Epidemiology - MSPH
2017 - 2018 Assessment Plan

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The specific mission of the MSPH in Epidemiology is to prepare students for involvement in epidemiologic research that addresses the distribution and determinants of disease and other health conditions and behaviors promoting health.

Goal 1.

MSPH program graduates will demonstrate an ability to apply epidemiologic methods in identifying the determinants of disease and other health conditions.

Curriculum

Students learn these epidemiologic methods primarily in EPID 701 (Concepts in Epidemiology), EPID 741 (Epidemiologic Methods) and EPID 758 (Applications of Epidemiology in Public Health) and secondarily in BIOS 701 (Introduction to Biostatistics), BIOS 757 (Intermediate Biometrics), EPID 745 (Seminar in Epidemiology), BIOS 745 (Seminar in Biostatistics) and EPID 758 (Application of Epidemiology in Public Health).

Learning Outcome 1.

Students will demonstrate the ability to calculate and interpret measures of association.

Measures and Criteria

Data from the academic year will be used to assess each student. Specifically, questions from the EPID 741 final examination will be examined which pertain specifically to calculating and interpreting measures of association will be used to evaluate this learning outcome. >75% of students will average higher than 75% on these questions.

Methods

The faculty member who teaches EPID 741 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be separated from MSPH student data and tabulated separately. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Ten MSPH students were enrolled in EPID 741 this academic year. In order to meet this learning outcome at least 8 students needed to average >75% on these questions. Six (60%) students averaged >75% on these questions; therefore, we did not meet this learning outcome.

Use of Results

The current course instructor indicated that question 5 (part c in particular) was an issue on exam 1 for students. She provided students the solution to that question and repeated the question (4) on exam 2 where students did marginally better. We examined the results for this learning outcome over the last three years. Nineteen (73%) of 26 students averaged >75%.on questions for this learning outcome The results were discussed with the department administrative team, the epidemiology curriculum committee, the course instructor, and will be discussed in the first division meeting in August. We have a new faculty member in August who will be teaching EPID 741 in Spring 2018, and the results will be discussed with him in detail in order to consider possible course curriculum changes. We will report on these changes in our next academic assessment plan.

UPDATE: Results were discussed at length at a fall 2017 epidemiology division meeting. Our students have consistently demonstrated their ability to calculate and interpret measures of association in a couple of different ways. Our students have successfully passed both the progression and comprehensive

examinations taken their first and second years, respectively. All MSPH students are required to successfully write, present, and defend a thesis which is reviewed and approved by three faculty members. For each of these types of assessment, a solid understanding of measures of association is essential. Therefore, the division faculty believe the issue is not one that requires a curriculum change but rather a process change. We intend to change the process by which academic assessment opportunities for the AAP are selected for this learning outcome in order to better reflect student mastery. Questions will still come from EPID 741 exams; however, assessment questions will be written specifically to assess this learning outcome. These questions will be written by the EPID 741 instructor and approved by the division head.

Learning Outcome 2.

Students will differentiate between common epidemiologic study designs.

Measures and Criteria

All master's students are required to take a comprehensive exam, usually during the Spring semester of their second year in the program. For this learning outcome, questions will be taken from the current academic year's Comprehensive Examination. 90% of students will average higher than 75% on the chosen questions.

Methods

The examination committee will grade each student's exam and determine the score for each question as well as an average score. Student level as well as program level data will be collected. The examination committee chairperson is responsible for aggregating all the information and putting it into a report for the faculty. MPH student data will be collected separately from MSPH student data for learning outcome purposes only. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Nine students took the comprehensive examination in January 2017. All nine students averaged >75% on questions pertaining to this learning outcome; therefore, this learning outcome was met.

Use of Results

We plan no changes to the curriculum based on this result.

Goal 2.

MSPH program graduates will gain a broad understanding of diversity and culture, ethical principles, program planning and systems thinking.

Curriculum

MPH program students develop an understanding of these concepts primarily in EPID 758 (Application of Epidemiology in Public Health) and secondarily in EPID 745 (Seminar in Epidemiology), BIOS 754 (Discrete Data) and EPID 799 (Thesis).

Learning Outcome 1.

Students will describe the roles of history, power, privilege and structural inequality in producing health disparities.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the EPID 758 final exam which pertain to health disparities will be examined. Greater than 75% of students will average > 75% on the questions which pertain to this learning outcome.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data are collected. MPH student data will be separated from MSPH student data for the purposes of evaluating learning outcomes. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Nine students were enrolled in EPID 758 this academic year. Eight (88.9%) of nine students averaged >75% on the questions pertaining to this learning outcome; therefore, this learning outcome was met.

Use of Results

We plan no changes to the curriculum.

Learning Outcome 2.

Students will explain how the findings of a program evaluation can be used.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the EPID 758 final exam which pertain to program evaluation will be examined. In order to meet this learning outcome, >75% of students will average > 75% on these questions.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data are collected. MPH student data will be separated from MSPH student data for the purposes of evaluating learning outcomes. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Nine students were enrolled in EPID 758 this academic year. Six (66.7%) of nine students averaged >75% on the questions pertaining to this learning outcome; therefore, this learning outcome was not met. We aggregated these data across the last three years, and 16 (76%) of 21 students averaged >75% on these questions.

Use of Results

The results were discussed with the course instructor and reviewed by the department administrative team and the epidemiology curriculum committee. The results will be further discussed in the division meeting which will be held in August. According to the course instructor, the question on the exam which evaluated this learning outcome was straightforward and part of the review material given to students prior to the exam. This is the first year students have not met this learning outcome; therefore, we plan no changes to the curriculum based on this result.

