

**San Francisco State University  
Inventory of Program Assessment Activities, 2011-2012**

**Program:** *Community Health Education*

**Dept:** HED

**College:** Health & Human Services

**Date:** 6/6/12

**Program Mission:** The Department of Health Education at San Francisco State University seeks to promote health and social justice. This goal is advanced through: education and applied community-based research; student leadership that honors diversity and emphasizes collaboration; and promotion of a model that examines the relationships of personal, cultural, and institutional contributions to complex personal and social issues that impact health.

Measurable learning objectives	Place in curriculum where objective is addressed	Academic year assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
<p>1. Students will demonstrate competence in the nationally developed set of competencies recognized by the National Commission for Health Education Credentialing, Inc. (NCHEC) as those required for an entry level health education professional). Please see "outcome assessment" attached.</p>	<p>Major Requirements including core courses: HED 300 (the Health Education Profession), HED 430 (Foundations of Community Health Education); HED 431 (Planning, Implementation, and Evaluation), HED 480 (Fieldwork in Community Health)</p>	<p>AY 2011-2012</p>	<p>Immediately prior to graduation, students complete an outcome assessment rating their mastery of the competencies required of a bachelor-level health educator. Some examples of these competencies include: advocate health concerns and resource needs of individuals and groups; conduct a health education needs assessment; formulate appropriate and measurable program objectives; and implement planned educational programs.</p> <p>The rating scale for this self-assessment is as follows: 1=" I do not remember learning this concept/skill"; 2= "I read something about this concept/skill in a course"; 3= "I have applied this concept/skill in a class assignment"; 4= "I am able to apply this concept/skill in practice"; 5 = "I am able to solve problems and think creatively using this concept/skill".</p> <p>In the near future, the department will begin administering a pretest of the same competencies with students entering the major. This will allow the department to calculate change scores in students' self-assessment of health</p>	<p>Among 75 students who completed the Post-Competency Survey during the 2011-2012 Academic Year, the mean scores for 18 of the 37 competencies assessed ranged from 4-5. This indicates mastery of competencies (ability to apply skill/concept in practice and solve problems and think creatively using this concept/skill). Mean scores on the remaining 19 competencies ranged from 3-4.</p>	<p>The mean scores on the outcome assessment help faculty to more closely examine the undergraduate curriculum and clarify where and how competencies are addressed in various courses required of undergraduates. Because mean scores on many of the competencies have been high (demonstrating a high level of mastery among undergraduates) for a number of semesters, there has not been a specific need to focus on how to better address specific competencies. Those competencies that score the lowest ("manage human resources" and "manage fiscal resources") are ones that are not emphasized in the undergraduate curriculum at the current time.</p> <p>In order to complement the self-report data from students, the department plans to add a number of direct measures of students' mastery of competencies. These include signature assignments from core courses, as well as e-folios that require students to synthesize learnings from across classes.</p>

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			education responsibilities and competencies.		
2. Students will apply nationally developed skills and competencies required for entry level health educators (see above) in the field.	HED 480 (Fieldwork in Community Health Education)	AY 2011-12	Every student's community supervisor (preceptor) in HED 480 (Fieldwork in Community Health Education) identifies the specific competencies to be practiced during the student's 20 hour/week placement. The Instructor of HED 480 administers a survey to intern supervisor which asks the supervisor to evaluate the student's performance on the previously identified competencies. The rating scale used is as follows: 1=The student demonstrated excellent problem solving skills and consistently took advantage of opportunities to apply them in a professional manner.; 2=The student demonstrated strong application skills with this responsibility; 3=The student demonstrated good comprehension of this responsibility; 4=the student did not demonstrate any knowledge of this responsibility.	Among 72 preceptors who supervised undergraduate students conducting their internships in AY 2011-2012, the mean scores for competencies rated ranged from 1.21 – 1.86. None of the preceptors who evaluated their students on identified competencies rated them lower than a 1.86, indicating that students overall demonstrated excellent problem solving skills and consistently took advantage of opportunities to apply them in a professional manner.	As with the students' self-assessment of mastery of competencies (see above), the internship supervisors' evaluations of students' mastery of skills have consistently been very high. While faculty have been satisfied with this very strong assessment of undergraduate students' performance as interns, there may be a need to develop more sensitive assessment tools which allow us to better understand variations in students' performance in the internship.
3. Students will demonstrate professional skills in their performance of health education duties in the fields.	All courses in the undergraduate B.S., but particularly in the core courses, HED 300 and HED 480.	AY 2011-12	The Instructor of HED 480 administers a survey to intern supervisors (same as above) which asks the supervisor to rate the students' performance in the following areas: reliability/responsibility; communications and human relations skills; and attitude. The rating scale used is as follows: 1=The student demonstrated	Among 72 students who preceptors who supervised undergraduate students conducting their internships in AY 2011-2012, the mean scores for competencies rated ranged between 1 and 2. The types of professional skills on which students were evaluated included: 1) resourcefulness; 2) interpersonal skills	Student intern supervisors have consistently rated students' professional performance very highly. Faculty continue to look for ways to emphasize the importance of some of these professional skills, such as reliability, communication skills and attitudes, and will continue to make sure that opportunities to learn and apply these skills are

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			<p>excellent problem solving skills and consistently took advantage of opportunities to apply them in a professional manner.; 2=The student demonstrated strong application skills with this responsibility; 3=The student demonstrated good comprehension of this responsibility; 4=the student did not demonstrate any knowledge of this responsibility.</p>	<p>reliability; 3) appropriate attire; 4) appropriate demeanor; 5) communication, etc. Students overall demonstrated professional behavior in their internships.</p>	<p>given to students in courses and through extracurricular activities, including participation in HESA (Health Education Student Association). Using technology, such as CourseStream, to evaluate students' class presentations and written work in electronic folios, may also be an innovative way to integrate evaluation of oral and written communication skills</p>
<p>4. Students understand the connection between social justice and health equity to personal and community health.</p>	<p>All courses in the undergraduate B.S. curriculum, especially core courses.</p>	<p>AY 2011-12</p>	<p>Through assignments requiring students to connect personal and community health issues to social justice/health equity. Below are a few examples of the signature assignments in a few of the core courses students complete prior to graduation:</p> <ul style="list-style-type: none"> <li>• A community profile where students conduct an in-depth analysis of a community using primary data collected through observations and census tract data to identify demographics and needs of the community. These profiles analyze differences in health across race, class, gender, and geography, enabling them to understand disparities in health in their own neighborhoods as issues of social justice and health equity (HED 400 – Introduction to the Health Profession)</li> <li>• A theory paper that analyzes the social (and other) determinants of a health problem and develops a theory-based intervention to address these</li> </ul>	<p>A majority of students recognize the social determinants of health, and analyze the role of social factors such as income, education, housing, racism, etc. in health. Community profiles done by students in HED 400 examine the links between income, employment and health among residents of different communities such as the Mission, Bayview Hunter's Point, etc.</p> <p>The majority of students in HED 430 design a theory-based intervention to address a policy- or community-level factor that influences health. An example of this includes using political economy theory to understand the ways in which historical, social and economic factors have shaped the food system and contributed to the rise in obesity among children, particularly low-income children, in the United States. This analysis suggests the need for policy-level</p>	<p>Assignments requiring students to connect personal and community health issues to social justice are an integral part of the mission of the health education department and are being taught in core and other courses in the major. Signature assignments across courses require students to draw connections between social justice and health, and analysis of these assignments reveals that students comprehend the significance of social justice in determining one's health. Faculty continue to revisit the curriculum to assess where in the curriculum students develop and demonstrate their understanding of the importance of social justice to health outcomes for individuals and communities. A faculty member has recently systematically examined where across the curriculum students are introduced to the political system and the ways in which politics shapes health, and the faculty continue to more closely examine the ways in which social</p>

