

Masters in Health Science Academic Assessment Plan 2012-13

**College of Public Health and Health Professions
Dr. Gregory Gray
gcgray@PHHP.ufl.edu**

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Table of Contents

Academic Assessment Plan for Masters in Health Science.....	3
A. Mission	3
B. Student Learning Outcomes and Assessment Measures	4
C. Research.....	4
D. Assessment Timeline.....	5
E. Assessment Cycle	6
F. Measurement Tools.....	6
G. Assessment Oversight.....	7
Figure 1: University of Florida Graduate/Professional Program Assessment Plan Review Rubric.	8
Figure 2: One Health Field Research Experience Student Evaluation Form	10

Academic Assessment Plan for Masters in Health Science

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 Masters in Health Science is consistent with the missions of both the University and College. The Masters in Health Science seeks to prepare highly qualified individuals for careers in academia or in public and private research enterprises. These diverse graduates will graduate with a deep theoretical foundation and strong methodological skills in public health, resulting in the ability to conduct independent research. This research-oriented degree trains professionals to work in an interdisciplinary fashion to solve complex health problems. It prepares students to work with public health, veterinary health, food safety, and environmental health professionals in tackling difficult problems like controlling zoonotic diseases and increasing food safety. Completion of the MHS degree will result in graduates having the necessary skills to significantly improve the health status of entire communities both globally and domestically.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO	Assessment Method	Degree Delivery
Knowledge	Students discuss the One Health concept and how it is used to tackle complex public health problems.	Successful group project and term paper in required core course PHC 6515 An Introduction to Entomology, Zoonotic Diseases, and Food Safety (Indirect)	Campus
		Successful completion of the One Health Field Research Experience (Direct)	Campus or off campus
Problem-Solving Skills	Students will apply problem-solving skills analyzing and synthesizing content knowledge in One Health concept.	Number of presentations and discussions given in required core course PHC 7935 Critical Thinking in EGH (Indirect)	Campus
		Successful completion of the One Health Field Research Experience (Direct)	Campus or off campus
Professional Behavior	Students will display professional behavior, cultural sensitivity, teamwork and appropriate communication when criticizing or defending scientific research.	Number of presentations and discussions given in required core courses PHC 6301 Aquatic Systems and Environmental Health, PHC 6312 Water Quality and Human Health, and PHC 6036 Environmental Infectious Diseases: A Molecular Approach (Indirect)	Campus
		Student's successful poster or oral presentations during EPI, PHHP, COM, research day other professional meetings (Direct)	Campus or off campus

C. Research

The focus of the Master of Health Science in Environmental and Global Health is to prepare student to conduct independent research. All MHS students are required to complete a minimum of 40 credit hours. The MHS-EGH degree includes 12 credit hours of core public health course work including epidemiology, biostatistics, environmental health, and an overview of public health issues. Beyond these foundation courses, students take 12 credit hours of concentration core courses that include a focus on global health, interpreting scientific research, and teaching. The concentration course work will be followed by 12 credit hours of elective course work consistent with each student's individual career goals. The final phase of training will involve a capstone, applied 3-credit hour field research experience.

D. Assessment Timeline

Program: Masters of Health Science _____

College of Public Health & Health Professions

Assessment SLOs	Successful group project and term paper in required core course PHC 6515 An Introduction to Entomology, Zoonotic Diseases, and Food Safety	Number of presentations and discussions given in required core course PHC 7935 Critical Thinking in EGH	Number of presentations and discussions given in required core courses PHC 6301, PHC 6312 and PHC 6036 Environmental Infectious Diseases: A Molecular Approach	Student's successful poster or oral presentations during EPI, PHHP, COM, research day other professional meetings	Successful completion of the One Health Field Research Experience
Knowledge					
Students demonstrate a thorough understanding and comprehension of the One Health concept and how it is used to tackle complex public health problems.	✓				✓
Skills					
Demonstrate problem-solving skills by applying, analyzing and synthesizing content knowledge in One Health concept.		✓			✓
Professional Behavior					
Demonstrate expected professional behavior, cultural sensitivity, teamwork and appropriate communication when criticizing or defending scientific research.			✓	✓	

E. Assessment Cycle

Assessment Cycle for:	
Program: Masters of Health Science	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
Knowledge							
Students demonstrate a thorough understanding and comprehension of the One Health concept and how it is used to tackle complex public health problems.				✓	✓	✓	✓
Skills							
Demonstrate problem-solving skills by applying, analyzing and synthesizing content knowledge in One Health concept.				✓	✓	✓	✓
Professional Behavior							
Demonstrate expected professional behavior, cultural sensitivity, teamwork and appropriate communication when criticizing or defending scientific research.				✓	✓	✓	✓

F. Measurement Tools

Measurement tools are used in a combination of methods.

Knowledge outcomes are measured by student group projects and term paper in required core course PHC 6515 An Introduction to Entomology, Zoonotic Diseases, and Food Safety. Faculty members work with students to meet appropriate quality assurance measures for research and presentations. Additionally, knowledge is measured after students complete their One Health Field Research Experience through a post field experience student evaluation. See “Competence in MHS Core Knowledge and Skills” in the attached file - One Health Field Research Experience Evaluation. Record of group projects and term papers in core courses is maintained by the Department of Global Health. Record of completion of the One Health Field Research Experience is maintained by

the Department of Environmental and Global Health and the University of Florida records of course completion.

