

What do the program faculty expect all students to know, or be able to do, as a result of completing this program?

*Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*

#### Assessment Mapping

From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.

#### Assessment Methods

What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?

*Note: the majority should provide*

*evaluate the impact of assessment*

- *Methodological Approaches to Understanding Population Health*

- PUBH 5030: In quizzes 2 and 3 students

institutional average score

4 Interpret results of data analysis for public health research, policy or practice

- PUBH 5030 Methodological Approaches to Understanding Population Health
- PUBH 5040 Generating Evidence from Public Health Data
- PUBH 5070 Translating Evidence and Theory for Community Practice

- PUBH 5030 In the article critique presentations students will discuss the distinction between statistically significant and substantially meaningful results for research, policy and practice and to critically evaluate the quality of evidence from a published study. In the final exam students will identify characteristics of analytical studies

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challenges	<ul style="list-style-type: none"> <li>• PUBH 5960 Integrated Capstone</li> </ul>		
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**Category: Communication**

**18** Select communication strategies for different audiences and sectors

- PUBH5030 Methodological Approaches to Understanding Population Health;
- PUBH 5040 Generating Evidence from Public Health Data
- HCE 5020 Health Care Ethics
- PUBH 5960 Integrated Capstone
- PUBH 5030 In the article critique presentations students will be asked to discuss the potential for study findings to be applied in practice, and will communicate relevant messages from the study findings for specific audiences (scientific, practice, policy and community).
- PUBH 5040 Homework assignments and exam questions ask students to interpret the results of a statistical

20 Describe the importance of cultural competence in communicating public health content

- PUBH 5070 Translating Evidence and Theory for Community Practice
- HCE 5020 Public Health Ethics
- PUBH 5960 Integrated Capstone
- PUBH 5070 Description of how cultural competency will be addressed in the community assessment and intervention plan. Final presentation. Students will meet in small groups with community contacts to conduct walk-through assessments of organizations cultural competency strategies and create reports with strengths, weaknesses and specific recommendations and present

The 22 program learning outcomes are grouped into 7 categories by CEPH, our accrediting body. The MPH is a two-year degree program. Therefore, we anticipate assessing the outcomes associated with 2-3 categories per year such that our achievement of all the program learning outcomes is reviewed every 2-3 years.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Both the MPH Steering Committee comprised of faculty members from all concentrations in the degree program and a group of faculty convened by the Associate Dean for Academic & Faculty Affairs were involved in mapping specific courses to appropriate program learning outcomes. Then, groups of faculty members responsible for teaching specific courses identified the artifacts of student learning to be assessed in their courses for the mapped outcomes based on the guidance provided by CEPH. Finally, the draft syllabi for the courses including the artifacts of student learning were reviewed and approved by the MPH Steering Committee.

The PROCESS of assessment (how and by whom the data will be analyzed) will be fleshed out in the MPH Steering Committee durin