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			<p>determinants to improve health. (HED 430 - Community Health Education Theory)</p> <ul style="list-style-type: none"> <li>A Community Action/Civic Engagement project that requires students to practice civic engagement in a community of their choice. The goal of this assignment is to do something and write a brief report that describes the action in the context of course readings and class discussions. (HED 455 -- Community Organizing)</li> </ul>	<p>intervention to increase the affordability of fresh and nutritious foods in low-income communities.</p>	<p>justice are taught in different courses. This is expected to be a topic of an upcoming retreat to be scheduled in AY 2012-2013.</p>
<p>5. Alumni feel that their undergraduate training in health education prepared them to practice competencies expected of entry-level health educators.</p> <p>The Health Education Program prepared graduates to apply the ecological approach in analyzing and addressing public health problems.</p>	<p>Major Requirements including core courses: HED 300 (the Health Education Profession), HED 430 (Foundations of Community Health Education); HED 431 (Planning, Implementation, and Evaluation), HED 480 (Fieldwork in Community Health)</p>	<p>Summer 2009 administered to alumni (survey to be administered every 5 years)</p>	<p>A survey was mailed out to alumni in the Summer of 2009. The survey was also available to be completed online through survey monkey, however response rates by mail were much better than those through survey monkey. Students were asked to rate their agreement (from 1=strongly agree to 5= strongly disagree) with a number of statements regarding how prepared they were to perform a number of competencies in their health-related jobs. Students also provided open-ended comments about the extent to which the HED Curriculum and Program prepared them to work in the field.</p>	<p>Respondents to the survey (n=58) were overwhelmingly in agreement that the Department of Health Education prepared them for their professional lives, with mean scores on most of the items ranging from 1-2. Mean scores on most satisfaction items (such as satisfaction with the quality of academic instruction, practice-based experience, and practical career-related advice) also ranged between 1 and 2, meaning students felt either very satisfied (1) or satisfied (2) with the quality of their education.</p> <p>The most common theme regarding what would help to better prepare students for working in the field was more opportunities for community-based experiences and exposure to work in the field earlier in the curriculum.</p>	<p>The quantitative data collected from alumni is reassuring in that our graduates feel prepared to work as entry-level health educators. The majority of them are working in positions related to Health Education, and reported that they were well-prepared for their positions. The extent to which students get hands-on, practical experience practicing competencies earlier in the curriculum than HED 400, the field internship, will be more closely examined in future assessments.</p>

**San Francisco State University  
Inventory of Program Assessment Activities, AY 2011-2012**

**Program:** *Master of Public Health in Community Health Ed*

**Dept:** HED

**College:** Health & Social Sciences

**Date:** 6/15/2012

**Program Mission:** The Department of Health Education at San Francisco State University promotes individual and community health, health equity, and social justice in urban communities through community-based research, advocacy, and the preparation of public health leaders. We provide a participatory learning environment that integrates theory and practice, honors diversity, and fosters leadership, collaboration, critical thinking, and communication skills.

Measurable Student Learning Outcomes (SLOs)	Place in curriculum where competencies associated with each SLO are addressed I=Introduced R=Reinforced P=Practiced M=Mastered	Academic year each SLO was/will be assessed	Assessment procedures/methods/strategies	Summary of findings (SLOs achieved and areas improvement needed)	Use of findings for program improvement
<p><b>1. Students will demonstrate mastery in the core master of public health and health educator responsibilities, competencies, and functions, reflective of those published by ASPH (Association of Schools of Public Health), the National Commission for Health Education Credentialing, Inc. (NCHEC), the Society for Public Health Education (SOPHE), and the American Association for Health Education (AAHE).</b></p>	<p>HED 810, 815, 884, 828, 829, 825, 855 (I)</p> <p>HED 820, 830, 835, 840 (I&amp;R)</p> <p>HED 821, 822 (P)</p> <p>HED 885 (R)</p> <p>HED 811, 895 (M)</p> <p>(Refer to curricular chart in <a href="#">Appendix One</a>)</p>	<p>AY 2011-12</p>	<p>Using the MPH Culminating Experience (CE) Project Assessment Rubric (<a href="#">Appendix Two</a>) being piloted this spring 2012, a faculty committee assessed a random sample of 10 CE projects completed spring 2012 to determine whether the projects demonstrated proficiency in core MPH competencies as well as discipline-specific professional writing skills. The rubric measures 11 components falling under three broad categories (Content, Mechanics, Competencies). The rubric scale for each measured component is Novice (0), Apprentice (1), Proficient (2), and Distinguished (3).</p>	<p>7 of the 10 final CE projects in the sample were rated Proficient or Distinguished on all 11 measured components, with an additional 2 CE projects rated Proficient or Distinguished on 9-10 components out of the 11 measured, and Apprentice on the other components. The remaining CE project was rated Proficient on 3 out of 11 components, with ratings of Apprentice on the remaining components. Note: Approximately 15%-20% of the MPH students completing their CE projects this spring 2012 required specialized writing assistance to reach the expected standards of the final CE project.</p>	<p>Commencing in AY 2009-10, the MPH has undertaken a number of interventions to assist students in need of additional writing support:</p> <p>(1) Faculty identify students eligible for a subsidized one-on-one peer tutoring program to strengthen writing skills in the first semester of the first year and then again in the final semester of the program during CE project completion.</p> <p>(2) In addition, periodic faculty-supervised Saturday writing circles are available to students, during the first semester of their first year in the program, as well as during both fall and spring semesters of their second year, when they are developing and</p>

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		AY 2011-12 pilot initiated	<p>Pre and post program MPH Competencies and Writing Assessment Assignment (<a href="#">Appendix Seven</a>). Direct assessment measure initiated fall 2011 consists of a 3-page essay required of each MPH student both upon program entry and program exit at graduation. Directions for assessment assignment: <i>Choose a health-related problem (mental or physical health disorder; acute illness epidemic; an environmental, occupational, or social concern) of interest to you within a particular community or in the population at large. Gather and review at least five academic sources of information about this health problem, and in 3 double-spaced pages, using a public health perspective, discuss what is known about the distribution, causes, contributing factors of the problem and effective approaches to treatment, solutions, prevention.</i> Assignment scored using the MPH Culminating Experience (CE) Project Assessment Rubric (<a href="#">Appendix Two</a>).</p>	<p>Initial findings will be available spring 2013, when cohort entering fall 2011 completes the post-program MPH Competencies and Writing Assessment Assignment essay upon program exit/graduation.</p>	<p>completing the CE project.</p> <p>(3) Finally, the faculty instructor of the CE coursework (HED 885, HED 895) provides extensive feedback on multiple drafts of the CE proposal and paper for all MPH students, and additional intensive, individualized idea development and writing support for those students who require this extra support to reach the expected standards of the final CE project.</p> <p>The department also has made available to students enrolled in the biostatistics course (first year fall semester for most students) one-on-one subsidized quantitative reasoning peer tutor support .</p> <p>In addition, commencing fall 2010, the Department expanded its first semester grade gateway courses to include HED 810, 815, and 884 in addition to HED 828 and 829. For HED 828 and HED 829 (Biostatistics), all students must earn a B or</p>