Problem Solving **Skills** are assessed via successful completion of the One Health Field Research Experience. All students are required to participate in 3-hours of field research in an area of interest to the student. Successful completion of the field research is considered a sign that the student is ready for employment in various public health venues. The student's demonstration of problem solving skills is assessed through the post field experience evaluation – "Competence in MHS Core Knowledge and Skills." Additionally, problem solving skills are assessed through presentations and discussions in required core classes, particularly PHC 7935 Critical Thinking in EGH. Records of successful completion of field research are maintained by the Department of Environmental and Global Health and the University of Florida. Records of student presentations in core courses are maintained through the Department of Environmental and Global Health.

Professional Behavior skills are assessed during the student's various opportunities to present, criticize or defend scientific research. Students are expected to present research during their core concentration courses (e.g. PHC 6301 Aquatic Systems and Environmental Health, PHC 6312 Water Quality Human Health, and PHC 6036 Environmental Infectious Diseases: A Molecular Approach) and to defend research during their poster and oral presentations. Successful completion of their core courses, poster and oral presentations is a sign that the study has met the criteria for success. Records of successful completion of courses and participation in research meetings are maintained by Department of Environmental and Global Health and the University of Florida.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Jennifer Wert	Academic Coordinator - Department of Environmental and Global Health	jennwert@phhp.ufl.edu	352-294-5316
Greg Gray	Department Chair- Department of Environmental and Global Health	gcgray@phhp.ufl.edu	352-373-9449
Tara Sabo-Attwood	Associate Chair - Department of Environmental and Global Health	sabo@phhp.ufl.edu	352-294-5293

Figure 1: University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Figure 1: University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				

Figure 2: One Health Field Research Experience Student Evaluation Form

One Health Field Research Experience Student Evaluation Form

Thank you so much for providing research training and field experience for this graduate student. We deeply appreciate your contributions to our Masters of *One Health* Program. Thank you for filling out this evaluation. Your honesty in the assignment of appropriate internships sites for future trainees.

STUDENT INFORMATION

Name: _____
Last First MI

YOUR INFORMATION AS MENTOR

Organization/agency name: _____

Mentor's name, credentials and position title:

Based upon your overall evaluation of the student's efforts, please indicate the most appropriate values on the scales below.

Poor

Excellent

60 65 70 75 80 85 90 95 100

A = 90 or higher

B = 80

C = 70

D = 60

E = 60 or below

One Health Field Research Experience

Student Evaluation Form

5 = Excellent

4 = Good

3 = Average

2 = Below Average

1 = Poor

N/A = Not Applicable

Professional Behavior

Professional behavior is critical to successful careers in public health. The *One Health* Masters Program at UF introduces professional practices throughout the student's course of study. Please indicate below your assessment of this student with regard to the following professional behaviors.

1. Promptness and dependability	5	4	3	2	1	N/A
2. Appropriate appearance	5	4	3	2	1	N/A
3. Ability to relate and work with clients/patients	5	4	3	2	1	N/A
4. Ability to relate and work with staff members (cooperation, helpfulness, etc.)	5	4	3	2	1	N/A
5. Ability to maintain confidentiality	5	4	3	2	1	N/A
6. Flexibility	5	4	3	2	1	N/A
7. Willingness to solve problems	5	4	3	2	1	N/A
8. Ability to solve problems	5	4	3	2	1	N/A
9. Preparation to do assigned tasks	5	4	3	2	1	N/A
10. Enthusiasm for assigned projects	5	4	3	2	1	N/A
11. Ability to take responsibility	5	4	3	2	1	N/A
12. Professional attitude (interest in the field, attendance, etc.)	5	4	3	2	1	N/A
13. Response to supervision (ability to accept and profit from suggestions to improve performance)	5	4	3	2	1	N/A

One Health Field Research Experience

Student Evaluation Form

Competence in MHS Core Knowledge and Skills

The *One Health* Masters Program at the University of Florida is designed approaches in conducting public health research to provide students with competence in activities that are essential to One Health. This student will soon enter the professional workforce. Based on your experience with other individuals entering the workforce, please rate this student's competence.

1. Inform and educate people about using the interdisciplinary One Health approach to solve difficult public health problems	5	4	3	2	1	N/A
2. Apply interdisciplinary thinking to design research	5	4	3	2	1	N/A
3. Coordinate interdisciplinary communications to tackle public health problems	5	4	3	2	1	N/A
4. Understand the value of One Health research in identifying risk factors for zoonotic diseases	5	4	3	2	1	N/A
5. Evaluate effectiveness, accessibility, and quality of public health innovations	5	4	3	2	1	N/A
6. Conduct One Health research for new insights and innovative solutions for public health problems	5	4	3	2	1	N/A
7. Communicate effectively One Health research approaches or findings in oral and written form	5	4	3	2	1	N/A
8. Specify One Health approaches for assessing, preventing and controlling different public health problems	5	4	3	2	1	N/A
9. Identity key sources of public health data and data collection methodology	5	4	3	2	1	N/A
10. Demonstrate ability to analyze and interpret data	5	4	3	2	1	N/A