Master of Public Health Program
Department of Public Health
Assessment Plan
Spring 2019

Narrative

The Master of Public Health (MPH) Program in the Department of Public Health at California State University, Fullerton is accredited by the Council on Education for Public Health (CEPH). Thus, our assessment plan reflects both commitment to the university student learning objectives as well as the competencies and substantive areas specified by CEPH.

The MPH Program has six student learning objectives for program assessment:

- Students can use the tools of statistical inference to assess population health.
- Students can calculate epidemiologic measure to assess magnitude and severity of disease.
- Student can apply behavioral and psychological theories to design a public health intervention
- Students can develop a theory-based advocacy campaign
- Students can follow planning model processes in developing health promotion program action plan.
- Students can explain the impact of exposures from air, water and land by biological, chemical, and physical agents on environment and public health.

All learning objectives will be assessed using direct measures from core courses within the MPH curriculum (see Table 1). Program assessment of direct measures will use scores earned on assignment in the class and not as part of a secondary evaluation of direct measures. The Assessment Sub-Committee of the MPH Program Committee within the Department will assess one student learning objective per year. In the fall of each academic year, scores and 25% random sample of students' work from the previous year will be requested from instructors who teach the classes from which direct measures are obtained. The Sub-Committee and instructor will review student scores as well as samples of student work to assess student work. In the following Spring semester of the academic year, the Assessment Sub-Committee of the MPH Program Committee will report results to the MPH Program Committee and the full faculty of the Department at a standing faculty meeting. Ideas for improvement in student learning will be solicited from faculty and a plan to close the loop will be developed by the Assessment Sub-Committee and instructional faculty of the MPH Program.

For the most up-to-date information, please contact the program.

Table 1. Assessment plan, Master of Public Health Program, Department of Public Health

Domain	Student Learning Objective	Direct Measure
I. Quantitative data analysis	A. Students can use the tools of statistical inference to assess population health.	Final project report (HESC 508); graded using a rubric.
I. Quantitative data analysis	A. Students can use the tools of statistical inference to assess population health.	CFS: 70% of students will score 70% or higher.
I. Quantitative data analysis	B. Students can calculate epidemiologic measure to assess magnitude and severity of disease.	Select items from midterm and final examination (HESC 501); graded using exam key.
I. Quantitative data analysis	B. Students can calculate epidemiologic measure to assess magnitude and severity of disease.	CFS: 70% of students will correctly answer 70% of selected exam items.
II. Social and behavioral sciences	A. Student can apply behavioral and psychological theories to design of a public health intervention	Creation of health education materials using behavioral and/or psychological theory (HESC 500); graded using a rubric.
II. Social and behavioral sciences	A. Student can apply behavioral and psychological theories to design of a public health intervention	CFS: 80% of students will score 80% or higher.
II. Social and behavioral sciences	B. Students can develop a theory-based advocacy campaign	Advocacy plan (HESC 540); graded with a rubric.
II. Social and behavioral sciences	B. Students can develop a theory-based advocacy campaign	CFS: 80% of students will score 80% or higher.

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Domain	Student Learning Objective	Direct Measure
III. The science of prevention	A. Students can follow planning model processes in developing health promotion program action plan.	Program planning, implementation, and evaluation proposal (HESC 535); graded using a rubric.
III. The science of prevention	A. Students can follow planning model processes in developing health promotion program action plan.	CFS: 70% of students will score 80% or higher.
IV. Human health, the physical environment, and ecosystems	A. Explain the impact of exposures from air, water, and land by biological, chemical, and physical agents on environment and public health.	Research paper (HESC 515); graded using a rubric.
IV. Human health, the physical environment, and ecosystems	A. Explain the impact of exposures from air, water, and land by biological, chemical, and physical agents on environment and public health.	CFS: 80% of students will score 80% or higher.

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