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		AYs 2008-09 through 2010-11	<p>Since the beginning of the MPH Program (1998), culminating portfolios were selected as an evidence-based direct measure of student learning. The MPH Program has been developing Portfolio Assessment Protocols over the past 8 years with a phased approach.</p> <p>PHASE 1: Culminating portfolios have always been required of all MPH students, originally in a paper-based format and then (in 2005) migrating to electronic</p>	100% of graduating MPH students from 2009 to 2012 <i>completed comprehensive ePortfolios</i> that included "signature assignments" as evidence of competence in 5 core master level health educator competency areas.	higher to enroll in the subsequent semester Epidemiology course. For HED 810 (Intro to Public Health and Community Organizing), HED 815 (Theory), and HED 884 (Public Health Inquiry), students must earn a B- or higher in all three courses to enroll in the team practice conjoined courses the subsequent semester. If the grade thresholds are not reached, students must repeat the course(s) affected the following fall semester.

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			<p>portfolios (ePortfolios). Archived ePortfolios are also still available in 2012 from 2005-2011 for comparison and review. (PHASE 1 ePortfolio review rubric: <a href="#">Appendix Three</a>)</p> <p>PHASE 2: From 2009-2011, mastery levels of 5 core competencies, a mission statement, leadership skills and the culminating project archived in ePortfolios were assessed annually in spring semesters by a committee of faculty members. [Specific competencies include: Community Assessment, Program Planning, Evaluation, Diversity and Culture and one competency of the students' choosing]</p> <p>The review group applied a rubric (<a href="#">Appendix Four</a>, see also <a href="#">Appendix Three</a> for detailed descriptions of scoring category guidelines) annually to spring graduating student portfolios (AY 2008-09&gt;2010-11= a total of 81 student portfolios reviewed).</p> <p>A rating scale for each competency area assessed the</p>	<p>Within the scoring guidelines, 63% of the 81 reviewed portfolios averaged scores of 2-3 across both the Reflective Statement and Evidence of Competency components across all 5 competency areas. 28% of the portfolios received an average of 1-2 points and 9% of the portfolios received 0-1 points.</p>	<p>Key findings from the Portfolio Assessment Protocols have been:</p> <ol style="list-style-type: none"> <li>1) Over time, an effort has been made to streamline the competency requirements to more clearly "map" to "signature assignments" within the core curriculum. This is an on-going process.</li> <li>2) Faculty have been able to identify linkages between their courses through discussions about the assignments/projects students are archiving in the portfolios. Yet a need exists for greater communication among faculty about how to make use of portfolios in formative (advising) as well as summative review. Collecting relevant evidence or "signature projects" in the ePortfolios as a direct measure may be a</li> </ol>

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			<p>following: (a) Evidence of personal reflection and critical understanding of competency (rated 0-3) and (b) Relevant and quality evidence of competency mastery presented in signature projects uploaded within the electronic portfolio (rated 0-3). Scoring Guidelines (abbreviated): 3=a) Excellent personal reflection and critical understanding b) All evidence presented is relevant to the competency and of high quality, all relevant documents attached. 2=a) Good personal understanding and critical understanding of competency, b) Most evidence presented is of high quality, with relevant documents attached. 1= a) Average reflection/critical understanding, b) Some evidence. 0= a) Lacking reflection, b) Little evidence of high quality</p>		<p>source of program improvement by stimulating deeper conversation with faculty about the evident strengths as well as areas in need of strengthening within the MPH curriculum.</p> <p>3) MPH portfolios have been shared with the MPH community advisory board (2009) and also reviewed in an independent 2007 analysis of data gathered from 2005-07 about the use of portfolios. Further communication with community stakeholders, employers and doctoral programs may now be needed to refine the portfolio requirements.</p> <p>4) Further research is needed to follow-up on the earlier external study (2007) about the quality and efficacy of portfolios.</p> <p>5) Building on PHASE 2 of the portfolio review process, in 2012, in PHASE 3, the program has piloted applying the AAC&amp; U Integrative</p>



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<p><b>importance of addressing determinants of health at the individual, interpersonal, organizational, community, and policy levels to promote health equity through public health research and practice.</b></p>	<p>HED 821, 822 (P) HED 811, 895 (M)</p>	<p>AY 2010-11</p>	<p>springs. Please refer to the PHASE 2 ePortfolio assessment protocols and scoring guidelines outlined above in SLO #1. The MPH portfolios were designed with the ecological approach in mind, and thus the ecological approach is a thread carrying through the student reflective statements for the 5 core competencies and the CE, the mission statement, the leadership skills, and the uploaded signature projects that provide evidence of competence. A number of these signature projects are linked to the determinants of health at the individual, interpersonal, organizational, community, and policy levels.</p> <p>Review of team practice course syllabi and products to determine whether all MPH student practice teams are required to apply the ecological approach in the development, implementation and analysis of their community assessment practice and in the development of their team community program plan and its</p>	<p>Reflective Statement and Evidence of Competency components across all 5 competency areas. 28% received an average of 1-2 points and 9% received 0-1 points.</p> <p>100% of MPH student practice teams applied the ecological framework in the development, implementation and analysis of their community assessment practice and in the development of their team community program plan and its embedded strategies and</p>	<p>2) Guide students throughout the courses in the curriculum to more successfully “scaffold” their understanding of the ecological approach through their research and practice.</p>

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		AY 2010-11	embedded strategies and interventions.  2011 MPH Student Exit survey administered to all graduating MPH students	interventions.  100% of graduating MPH students reported that the MPH program strengthened their understanding of and ability to apply an ecological approach when analyzing community health.	
		AY 2010-11	2011 Post-Program MPH Competency Student Self-Assessment Survey administered to all graduating MPH students	100% of graduating MPH students reported that they have applied the skill of describing the role of social and community factors in the development and solution of public health problems of individuals and populations, and 76% report that they are able to solve problems and think creatively with this skill.	
<b>3. Students will develop the professional oral and written skills necessary to disseminate the outcomes of their public health scholarship and</b>	HED 810, 815, 884, 828, 829 (I&P)  HED 820, 821, 822, 825, 830, 835, 840, 855, 885 (R&P)	AYs 2008-09 through 2010-11	Please refer to the PHASE 2 ePortfolio assessment protocols and scoring guidelines outlined in SLO #1 above.	Within the scoring guidelines (see SLO #1 above), 63% of the reviewed portfolios averaged scores of 2-3 across both the Reflective Statement and Evidence of Competency written components. 28% of the portfolios received an	1) Building on PHASE 2 of the portfolio review process, in 2012, in PHASE 3, the program has piloted applying the AAC& U Integrative Learning VALUE rubric (Appendix Six) to measure levels of integrative learning and synthesis evident in

