Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Public Health (MPH) Program	**Department:** Behavioral Sciences & Health Equity and Epidemiology & Biostatistics (offering concentrations in Behavioral Health & Health Equity; 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:** Jen Jen Chang, PhD, MPH Program Director and Professor of Epidemiology

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

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by? a (Please list the p in this annual assessment cycle st numbers, e.g., Outcomes 1 and 2.)

For CEPH accreditation, MPH students must demonstrate 22 competencies grouped into 8 domains in their MPH training, regardless of concentration. In 2022-2023, our MPH program went through CEPH Accredita competencies.

Policy in Public Health
FC 12. Discuss multiple dimensions of the policy making process, including the roles of ethics and evidence
FC 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
FC 14. Advocate for political, social, economic policies and programs that will improve health in diverse populations
FC 15. Evaluate policies for their impact on public health and health equity

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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

competencies (learning outcomes) rather than all CEPH competencies to integrate with a few concentration competencies in their capstone projects.

2. <u>Internship preceptor evaluations from the practice experience PUBH 5910 course.</u> APE preceptor evaluations were analyzed in Excel to assess the outcome achieved by students in each of the twenty-two core competencies as determined by the student's preceptor. APE preceptor evaluations were collected from students who completed their internship during Summer 2022, Fall 2022, and Spring 2022. Each preceptor assessed student APE outcomes for each of the twenty-two competences using the following Likert scale:

64% in the competency of proposing strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes for moderate/average to significant /above average competencies. It is worth noting that 36% to 60% of the preceptors stated that they were able to access the Policy in Public health related competencies in the student internship projects.

3. <u>Certified in Public Health (CPH) exam.</u> Our 2023 MPH May/August graduates had a 73% passing rate on the CPH exam. This passing rate is lower than that from 2021 and 2022 (83% and 82% respectively). As previously mentioned, passing the CPH exam for the May/August MPH graduates was not required for graduation for our 2023 MPH graduate cohorts. Given the residual impacts of COVID-19 pandemic and the additional stressors placed on students over the past two years, the MPH Steering Committee decided to waive the requirement to pass the exam for graduation. Before the pandemic, our CPH exam passing rate was consistently greater than 90%, which exceeded the national passing rate for the CPH exam. Data from the CPH exam for our May/August 2023 MPH cohort shows the following results pertaining to the selected competencies. The average institutional score in the Policy in Public Health domain was slightly lower this year (60 out of 17) compared to the average score for the domain in 2021 (71). There seems to be a declining trend in the institutional score in the policy in public health domain since 2021 based on the CPH exam data. However, due to the relatively small sample sizes, it is not clear if the observed differences in the CPH exam average test score trend in the policy in public health domain are real.

B. How has this change/have these changes been assessed?

> We have not assessed the outcome of this change the revision in the MPH curriculum was just approved by GAAC in November 2023

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 (e.g., 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 stand-alone document.

Appendix A;
Assessment Rubric for MPH Capstones (Biosecurity & Disaster Preparedness, SP23, n=3)

Learning Outcomes (LO)	LO Assessed by this Capstone (Yes/No)	Capstone Demonstrates Achievement of Competency (Closed Points of Dispensing staffing)	Capstone Demonstrates Achievement of Competency (Managing Surplus COVID-19 Sanitizers)	Capstone Demonstrates Achievement of Competency (Combating Mosquito-borne Diseases During Hurricane Season)	Overall
Policy in Public Health					
1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	No	No	Yes	Somewhat	This competency is addressed to some extend in two of the three sampled BSDP projects.
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	No	Yes	Yes	Yes	This competency is addressed al three of the sampled BSDP projects.
3. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.	No	Yes	Yes	Yes	

Appendix A;
Assessment Rubric for MPH Capstones (BSHE, GLOH, HMP, MCH, PFP, SP23, n=3)

Learning Outcomes (LO)	LO Assessed by this Capstone (Yes/No)	Capstone Demonstrates Achievement of Competency (Medically-tailored meal programs for chronic conditions	Capstone Demonstrates Achievement of Competency (Myths Behind Restraint and Seclusion)	Capstone Demonstrates Achievement of Competency (the Potential of Self-Driving Shuttles	Overall
1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	No	Yes	Yes	No	This competency is largely addressed.

2. Propose strategies to identify stakeholders and build coalitions

Appendix A;
Assessment Rubric for MPH Capstones (Epidemiology/Biostatistics, SP23, n=3)

Learning Outcomes (LO)	LO Assessed by this Capstone (Yes/No)	Capstone Demonstrates Achievement of Competency (Stressful Life Events and Preterm Birth)	Capstone Demonstrates Achievement of Competency (Impact of COVID-19 on Attainment of Critical-level Care)	Capstone Demonstrates Achievement of Competency (Financial Access Moderating the Relationship between Divorce and Physical Health)	Overall
of the policy-making process, including the roles of ethics and evidence.	No	No	No	No	For the most part, the sample EPI&BST projects lack consideration on any of the competencies relating to the policy in public heal
		Yes	No	No	
3 Advocate for political, social, or economic policies and programs that will improve health in diverse populations.	No	No	No	No	
4 Evaluate policies for their impact on public health and health equity.	No	No	No	No	

									Total
POLICY IN PUBLIC HEALTH									
MPH 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	29%	22	9%	7	1%	1	60%	45	75
MPH 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	40%	30	24%	18	0%	0	36%	27	75
MPH 14. Advocate for political, social or economic policies and programs that									

Appendix C. Certified in Public Health (CPH) Exam Average Scores by Domain, 2019-2023

Table 1. CPH Exam Average Institutional Scores by Domain Area

Domain Area	Number of Domain Items	2023 Average Score	2022 Average Score	2021 Average Score*	2019 Average Score
Collaboration and Partnership	18	13.2	13.4	14.1	13.6
Communication	18	13.6	13.7	13.9	13.8
Evidence-Based Approaches to Public Health	18	12	12.6	12.6	13.7
Health Equity and Social Justice	17	11.4	11.8	12.4	12.6
Law and Ethics	17	11.5	11.8	11.9	12.5
Leadership	17	12	13.1	12.3	11.4
Policy in Public Health**	17	10.6	10.7	11.5	11.4
Program Management	18	12.9	13.5	13.2	14.5
Program Planning and Evaluation	18	12.5	13.1	13.8	14.0
Public Health Biology and Human Disease Risk	17	11.9	12.7	11.4	13.0

*MPH students did not take the CPH exam in 2020, so average institutional scores are not available.

**The domain in bold is the focus of this year's annual program

Appendix D. MPH Exit Survey 2023

MPH Exit Survey, Self-Assessment of Competencies on Policy in Public Health domain for Spring 2023 MPH Graduates compared with data from 2021 and 2022 MPH Graduates (n = 53, April 2023 evidence:

		n	%	n	%
Not at all Proficient	6.7	3	6.1	0	0
Somewhat Proficient	26.7	9	18.4	6	17.6
Proficient	31.1	15	30.6	7	20.6
Above Average Proficiency	20.0	11	22.4	14	41.2
Very Proficient	7	15.6	11	22.4	7	20.6

2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes:

		n	%	n	%
Not at all Proficient	2	4.4	2	4.1	
Somewhat Proficient	13	28.9	8	16.3 1	
Proficient	14	31.1	17		
Above Average Proficiency	6	13.3	11		
Very Proficient	10	22.2	11		

3. Advocate for political, social, or economic policies and programs that will improve health in diverse populations:

    Not at all Proficient
    Somewhat Proficient
    12 1 8   Proficie %
    9