

Assessment of Student Learning Plan (ASLP): Public Health

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College College of Management and Human Services
Department Public Health
Date 5/31/2019

B. Contact Person for the Assessment Plan

Name and title: Erika Ziller, Chair and Assistant Professor of Public Health

C. Degree Program

Name of Degree Program: Master of Public Health (MPH)

D. Assessment of Student Learning: Program Assessment

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

a. *Are your student learning outcomes published on your department's website?*

YES

• *If yes, please provide the url:*

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

- b. *Please identify **which of your student learning outcome(s) were assessed this past academic year.***

We assess each of the competencies every year as required by our accreditors, the Council on Education for Public Health (CEPH).

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

- Curriculum map is attached as document: *MPHCompCrosswalk*

Step 2: Assessment Methods Selected and Implemented

- a. *Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.*

In the MPH degree program, every course syllabus includes a table of the 22 required program competencies and indicates which of those are assessed in the course. All individual course learning objectives are tied to the competencies, and specific approaches for individually assessing achievement are included (i.e., which assignment is linked to that learning objective/competency and how it will be evaluated).

In addition to individual assessment via assignments, our program uses two additional assessment strategies: student self-assessment and annual all-faculty assessment.

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

- **Student Self-Assessment:** At the end of every course, students are asked to assess their own achievement of course objectives through the online student evaluation forms. Every faculty member includes up to five learning objectives (the limit allowed by Blueera) as optional questions in the student evaluations with a Likert scale response. For example: “As a result of taking this course, I am able to describe the determinants of

health.” (Response options: Strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree). Our program goal is to achieve at least 80% strongly/somewhat agree on each objective.

- **Annual Faculty Assessment:** Once per year, in the Spring semester, the MPH faculty meets to conduct individual assessments of each student for each of the broad competency domains. We collectively discuss each student’s progress towards the degree and rate her/him by consensus on a 3-point scale for each competency domain (1 = meets; 2 = partially meets/minor concerns); 3 = does not meet/major concerns).

Step 3: Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit’s process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).*

- **Student Self-Assessment:** Individual instructors monitor the students’ self-assessments as part of the course evaluation process every semester.
- **Annual Faculty Assessment:** We meet collectively once per year as described in Step 2.b.

b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

- **Student Self-Assessment:** Each individual instructor identifies objectives where students do not strongly agree that they’ve achieved the outcome and adjusts course structure, processes, and assignments as necessary to improve instruction and application for that objective.
- **Annual Faculty Assessment:** The department Chair compiles assessment ratings for each student based on the consensus of the faculty and shares with individual academic advisors. Advisors meet with advisees to share any concerns and identify program and external resources and opportunities to address these concerns (for example, a student not

meeting the communication competencies may be referred to the Learning Commons for writing support).

- c. *Date of most recent program review/self-study?* Last self-study for CEPH accreditation was 2016; next self-study will be completed in 2021.

E. **Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

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.*

Every student must complete both a 180 hour Field Experience and a final Capstone project. For each of these courses, students must identify which of the 22 MPH competencies and/or competency domains they will apply to their placement/project. The outcomes vary by placement and project but students must show that they will demonstrate achievement across multiple competency domains. The Capstone, in particular, is expected to be an integrative and culminating learning experience.

- 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)	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)	R
Study Abroad, or an International Program	O (limited)
Interdisciplinary Collaborative Project (community related)	R
Student Leadership Activities (related to a team project)	R
Students/Faculty Community Leadership	O

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

- MPH 650, Applied Research and Evaluation: Students divide into teams and provide public health evaluation consultation to a community partner organization in need of evaluation services.
- MPH 660, Health Policy: Students participate in simulated legislative hearing to apply public health advocacy skills. 5-9 current and former Maine senators and representatives participate each year.
- MPH 680, Health Literacy: Students divide into teams and conduct a detailed literacy assessment of a community organization's health marketing materials, physical space, or website.
- MPH 698, Field Experience: Students complete a 180 hour internship with an external health or public health organization where a specific project, product and outcomes are defined in advance and reflect MPH competencies.
- MPH 699, Capstone: Students complete an applied project that demonstrates mastery of a variety of MPH competencies. The majority of these projects are community-engaged, although some may include student-faculty or student-led research projects.

MPH Core Courses and Program Competencies Crosswalk

Required Competencies for MPH	Course Where Competency is Applied & Assessed											
	American Health Sys	Epidemiology	Biostatistics	Environmental Health	Soc & Behavior Health	Applied Res. And Eval.	Health Policy	Health Program Planning	Health Literacy	Field Experience	Capstone	TOTAL
Evidence-based Approaches to Public Health												
1. Apply epidemiological methods to the breadth of settings and situations in public health practice		X		X								2
2. Select quantitative and qualitative data collection methods appropriate for a given public health context		X		X		X		X				4
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate		X		X								2
4. Interpret results of data analysis for public health research, policy or practice		X		X		X	X	X				5
Public Health & Health Care Systems												
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	X											1
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	X	X		X			X		X			5
Planning & Management to Promote Health												
7. Assess population needs, assets and capacities that affect communities' health		X		X	X			X				4
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs		X		X	X			X	X			5
9. Design a population-based policy, program, project or intervention		X									X	2
10. Explain basic principles and tools of budget and resource management								X				1
11. Select methods to evaluate public health programs						X						1
Policy in Public Health												
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence				X			X					2
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes							X	X				2
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		X		X	X		X		X			5
15. Evaluate policies for their impact on public health and health equity				X			X					2

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	American Health Sys	Epidemiology	Biostatistics	Environmental Health	Soc & Behavior Health	Applied Res. And Eval.	Health Policy	Health Program Planning	Health Literacy	Field Experience	Capstone	TOTAL
Leadership												
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making							X	X				2
17. Apply negotiation and mediation skills to address organizational or community challenges								X				1
Communication												
18. Select communication strategies for different audiences and sectors						X	X	X	X			4
19. Communicate audience-appropriate public health content, both in writing and through oral presentation				X	X		X	X				4
20. Describe the importance of cultural competence in communicating public health content				X			X	X				3
Interprofessional Practice												
21. Perform effectively on interprofessional teams								X	X			2
Systems Thinking												
22. Apply systems thinking tools to a public health issue	X						X	X				3