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practice.	HED 811, 895 (M)	<p>AY 2008-09</p> <p>AY 2010-11</p> <p>AY 2010-11</p>	<p>Review of student conference presentation and publication data</p> <p>2011 MPH Student Exit survey administered to all graduating MPH students</p> <p>2011 Post-Program MPH Competency Student Self-Assessment Survey administered to all graduating MPH students</p>	<p>average of 1-2 points and 9% of the portfolios received 0-1 points.</p> <p>41% of MPH students had their public health practice work selected to be presented at a local, state or national conference, and 8% of MPH students had a professional publication.</p> <p>100% of graduating MPH students reported that the MPH program strengthened their professional presentation and communication skills, as well as their ability to write effectively for professional purposes.</p> <p>100% of graduating MPH students reported that they have applied the skill of developing written and oral presentations based on quantitative and qualitative analyses for both public health professionals and educated lay audiences, and</p>	<p>student reflective writings and signature projects in a random selection of student ePortfolios.</p> <p>2) Students have been evaluated on oral communication in their formal oral presentation of their CE project to their peers, the department and community members, but this dimension could be strengthened going forward.</p>

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				96% reported that they have applied this skill in practice and/or are able to solve problems and think creatively with this skill.	
<p><b>4. Students will develop the skills and competencies needed to successfully work with California's diverse populations.</b></p>	<p>HED 810, 815, 884, 828, 829 (I)</p> <p>HED 820, 825, 830, 835, 840, 855, 885 (R)</p> <p>HED 821, 822 (P)</p> <p>HED 811, 895 (M)</p>	<p>AYs 2008-09 through 2010-11</p> <p>AY 2010-11</p> <p>AY 2010-11</p>	<p>Please refer to the PHASE 2 ePortfolio assessment protocols outlined in SLO #1 above. Diversity and Culture is a core component throughout the MPH curriculum. Each student is required to write a reflective statement and upload evidence of competency in this area.</p> <p>2011 MPH Student Exit survey administered to all graduating MPH students</p> <p>Review of populations served by the team practice community</p>	<p>100% of graduating MPH students from 2009-2011 completed the Diversity and Culture component within the ePortfolio. 86% averaged scores of 2-3 across the Reflective Statement and Evidence of Competency component for Diversity and Culture, indicating that this area is being addressed by the program.</p> <p>100% of graduating MPH students reported that the MPH program has prepared them to work with diverse populations.</p> <p>100% of MPH students had the opportunity through their</p>	<p>Going forward, data could be collected and reviewed in a more targeted way, including examining in detail the Diversity and Culture component of portfolios to assess students' levels of preparedness for working with California's diverse populations. Students put forward a range of different projects (including Leading Health Indicators, Biostatistics and Epidemiology) under this ePortfolio area of Diversity and Culture.</p>

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			partner organizations.	team practice experience for community-based learning and application of skills and competencies relevant to the unique health and social needs of diverse populations.	
<p><b>5. Students will apply in the field the theoretical knowledge and nationally developed competencies required for master level health educators.</b></p>	<p>HED 821, 822 (P) HED 895 (M)</p>	<p>Calendar year 2011 (team practice conjoined course sequence completed Jan-Dec 2011)</p> <p>AY 2010-11</p>	<p>Team Community Assessment Plan Scoring Rubric (<a href="#">Appendix Five</a>). The rubric was applied to assess the quality of each student team's final community assessment plan developed for its community partner organization. The rubric assesses 7 components of the community assessment plan (cover page, exec summary, agency description, community of focus description, problem statement, purpose and key questions, methods section), with a maximum possible total rubric score of 20 points.</p> <p>2011 MPH Student Exit survey administered to all graduating MPH students</p>	<p>All seven 2011 MPH student practice teams (each team consisted of 3 or 4 students working together for 3 semesters in the field with a community partner organization) scored in the highest range (18-20 points) of practice skill mastery level out of the four possible point-total ranges/ practice skill levels on the Team Community Assessment Plan Scoring Rubric.</p> <p>100% of graduating MPH students reported that the team practice component of the curriculum made a valuable contribution to their professional preparation</p>	

Measurable Student Learning Outcomes (SLOs)	Place in curriculum where competencies associated with each SLO are addressed I=Introduced R=Reinforced P=Practiced M=Mastered	Academic year each SLO was/will be assessed	Assessment procedures/methods/strategies	Summary of findings (SLOs achieved and areas improvement needed)	Use of findings for program improvement
		AY 2008-09	2009 MPH Alumni Survey	88% of MPH alumni reported that the experience working with a team and in their cohort in the MPH significantly contributed to their skills as a master's level professional.	
6. Through the ePortfolio and CE projects, students will engage in reflection, integration, and synthesis of acquired MPH knowledge and competencies to solidify their mastery of MPH health educator responsibilities, competencies, and functions.	HED 811 (M) HED 890 (M)	AY 2011-12	Please refer to the MPH CE Project Assessment Rubric protocol under SLO #1 above. As stated in SLO #1, the rubric measures 11 components falling under three broad categories (Content, Mechanics, Competencies). Three of these 11 measures (Idea Development and Synthesis, Public Health Perspective, and Appropriate Method and Theory) are measures of the extent to which students have successfully synthesized their acquired MPH knowledge and competencies.	The average score for all three of these components measuring competency/knowledge integration and synthesis across the sample of 10 CE projects was 2.13, thus solidly Proficient. For Idea Development and Synthesis, 3 CE projects were rated Distinguished, 5 Proficient, and 2 Apprentice. For Public Health Perspective, 3 CE projects were rated Distinguished and 7 Proficient. For Appropriate Theory and Method, 1 CE	1) Provide faculty retreats and other meeting opportunities to allow faculty to identify and explore linkages <i>between their courses</i> through in depth active discussion about the various course assignments/projects students are archiving in the portfolios.  2) Strides toward this goal were made during AY 2011-12 during which two MPH faculty learning communities formed, held meetings, and engaged in ongoing email curricular communications: one faculty

Measurable Student Learning Outcomes (SLOs)	Place in curriculum where competencies associated with each SLO are addressed I=Introduced R=Reinforced P=Practiced M=Mastered	Academic year each SLO was/will be assessed	Assessment procedures/methods/strategies	Summary of findings (SLOs achieved and areas improvement needed)	Use of findings for program improvement
		<p>AY 2010-11</p> <p>AY 2008-09 thru 2010-11</p>	<p>2011 MPH Student Exit survey administered to all graduating MPH students</p> <p>Please refer to the PHASE 2 ePortfolio assessment protocols outlined in SLO #1 above.</p>	<p>project was rated Distinguished, 8 Proficient, and 1 Apprentice.</p> <p>100% of graduating MPH students reported that the process of completing their CE project enhanced their mastery of the competencies, functions, and responsibilities expected of an MPH degree recipient. 81% of graduating MPH students reported that the process of collecting, selecting, and reflecting on their work to complete their ePortfolio deepened their understanding of the competencies, functions, and responsibilities expected of an MPH degree recipient.</p> <p>100% of graduating MPH students from 2009-2011 completed the Reflective Statements and Mission Statement components within the ePortfolio. Quality of</p>	<p>learning community (FLC) for first year fall MPH teaching faculty and a second FLC for second year MPH teaching faculty.</p>

