

Assessment of Student Learning Plan (ASLP): Public Health

2015-16 Academic Year

A. College, Department, Date

College CMHS _____
Department Muskie Graduate Program in Public Health ____
Date May 25, 2016 _____

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: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? *Yes, we post our program competencies*

i. If yes, please indicate the url

<https://usm.maine.edu/muskie/mph-competencies>

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

- b. Please identify **which of your student learning outcome(s) 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).

Faculty review each student's progress on all competencies and we cross-walk feedback from students and alumni. Year-end evaluation includes students' feedback on how well they feel the course met learning objectives that are tied to competencies in all courses. We aggregate these findings to assess whether we are meeting our target levels of students' feedback relative to our annual benchmarks.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

See attached

- ii. Assessment Resources link, scroll down to the assessment information list to see examples on "Curriculum Map templates, Curriculum Map SLO's example, and Curriculum Map Embedded Assignments"

<https://usm.maine.edu/assessment/assessment-resources>

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

We review aggregate performance through faculty discussion of individual students' progress annually, we track competency feedback through bi-annual surveys of students and of alumni, we conduct annual discussions with external partners who comprise our MPH Advisory Committee and we are launching an employer survey this year.

(See D.1.b. above.)

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

We developed class year-end learning objective review, student and alumni survey processes two years ago, external partner review of program competencies 3.5 years ago, and faculty review of individual students progress 2.5 years ago.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

We operate as a faculty of the whole and spend a full monthly faculty meeting (or schedule a separate meeting) for student competency progress review annually. We also hold annual faculty retreats each winter to review feedback, progress, and needed revisions, and curricular adjustments.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

- *We have developed more course team exercises, added greater emphasis on communication skills and added segments on budgeting and program management.*
- *Faculty have participated in CTEL Community of Practice*
- *Faculty have participated in "Flipped Classroom" training*
- *Employer survey is in development*
- *Prerequisites added for one course*
- *Competencies streamlined*
- *Adopted standardized course template*
- *Moving to standardized template for Blackboard*

- c. *Date of most recent program review/self-study?*

Completed Feb 2016

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

We have instituted annual individual student progress review.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate what community engagement activities are included in your program's curriculum, and whether 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)	___	O
Student-Faculty Community Research Project	___	O
Internship, or a Field Experience	___	R
Independent Study (community-related project)	___	O
Capstone Course (community-related project)	___	R
Service-Learning (course-based)	___	O
Study Abroad, or an International Program	___	O
Interdisciplinary Collaborative Project (community related)	___	O
Student Leadership Activities (related to a team project)	___	R
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	O
Other Activities (not mentioned above): We purchase professional association membership for interested students.		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses:

Mid-level courses: Field Experience

Upper-level courses: