

PhD in Public Health Academic Assessment Plan

College of Public Health and Health Professions
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Office of the Provost

*University of
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Academic Assessment Plan for PhD in Public Health

College of Public Health and Health Professions

A. Mission

The University of Florida has a threefold mission: teaching, research and service. The College of Public Health and Health Professions embraces the three key elements of the University's mission as they apply to human health: to preserve, promote, and improve the health and well being of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.

Consistent with its mission, the College has three primary goals:

- Provide **excellent educational programs** that prepare graduates to address the multifaceted health needs of populations, communities, and individuals
- Conduct **quality research** and **disseminate findings** that are responsive to priority health needs
- **Lead and actively participate in serving** our university, our professions, individuals, and communities

The PhD in Public Health contributes to the missions of both the University and College. The Public Health PhD seeks to prepare highly qualified individuals for careers in academia or in public and private research enterprises. Students complete the program with a deep theoretical foundation and strong methodological skills in public health resulting in the ability to conduct independent research. They have mentored experiences with classroom teaching and course preparation and delivery. All of them become involved in their professional organizations through scientific presentations and publications, and they are encouraged to engage in university and community service.

In 2009, the College of Public Health and Health Professions was accredited as a school of public health by the Council on Education for Public Health (CEPH). While the accreditation is at the college level, special attention is paid to Public Health academic programs. A detailed self-study was conducted in academic year 2007-08 and another self-study is underway in 2012-13 in anticipation of a site visit in February 2014. The self-studies require collection and analysis of detailed information on applicants, students, faculty, and staff, as well as organizational, governance and research activities. Annual updates of key data are provided to CEPH each December. Self-study documents, annual updates, and letters of accreditation are available for review in the College of Public Health and Health Professions.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO	Assessment Method	Degree Delivery
Knowledge	Generate new knowledge in the field of public health.	Successful completion of dissertation (Direct)	Campus
Teaching Skills	Demonstrate competence in class preparation, delivery, and creation of a positive learning environment	Number of courses taught or assisted with teaching in an ongoing manner (Indirect)	Campus
		Assessment of one student-led class by a senior faculty member (Direct)	Campus
Problem-Solving Skills	Demonstrate problem-solving skills by applying, analyzing and synthesizing content knowledge in public health.	Successful completion of comprehensive exam and admission to candidacy (Direct)	campus
		Number of presentations given at scientific meetings (Indirect)	Campus
		Number of articles published in refereed journals (Indirect)	Campus
Professional Behavior	Display behavior appropriate to scientific discourse and communication	Observation of behavior in PhD journal club courses (Direct)	Campus

The PhD in Public Health admitted its first cohort of students in fall 2011. Student learning objectives and assessment methods have been under development since that time. The SLOs and assessment methods presented in the table above reflect full faculty input and are more complete than those previously entered in the UF approval system. A request to modify the SLOs has been submitted at the same time as this plan.

C. Research

The focus of the PhD in Public Health is to prepare students to conduct independent research. All PhD students are required to complete 12 credits of coursework in quantitative methods and statistics, 36 credits of research methods appropriate to their concentration (e.g. social/behavioral science, environmental/global health, one health), 3 credits of supervised research, and 15 credits of dissertation research. Additional required courses cover grant-writing, critical reading of the literature, and ethical issues in research.

D. Assessment Timeline

Program: PhD in Public Health

College of Public Health & Health Professions

Assessment	1	2	3	4	5	6
SLOs	Dissertation defense	During teaching experience (observation in class)	Completion of teaching experience	Comprehensive exam	Annual meeting with faculty advisor	Journal club observation
Knowledge						
Generate new knowledge in the field of public health.	✓					
Skills						
Demonstrate competence in class preparation, delivery, and creation of a positive learning environment		✓	✓			
Demonstrate problem-solving skills				✓	✓	
Professional Behavior						
Display behavior appropriate to scientific discourse and communication						✓

E. Assessment Cycle

Assessment Cycle for:

Program: PhD in Public Health

College of Public Health & Health Professions

Analysis and Interpretation:

Annually upon completion of spring semester

Improvement Actions:

Developed during the summer months

Dissemination:

Disseminated to department and other program faculty in September

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
Generate new knowledge in the field of public health.			✓	✓	✓	✓	✓
Skills							
Demonstrate competence in class preparation, delivery, and creation of a positive learning environment			✓	✓	✓	✓	✓
Demonstrate problem-solving skills by applying, analyzing and synthesizing content knowledge in public health.			✓	✓	✓	✓	✓
Professional Behavior							
Display behavior appropriate to scientific discourse and communication				✓	✓	✓	✓

F. Measurement Tools

Data used to perform the assessments are collected from several sources.

