Mel and Enid Zuckerman College of Public Health

Douglas Taren, PhD
Associate Dean for Academic Affairs
Professor of Public Health

UA Assessment Showcase – 2011
Closing the Loop: Using Assessment to Improve Your Program
College of Public Health
Acknowledgements

Office of Student Services and Alumni Affairs

Education Committee

Faculty, Academic Professionals and Students
Purpose of Presentation

• Overview of College’s Assessment Activities
• Individual Student Assessments
• College-level Assessments
• Utilizing Information
Purpose of Presentation

- Accreditation Guidelines
- Historical steps in MEZCOPH’s Assessments
- Competencies
- Annual Progress Reports
- Overall academic outcomes
- Closing the loop
- Next Steps
Overview of Public Health

- Master of Public Health Degree (MPH)
  - Core and concentration courses
- Master of Science Degrees (MS)
- Doctor of Philosophy Degrees (PhD)
- Doctor of Public Health Degree (DrPH)
- Undergraduate Major in Public Health (BS)
Accreditation
Instructional Criteria

2.3 **Public Health Core Knowledge.** All professional degree students must demonstrate an understanding of the public health core knowledge.

**Interpretation.** The core areas of public health knowledge are defined in Criterion 2.1. Concepts and competencies from these five areas must be integrated into all MPH or other equivalent professional masters degree curricula offered by the school of public health. Schools may define the public health core requirements more broadly than this, depending upon the mission of the school and the competencies it establishes for its graduates. At a minimum, the five core areas constitute the intellectual framework through which public health professionals in all specializations approach problem-solving.

**Required Documentation.** The self-study should include the following:

a. Identification of the means by which the school assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

b. Assessment of the extent to which this criterion is met.
2.4 Practical Skills. All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization.

2.6 Required Competencies. For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

2.7 Assessment Procedures. There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.
Creating Competencies

- MPH Competencies
- Global Health Competencies
- Undergraduate Program
- DrPH Competencies
Association of Schools of Public Health
DrPH Competency Model Development Project

Draft Launch Model Conceptualization

Seven Core DrPH Competencies
- Advocacy
- Critical Analysis
- Communication
- Community/Cultural Orientation
- Leadership
- Management
- Professionalism and Ethics

Public Health Sciences
- Biostatistics, Environmental Health Sciences,
- Epidemiology, Health Policy & Management, and
- Social & Behavioral Sciences
Family and Child Health Competency Domains

1. SCIENTIFIC BASIS
2. METHODOLOGICAL/ANALYTICAL SKILLS
3. MANAGEMENT AND COMMUNICATION SKILLS
4. POLICY AND ADVOCACY SKILLS
5. CROSS-CUTTING ISSUES AND SKILLS
Family and Child Health Competencies

POLICY AND ADVOCACY SKILLS (2 Examples)

4.a. Identify essential gaps in existing programs servicing populations of families and children, and implement appropriate policy and advocacy measures to assure their optimal care.

4.e. State the feasibility and expected outcomes of and barriers to achieve each policy option and decide on the appropriate course of action.
Matching Courses to Competencies
## Matching Courses to Competencies