Measurable Student Learning Outcomes (SLOs)	Place in curriculum where competencies associated with each SLO are addressed I=Introduced R=Reinforced P=Practiced M=Mastered	Academic year each SLO was/will be assessed	Assessment procedures/methods/strategies	Summary of findings (SLOs achieved and areas improvement needed)	Use of findings for program improvement
		AY 2005-07	In addition to annual spring internal reviews, the MPH portfolio project was externally reviewed by 28 professionals surveyed in 2007.	<p>Reflective Statements in the ePortfolio sample: Within the scoring guidelines delineated in SLO #1 above, 63% of the portfolios averaged scores of 2-3 across both the Reflective Statement and Evidence of Competency components across all 5 competency areas. 28% received an average of 1-2 points and 9% received 0-1 points.</p> <p>70% of the professionals surveyed agreed or strongly agreed that the ePortfolio Mission Statements captured the students' commitment to public health and are related to the San Francisco State University Department of Health Education's overarching mission. 10% of the professionals surveyed remained neutral with 15% disagreeing. Nearly 90% of the professionals surveyed agreed or strongly agreed that the MPH students' ePortfolio sites overall clearly integrate theory and the students' practice</p>	

Measurable Student Learning Outcomes (SLOs)	Place in curriculum where competencies associated with each SLO are addressed I=Introduced R=Reinforced P=Practiced M=Mastered	Academic year each SLO was/will be assessed	Assessment procedures/methods/strategies	Summary of findings (SLOs achieved and areas improvement needed)	Use of findings for program improvement
		AY 2009-10 thru 2011-12	<p>PHASE 3: Portfolio Assessment using externally validated meta-rubric. In 2012, a pilot was launched to apply an externally validated meta-rubric (AAC &amp; U's Integrative Learning VALUE Rubric; <a href="#">Appendix Six</a>) to a random selection of AY 2009&gt;11 graduating MPH student ePortfolios. A faculty committee was emailed both the AAC &amp; U rubric and links to 6 randomly selected portfolios to review in advance of a face-to-face norming session.</p> <p>To measure integrative learning, this nationally designed meta-rubric addresses the following dimensions: 1) Connections to Experience, 2) Connections to Discipline, 3) Transfer, 4) Integrated Communication, 5) Reflection and Self-Assessment</p>	<p>experience in various projects.</p> <p>PHASE 3: After reviewing a representative sample of portfolios, a faculty committee met in June 2012 to discuss the applicability of the Integrative Learning VALUE rubric to assessing mastery levels of integrative learning and synthesis by examining the evidence available in student ePortfolios. Preliminary discussions revealed that adjustments to the current rubric would be required to align with what the MPH students have historically been asked to archive and reflect upon in the ePortfolio. The faculty committee determined that insufficient evidence aligned with the rubric categories exists in the current ePortfolios as constructed to accurately determine student integrative learning and synthesis mastery levels using the VALUES rubric in its current form.</p>	<p>1) To achieve a predominance of Capstone (synthesis/adapt &amp; apply/enhance meaning) Integrative Learning rubric score levels, the faculty committee suggested faculty discussions of the reflective writing that is currently required throughout the curriculum and exploration of how to construct reflective writing assignments that lead to Capstone scores on the VALUES rubric, or alternatively, the design of a modified rubric to accurately capture and measure the mastery levels of reflective learning, integration, and synthesis achieved by students through the MPH coursework, practice, and research.</p> <p>2) Review and potential restructuring of the ePortfolios may also be needed. Going forward, if measurement of Capstone levels of Integrative Learning on the VALUES</p>

<b>Measurable Student Learning Outcomes (SLOs)</b>	<b>Place in curriculum where competencies associated with each SLO are addressed I=Introduced R=Reinforced P=Practiced M=Mastered</b>	<b>Academic year each SLO was/will be assessed</b>	<b>Assessment procedures/methods/strategies</b>	<b>Summary of findings (SLOs achieved and areas improvement needed)</b>	<b>Use of findings for program improvement</b>
					rubric is determined to be a goal for the Department, the faculty can discuss the addition of a culminating reflective/integrative learning assignment to the culminating portfolio that aligns with the mastery measures used in the VALUES rubric and that assists students in integrating and synthesizing their acquired knowledge and competencies (including their signature projects), facilitating deep mastery of integrative MPH health educator responsibilities, competencies, and functions.

# Appendices

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## Appendix One: SF State MPH Curricular Road Map, 5 or 6 Semesters Pathway

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SF State Master of Public Health in Community Health Education Curriculum Road Maps			
For these options: Track 1 (5 semesters) and Track 2 <sup>1</sup> (6 semesters). <i>Longer completion time frames also available.</i>			
<i>Students working full-time/with extensive outside commitments might find a 6 to 8 semester completion plan more suitable.</i>			
Semester	MPH Coursework—click on course to view description	Units	Units per Semester <sup>2</sup>
Non-sequenced course	Elective <sup>3</sup> ( <i>Track 1 students only</i> <sup>4</sup> )	3	3—Track 1 0—Track 2
Fall Year One	<a href="#">HED 810</a> Public Health and Principles of Community Organizing <a href="#">HED 815</a> Theories of Social Behavioral Change in Community Health Education <a href="#">HED 828</a> Biostatistics and Public Health Lab <a href="#">HED 829</a> Biostatistics and Public Health <a href="#">HED 884</a> Seminar in Applied Community Health Education Research	3 3 1 3 2	12
Spring Year One	<a href="#">HED 820</a> Community Health Assessment <a href="#">HED 821</a> Public Health Profession Practice <a href="#">HED 825</a> Epidemiology	3 3 3	9
Summer Year One	<a href="#">HED 822</a> Advanced Public Health Profession Practice	3	3
Fall Year Two	<a href="#">HED 830</a> Health Education Planning, Management and Administration for Community Change <a href="#">HED 835</a> Public Health Policy <a href="#">HED 885</a> Advanced Seminar in Applied Community Health Education Research	3 3 3	9
Spring Year Two ( <i>Final semester for Track 1 students</i> )	<a href="#">HED 811</a> Community Health Education Skills ePortfolio <a href="#">HED 840</a> Program Evaluation Design and Research <a href="#">HED 855</a> Environmental Health <a href="#">HED 895</a> <sup>4</sup> Applied Research Project in Community Health Education (NOTE: Track 2 students participate in the HED 895 weekly class sessions, but enroll instead in a 3 unit <a href="#">HED 899</a> Special Study <sup>5</sup> )	1 3 1 3	8
Fall Year Three ( <i>Final semester for Track 2 students</i> )	<a href="#">HED 895</a> <sup>4</sup> Applied Research Project in Community Health Education ( <i>Track 2 students only</i> )	3	0—Track 1 3—Track 2
<b>Total Units: 44</b>			
<p><sup>1</sup> Track 1 is a 2 year (5 semester) program with an applied research project completed in the final semester (spring semester of the 2nd year), and Track 2 is a 2.5 year (6 semester) program with an applied research project completed in the final semester (fall semester of the 3rd year). Advisors can discuss alternative longer time to completion options. <b>7 year Rule:</b> No more than 7 years may elapse between the start of the term of the earliest dated course on the <a href="#">Advancement to Candidacy (ATC)</a> form and the date the last course is completed. <sup>2</sup>Students should consult with the financial aid office regarding the minimum number of registered units per semester to qualify for a financial aid package. A summer semester financial aid request requires a separate application process from that of the fall/spring academic year. <sup>3</sup>Track 1 students choose in which semester they wish to take the elective course. The Track 1 elective course can be any professionally relevant <i>advisor-approved</i> 3 unit graduate or upper-division undergraduate level course, numbered 300 or higher, from any department. <sup>4</sup>In order to enroll in the HED 895 culminating experience course, a student must have a 3.0 or higher cumulative GPA, and have completed or be enrolled concurrently to complete all other required coursework of the 44 unit MPH degree. <sup>5</sup>Instead of an elective course, spring of the second year Track 2 students take 3 units of HED 899 Special Study and participate in the HED 895 weekly class and activities as a part of the HED 899 Special Study course requirements.</p>			

