

## CASA Assessment Summary Report Fall 2010

### HEALTH SCIENCE

#### Assessment Reporting Spring 2009 – Spring 2010

<b>Degree Program:</b>	MPH	<b>Department:</b>	Health Science
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#### Student Learning Outcome (SLO):

**MPH SLO #7. Design, conduct, analyze, use, and share both qualitative and quantitative evaluation or research related to community health education and promotion.**

#### *Evidence for Need:*

**What evidence was used to identify this SLO as a candidate for improvement (e.g., describe the prior assessment activities and data that led to this decision)?**

This MPH SLO was adopted by the MPH core faculty in order to address advanced several health competencies identified and endorsed during our Council on Education for Public Health (CEPH) accreditation self-study in 2007. This SLO could be met as long as an MPH student fulfilled his or her culminating experience through either a thesis or project. Our CEPH accreditation site visit team made a recommendation to reduce faculty overload. In order to do this we changed our culminating experience options. We re-introduced the comprehensive exam as the required culminating experience for two year students and optional for those who elected to not do a thesis or project. Given this change in the culminating experience, most students would not be able to meet this particular MPH SLO.

A process evaluation of quantitative and qualitative data analysis skills was conducted in HS 296A - a experimental course during spring 2009. We assessed the basic SPSS skill level learned in HS 267 in order to make improvements in a new applied data course. Results revealed that students did have some of the basic SPSS skills but needed specific instruction in conceptualizing and managing variables in order to use SPSS files for actual statistical analysis and reporting. In addition, no students had experience in using a computer program for conducting a systematic analysis of qualitative data.

### *Action Taken:*

**What Changes to Curriculum or Pedagogy were taken to improve student learning related to this outcome (e.g., program changes, changes in pedagogy, process changes, resources requests, etc)?**

In order for all students to meet this SLO, a new course (HS 269) Applied Data Analysis is now required of all students not opting to do a thesis or project for their culminating experience. Process evaluation data obtained in the experimental course were used to strengthen teaching strategies in the new Applied Data Analysis (HS 269) offered for the first time in spring 2010. This course has the following learning objectives that help support students to meet MPH SLO #7: Upon successful completion of this course, the students will be able to:

1. Analyze primary or secondary data
2. Apply a range of analysis techniques.
3. Interpret results from collected data.
4. Develop recommendations based upon evaluation or research results.
5. Report results in a format appropriate to its intended purpose (for example, publishable manuscript, community-based agency report).
6. Develop skills in using a computer for qualitative data analysis.

This course builds on previous foundation courses introduced earlier in the MPH curriculum: Computational Public Health Statistics (HS 267) and Research Methods (HS 295). In neither of these courses do students actually collect data, analyze, and report data. But they do in HS 269.

### *Evidence for Impact*

**What is the evidence that the actions taken above impacted student learning for this outcome?**

Two measures will be used to assess the impact on student learning. The first is a self-assessment conducted during an exit survey administered to students just before they graduate – the assessment uses a retrospective pre-test design to assess their self-efficacy in performing quantitative and qualitative analysis skills (SLO #7). The second source of data will be an objective measure obtained from assessing whether there is improvement in the mean scores of the final examination for HS 269 – which also serves as one part of their comprehensive exam for fulfilling the culminating experience.

## CASA Assessment Summary

### Health Science MPH degree

#### Assessment

Assessments of students' experiences in the field, conducted during spring 2010, revealed that they were not translating what they learned in the classroom into professional settings. Unclear how the data was collected and if it was a direct or indirect assessment. Unclear how many faculty were involved.

Changes to address the deficiency were two new learning objectives added to the fieldwork sequence.

- HS291B MPH Fieldwork Practicum: LO2. Analyze the application of the ethical standards of the health education profession within a professional environment.
  - ✓ students will describe a situation or decision made (by staff) at their fieldwork site and, using The Code of Ethics for the Health Education Profession and The Principles of the Ethical Practice of Public Health, critically analyze the ethical implications of that situation or decision.
- HS291C – MPH Fieldwork Synthesis: LO3. Discuss the ethical responsibilities of practitioners in health education and promotion practice.
  - ✓ Expand the assignment in HS291B and to incorporate the discussion into their final fieldwork report.

#### Rubric/Closing the loop

Rubrics were developed to assess students' ability to identify and apply the appropriate sections of the Ethics Code to the selected issue, to critically analyze the situation or decision in light of those sections and a list of ethical checkpoints, to reflect on the personal and professional lessons that were learned, and to articulate the ways in which those lessons might inform their work as health education professionals.

No date was included as to when the assessment would take place.

No data was reported on the previous year's intervention - **MPH SLO #7** (*Design, conduct, analyze, use, and share both qualitative and quantitative evaluation or research related to community health education and promotion.*).