<table>
<thead>
<tr>
<th>Students will have the following competencies the end of the program. Students will be able to:</th>
<th>Courses that address program competencies</th>
</tr>
</thead>
</table>
| Utilize the broad range of public health strategies to decrease health disparities | 5 Core Courses  
Applied Public Health Practice  
Advanced Public Health Administration |
| Develop interdisciplinary approaches to public health practice | 5 Core Courses  
Seminar |
| Provide leadership to the administration of public health programs | Advance Public Health Administration |
| Develop and track fiscal management plans for public health programs | Fundamentals of Health Budgeting and Fiscal Management |
| Integrate cultural health beliefs in the development, management and evaluation of public health programs | Multicultural Health Beliefs  
Advanced Public Health Administration, Seminar Practicum  
Master’s Report |
| Incorporate quantitative public health skills (biostatistics and epidemiology) to evaluate programs and reported studies in terms of rigor, importance, and relevance to professional practice. | Biostatistics, Epidemiology, Program Planning and Evaluation Course |
| Identify appropriate strategies to promote positive health behavior changes in various populations. | Applied Public Health Practice |
| Analyze public health issues and Discourse on public health issues | Seminar  
Master’s Report |
<table>
<thead>
<tr>
<th>COURSES</th>
<th>OBJECTIVES</th>
<th>1 Scientific Basis</th>
<th>2 Methodological &amp; Analytical</th>
<th>3 Management &amp; Communication</th>
<th>4 Policy &amp; Advocacy</th>
<th>5 Cross-cutting skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 574, HEALTH ADMIN</td>
<td></td>
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<td>x x x x</td>
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<tr>
<td>CPH 575, EOH</td>
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<td>CPH 576, BIOSTAT</td>
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<tr>
<td>CPH 596, EPIDEMIOLOGY</td>
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<td>x x x x x</td>
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<td>x x x x</td>
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<tr>
<td>CPH 577, SBS</td>
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<td>x x x x</td>
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<tr>
<td>CPH 586 MCH (1)</td>
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<td>x X</td>
<td>x x x x x</td>
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<tr>
<td>CPH 682, MCH (2)</td>
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<td>x x x X</td>
<td>x</td>
<td>x x x x x x x x x x x</td>
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<tr>
<td>CPH 578 PHN</td>
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<td>x x x x x</td>
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<td>x x x x</td>
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<td>x x x x</td>
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<tr>
<td>ANTH ADOLESCENT</td>
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<td>x x x x</td>
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<tr>
<td>CPH 561 VIOLENCE</td>
<td></td>
<td>x x x x</td>
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<td>x x x x x</td>
<td>x x x x</td>
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<tr>
<td>CPH 696G BIOCULTURAL</td>
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<td>x x x x</td>
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<tr>
<td>CPH INTERNSHIP</td>
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<td>x x x x</td>
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<tr>
<td>CPH Intl. Nutr.</td>
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<td>x x x x</td>
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</table>
## Master of Public Health

### Core Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>STATS</th>
<th>EPI</th>
<th>HAP</th>
<th>EOH</th>
<th>SBS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINANCIAL PLANNING AND MANAGEMENT SKILLS:</strong></td>
<td>DS</td>
<td>JRM</td>
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</tr>
<tr>
<td>Developing and presenting a budget</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>5.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Managing programs within budgetary constraints</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>4.0</td>
<td>2.2</td>
</tr>
<tr>
<td>Developing strategies for determining priorities</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>5.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Monitoring program</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Preparing proposals for funding from internal and external sources</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A**</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Applying basic human relations skills to the management of organizations and the resolution of conflicts</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>5.0</td>
<td>1.8</td>
</tr>
<tr>
<td>Managing personnel</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>5.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Understanding the theory of organizational structure and its relation to professional practice</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>5.0</td>
<td>2.2</td>
</tr>
<tr>
<td>Conducts cost-effectiveness, cost benefit, and cost utility analyses</td>
<td>2.0</td>
<td>1.0</td>
<td>N/A</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Negotiates and develops contracts and other documents for the provision of population-based services</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
<td>4.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Assessing Competencies

