



Program Assessment Report (PAR)

Public Health (PUBH) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

Learning outcomes are tied to our accreditation with the Council on Education for Public Health (CEPH), an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs outside schools of public health. The MPH program received reaccreditation on March 13, 2020 extending until July 1, 2027. Annual reports are required to maintain accreditation. All MPH graduates must be able to

- integrate a minimum of 5 of 27 public health competencies (See Appendix A) within a high quality written product (capstone project); a minimum of 3 must be Foundational competencies.
- identify achievement of CEPH's 22 public health competencies (within 6 domains) and the student's 5 concentration-specific competencies.
- gain or advance employment within a public health discipline.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Competencies Assessment of learning outcomes are tied to CEPH's 22 competencies and the MPH program's concentration-specific competencies. These competencies are assigned to specific required core and concentration courses (as noted in Appendix A). CEPH requires that the program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., preceptors) validate the student's ability to perform the competency (see Appendix A). Capstone project

- All students complete a Capstone project during the second half of their MPH program.
- Students select a Capstone option that meets the student's professional goals
- A WSU MPH faculty mentors, guides, and assesses the Capstone project.
- Students synthesize a minimum of 5 MPH competencies to produce a high-quality written product and present a poster.
- The student produces a professional presentation of the Capstone to MPH faculty.

B. Scoring of Student Work

Capstone project There are three options for the Capstone Research, Independent, and Course. The Research and Independent Capstones are Pass/Fail. Students complete a well-written 5-page paper and professionally present their work to MPH faculty. The Capstone Chair for an Independent or Research Capstone project completes an assessment form for each project they chair. It uses a Lickert Scale of 0 to 3 (Poor to Excellent); students cannot have any “0”s in order to pass. The Capstone Committee and Capstone Director must sign the form. For the Capstone Course project option, the student must pass the course with a B or higher and professionally present their work to MPH faculty.

C. Indirect Assessment

Student Graduation Survey Qualitative summative data is collected each semester through an online survey in Qualtrics, which asks graduation students their perceptions of achieving the 22 MPH competencies (e.g. How would you rate your overall achievement of the program's competencies? [Very Successful to Unsuccessful]). Data is collected by our MPH program coordinator and analyzed by the MPH program coordinator or a quantitative faculty. Data is reviewed by the MPH program director and department chair and shared with program faculty during the department’s annual strategic planning retreat. Alumni Survey Qualitative summary data is collected annually through an online survey in Qualtrics, which asks alumni how confident alumni are in their ability to apply the 22 Foundational competencies in their post-graduation placements. The alumni survey also asks if they are employed or in a related degree program. CEPH expects programs to achieve an 80% placement rate 12 months after graduation. Placement includes 1) employed, 2) continuing education/training, and 3) not seeking employment by choice. Data is collected by our MPH program coordinator and analyzed by the MPH program coordinator or a quantitative faculty. Data is reviewed by the MPH program director and department chair and shared with program faculty during the department’s annual strategic planning retreat. The program also uses LinkedIn and Facebook to determine where graduates are working. The MPH program coordinator updates the program’s database regularly as new updates are received.

III. ASSESSMENT RESULTS/INFORMATION:

[AssessmentResult]

Competency Achievement: Student Graduation Survey: For AY2020-2021, the MPH program had nine (9) graduates. Seven (7) completed the Student Graduation Survey (78% response) via Qualtrics. See Appendix B for results. Alumni Survey:

The 2020 Alumni Survey was emailed via Qualtrics in December 2020, with follow up emails done in January and February 2021. The survey was directed to graduates within the last five years, with 53 alumni of the 104 valid emails sent completing the survey (51% response). Forty-three (43) graduates (N = 53, 81%) completed the question: In your post-graduation placements (e.g., school, work), how confident are you in your ability to apply the following competencies? Most graduates felt either Somewhat Confident or Very Confident in their ability to apply the competencies. See Appendix C for results. Capstone Assessment: Ten (10) Capstones were successfully completed in AY2020-2021. There were three (3) Independent Capstone projects (mean score of 2.68 out of 3) and one (1) Research Capstone project (mean score of 2.23 out of 3). Six (6) students took the Capstone Course option; five (5) completed all requirements (one student has yet to present their Capstone project, requirement to graduate). All students passed their Capstone Course with a grade of B or higher. Employment Outcomes: Alumni Survey: Thirty-six (36) graduates updated us on their employment status on the 2020 Alumni Survey. Faculty and staff use LinkedIn and emails to capture employment for graduates. The MPH program reported 95% employment/continued education outcomes on its 2021 annual CEPH report for AY2020-2021 (exceeding the 80% needed).

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

The program's plan to improve student learning has included reviewing the required core courses and discussing where the competencies fit best. Data is collected each semester and annually. An annual faculty retreat held in August 2021 allowed faculty to reflect on data collected and share ideas on creating a more robust program, as well as improving student learning outcomes and employment opportunities. Conversations have begun with WSU RSCOB regarding leadership competencies to create a new collaborative course on leadership and ethics in public health. Each month faculty discuss hybrid and online classroom teaching best practices at the monthly department meetings.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.