## REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

**Submission date:** 11/10/2023

**Assessment Plan covered in the report:** Public Health Practice MPH

**College:** College of Health

**Campuses where the program(s) is delivered:** ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

**Submitted by:** Gabriel Garcia, MPH Program Chair, ggarci16@alaska.edu

*After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

1. **Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   *Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.*

   The MPH program has a total of 12 student learning outcomes (SLOs) that address the profession and science of public health and factors related to human health. Additionally, the program has 22 foundational public health competencies (FPHCs) that address evidence-based approaches to public health, public health and health care systems, planning and management to promote health, policy in public health, leadership, communication, interprofessional practice, and systems thinking; and 5 track-specific competencies (TSCs) that address public health response, community engagement, professionalism and ethics, diversity and cultural humility, and circumpolar health. All SLOs and competencies in the program are assessed annually. Of the 12 SLOs, 10 EXCEEDED faculty expectations and 2 MET faculty expectations. Of the 22 FPHCs, 17 EXCEEDED faculty expectations and 5 MET faculty expectations. All 5 TSCs EXCEEDED faculty faculty expectations. Note that faculty expectation ratings were based on the graduating students' self assessment of SLOs and competencies via their completion of the program's exit survey. Each SLOs and competencies were rated from 1 to 5 (with 5 being "very strong" in competency). Scores between 3 and 4 were considered "meeting" expectations, while scores between 4 and 5 were considered "exceeding" expectations. These findings were corroborated from the review of the graduating students' ePortfolio submission; all of them provided artifacts for each of the program's competencies, and all indicated that SLOs were covered in the MPH core courses. Note that ePortfolios are assessed by an MPH faculty, who reviews all of the

artifacts and makes a determination if the artifacts provided meet or do not meet the competency or competencies they are supposed to address. Finally, note that AY23 was also the year the program was reviewed by its accreditors for reaccreditation. Based on their review of the program curriculum, the program has MET all of the accreditation's required SLOs and competencies. The accreditation review involved a thorough assessment of the program's course syllabi and products or artifacts from students.

2. **Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings.** *(1000 words or less)*

The MPH program's assessment process includes collecting multiple data and creates opportunities for faculty and administration to address areas of concern. The program conducts baseline and exit surveys among its students, which require them to self-report their level of acquisition of the stated program SLOs, FPHCs, and TPCs. The program also requires graduating students to create an ePortfolio to file artifacts demonstrating each of the required FPHCs and TPCs. Additionally, every two years, the program's alumni are surveyed regarding the FPHCs and TPHCs they apply in their work. In AY23, the alumni survey was not conducted; the next alumni survey will be conducted in AY24. Any areas of concern from these assessments are discussed and addressed during MPH program retreats and meetings, as well as MPH program external advisory committee meetings. For example, one area of concern brought up during the retreat last academic year (AY23) was that students may lack the understanding of which assignments or activities relate to a particular competency or competencies. Thus, this AY24, the faculty received Transparency In Learning and Teaching (TILT) training, and they committed to incorporating this teaching method in their courses.

3. **What are the findings and what do they tell the faculty about student learning in your program?** *(1000 words or less)*

In both the baseline and exit surveys, each SLOs, FPHCs, and TPCs were rated from 1 to 5 (with 5 being "very strong"). In AY23, the program had 7 entering students and 4 completed the baseline survey (57% response rate). The mean self-rated SLO, FPHC, and TPC score for these students was 2.89. In the same academic year, the program had 6 graduating students. All completed the exit survey (100% response rate). The mean self-rated SLO, FPHC, and TPC for these students was 4.12. Among all the competencies, the lowest competency rating in the exit survey was the competency on applying epidemiological methods at 3.50, but it is still within the range of meeting faculty expectations. Overall, these findings suggest that the students are meeting or exceeding faculty expectations (see #1).

4. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes?** Select Yes or No.

   i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision.** *(1000 words or less)*

   In spring 2023, the program implemented the Annual Academic Check-Up (AACU) with students. This includes a required academic advising session to discuss areas of strengths and challenges. Additionally, at the end of this session, the academic adviser provides an "academic prescription" to their advisees, which includes recommendations to improve any areas identified as weaknesses and support additional learning experience and professional development in those defined areas. Starting AY24, students will be required to submit completed portions of their ePortfolio before their AACU, so faculty can review student artifacts to ensure students are meeting program competencies. If students are not meeting or only partially meeting specific competencies, the academic advisor will work with the student to develop a plan for meeting those competencies.

5. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

☐ Course curriculum changes
☐ Course prerequisite changes
☒ Changes in teaching methods
☒ Changes in advising
☐ Degree requirement changes
☐ Degree course sequencing
☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
☐ Changes in program policies/procedures
☐ Changes to Program Student Learning Outcomes (PSLOs)
☒ College-wide initiatives (e.g., High-Impact Practices)
☐ Faculty, staff, student development
☒ Other
☐ No changes were implemented in AY23. *(If no options above were selected)*

**If you checked "Other" above, please describe.** *(100 words or less)*

In the program's AY22 Assessment Report, it was reported that exit surveys (14 out of 15 graduating students participated in the survey) revealed budget and resource management as an area for further improvement. Therefore, faculty committed to reinforcing the competency on budget and resource management in the program's core courses through additional learning activities (i.e., assignments that allowed students to manage budget and resources) and being more intentional in

letting students know which specific assignments or activities are addressing this competency.

6. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this.** *(1000 words or less)*

In AY22, the competency that received the lowest student self assessment rating in the exit survey was budget and resource management competency, having a mean score of 3.58. This has significantly increased in AY23; the mean exit survey score for this competency is now at 4.67. These findings suggest that the improvements the program made (see #5) in AY23 appear to be working and helping the program achieve its intended goals. However, the program recognizes that these scores are self-rated; thus, the faculty will need to examine student artifacts related to this competency in their ePortfolio to verify these findings moving forward. Regardless, the program should continue the improvements they made in teaching, advising, and use of high impact practices to maintain and/or to ensure MPH students meet all of its required competencies upon graduation. Finally, it should be noted that the program had a successful reaccreditation in AY23. The accreditors found the program's curriculum is meeting the accreditation standards.

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### DEAN SECTION (Due to the program on January 15)

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(200 words or less)*

Students exceeded or met faculty expectations for all student learning outcomes, foundational public health competencies, and track-specific competencies. The lowest competency rating was for students' ability to apply epidemiological methods. While students met faculty expectations with this competency, the faculty will work with students to further develop their ability to apply epidemiological skills. The faculty will also continue to implement Transparency in Learning and Teaching (TILT) strategies so that students will better understand how course material is designed to improve the achievement of student learning outcomes. In addition, student progress will be monitored during Annual Academic Check-Ups with each student. Overall, the program is implementing multiple strategies to improve student learning outcomes, and these strategies are working.

2. **Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc.** *(200 words or less)*

   I commend the MPH faculty for implementing a robust assessment process. The program uses multiple data sources to annually assess student achievement in 12 student learning outcomes, 22 foundational public health competencies, and five track-specific competencies. Faculty analyze the data and make recommendations for changes to improve student achievement of the program student learning outcomes and public health competencies. Assessment results are also used to examine the effectiveness of past improvements. Overall, results show that the program's assessment process is highly effective. Faculty regularly implement changes to improve student achievement, and these changes successfully improve student achievement. I also commend the MPH faculty for the program's reaccreditation by the Council on Education for Public Health.

   **Dean's signature**: *Debbie Craig, PhD*  **Date:** 12/20/2023