NORTHERN ILLINOIS UNIVERSITY
Assessment Status Report

College of Health and Human Sciences
School of Nursing and Health Studies
Public Health and Health Education Programs

Master of Public Health, M.P.H. (51.2201)

November 12, 2013

Submitted by
Sarah C. (Sally) Conklin, Ph.D.
Professor and Former Area Coordinator
Public Health and Health Education Programs
School of Nursing and Health Studies
Assessment Plan and Status Report

Program: Master of Public Health

2. Student Learning Outcomes

All graduates of the Master of Public Health program shall achieve the following outcomes. They are designed to prepare public health professionals who are able to:

1. identify, measure, and prioritize the specific health needs of populations,
2. plan, implement, and evaluate public health programs,
3. synthesize and critique the findings of public health research,
4. analyze the cultural, social, economic, political, and professional forces that shape the delivery of public and community health services,
5. identify the principal factors contributing to health and disease and the appropriate public health interventions,
6. demonstrate a mastery of information technology, which underpins the planning, monitoring, and evaluation responsibilities of those in public health positions,
7. identify the principles of effective implementation and management of health-related programs and services, and
8. demonstrate the values and ethical behaviors associated with the practice of public health.

3. Explanation of Assessment Methods

The following chart lists the methods to be used, a description of the method, the type of method, the expected or target performance level, a timeline for implementation, and the person responsible for data collection and analysis.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Type of Method</th>
<th>Target</th>
<th>Timeline</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capstone Course: PHHE 669, Community Health Planning, Written Final Program Plan</td>
<td>PHHE 669, Community Health Planning, assists students in developing community health planning skills and helps prepare them for their comprehensive examinations, requiring written reports and oral presentations in a group context. As the capstone course, PHHE 669 requires students to apply knowledge</td>
<td>Direct Summative</td>
<td>100% of the students in PHHE 669 will demonstrate competence in defining a public health problem, planning needs assessment, applying theoretical bases, critiquing evaluated programs, creating appropriate goals and objectives, designing and planning program implementation and evaluation by earning at least 80% of available points on</td>
<td>Spring every year and fall if needed, review data annually</td>
<td>Course instructors collect data, PHHE program coordinator summarizes data and shares with PH faculty annually</td>
</tr>
</tbody>
</table>
and skills learned in all of the other public health core courses. Successful completion of the planning course is required before a student may embark upon the internship. The assessment of the capstone course is based upon the written final program plans submitted by students using the Final Paper Score sheet.

| 2. Comprehensive Examination | PHHE 698, Master’s Comprehensive Examination, provides strong evidence of students’ ability to synthesize and apply core course knowledge to an actual public health problem in a real location in the northern Illinois region. The exam is divided into eight sections corresponding to the knowledge and skills required to practice as a public health professional including: 1) national scope and significance of the problem, 2) relevant epidemiological studies, 3) community level needs assessment, 4) theoretical framework & environmental determinants, | Direct Summative | After successful completion of the comprehensive examination (80% on first attempt, the remaining 20% on second attempt), 100% of M.P.H. degree completers will be prepared as public health professionals to: 1. identify, measure, and prioritize the specific health needs of populations, 2. plan, implement, and evaluate public health programs, 3. synthesize and critique the findings of public health research, 4. analyze the cultural, social, economic, political, and professional forces that shape the delivery of public and community health services, 5. identify the principal factors contributing to health and disease | Every semester including summer, results reported and reviewed annually | Public health faculty review the exams and PHHE program coordinator collects and records data, reports results to faculty and incorporates data into reports as needed. Each student’s academic adviser reports the comps results to his or her advisees. |
| 3. Post-comps Survey | After completion of PHHE 698, Comprehensive Examination, students are sent a survey requesting their input about the process and the extent to which courses prepared them for various sections of the exam. | Indirect Formative | 30% of the comprehensive exam completers will return the post-comps survey. 90% of the survey respondents will indicate they were adequately or very well prepared for all 8 sections of the comprehensive exam. | Every semester including summer, mailed after exam completion but before the start of the next semester | PHHE area coordinator oversees the process and provides survey data to faculty and staff annually. Program secretary mails and collects surveys and oversees transcription of results. |
| 4. Internship Performance: Agency Evaluation by Preceptor | PHHE 695, Internship in Public Health, is the equivalent of 300 clock hours of field experience. Internships occur at the end of the program and placements relate | Direct Summative | 1. MPH Interns will demonstrate a mastery of information technology, which underpins the planning, monitoring, and evaluation responsibilities of those in public health | Every semester and summer, review annually | Public health academic adviser collaborates with student and preceptor to collect agency evaluation, |
to the student's specialization area. The internship requires further application of knowledge and skills in students' specialty areas in an actual public health or health care-related agency. During PHHE 695, once a site has been selected, the student and preceptor work together to clarify the student's role and responsibilities and develop a Learning Plan and Contract for review by the student's program adviser. This plan includes the internship activities, measurable behavioral objectives for each activity, supervision and monitoring expectations, attainment criteria, and evaluation standards and procedures. When approved, the student, agency preceptor, and program adviser sign the Learning Plan and Contract for the proposed internship. The Agency Evaluation is received by the adviser.