Students in the Public Health PhD program are expected to generate new **knowledge** in the field. This is accomplished by developing an in-depth familiarity with the state of knowledge in a specific area of the field, identifying a solid research question, designing/developing all aspects of a research project, conducting the research, writing the dissertation, and finally, defending the dissertation. In order to successfully defend, all of the previous milestones must be accomplished. Successful oral defense of the dissertation indicates that the student has acquired the ability to generate new knowledge in the field of public health. Documentation of dissertation defense is maintained by the department and the university.

Teaching Skills are measured in two ways. Each PhD student is assigned to serve as a teaching assistant or instructor of record for a course. Records of these assignments are maintained by the department. While the student is assigned to the course, one class period is observed and evaluated, using the PPHP Classroom Observation Form. This form is used for both faculty and student teaching observations in the college. A copy is attached.

We assess **problem solving skills** in three ways: successful completion of the comprehensive examination and admission to candidacy, student presentations at scientific meetings, and published peer-reviewed articles. All students are required to pass a comprehensive examination in order to be admitted to candidacy. The exam is administered when formal coursework is completed and the student has a solid dissertation proposal. Successful completion of the exam is considered a sign that the student has acquired the essential knowledge and skills to engage fully with dissertation research. Records of successful completion of the comprehensive examination are maintained by the department and by the University of Florida. Both presentations and

publications represent a lengthy series of problems that must be addressed systematically to move a research question through design and analysis, findings, and implications, and then to written communication and submission. Students are required to maintain records of their presentations and publications as evidence of productivity and progress. These records are discussed with the faculty advisor at an annual meeting.

Professional behavior is assessed via direct observation of behavior during journal club courses. These required seminar courses include small numbers of students who critique published literature and are intended to encourage high level critical thinking. As a result, situations in which students see issues from different perspectives and debate the value of different approaches are common. Professional behavior in regard to respect for diverse points of view, cultural sensitivity, and ethical principles is assessed by the instructor upon completion of each course and feedback on these behaviors is provided to each student.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Mary Peoples-Sheps	Senior Associate Dean for Public Health	mpeoplessheps@phhp.ufl.edu	352-273-6084
Barbara Curbow	Behavioral Science and Community Health	bcurbow@phhp.ufl.edu	352-273-6745
Giselle Mann	Behavioral Science and Community Health	gmann@phhp.ufl.edu	352-273-6164
Gregory Gray	Environmental and Global Health	gcgray@phhp.ufl.edu	352-273-9449
Tara Sabo-Atwood	Environmental and Global Health	sabo@phhp.ufl.edu	352-273-9188

Attachment
College of Public Health and Health Professions
Classroom Observation Form
Measures SLO #2

PhD Student Observed _____

Faculty Observer _____

Course Title _____

Class Topic _____ **Date** _____

Number of Students Present _____ **Length of Observation** _____

Directions: Please complete the information at the top of this form. Circle a response for every question below using the following scale:

1: poor	4: good
2: below average	5: excellent
3: average	NA: not applicable

Provide comments in each section to support and elaborate your ratings. Return completed form to PhD student and faculty advisor within one week of observation.

Classroom Organization

Prepared for class	1	2	3	4	5	NA
Maintains effective pace	1	2	3	4	5	NA
Presents clear goals and objectives for the class	1	2	3	4	5	NA
Maintains focus on goals and objectives	1	2	3	4	5	NA

Comments

Presentation

Maintains students' attention/interest	1	2	3	4	5	NA
Uses audiovisual aids appropriately	1	2	3	4	5	NA
Varies format of presentation	1	2	3	4	5	NA
Conveys enthusiasm and interest	1	2	3	4	5	NA

Comments

Rapport

Is respectful of students	1	2	3	4	5	NA
Facilitates student participation	1	2	3	4	5	NA

Comments

Credibility

Conveys competence in presenting material	1	2	3	4	5	NA
Responds to questions and alternative viewpoints constructively and nondefensively	1	2	3	4	5	NA

Comments

Content

Integrates readings into instruction	1	2	3	4	5	NA
Uses a variety of learning techniques	1	2	3	4	5	NA
Presents materials and assignments in an understandable manner	1	2	3	4	5	NA
Applies concepts to real-life examples	1	2	3	4	5	NA

Comments

Laboratory Teaching, if applicable

Clearly explains and demonstrates tasks	1	2	3	4	5	NA
Ensures safety and provides careful supervision	1	2	3	4	5	NA
Provides sufficient time for practice, discussion, and clean-up	1	2	3	4	5	NA
Integrates information from field trips or site visits into class	1	2	3	4	5	NA

Comments

Please return completed form to the PhD student teacher and the student's faculty advisor within one week of the observation. Thank you!