progress toward achievement of competencies based on course work completed to date. On completion of the required mid-program Field Experience (FE) Course, preceptors assess student progress on FE defined competencies using a standardized evaluation feedback tool. Faculty Advisors and the Chair work with students identified as struggling or under-performing, based on these criteria.

*b. Briefly describe when and how you implemented the assessment activity.*

**Activity Implementation:** Annual Faculty review of students' progress relative to program competencies and GPA review began in 2013. The Graduate Program in Public Health began monitoring competencies at the course level under the predecessor degree (MS in Health Policy and Management) about 10 years ago. A standardized syllabus template was implemented in 2014 to foster communication regarding program competency and assessment expectations for our students & faculty. Faculty include questions specific to syllabus-defined learning objectives on course electronic evaluations. These data are reviewed by the program chair and by individual faculty each semester and as a faculty, annually.

**Step 3: Process of Using the Assessment results to Improve Student Learning**

*a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

**Process for Reviewing Assessment Results & Improving Student Learning:** We conduct a bi-annual alumni and student survey to garner reflections from our

students, and we participate in regular self-study for accreditation that engage the entire faculty in devoted review, discussion and development activities. In addition we conduct 2-3 half-day Faculty Retreats to discuss program strategies and how to best marshal our resources. We completed a 2013-14 self-study for, and learned earlier this month that we are reaccredited by CAHME for another three years. We are currently in self-study (2014-15) for CEPH accreditation.

From these process we have identified the need for faculty professional development to improve our teaching and learning, particularly with regard to contemporary pedagogy and higher level Bloom assessment. The chair recently attended the day-long “Flip the Classroom” sessions offered through UNE and will be reviewing that material with faculty. Faculty meetings serve as our primary forum for sharing readings and new, successful approaches to teaching and learning, and the assessment of student outcomes. We have adopted program-wide writing rubrics that are now included in student orientation materials, we share grade checklist approaches and related resources as they are identified. One Faculty member is working closely with CTEL on online course development and the Faculty is gaining familiarity with technologies to improve student learning. We are fortunate to have a Faculty member with a DHEd!

Our Faculty is currently discussing additional pre-requisite/remedial skill-building needs for our students. We have seen an increase in pre-career students and have identified the need for additional support for these students to help their transition to graduate study. Examples of remedial supports needed include writing and citation skills, basic medical terminology, and use of common software (spreadsheets, word processing, and library resources)

**E. Other Course Assessment Activities:**

*If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.*

**F. Are there “community engagement” activities integrated in your departmental curriculum?**

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u>  </u> <u>O</u> <u>  </u> R	O
Student-Faculty Community Research Project	<u>  </u> <u>O</u> <u>  </u> R	O
Internship, or a Field Experience	<u>  </u> <u>R</u> <u>  </u> R	O
Independent Study (community-related project)	<u>  </u> <u>O</u> <u>  </u> R	O
Capstone Course (community-related project)	<u>  </u> <u>O</u> <u>  </u> R	O
Service-Learning (a component of a course)	<u>  </u> <u>O</u> <u>  </u> R	O
Study Abroad, or an International Program	<u>  </u> <u>O</u> <u>  </u> R	O
Interdisciplinary Collaborative Project (community related)	<u>  </u> <u>O</u> <u>  </u> R	O
Student Leadership Activities (related to a team project)	<u>  </u> <u>O</u> <u>  </u> R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>  </u> <u>O</u> <u>  </u> R	O

**Other Activities : We have courses taught by area practitioners (ex: MPH 645 Health Care Financial Management II was co-taught with the help of 7 senior managers (VP-level) from area health systems and health-related non-profits). Portland Public Health’s Minority Health Program hosts a panel discussion with Community Health Outreach Workers from the various New Mainer communities in Portland and MPH students.**

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

**Examples:**

**Entry-level courses: American Health Systems- Students research and interview area health leaders to prepare organizational profiles and issue briefs.**

**Mid-level courses: Field Experience-students work with area organizations on projects defined with those organizations.**

**Upper-level courses:**

**Capstones – 75 to 80% of students work with area organizations on projects addressing community needs and interests.**

**Health Research and Evaluation – Faculty solicit projects for student development from community partners.**

*Thanks for your cooperation!*