

Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Public Health (Interdepartmental)

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Master of Public Health

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>October 22, 2004</u>
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Carol Ann Holcomb
Department Head's Signature

October 28, 2004
Date

N/A
College Dean's Signature
(Required for Undergraduate Programs)

N/A
Date

[Signature]
Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

6/24/05
Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

Department: Masters of Public Health

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: _____

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: June, 2005

Decision (check one):

Revision Needed (*see first feedback section below*)

Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

I have reviewed the revision to the assessment plan for the Master of Public Health. Some improvement has been made. However, I still do not see how the "Integration" SLO is being adequately addressed by measuring completion of theses/reports as a direct assessment. I suppose it is implicit that if a student does a thesis, he/she will be required to integrate knowledge. But unless there is a high failure rate for theses currently (which is unlikely), I'm not sure how the department plans to show a trend for improvement? All they can say -- very conservatively at that -- is that, over time, there was not a "decrease" in the percentage of students successfully completing theses/reports.

Otherwise, I think it looks o.k.

**Master of Public Health
(Interdepartmental Program)
Assessment of Student Learning Plan
Kansas State University**

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, Date

Colleges: Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine
Departments: Animal Sciences and Industry, Kinesiology, Human Nutrition, and
Diagnostic Medicine/Pathobiology
Date: October 25, 2004

B. Contact Person for the Assessment Plan

Carol Ann Holcomb, PhD, CHES
Professor and Director of the MPH Program

C. Degree Program

Master of Public Health (MPH)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

The Master of Public Health (MPH) degree at Kansas State University is a campus wide, interdepartmental program requiring a core of courses in general public health, an area of emphasis, and a culminating experience. The four approved areas of emphasis are 1) food safety, 2) infectious diseases and zoonoses, 3) nutrition, and 4) physical activity. A student with the appropriate background may elect a combined area of emphasis in nutrition and physical activity.

Students seeking an MPH degree will be able to:

1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety, i.e. biostatistics, epidemiology, environmental health, public health administration, and the social/behavioral aspects of public health.

2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.

3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.

4. Diversity: Affirm the worth and personal dignity of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.

5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.

(Special rationale for selecting these learning outcomes—optional): If applicable, provide a brief rationale for the learning outcomes that were selected.

Learning outcomes 1 and 3 were selected because these are unique and specific to the MPH degree compared to other master's level degrees offered at Kansas State University. Student learning outcome number 2 will be assessed by the department responsible for the area of emphasis in which the student is enrolled and the MPH Program will only be indirectly involved. During the first three years of the assessment plan, the MPH Coordinating Committee will be developing and pilot testing a measure or tool for assessing SLO numbers 4 and 5.

Relationship to the University-wide Graduate Student Learning Outcomes:

MPH Program Student Learning Outcomes	University-wide Graduate Student Learning Outcomes			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	X		X	
2. Skills: Demonstrate acquisition of skills and experiences in the application of knowledge from an area of emphasis to the solution of regional, national, and international public health problems.	X	X		
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	X	X	X	
4. Diversity: Affirm the worth and personal dignity of everyone regardless of individual differences and contribute to a climate of civility, community, trust, and reasoned discussion on campus and in public health delivery settings.	X	X	X	
5. Professional development: Recognize the value of intellectual curiosity and the need for lifelong learning in order to keep abreast of changes in the fields of public health, biosafety, and security.			X	

Student learning outcomes that are shaded have been selected for assessment in the three year plan from 2004 to 2007.

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

MPH Program Student Learning Outcomes	Measures used in the assessment of SLO	Direct measure	Indirect measure	Who will be assessed
1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	Core Competencies for Public Health Professionals Domain #6 from the Council on Linkages between Academia and Public Health Practice, 2004. (See attached list)	Two to three competencies in each of the five core courses will be evaluated by the faculty on the final exams for each course.	Exit Interview with the program director and completion of a self assessment scale.	All MPH students
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.	Completion of a thesis (dept-based 899), report (dept-based 898) and/or field experience in public health (dept-based 850)	Each student's supervisory committee will evaluate the scholarly products developed by the student.	75% of the MPH students will present work (oral or poster) at a regional or national meeting	All MPH students

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

MPH Program Student Learning Outcomes	Year 1 (2004-2005)	Year 2 (2005-2006)	Year 3 (2006-2007)	Discussion group(s)
1. Knowledge: Describe and discuss the five core areas of knowledge that are basic to public health and biosafety.	X	X	X	Course instructors, students, and members of the MPH Coordinating Committee
3. Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.		X	X	Major advisor and masters thesis or report supervisory committee OR field experience faculty mentor and agency preceptor

4. What is your program's process for using assessment results to improve student learning?

Assessment data for Student Learning Outcome No. 1: Knowledge of public health core areas

- Each faculty member in the core courses taught at KSU will identify two to three of the core public health competencies specified in the 2004 document approved by the Council on Linkages Between Academia and Public Health Practice and evaluate these via a written examination at the end of each course. A summary report of each year's assessment data will be discussed with members of the MPH Coordinating Committee at the end of each academic year.
- Develop and administer a self-assessment scale for feedback from students on their learning experiences in the core courses

Assessment data for Student Learning Outcome No. 3: Integration of knowledge and skills

- Develop and distribute an annual progress report to be completed by the student and the major advisor and/or supervisory committee to evaluate the student's academic preparation, progress, and quality of the scholarly work produced. The model to be used for this assessment is from Michigan State University (see attached form).
- Document the dissemination of the student's scholarly work through presentations at professional meetings, workshops, seminars, or the production and use of program materials for use in public health agencies
- Review the student and agency mentor comments from the final report for students who complete the field experience

Domain #6: Basic Public Health Sciences Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
1. Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions	Knowledgeable	Proficient	Proficient
2. Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services	Knowledgeable	Proficient	Proficient
3. Understands the historical development, structure, and interaction of public health and health care systems	Aware	Knowledgeable	Proficient
4. Identifies and applies basic research methods used in public health	Aware	Proficient	Proficient
5. Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries	Knowledgeable	Proficient	Proficient
6. Identifies and retrieves current relevant scientific evidence	Knowledgeable	Proficient	Proficient
7. Identifies the limitations of research and the importance of observations and interrelationships	Knowledgeable	Proficient	Proficient
Attitudes			
1. Develops a lifelong commitment to rigorous critical thinking	Knowledgeable to Proficient	Proficient	Proficient