## Appendix Two: MPH Culminating Experience Project Assessment Rubric

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<i>Components</i>	<b>Novice (0)</b>	<b>Apprentice (1)</b>	<b>Proficient (2)</b>	<b>Distinguished (3)</b>
<b>Content</b>				
<i>Audience</i>	Limited awareness of health audiences and need to modify styles of writing for each audience. Writes for the professor only.	Some focus on audience, but lapses in focus. Awareness of need to shift writing to suit a different audience.	Suitable tone for audience. Can adapt language for different audiences.	Strong awareness of audience needs appropriate tone. Easily able to shift tone and content of message for different audiences.
<i>Purpose or Thesis</i>	Minimal evidence of the reasons for and types of writing for the profession.	Weak purpose or not clearly articulated thesis.	Adequate or strong purpose statement	Clear, powerful purpose statement
<i>Idea development and synthesis</i>	Limited, unrelated details. Little or no integration of theory and research to the ideas expressed.	Unelaborated or repetitive lists of ideas. Recognition of theory and research findings, but not consistently applied.	Elaborated, relevant details, innovative and well-referenced. Literature synthesized.	Evidence of analysis, synthesis, insight, connections among ideas. Creative, innovative.
<b>Mechanics</b>				
<i>Sentence Structure, Grammar, Spelling, etc</i>	Incorrect or ineffective for the audience/profession. Incorrect or ineffective grammar or wrong word choices. No or limited use of appropriate health terminology. Many spelling errors.	Simplistic or awkward sentences, or uses an inappropriate style for the discipline. Imprecise language; some grammatical errors. Inconsistent use of professional health terminology. Some spelling errors that do not interfere with the message.	Controlled and varied sentences and appropriate style for the discipline. Acceptable and effective language; correct word choices. Appropriate use of health terminology. Very few spelling errors	Variety in sentence structure and length, mastered the style of writing for the profession. Precise and/or rich language. Uses health terminology effectively and powerfully. No or minimal spelling errors.
<i>Use of APA style</i>	None	Inconsistently applied	Applied with minor errors	Consistently applied
<i>Organization</i>	Lacks connection/transitions from one paragraph or section to another.	Loose organization, some lack of transition sentences.	Smooth transitions, paper shows clear organization.	Tight organizational framework with no redundancies.
<b>Competencies</b>				
<i>Public Health Perspective</i>	No acknowledgment of upstream factors	Mentions, but does not examine upstream factors	Adequate discussion of upstream factors, theories, policy, etc	Outstanding mastery of upstream factors
<i>Social Justice</i>	No recognition of SJ ramifications of the health problem	Mentions, but does not explore SJ	Adequate discussion of SJ	Outstanding mastery of SJ concepts
<i>Appropriate Sources of Info</i>	Uses lay, non-scholarly sources or inappropriate use of scholarly work	Some scholarly sources but not integrated or clearly articulated	Demonstrates ability to find and interpret scholarly sources	Mastery of scholarly literature
<i>Interpretation of Research Data</i>	No empirical research articles accessed	Has data-based articles, but limited ability to interpret the data	Adequate quantitative and qualitative interpretation skills	Critiques quantitative and qualitative data
<i>Appropriate method and theory</i>	No clear methods or theories	Uses simplistic or moderately appropriate methods/theories	Selects appropriate methods and theories	Stellar use of method and theory

**Scoring Sheet**

**Student.** \_\_\_\_\_

<b>Components</b>	<b>Novice (0)</b>	<b>Apprentice (1)</b>	<b>Proficient (2)</b>	<b>Distinguished (3)</b>
<b>Content</b>				
<i>Audience</i>				
<i>Purpose or Thesis</i>				
<i>Idea development and synthesis</i>				
<b>Mechanics</b>				
<i>Sentence Structure, Grammar/ word usages/ Spelling, etc</i>				
<i>Use of APA style</i>				
<i>Organization</i>				
<b>Competencies</b>				
<i>Public Health Perspective</i>				
<i>Social Justice</i>				
<i>Appropriate Sources of Info</i>				
<i>Interpretation of Research Data</i>				
<i>Appropriateness of method and theory</i>				

Total Score: \_\_\_\_\_

### Appendix Three: PHASE 1 ePortfolio Rubric

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<b>Student Name:</b>
----------------------

E-folio Component	Criteria	Score	Scoring Guidelines			
			3	2	1	0
<b>Competencies</b>						
<b>1. Community Assessment</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>2. Program Planning</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached

<b>3. Implementing Community HED Programs</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>4. Evaluating Community HED Programs</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>5. Coordinating HED Services</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>6. Consulting and Resource Skills</b>						

Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>7. Advocacy and Communication</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>8. Research Principles and Methods</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>9. Administration Skills</b>						

Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>10. Professional Leadership</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>11. Embracing Diversity</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>SUBTOTAL</b>						

<b>Extra Credit Points (earned if students fulfill more than the 7 required competencies)</b>						
<b>Specific Site Content</b>						
<b>Introduction</b>	Organized, clear and concise introduction		Introduction is clear and concisely communicates intention of efolio	Introduction is mostly clear and generally communicates intention of efolio	Introduction is somewhat clear and somewhat communicates intention of efolio	Introduction is unclear and does not communicate intention of efolio
<b>Mission Statement</b>	Organized, clear and concise mission statement		Mission statement is well-organized, clear and concise	Mission statement is mostly well-organized, clear and concise	Mission statement is somewhat well-organized, clear and concise	Mission statement lacks organization and clarity and is not concise
<b>Community Based Experience</b>	Well-developed presentation of specific community-based experience complete with reflective statement and evidence		Excellent, clear, and dynamic reflection of community-based experience.	Reflection of community-based experience is mostly clear and dynamic.	Reflection of community-based experience is somewhat clear and dynamic.	Reflection of community-based experience is not clear or well-developed.
<b>Culminating MPH Project</b>						
<b>Evidence</b>	Relevant and quality evidence presented for competencies with documents attached.		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/PPT) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/PPT) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/PPT) attached	Little evidence presented is relevant to the competency and of high quality; no relevant documents (reports/PPT) attached
<b>Reflection</b>	Reflection captures and effectively articulates essential learnings from project		Reflection is of high quality and effectively reflects essential learnings	Reflection is of good quality and mostly reflects essential learnings	Reflection is of fair quality and somewhat reflects essential learnings	Reflection is of low quality and does not reflect essential learnings

