

FAMOUS ASSESSMENT PLANNING FORM
Instructional Programs (IP)

SECTION I _ GENERAL INFORMATION	
Degree Program	Master of Public Health (MPH)
College/School	College of Pharmacy and Pharmaceutical Sciences Institute of Public Health
Contact Person	Alicestine D. Ashford, EdD, MPH, Associate Director-IPH Sandra Suther, Ph.D., Associate Professor-IPH
Academic Year	2010 – 2011
Date Submitted, Steps 1-3	November 2010
Date Submitted, Steps 4-5	October 31, 2011
Date Submitted, Step 6	October 31, 2010

SECTION II_ INSTITUTIONAL MISSION/GOALS CONNECTION	
Excerpt(s) Citing Linkage to University Mission Statement	...to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society... FAMU is committed to...meaningful public and community service through creative partnerships at the local, state, national and global levels...While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community.
Excerpt(s) Citing Linkage to University Goal (s) Statements	Goal #3: Academic Improvement – To provide distinctive quality undergraduate and graduate educational experience based on challenging academic standards and exposure to new technologies.
Program Mission/Goals	<p>The mission of the Florida A&M University Master of Public Health (MPH) Degree Program is to develop and produce culturally competent public health practitioners through graduate training, research and service. The contribution of the MPH Program to the public health workforce should substantially improve the health status of the diverse poor and underserved.</p> <p>Goal I. To provide quality graduate education and training in Public Health</p> <p>Goal II. To conduct research that provides an evidence base for improving the health of those who bear a disproportionate burden of disease</p> <p>Goal III. To advance knowledge of the cultural competencies required to decrease high risk behaviors and promote health behavior</p>

	<p>choices statewide.</p> <p>Goal IV. To encourage effective health promotion and disease prevention measures through proactive community service efforts</p> <p>Goal V. To contribute to the development of effective public health policy for Florida's poor and underserved population.</p>
Program Expected Outcomes	<p>Public Health Graduates should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and use of theories and concepts to explain, predict, and critically assess and solve public health problems. [critical thinking] 2. Participate in the development, implementation and evaluation of research projects. [research skills] <p>Program faculty, staff and students will:</p> <ol style="list-style-type: none"> 3. Apply cultural competency skills and knowledge in public health practice. [cultural diversity] 4. Work with community organizations to educate on how to take control of one's own health. [collaboration] 5. Utilize formal training in policy development and analysis to build partnerships with public health communities. [professional development]

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #1		
Step 1	Formulate Outcome	<i>Students will demonstrate knowledge and use of theories and concepts to explain, predict, and critically assess and solve public health problems.</i>
Step 2	Ascertain Criteria for Success	<p>Direct Measures</p> <ul style="list-style-type: none"> • 90% of students will pass the comprehensive exam with a grade of "B" or higher by May 2011. • At least 80% of students will pass all the required course exams with a grade of "B" or higher by May 2011. <p>Indirect Measures</p> <ul style="list-style-type: none"> • At the time of graduation, at least 90% of students will agree at the exit interview and on the student survey that the program prepared them for a successful career in public health.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Measures</p> <ul style="list-style-type: none"> • Comprehensive Exam • Instructor Course Exams <p>Indirect Measures</p> <ul style="list-style-type: none"> • Exit Interview; Graduate Student Survey; Course Evaluations by Students
Step 4	Observe and Summarize Results	<p>Direct Measures</p> <ul style="list-style-type: none"> • 100% of students eligible for the comprehensive exam passed with a grade of "B" or higher in January 2011

		<ul style="list-style-type: none"> 80% of students entering the MPH program in 2009 passed all the required course exams with a grade of "B" by May 2011 <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> 100% of students that graduated in Spring 2010 agreed on the Graduate Student Survey that the program prepared them for a successful career in public health.
Step 5	Use of Results for Improvement (Implemented)	Outcome was satisfactorily achieved. No action needed. We will continue to monitor this outcome.
Step 6	Strengthen Program (Action Plan)	N/A - Outcome was satisfactorily achieved. No action needed. We will continue to monitor this outcome.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #2		
Step 1	Formulate Outcome	<i>Students will participate in the development, implementation and evaluation of research projects.</i>
Step 2	Ascertain Criteria for Success	<p>Direct Measure</p> <ul style="list-style-type: none"> At least 90% of students will complete an internship in public health by May 2011. At least 90% of students will complete an Independent Research Project by May 2011. At least 90% of students will present research to faculty and peers by May 2011. <p>Indirect Measure</p> <ul style="list-style-type: none"> At the time of graduation, 90% of students will agree at the exit interview and on the student survey that the program provided adequate opportunity for rotation, internship and special project assignment.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> Completion of culminating experience (Independent Research Projects) Preceptor evaluations for rotation and internship Completion of Research Project Report and Presentation <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> Exit Interview; Annual Student Survey
Step 4	Observe and Summarize Results	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> 85% of students (2010-2011) completed a research internship in public health by May 2011. 85% of students (2010-2011) completed an Independent Research Project by May 2011. 85% of students presented research to faculty and peers by May 2011. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> At the time of the May 2011 graduation, 85% of the students responded on the student survey that the program provided adequate opportunity for research internship and research project completion.
Step 5	Use of Results for Improvement (Implemented)	Retention rates will be carefully monitored and areas for improved student performance considered.

