

2018-2019 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2019. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

College: HHD

Department: Health Sciences

Program: Public Health BSPH and MPH

Assessment liaison:

1. Please check off whichever is applicable:

- A. **Measured student work within program major/options.**
- B. **Analyzed results of measurement within program major/options.**
- C. **Applied results of analysis to program review/curriculum/review/revision major/options.**
- D. **Focused exclusively on the direct assessment measurement of General Education Arts and Humanities learning outcomes**

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year's assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
- if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year's measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
- if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year's analyses and past and future assessment activities
- if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
- if your program implemented **option D**, exclusively or simultaneously with **options A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
- in what way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups
- any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

3. Preview of planned assessment activities for 2019-20. Include a brief description as reflective of a continuous program of ongoing assessment.

PUBLIC HEALTH PROGRAM

The Public Health Program offers two degree programs, the BSPH and MPH. Both BSPH and MPH programs are accredited by the Council for Education in Public Health (CEPH). In 2018, the Public Health Program prepared and submitted a self-study to CEPH for reaccreditation and hosted CEPH consultants at CSUN for a 2-day site visit. In June of 2019, the Public Health program received accreditation for another seven-year term, extending its accreditation to July 1, 2026.

CEPH monitors graduation and job placement rates as measures of student achievement. The Public Health Program reported graduation and job placement rates in the annual report to CEPH, which the program submitted December 3, 2018. The program collects outcomes from graduates through alumni surveys. The program administered the alumni survey online in fall of 2018 and collected data from 69 BSPH students and 17 MPH students. Positive post-graduation outcomes were above 80% for both degree levels, which satisfied the CEPH benchmarks for success.

The Public Health Program collects self-reported survey data from students and internship preceptors to assess students' public health knowledge and competencies, as defined by CEPH. The Program collects entrance and exit surveys from students. The BSPH survey includes measures of 24 competencies related to discussing major events in public health history, explaining roles of public health agencies, identifying multiple determinants of health, applying methods of program planning, communicating public health information, and using information technology to identify, analyze, and disseminate data. The MPH survey includes measures 12 competencies related to using evidence-based approaches, identifying social determinants of health, program planning and evaluation, communication, and performing on inter-professional teams. The Program measures each competency on the BSPH and MPH entrance and exit surveys with one scaled item that asks students to rate their confidence in achieving the competency.

In this 2018-2019 report, we summarize data from exit surveys only because the BSPH and MPH students who completed the program in spring 2019 took an older version of the survey when they entered the program. Hence, the entrance and exit data are not matched for students who graduated in spring 2019. All student surveys were updated in spring 2018 to include new CEPH competencies.

Responses to the BSPH competency questions are measured on a 4-point scale with 1 being not at all confident and 4 being very confident. Mean scores on all 24 items ranged between 3-4 (N=74). Students reported being the most confident in their abilities to contribute to the development of program goals and objectives (3.6), communicate public health information (3.6), and describe use of evidence for program planning (3.6). Students had the least amount of confidence in their abilities to identify prominent events in history of public health (3.2), describe the role of government agencies in health (3.1), and gather information to evaluate policies, programs, and services (3.3). Student knowledge and skills in public health is also assessed on a preceptor survey that evaluates each student doing an internship. Preceptors (N=174) on average reported a high level of student knowledge of public health theory and principles (4.3 on a 5-pt scale with 1 unsatisfactory and 5 outstanding) and ability to apply health education skills and techniques (4.4).

Responses to the MPH competency questions also measure perceptions of how successfully one can apply knowledge and skills learned in the program. Ten questions measure application of broad areas of knowledge in the public health field and two questions address practice, i.e., translating academic training into real world application and mastery of technology skills such as using computer programs to locate and analyze data. The first set of 10 questions are measured on a 4-point scale with 1 being not at all successful and 4 very successful. Mean scores on all 12 items ranged between 3-4 (N=74). Students reported being the most confident in the areas of understanding social determinants of health (3.7), program planning (3.6), communicating public health content to the public (3.7), and performing effectively in teams (3.6). Students reported the least amount of

confidence with applying evidence-based approaches (3.1), administering and managing public health programs (3.2) and applying principles of leadership, governance and management in organizational settings (3.2). The two practice questions address self-reported level of skills and are measured on a 5-point scale with 1 being poor and 5 being excellent. Mean scores for technology skills was 3.7 and translation of training into real world application was 4.0.

The results of student surveys are consistent with those from last year. The areas of strength and weakness are similar. Reports from preceptors are consistently very favorable. During the 2019-2020 academic year, the Public Health Program faculty will discuss the areas with which students report the least amount of confidence in their skills and propose solutions to increase students' skills.

With regards to program assessment objectives, the Program will develop a procedure in the 2019-2020 academic year to match student data from entrance and exit surveys now that the measures are all consistent with CEPH's revised competencies. Finally, the Program will explore the use of student work, i.e., assignments or exams, to evaluate student competencies for the next program assessment. The Program has a large number of competencies for the BSPH and MPH programs. Faculty will need to discuss how to streamline the number of competencies to evaluate on a yearly basis.