<table>
<thead>
<tr>
<th>Objective</th>
<th>Exam</th>
<th>Paper</th>
<th>Oral Presentation</th>
<th>Observe</th>
<th>Class Project</th>
<th>Homework Exercise</th>
<th>Internship</th>
<th>Other (Specify)</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANALYTICAL SKILLS:</strong></td>
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<tr>
<td>Defines a problem</td>
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<tr>
<td>Determines appropriate uses and limitations of data</td>
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<tr>
<td>Selects and defines variables relevant to defined public health problems</td>
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<tr>
<td>Evaluates the integrity and comparability of data and identifies gaps in data sources</td>
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<tr>
<td>Understands how the data illuminates ethical, political, scientific, economic, and overall public health issues</td>
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<tr>
<td>Understanding basic research designs used in public health</td>
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<tr>
<td>Makes relevant inferences from data</td>
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<tr>
<td>Objective</td>
<td>Exam</td>
<td>Paper</td>
<td>Oral Presentat.</td>
<td>Observe/ Lab</td>
<td>Class Project</td>
<td>Homework Exercise</td>
<td>Internship and/or Research project</td>
<td>Other (Specify)</td>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Recognize and classify the major types of chemical, physical and biological exposure agents capable of inducing disease in the public.</td>
<td>CPH 575</td>
<td>CPH 653</td>
<td>CPH 575</td>
<td>CPH 502</td>
<td>CPH 575</td>
<td>CPH 575</td>
<td>CPH 909</td>
<td>CPH 900</td>
<td></td>
</tr>
<tr>
<td>Utilize basic strategies for evaluating or measuring exposure to chemical, physical and biological agents.</td>
<td>CPH 575</td>
<td>CPH 653</td>
<td>CPH 575</td>
<td>CPH 502</td>
<td>CPH 575</td>
<td>CPH 575</td>
<td>CPH 909</td>
<td>CPH 900</td>
<td></td>
</tr>
<tr>
<td>Identify control methods for reducing worker or public exposures to acceptable levels.</td>
<td>CPH 575</td>
<td>CPH 653</td>
<td>CPH 575</td>
<td>CPH 502</td>
<td>CPH 575</td>
<td>CPH 575</td>
<td>CPH 909</td>
<td>CPH 900</td>
<td></td>
</tr>
<tr>
<td>Describe factors which influence the behavior of aerosols and their ultimate fate including deposition in the respiratory system.</td>
<td>CPH 575</td>
<td>CPH 653</td>
<td>CPH 575</td>
<td>CPH 502</td>
<td>CPH 575</td>
<td>CPH 575</td>
<td>CPH 909</td>
<td>CPH 900</td>
<td></td>
</tr>
</tbody>
</table>
MCH Self Assessment Part Two

- You must specify an example in conducting needs for C 1
- You must specify an example in developing research questions for C 2
- You must specify an example in designing methodology for C 3
- You must specify an example in literature searches for C 4
- You must specify an example in developing surveys for C 5
- You must specify an example in conducting interviews for C 6
- You must specify an example in developing proposals for C 7
- You must specify an example in data analysis for C 8
- You must specify an example in data analysis for C 9
- You must specify an example in describing theories and concepts for C 10
- You must specify an example in explaining the need for research in C 11
- You must specify an example in media advocacy for C 12
- You must specify an example in defining policy implications for C 12

3. Please indicate the level of experience you currently possess in the following areas of professional competence by selecting the appropriate response. Provide at least one example of a situation that has given you the experience.

<table>
<thead>
<tr>
<th>C. Assessment</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can conduct community needs and capacity assessment</td>
<td>High</td>
</tr>
<tr>
<td>2. Can develop research questions or hypotheses</td>
<td>Med</td>
</tr>
<tr>
<td>3. Design of methodology; can choose qualitative, qualitative or both</td>
<td>Low</td>
</tr>
<tr>
<td>4. Literature search - Can review literature for program design or policy formulation</td>
<td>None</td>
</tr>
<tr>
<td>5. Can develop survey questionnaires</td>
<td>High</td>
</tr>
<tr>
<td>6. Can conduct interviews on focus groups</td>
<td>Med</td>
</tr>
<tr>
<td>7. Can develop IRB proposal</td>
<td>Low</td>
</tr>
<tr>
<td>8. Data analysis - can analyze quantitative data to determine the nature of relationships among independent, dependent and control variables</td>
<td>None</td>
</tr>
<tr>
<td>9. Data analysis - can analyze qualitative data</td>
<td>High</td>
</tr>
<tr>
<td>10. Can describe and explain the major psychological, sociological and cultural theories and concepts useful in understanding the causes and consequences of important health problems in society</td>
<td>Med</td>
</tr>
<tr>
<td>11. Can explain the need for research</td>
<td>Low</td>
</tr>
</tbody>
</table>
Progress Reports

