

Academic Program:	Master of Public Health (MPH)	Date:	11/20/2022
Author(s):	Olabode Ayodele		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu .			___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes <input checked="" type="checkbox"/> No ___ Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Graduate Learning: Outcomes-(G 2, 4, & 5). Program Goal: Analyze and Interpret data for public health research, policy, or practice. Program Student Learning Outcomes: i. Describe different perspectives (societal, religious, ethical, cultural, etc.) as they pertain to current issues in health policy.	AHS 655	Students selected three current health policy issues of their choices, and wrote a two-page statement of support or opposition of the selected policy issues.	Assignment was graded using the rubric developed by the instructor.	80% of the students will achieve a grade of B or higher.	100% of the students completed the assignment with a grade of B or better.	The current cohort score relatively higher on this assignment, compared to previous cohort. However, this was not significant.



<p>ii. Identify and describe policy issues in diverse populations</p>						
<p>Graduate Learning Outcomes-(G 2, 4 & 5).</p> <p>Program Goal: Develop, implement, monitor, evaluate and improve public health programs, policies and interventions</p> <p>Program Student Learning Outcome(s):</p> <p>Develop an evaluation plan.</p>	<p>AHS 628</p>	<p>Students selected an existing health promotion program and developed a report as if he or she was responsible for conducting an evaluation of this program. The evaluation plan included 1) establishing a realistic scope of evaluation efforts; 2) developing appropriate research questions based on program objectives; 3) selecting/developing valid and reliable instruments; 4) using appropriate data collection methods, 5) selecting appropriate statistical methods to analyze evaluation data; 6) discussing appropriate dissemination methods for program target population and for profession.</p>	<p>Assignment was graded using the rubric developed by the instructor.</p>	<p>Eighty percent (80%) of the students will achieve a grade of B or higher.</p>	<p>7 out of 8 (87.5%) of the students completed the assignment with a grade of B or better. The metric was met.</p>	<p>N/A</p>

<p>Graduate Learning Outcomes-(G 2, 4 & 5).</p> <p>Program Goal: Apply epidemiological methods to the breadth of settings and situations in public health practice.</p> <p>Program Student Learning Outcomes:</p> <p>I. Draw appropriate inferences from epidemiologic data. II. Evaluate the strength and limitations of epidemiologic reports.</p>	<p>AHS 612</p>	<p>Epidemiology Literature Critique Assignment- Students critically evaluated a peer-reviewed journal article.</p>	<p>Average score based on the grading rubric.</p>	<p>Eighty percent (80%) of the students will achieve a grade of B or higher.</p>	<p>All seven (100%) students enrolled in the class met the metric. The score ranged from 21 to 24, out of 25 possible points.</p>	<p>New outcome measure.</p>
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Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

<p>Describe current student success activities that are working well.</p>	<p>Our faculty continued involvement with students learning. Program director and faculty meet regularly with students to appraise their progress and provide necessary support and resources needed. These meetings have helped us to review our program and implement some changes.</p>
<p>Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?</p>	<p>We will continue to build on strategies that significantly helped us to improve on our enrollment, compared to previous years. Further, we will like to improve on our curriculum as opportunities arise. We have achieved a perfect average time to completion since we started the MPH Program (previously MS Health Sciences), and retention has been very good. Our goal in the coming year is to maintain this trend.</p>

If you don’t have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.



Continuous Quality Improvement

<p>Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p>Our assessment data showed improvements, and in some cases, areas to be improved on. We will continue to focus on identifying areas of challenge, and develop strategies to help students succeed. In addition, the program will continue to provide opportunities to develop our students into professionals that engage in evidence-based public health.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<ol style="list-style-type: none"> 1. Continue to support and provide resources that will help our students secure appropriate internship sites, and engage in noteworthy culminating projects. 2. Increase the rigor of competency skill attainment.
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Last year, the focus was to develop a new 3-year assessment plan and a curriculum map but was not accomplished. The focus will be to get this completed this year. Further, we will develop strategies to increase student’s engagement and improve our program support system.</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>The assessment data was collected by course instructors, and submitted to the program director who developed this report. This information will be shared at our faculty and program meetings for feedback and suggestions for improvement.</p>

Updated July 2022



Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: MPH Public Health Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Alignment to CGPD Graduate Student Learning Outcomes is noted, providing assurance of graduate-level learning expectations.	<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Exemplary
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Rubrics are used to provide direct alignment to the LOs in question.	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	Consider if adding points of assessment will provide useful evidence to better understand student LO mastery. These can be culminating assignments in the program, indirect measures such as student self-assessment of learning or alumni feedback surveys, etc. The plan is good as it stands – this just may provide richer insight to verify current findings based on limited measures.	Mature

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Mature</p>
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>Plans are good, but provided information gives little insight into the connection between plans and assessment findings. This can be the case when students are succeeding as a whole. Just provide clear articulation as to why plans are intended to support ongoing strong performance (e.g. – “increase rigor of competency skills attainment.” Is this based on data you have, an understanding that students are exceeding current expectations, etc.?)</p> <p>It is noted that improvement is occurring, but prior data is not clearly provided.</p> <p>A new plan and curriculum map are in the works – let me know if I can be of assistance in helping facilitate this. I’m happy to come to a faculty meeting if that would be of use to you.</p>	<p>Developing</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.