Structure						
<b>Organization of efolio content</b>	Evidence and content is presented in a logical order and navigation is easy to follow		All content is well-organized and navigation is seamless and logical	Most content is well-organized and navigation is generally seamless and logical	Some content is well-organized and navigation is partially seamless and logical	Content is not well-organized and navigation is generally not seamless and logical
<b>Writing skills</b>	Content on site reflects strong writing and grammatical skills		Overall, content in site is well-written with no (0-1) grammatical errors	Overall, content in site is mostly well-written with few (2-5) grammatical errors	Overall, content in site is somewhat well-written with some (6-9) grammatical errors	Overall, content in site is not well-written and/or contains many (10+) grammatical errors
Appearance/ Look & Feel						
<b>Visual appeal &amp; Presentation</b>	Site is dynamic and displays a balance between text and media (images, quotes, graphics, sidebars etc.)		Site displays an excellent overall balance between text and media; a strong use of multimedia and/or graphics; effective use of quotes; and is dynamic and interesting.	Site displays a good overall balance between text and media; a good use of multimedia and/or graphics; some quotes; and is mostly dynamic and interesting.	Site displays an average overall balance between text and media; an average use of multimedia and/or graphics; few quotes; and is somewhat dynamic and interesting.	Site does not display an overall balance between text and media; does not use multimedia and/or graphics; lacks quotes; and is not dynamic or interesting.
<b>Commitment to the profession</b>	Content and evidence presented in the efolio reflect a commitment to the profession of public health		Serious commitment	Good commitment	Average commitment	Little evidence of commitment
<b>SUBTOTAL</b>						
<b>TOTAL</b>						
<b>Letter Grade</b>						

## Appendix Four: PHASE 2 ePortfolio Rubric

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### HED 811 Final Grade Rubric

<b>Student Name:</b>	[insert name here]
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#### Completion/Final Review of ePortfolio (50 points)

E-folio Component	Criteria	Score	Scoring Guidelines			
			3	2	1	0
<b>Competencies (5 points each for each of 5 required areas)</b>						
<b>Community Assessment** (** = required)</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent	Good	Average	Poor
Evidence of Competence	Summary of relevant evidence presented with documents attached		Excellent and highly relevant summary	Good and relevant summary	Adequate and somewhat relevant summary	Poor and marginally relevant summary
<b>Program Planning**</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent	Good	Average	Poor
Evidence of Competence	Summary of relevant evidence presented with documents attached		Excellent and highly relevant summary	Good and relevant summary	Adequate and somewhat relevant summary	Poor and marginally relevant
<b>Program Evaluation**</b>						

Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent	Good	Average	Poor
Evidence of Competence	Summary of relevant evidence presented with documents attached		Excellent and highly relevant summary	Good and relevant summary	Adequate and somewhat relevant summary	Poor and marginally relevant summary
<b>Additional Competency**</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent	Good	Average	Poor
Evidence of Competence	Summary of relevant evidence presented with documents attached		Excellent and highly relevant summary	Good and relevant summary	Adequate and somewhat relevant summary	Poor and marginally relevant summary
<b>Diversity and Culture**</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent	Good	Average	Poor
Evidence of Competence	Summary of relevant evidence presented with documents attached		Excellent and highly relevant summary	Good and relevant summary	Adequate and somewhat relevant summary	Poor and marginally relevant summary
<b>Additional Competency (extra credit)</b>						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent	Good	Average	Poor
Evidence of Competence	Summary of relevant evidence presented with documents attached		Excellent and highly relevant summary	Good and relevant; most documents attached	Adequate and somewhat relevant summary	Poor and marginally relevant summary

<b>SUBTOTAL</b>						
<b>Specific Site Content (9 points total)</b>						
<b>Introduction **</b>	Organized, clear and concise introduction		Excellent	Good	Average	Poor
<b>Mission Statement **</b>	Organized, clear and concise mission statement		Excellent	Good	Average	Poor
<b>Leadership Skills**</b>	Leadership skills understood and described		Excellent	Good	Average	Poor
<b>Culminating Experience (CE) (7 points)</b>						
<b>Abstract/Project Overview</b>	Abstract presented with final CE document attached. Presentation PPT may also be uploaded.		Excellent and highly relevant	Good and relevant	Adequate and somewhat relevant	Poor and marginally relevant
<b>Structure/Appearance (9 points Total)</b>						
<b>Organization of efolio content</b>	Evidence and content is presented in a logical order and navigation is easy to follow		Excellent	Good	Average	Poor
<b>Writing skills</b>	Content on site reflects strong writing and grammatical skills		Excellent	Good	Average	Poor
<b>Visual appeal &amp; Presentation</b>	Site is dynamic and displays a balance between text and media (images, quotations, graphics, hyperlinks, sidebars etc.)		Excellent	Good	Average	Poor
<b>SUBTOTAL</b>						
<b>Seminar Attendance / participation (in person &amp; online) (40 points)</b>						

<b>eFolio Peer Review (10 points)</b>			
	<b>TOTAL</b>		
	<b>Letter Grade</b>		

## Appendix Five: Team Community Assessment Plan Scoring Rubric

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Criteria	A Range	B Range	C Range	D and Below Range
<b>20 points Total</b>	<b>Above 18.0 Up to 20</b>	<b>Above 16.0 Up to 18.0</b>	<b>Above 14.0 Up to 16.0</b>	<b>Below 14.0</b>
<b>Cover Page</b>  Score _____	One page; Includes all required elements and they are correct - Title of the Assessment, Field Placement Site, Name of Community Adjunct Faculty & Title, and Course Information.	Includes most required elements and they are mostly correct.	Includes some of the required elements and some of them are correct.	Does not include the required elements and they are not correct.
<b>Executive Summary</b>  Score _____	Provides a clear and concise summary of the plan and its key elements; Describes what the reader can expect to cover in the rest of the paper.	Introduction captures some, but not all of the key elements of the plan in a mostly concise and clear manner. Gives a fairly good sense of what will be covered in the rest of the paper.	Introduction captures only a few of the key elements of the plan and is only somewhat concise and clear; Gives somewhat of a sense of what will be covered in the rest of the paper.	Introduction does not capture any of the key elements of the plan and is neither concise nor clear. Does not describe what will be covered in the rest of the paper.

