



Saint Louis University Program Assessment Annual Reporting

It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. **Degree Program(s) included in this report: MSPH**
 2. **Department: Epidemiology**
 3. **School/Center/College: Public Health**
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Instructions: Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

We assessed the following program outcomes:

MSPH 1: Identify gaps in current scientific knowledge and develop appropriate research questions.

MSPH 2: Apply appropriate methods of study design to address research questions.

MSPH 3: Apply ethical principles in the conduct of research on human subjects.

MSPH 4: Conduct and interpret basic descriptive and inferential statistics.

We used the rubric that was developed for the purpose of this assessment. Because there were only two students (four artifacts) to assess, the ADAA reviewed both papers and presentations to determine whether the competencies were achieved.

We also tracked whether the papers were published or not and we tracked the number of papers submitted and published and the presentations for 2015-2017, the years during which the students were enrolled in the MSPH.

The assessment will remain the same but we revised competencies last year based on comments from our accrediting body. Those competencies will be used in next year's assessment.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. (*e.g. Our goal was that 75% of students performed at the "proficient" level of competency in problem solving, using a new scoring rubric. 81% of students performed at the "proficient" level in problem solving, exceeding our expectations.*) Do not include student-level data.

Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

Our goal for students in the MSPH program is to achieve each of the four competencies defined above. Based on the review of the final presentation and manuscript, all competencies were achieved.

One of the papers was published and both were presented at professional meetings.

Papers: 2016-3 first authors and two co-author; 2017-2 submissions as first authors (final project papers)

Presentations: 2015-3 first authored; 2016-one first authored and 4 co-authored

**Please attach any tables, graphics, or charts to the end of this report.*

3. Describe how assessment **feedback** has been provided to students, faculty, and staff. (*e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.*)

The results of all assessments are provided to faculty and in this case we provided it to the epidemiology faculty since they direct this degree.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve the curriculum this past year? (*e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.*)

The MSPH program uses courses required for the MPH, as well as MPH electives. The only unique course for the MSPH is the final capstone, which were reviewed for this assessment. Because the review indicated that the MSPH competencies were met satisfactorily, we will not make any changes in the MSPH curriculum.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

The main challenge is that there are so few students in this degree program so assessment is limited. Also, the MSPH attracts highly qualified students that we expect will do very well. For example, the data we assessed were from two students, both of whom are physicians and both desiring to improve their research skills. The majority of students who have earned the MSPH have been physicians (a terminal degree is required to enroll in the degree) who are on faculty at SLU or Washington University; however, Washington University has developed a number of research degree programs geared toward physicians and we no longer get students from them. The MSPH is also coupled with the PhD in Clinical Psychology and we have one student who enrolled in that program last year.

We would like to use these data for student recruitment, however, the degree was really developed to provide a service to physicians to help enhance the research competencies. The primary way we have advertised for this degree is through word of mouth. And, quite frankly, because there are so few physicians at SLU who are expected to conduct

research, the pool from which to recruit is small.

*Please submit any **revised/updated assessment plans** to the University Assessment Coordinator along with this report.*

We revised the competencies for the MSPH per our accrediting organization (Council on Public Health Education; CEPH). Previously, we had a set of MSPH competencies that were used by both the MSPH in Epidemiology and the MSPH in Behavioral Science and Health Education and complemented by the appropriate discipline-specific competencies. CEPH required us to modify them so there was a unique set of competencies for each of the MSPH degrees. The new competencies are provided in a revised assessment, which is attached.