

## Program Level Assessment: Annual Report

Program Name (no acronyms)	Master of Public Health (MPH)	Department:	Behavioral Sciences & Health Education and Epidemiology & Biostatistics (offering concentrations in Behavioral Health & Health Education; Biosecurity & Disaster Preparedness; Biostatistics; Epidemiology; Global Health; Maternal & Child Health
Degree or Certificate Level:		College/School	College for Public Health and Social Justice
Date (Month/Year)	June 2022	Assessment Contact	ten Jen Chang, PhD MPH Program Director and Professor of Epidemiology

In what year was the data upon which this report is based collected? A-~~2022~~

In what year was the program's assessment plan most recently reviewed/

MPH Program Learning Outcomes



## 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online b) at the Madrid campus or c) at any other off-campus location.

Consistent with prior years, we used both direct and indirect measures for the MPH program assessment. The direct measures include data from our integrated learning experience capstone PUBH 5960 course, internship preceptor evaluation from the practice experience PUBH 5910 course and public health certification exam scores. The data for the indirect measure is based on the annual MPH graduates exit survey.

### DIRECT Measures:

1. Integrated learning experience capstone PUBH 5960 course. Data were abstracted from the capstone course final assignment from all course sections: 1. Epidemiology (EPI) & Biostatistics (BST) concentrations, 2. Behavioral Science (BSHE), Global Health (GLOH), Maternal Child Health (MCH), Public Health Practice (PHP) concentrations, and 3 online section for

What process was used to evaluate the artifacts of student learning and by whom? Please identify the tools(s) (e.g. a rubric) used in the process and include them in/with this report document (please do not just refer to the assessment plan).

DIRECT Measures

1. Integrated learning

2. Internship Preceptor Evaluations from the Applied Practice Experience PUBH 5910 course Forty-two preceptor

program assessment because those surveys are not conducted annually.

Regarding the CPH exam, *Policy in Public Health and Law and Ethics* has some of our lowest scoring domains based on data in the past two years (Appendix C). Despite previous attempts to revise and increase this content in the required CPH exam preparatory course as part of the MPH curriculum, it seems to be a continuing trend. The MPH Steering Committee is planning to enact a curriculum subgroup to review course syllabi for quality, consistency of content between sections, and overall course content. We hope this will bring to light areas where further revisions can be made to support our students' success. In addition, an MPH curriculum innovation task force consisting of college faculty and staff is charged with the responsibilities of strengthening our MPH curriculum common core to address some deficiency identified in student test scores and surveys that are related to the competencies in the Policy in Public Health domain.

It is of concern that the CPH exam passing rate has declined significantly in the past two years, partially due to the disruption in learning brought by the pandemic and the waiver of passing the CPH exam to graduate. For our 2023 MPH graduating cohort, passing the CPH exam will be required for graduation. We expect the CPH exam pass rate to increase in 2023 to our previous rate of over 90%.

The difference in the competency proficiency levels is Policy in Public Health, Interprofessional Practice, and System

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contents and instructions in all sections of the integrated learning capstone course are all MPH concentrations to address the mixed findings observed in the MPH program assessment in the past two years.

If no changes are being made, please explain why.

NA

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Last year, as part of the self-study for CEPH accreditation, the MPH program standards, syllabi, assignments, and course contents covered in the multiple sections of PUBH 5010: Mission Practice of Global Public Health and PUBH 5050: Health Care Across the Lifespan. Both courses build skills and competency in the Public Health & Health Care Systems domain. This change ensures that all our students receive high quality instruction and an opportunity to enhance their knowledge and skills in this domain.

B. How has this change been assessed?

We have not assessed the outcome of this change as it pertains to the Public Health & Health Care System competency domain not addressed in this MPH Program assessment.

C. What were the findings of the assessment?

NA

D. How do you plan to (continue to) use this information moving forward?

NA

**IMPORTANT:** Please submit any assessment tools, artifact prompts, rubrics with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a standalone document.

Appendix A;  
 Assessment Rubric for MPH Capstones (Epidemiology/Biostatistics , SP22, n=2)

Learning Outcome(LO)	LO Assessed by this Capstone (Yes/No)	Capstone Demonstrates Achievement of Competency (Ambient Air & Hospital Visits ...)	Capstone Demonstrates Achievement of Competency (COVID19 & Pediatric Mortality Index Performance...)	Overall
1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	N/A			Capstone projects were not designed to cover and assess the selected learning outcomes for this year's assessment.*
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	N/A			
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations	N/A			

1. MPH 3: Analyze quantitative and qualitative data using biostatistics,



Appendix A;  
Assessment Rubric for MPH Capstones (BSHE, GLOH, HMP, MCH, PFP, SP22, n=4)

Learning Outcome(LO)	LO Assessed by this Capstone (Yes/No)	Capstone Demonstrates Achievement of Competency (Health Equity in STL.)	Capstone Demonstrates Achievement of Competency (Community Health Worker Training Eval.)	Capstone Demonstrates Achievement of Competency (STL Foodbank WICSupport Initiative...)	Capstone Demonstrates Achievement of Competency (Menstrual Hygiene Management...)	Overall
<b>Policy in Public Health</b>						
1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	No	Yes	No	No	No	This competency is largely not addressed
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	Yes	Yes	No	Yes	Yes	This competency is mostly addressed
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations	No	Yes	No	No	Yes	This competency is largely not addressed
4. Evaluate policies for their impact on public health and health equity	Mixed	Yes	No	No	No	This competency is largely not addressed
<b>Interprofessional Practice</b>						

						on the scope and nature of the student project.
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Appendix A;  
 Assessment Rubric for MPH Capstones (Biosecurity & Disaster Preparedness, SP 22, n=2)

Learning Outcome(LO)	LO Assessed by this Capstone (Yes/No)	Capstone Demonstrates Achievement of Competency (Traumatic Brain Injury)	Capstone Demonstrates Achievement of Competency (Haiti's Earthquake Vulnerability)	Overall
Policy in Public Health				
1. Discuss multiple dimensions of the policymaking process, including the roles of ethics and evidence	No	N/A	N/A	This competency does not apply to the nature of the two sampled projects
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	No	No	Yes	This competency is addressed in one of the sampled projects.

1. Apply systems thinking tools to a public health issue	No	Yes	Yes	This competency is demonstrated in the sampled student projects.
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Appendix B. Descriptive Analysis Results of Internship Preceptor Evaluations of MPHs' Selected Competencies (n=42, Summer 2021 & Spring 2022)

Note:

MPH 12. Discuss multiple dimensions of the policymaking process, including the roles of ethics and evidence (Policy in Public Health)

MPH 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (Policy in Public Health)

MPH 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations (Policy in Public Health)

MPH 15. Evaluate policies for their impact on public health and health equity (Policy in Public Health)

MPH 21. Perform effectively in interprofessional teams (Interprofessional Practice)

MPH 22. Apply systems thinking tools to a public health issue (System Thinking)

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Somewhat Proficient	10	20.4	5	14.7
Proficient	12	24.5	6	17.6
Above Average Proficiency	14	28.6	12	35.3

Evaluate policies for their impact on public health and health equity

Not at all Proficient	3	6.1	0	0.0
Somewhat Proficient	8	16.3	4	11.8
Proficient	11	22.4	5	14.7
Above Average Proficiency	17	34.7	13	38.2
Very Proficient	10	20.4	12	35.3

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Not at all Proficient	1	2.0	0	0.0
Somewhat Proficient	6	12.2	0	0.0
Proficient	11	22.4	10	29.4
Above Average Proficiency	17	34.7	11	32.4
Very Proficient	14	28.6	13	38.2

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