Step 6	Strengthen Program (Action Plan)	Retention rates will be carefully monitored and areas for improved student performance considered.
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SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #3		
Step 1	Formulate Outcome	<i>Program faculty, staff and students will apply cultural competency skills and knowledge in public health practice.</i>
Step 2	Ascertain Criteria for Success	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> By May 2011, at least 80% of Program courses will include demonstration of cultural competency skills and knowledge as one of the course objectives. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> At the time of graduation, 90% of students will agree at the exit interview that they are capable of applying cultural competency knowledge and skills in public health practice.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> Development and Implementation of courses that serve as a model for instruction addressing cultural competencies Development and implementation of culturally diverse community-based research projects conducted by program faculty and students <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> Program assists with training for increasing cultural competency in public health practice for healthcare providers. Cultural competency education reflected in all community service activities of the Program faculty and students. Course Evaluations by Students
Step 4	Observe and Summarize Results	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> 90% of program courses demonstrated cultural competence skills and knowledge as course objectives. 90% of student community service activities reflected cultural competency education. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> 100% of students responded at the exit interview that they are capable of applying cultural competency knowledge and skills in public health practice.
Step 5	Use of Results for Improvement (Implemented)	Outcome was satisfactorily achieved. No action needed. We will continue to monitor this outcome.
Step 6	Strengthen Program (Action Plan)	N/A - Outcome was satisfactorily achieved. No action needed. We will continue to monitor this outcome.

SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #4		

Step 1	Formulate Outcome	<i>Program, faculty, staff and students will work with community organizations to educate on how to take control of one's own health.</i>
Step 2	Ascertain Criteria for Success	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> An increase of two community outreach and service activities (e.g. training, workshops) by December 2011. An increase of three joint partnerships with health professional organizations by December 2011. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> At least 90% of stakeholders will give positive evaluations of partnerships.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> 2 per year increase in number of community-based student internships/rotations by September 2011. Increase in formal public health training of state/local health employees. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> Positive evaluations of partnerships by all stakeholders Observation Reports
Step 4	Observe and Summarize Results	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> 100% of students completed two community outreach and service activities (e.g. training, service, workshops) by May 2011. 100% of students completed required community service hours by May 2011. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> 100% of community service partners gave positive reports of students' community outreach/service.
Step 5	Use of Results for Improvement (Implemented)	Outcome was satisfactorily achieved. No action needed.
Step 6	Strengthen Program (Action Plan)	N/A - Outcome was satisfactorily achieved. No action needed.
SECTION III_ FAMOUS SIX STEPS		
EXPECTED EDUCATIONAL OUTCOME #5		
Step 1	Formulate Outcome	<i>Program, faculty, staff and students will utilize formal training in policy development and analysis to build partnerships with public health communities.</i>
Step 2	Ascertain Criteria for Success	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> 2 per year increase by December 2011 of major research projects that highlight the role of public health policy in serving underserved communities. 2 per year increase in internship sites in health policy and management (e.g., state/local government), as appropriate and aligned with student's interest and career goals. <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> At the time of graduation, 90% of students will agree at the exit interview and on the student survey that the knowledge and skills gained during Rotation/Internship will be useful in their public health career.

		<ul style="list-style-type: none"> At the time of graduation, 90% of students will agree at the exit interview that they are capable of utilizing their formal training in policy development in future public health practice.
Step 3	Measure Performance Using Direct and Indirect Methods of Assessment	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> Number of major research projects during the year that highlights the role of public health policy in serving underserved communities. Increase in internship sites in health policy and management (e.g., state/local government), as appropriate and aligned with student's interest and career goals. Faculty/preceptor assessment of research projects and internships <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> Exit interviews; student surveys
Step 4	Observe and Summarize Results	<p>Direct Measure(s)</p> <ul style="list-style-type: none"> By May 2011, 1 major research project was completed that specifically highlighted the role of public health policy in serving underserved communities. By May 2011, 1 internship site in health policy and management (e.g., state/local government), as appropriate and aligned with student's interest and career goals were completed by May 2011. 100% of faculty/preceptor assessment of policy research projects and internships was positive <p>Indirect Measure(s)</p> <ul style="list-style-type: none"> 100% of students responded at the exit interview that they are capable of utilizing their formal training in policy development in future public health practice. 100% of students that graduated in Spring 2011 responded on the Graduate Student Survey that that the knowledge and skills gained during Rotation/Internship will be useful in their public health career.
Step 5	Use of Results for Improvement (Implemented)	50% of Public Health students in all tracks completed projects that highlighted the role of public health policy. Results impacted by transition of some student status from full-time to part-time.
Step 6	Strengthen Program Action Plan)	We will continue to monitor this outcome.