<p><b>Agency Description</b></p> <p>Score _____</p>	<p>Clearly and in a compelling manner describes the partner agency; Describes the required elements of the organization -- structure, scope and budget, key staff, and mission/purpose; provides context for the assessment and clearly and concisely explains how the assessment fits into the work of the agency; provides a clear explanation of why the agency wants to do this assessment.</p>	<p>Describes most of the required elements of the organization; gives some sense of the context and how the assessment fits into the work of the agency; gives some sense of why the agency wants to do the assessment at this time.</p>	<p>Describes some, but not all of the required elements of the organization; provides little context of how the assessment fits into the work of the agency; provides a largely incomplete or incorrect reason for why the agency wants to do the assessment at this time.</p>	<p>Does not describe the required elements of the; provides no context and how the assessment fits into the work of the agency; does not give an explanation for why the agency wants to do the assessment at this time.</p>
<p><b>Community of Focus Description</b></p> <p>Score _____</p>	<p>Clearly describes the population or community that will be the focus of the assessment; Appropriately and effectively uses statistics and other data to support assertions; Identifies the community and the key required elements – geography, demographics, population size, social/cultural characteristics; Completely and clearly describes the inclusion criteria.</p>	<p>Describes the population or community that will be the focus of the assessment in a mostly clear manner; Mostly uses statistics and other data to support assertions; Identifies most of the key required elements; Describes most of the inclusion criteria in a mostly clear manner.</p>	<p>Incompletely describes the population or community that will be the focus of the assessment in a manner that is not clear; Insufficiently or incorrectly uses statistics and other data to support assertions; Identifies only some of the key required elements – geography, demographics, population size, social/cultural characteristics; the inclusion criteria are not accurate and are not easy to follow.</p>	<p>Does not describe the population or community that will be the focus of the assessment; Makes assertions unsupported by statistics and other data; Does not describe the key required elements – geography, demographics, population size, social/cultural characteristics; the inclusion criteria are not provided.</p>

<p><b>Problem Statement</b></p> <p>Score _____</p>	<p>Synthesizes data and findings from the literature from the articles into a coherent set of statements about what is known about the extent of the problem and key related issues. Provides epidemiological data related to the health/community issue and writing reflects student’s critical analysis about what is needed from the assessment.</p>	<p>Mostly synthesizes data and findings from the literature in an incomplete but not insufficient analysis of about what is known about the extent of the problem and key related issues; Attempt at critical analysis, but incomplete discussion of what can be concluded; Provides some data to support assertions about health/community issue; Offers some analysis of what is needed from the assessment.</p>	<p>Summarizes, but does not synthesize data and findings from the literature in an insufficient analysis of about what is known about the extent of the problem and key related issues; Little attempt at critical analysis, and discussion of what can be concluded; Does not provide sufficient or appropriate data to support assertions about health/community issue; Offers limited analysis of what is needed from the assessment.</p>	<p>No analysis of data and findings from the literature; No analysis of about what is known about the extent of the problem and key related issues what important issues remain unanswered by the articles; No attempt to analyze what is needed from the assessment.</p>
<p><b>Purpose and Key Questions</b></p> <p>Score _____</p>	<p>Clearly and concisely describes the purpose in one or two sentences including --What the assessment seeks to find out, Who it will focus on and, the location; Lays out key questions that need to be answered; Provides analytic questions that are comprehensive, clear, compelling and feasible to answer; Alignment between the Purpose and Key Questions.</p>	<p>Purpose statement describes, the required elements, but with some missing, in one or two sentences; Lays out most of the key questions that need to be answered; Provides analytic questions that are mostly comprehensive, clear, compelling and feasible to answer; There is some, but not total alignment between the Purpose and Key Questions.</p>	<p>Purpose does not describe most of the required elements; Lays out some of the key questions that need to be answered; Provides questions, but they are not at the right level and/or are not comprehensive, clear, compelling and feasible to answer; There is insufficient alignment between the Purpose and Key Questions.</p>	<p>Purpose does not include the required elements; Does not lay out the key questions that need to be answered; Provides inadequate questions that are not aligned with the purpose statement and are not at the right level; Questions are not clear, comprehensive or feasible to answer. Purpose and Key Questions.</p>
<p><b>Methods</b></p>	<p>Provides a clear and</p>	<p>Provides a mostly clear</p>	<p>Provides a somewhat clear</p>	<p>Does not provide a clear</p>



## Appendix Six: AAC&U Integrative Learning VALUE Rubric

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# INTEGRATIVE LEARNING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

### Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

### Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in

designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

#### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

# INTEGRATIVE LEARNING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills,</i>	Adapts and applies, independently, skills, abilities,	Adapts and applies skills, abilities, theories, or	Uses skills, abilities, theories, or methodologies gained in	Uses, in a basic way, skills, abilities, theories, or

<p><i>abilities, theories, or methodologies gained in one situation to new situations</i></p>	<p>theories, or methodologies gained in one situation to new situations <b>to solve difficult problems or explore complex issues in original ways.</b></p>	<p>methodologies gained in one situation to new situations <b>to solve problems or explore issues.</b></p>	<p>one situation in a new situation <b>to contribute to understanding of problems or issues.</b></p>	<p>methodologies gained in one situation <b>in a new situation.</b></p>
<p><b>Integrated Communication</b></p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b>, making clear the interdependence of language and meaning, thought, and expression.</p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>to explicitly connect content and form</b>, demonstrating awareness of purpose and audience.</p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).</p>	<p>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form.</b></p>
<p><b>Reflection and Self-Assessment</b> <b>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</b></p>	<p>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</p>	<p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p>	<p>Describes own performances with general descriptors of success and failure.</p>

## Appendix Seven: MPH Competencies and Writing Assessment Assignment

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*HED 884 instructions:*

### **MPH Competencies and Writing Assessment Assignment (10 points for completion)**

**Assignment Purpose:** This assignment is a baseline assessment of your knowledge of and ability to apply in master level academic writing some of the key MPH concepts and competencies that will be taught in our curriculum. You will complete this same assignment upon program completion to measure against this baseline as an assessment of the MPH knowledge and competencies you have gained through the program.

### **Assignment Instructions:**

Choose a health-related problem (mental or physical health disorder; acute illness epidemic; an environmental, occupational, or social concern) of interest to you within a particular community or in the population at large. Gather and review at least five academic sources of information about this health problem, and in 3 double-spaced pages, using a public health perspective, discuss what is known about the distribution, causes, contributing factors of the problem and effective approaches to treatment, solutions, prevention.

*HED 895 instructions:*

### **MPH Competencies and Writing Assessment Assignment (10 points for completion)**

**Assignment Purpose:** This is the same assessment assignment that you completed in HED 884 upon entering the MPH program. The purpose of this assignment is to measure against that baseline your current knowledge of and ability to apply in master level academic writing some of the key MPH concepts and competencies taught in our curriculum.

### **Assignment Instructions:**

Choose a health-related problem (mental or physical health disorder; acute illness epidemic; an environmental, occupational, or social concern) of interest to you within a particular community or in the population at large. Gather and review at least five academic sources of information about this health problem, and in 3 double-spaced pages, using a public health perspective, discuss what is known about the distribution, causes, contributing factors of the problem and effective approaches to treatment, solutions, prevention.