positions
100% of interns will receive a rating of 7 or higher on a 10 point scale from preceptors evaluating the specific objectives of their internship.

2. MPH Interns will demonstrate the values and ethical behaviors associated with the practice of public health 100% of interns will receive a rating of 7 or higher on a 10 point scale from preceptors evaluating their quality of work, relations with others, dependability, and professional judgment.

3. 100% of students will receive at least one positive evaluative comment in response to the question: To what extent has the intern demonstrated competence in the health promotion or health services management specialization?

5. Alumni Survey

PHHE program coordinator collects data from advisers, summarizes and reports to faculty annually.
Programs are allowed to add a specific survey relevant to their own alumni to be attached to the official NIU Alumni Survey administered by the Office of Assessment Services.

The Supplemental Alumni Survey was designed with faculty input to assess post-graduation employment status as well as satisfaction level in the MPH program.

and complete the Master of Public Health Supplemental Alumni Survey that accompanies the general survey.

The average rating given by supplemental alumni survey responders regarding the level of preparation for each of the 8 professional public health tasks will be 3.5 or higher. These tasks include:

A. health needs assessment
B. plan, implement and evaluate public health programs
C. synthesize research,
D. analyze forces that shape delivery of health services
E. factors contributing to health and disease and interventions
F. information technology
G. implementation and management of health programs and services
H. values and ethical behaviors

80% of supplemental alumni survey responders will rate the overall quality of the education in public health they received at NIU as good, very good, or excellent.

70% of supplemental alumni survey responders will rate the level of preparation for years after graduation summarizes data and reports to PH faculty annually
| 6. External Constituents Preceptor and Employer Survey (Employer Feedback) | At an annual preceptor appreciation breakfast, external constituents such as preceptors and employers are asked to complete a survey that provides feedback about the students’ preparedness for the internship and for employment. Preceptors who are invited but cannot attend are sent a copy of the survey to complete and return. This strategy has increased the number of responses and the amount of data available. | Indirect Formative | At least 10 preceptors will complete the External Constituents Preceptor and Employer Survey each year. 80% of responders will indicate that the intern they worked with was well (agree) or very well (strongly agree) prepared for the internship and for employment according to the 7 professional competencies listed (critical thinking, leadership, work quality, use of technology, quality improvement efforts, collaboration, professional and ethical behavior). | Annually in late May or early June | NUHS chair and PHHE coordinator, MPH academic advisers for invitee names, PHHE coordinator collects and summarizes data and reports to PH faculty annually |
## 4. Outcomes-by-Methods Matrix

Table demonstrating which outcomes are addressed by each method of assessment.

<table>
<thead>
<tr>
<th>The student learning outcomes of the public health program are designed to prepare public health professionals who are able to:</th>
<th>Capstone Course: Final Written Plan</th>
<th>Comps Exam</th>
<th>Post-comps Survey</th>
<th>Internship Performance: Preceptor Agency Evaluation (Employer Feedback)</th>
<th>Alumni Survey (program and NIU)</th>
<th>External Constituents Preceptor &amp; Employer Survey (Employer Feedback)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. identify, measure and prioritize the specific health needs of populations;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. plan, implement and evaluate public health programs;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. synthesize and critique the findings of public health research;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. analyze the cultural, social, economic, political and professional forces that shape the delivery of public and community health services;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. identify the principal factors contributing to health and disease and the appropriate public health interventions;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. demonstrate a mastery of information technology, which underpins the planning, monitoring, and evaluation responsibilities of those in public health positions;</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. identify the principles of effective implementation and management of health-related programs and services; and</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. demonstrate the values and ethical behaviors associated with the practice of public health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>