

Assessment of Student Learning Plan (ASLP): Public Health

2017-18 Academic Year

University of Southern Maine

A. College, Department, Date

College **CMHS**
Department **Muskie School**
Date **April 6, 2018**

B. Contact Person for the Assessment Plan

Name and title: **Brenda Joly, Chair**

C. Degree Program

Name of Degree Program **Graduate Program in Public Health**

D. Assessment of Student Learning: Program Assessment

Our Council on Education for Public Health (CEPH) accreditation report is posted on the MPH webpages at: <https://usm.maine.edu/sites/default/files/public-health/CEPH-FINAL-REPORT.pdf>

Accreditation report URL above contains details on all of the questions below.

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

- a. Do you have your student learning outcomes published on your department's website? Yes/No
 - i. If yes, please indicate the url: _____
 - 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).

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

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.
- 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).

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

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).
- b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?
- c. Date of most recent program review/self-study?

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.

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 if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

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

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

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

Reminder: Please complete and submit this form by May 31, 2018.