- Provide input for student success
- Capture picture of program activities
- Collects demographic and academic info
- Due in Spring before class registration
- Step toward closing the loop
Graduate Committee and Degree Completion Information

MS/PhD Committee Chair
Chengcheng Hu

Other committee members if known:
test

Other degrees being sought:
test

QE Passed Date (or date of expected QE):

Thesis/dissertation topic:
test

Expected Degree Completion Date:
12/01/2010

Have you declared a minor and what is it?
test

Minor Advisor
test

Comprehensive planned or completed date:

( Only Epi Major Students See This ... )
Do you have an epi specialization area and if so, what is it?

Internship Advisor (Internship Committee Chair):

Other committee members if known:
test

Internship topic:

Date of internship presentation or planned presentation:

Expected graduation date:
12/01/2010

Next Page
Self-Assessment of Progress

What is your assessment of your academic progress to this point? (2500 maximum characters)

TEST

What are your goals for the coming academic year? (2500 maximum characters)

TEST

Are there any issues/concerns/problems for which you would like to have help? (2500 maximum characters)

TEST

Only DrPH and PhD Students See This...

Please provide a description (paragraph) of your proposed doctoral minor and describe how it will inform your dissertation proposal. (2500 maximum characters)

test
Progress Report Complete

Your Annual Progress Report is complete. Now you are ready to meet with your advisor!

To your meeting with your advisor, take:

- Copy of your Progress Report: (Click here to print)
- Copy of your résumé or CV: (Click here to print)
- Copy of your internal academic transcript (found on UAccess)
- Copy of your Graduate Plan of Study (accessed through the Graduate College MyGradColl Forms)

This meeting should be completed by February 25th. Get your advisor’s signature on the Progress Report. Following the meeting with your advisor, please bring all materials to:

Judy Goosherst, Academic Progress Coordinator
Office of Student Services and Alumni Affairs
Room A302A
Drachman Hall

Thank you and have a great day!
Return to portal home here.
Institutional Assessments
MEZCOPH Educational Objectives

**Objective 2.1:** Ensure 67% of students participate in experiential/applied learning opportunities beyond internships, theses and dissertations as measured by the number of students who take field-based courses, laboratories, service learning courses, and participate in experiential activities within courses and independent studies prior to graduation.

For 2008/09 year, 71% of graduating students participated in experiential learning opportunities beyond internships and theses and dissertations. (76% - Grad students; 69% undergrads) Objective 2.1 is met.
Objective 1.4.: Annually, at least 50% of funded projects will involve one or more student participants.
**Objective 1.5.**: Annually, at least 30% of publications (articles, books, monographs, presentations) will include one or more student authors.

### Percentage of Publications with Student Authors

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Presentations</th>
<th>Present. With Students</th>
<th>Percentage with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>55</td>
<td>20</td>
<td>36%</td>
</tr>
</tbody>
</table>

![Graph showing percentage of publications with student authors from 2005 to 2009. Graph depicts a peak in 2007 with 42% and a decline in 2009 to 28%.](graph_url)
Globalization of Practicum Experiences

Linda Schue, Dengue Fever
Other Assessments

• Exit Surveys
  • Employment
  • Satisfaction
  • Feedback on curriculum

• Alumni Surveys
  • Employment

• Employer Surveys
  • Preparedness
How is this information has been used to close the loop?

- Education Committee and College Reviews Outcomes
- Link classes to specific competencies in syllabi
- Modify course offerings
- Established more service learning courses
- Provided more emphasis on epidemiology
- Reassess competencies for relevance
- Discussions about the National Board of Public Health Examiners (NBPHE)
Thank you