Learning Outcome 3.

Students will explain how individuals, social networks, organizations, and communities may be viewed as systems in the analysis of public health problems.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the EPID 758 final exam which pertain to systems thinking will be examined. In order to meet this learning outcome, >75% of students will average >75% on these questions.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data are collected. MPH student data will be separated from MSPH student data for the purposes of evaluating learning outcomes. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Nine students were enrolled in EPID 758 this academic year. Six (66.7%) of nine students averaged >75% on the questions pertaining to this learning outcome; therefore, this learning outcome was not met. We aggregated these data across the last three years, and 14 (66%) of 21 students averaged >75% on these questions.

Use of Results

The results were discussed with the course instructor and reviewed by the department administrative team and the epidemiology curriculum committee. The results will be further discussed in the division meeting which will be held in August. Given students have struggled with this learning outcome over the last few

AAPs, the division, in collaboration with the curriculum committee and course instructor, will review the course curriculum which pertains to systems thinking in order to strengthen student understanding of this topic. We will determine our success using data from the next 2-3 years academic assessments.

UPDATE: Results were discussed at length at a fall 2017 epidemiology division meeting. After much discussion, the division made two determinations. First, the EPID 758 instructor will revise the curriculum in order to provide students with a clearer understanding of systems thinking. Second, we added more questions to this course's final exam to allow for a better assessment of student knowledge. We believe with these two changes, we will see students successfully meeting this criteria in the AAPs to come; however, we will continue to closely monitor the results to see if more curriculum adjustments are required.

Learning Outcome 4.

Students will understand basic ethical principles pertaining to public health research and practice.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically questions from the EPID 758 final exam which pertain to ethical principles will be examined. > 75% of students will average > 75% on questions which pertain to this learning outcome.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be aggregated separately from MSPH students for learning outcome purposes only. The compiled results will be discussed at the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Nine students were enrolled in EPID 758 this academic year. Eight (88.9%) of nine students averaged >75% on the questions pertaining to this learning outcome; therefore, this learning outcome was met.

Use of Results

We plan no changes to the curriculum based on this result.

Goal 3.

MSPH program graduates will have effective written and oral communication skills for presenting public health information and epidemiologic data to the scientific community.

Curriculum

These skills are taught primarily in EPID 745 (Epidemiology Seminar), EPID 741 (Epidemiologic Methods), and EPID 799 (Thesis) and secondarily in BIOS 745 (Seminar in Biostatistics).

Learning Outcome 1.

Students will demonstrate their research capabilities by designing a research project which is presented orally in class.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Each student in EPID 741 is required to present his/her course project to the class in oral form. Each student is graded on his/her presentation to the class. At least 90% of students will receive a B or higher on the presentation in order to meet this learning outcome.

Methods

The faculty member who teaches EPID 741 will assess the performance of each student on his/her oral presentation. Each student's grade will be recorded in a spreadsheet. The results of these scores will be compiled and reviewed separately for MPH and MSPH students. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Ten MSPH students were enrolled in EPID 741 this academic year. In order to meet this learning outcome, at least 9 students needed to receive a B or higher on their oral presentation. All ten students averaged

>75% on their presentation; therefore, we this learning outcome was met.

Use of Results

We plan no changes to the curriculum based on this result.

Learning Outcome 2.

Students will write an abstract of sufficient quality for submission to a professional meeting.

Measures and Criteria

Data from the current academic year will be used to evaluate this learning outcome. Each EPID 741 student is required to write an abstract of sufficient quality for submission to a professional society annual meeting. Each student is graded on the written abstract with a letter grade. At least 90% of students will receive a B or higher on the written abstract in order to meet this learning outcome.

Methods

The faculty member who teaches EPID 741 will assess the performance of each student's written abstract. Each student's grade will be recorded in a spreadsheet. The results of these scores will be compiled and reviewed for MPH and MSPH students separately. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

The abstract was dropped from EPID 741; therefore, we were not able to assess this learning outcome. We do not have a comparable assignment in another core course for master's students.

Use of Results

EPID 741 will be taught by a new faculty member in Spring 2018. He has not yet arrived on campus, so we do not have a syllabus for this class to date. We will not assess this learning outcome for next year's AAP. Division faculty, in collaboration with the EPID 741 instructor, will determine whether to keep or delete this LO for the 2018-2019 AAP.

Goal 4.

MSPH program graduates will have adequate knowledge in biostatistical procedures as well as be competent in information technologies and data management required for successful completion of epidemiologic studies.

Curriculum

Students will gain this biostatistical knowledge primarily in BIOS 701 (Concepts and Methods in Biostatistics), BIOS 710 (Effective Data Management for Public Health), EPID 741 (Epidemiologic Methods) and EPID 799 (Thesis) and secondarily in BIOS 757 (Intermediate Biometrics), BIOS 745 (Seminar in Biostatistics, EPID 745 (Seminar in Epidemiology) and EPID 758 (Application of Epidemiology in Public Health).

Learning Outcome 1.

Students will create and manipulate datasets and analyze data using appropriate statistical methods and software packages.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the BIOS 710 final examination which pertain to creating and manipulating datasets as well as analyzing data will be evaluated. At least 90% of students will average >75% on these questions.

Methods

The faculty member who teaches BIOS 710 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be separated from MSPH student data and tabulated separately. The compiled results will be discussed in the EPID division faculty meeting. If curriculum changes are deemed necessary, these suggested changes will be discussed with the BIOS division faculty. Division meetings held twice a year.

Results

Eleven MSPH students were enrolled in BIOS 710 this academic year. All 11 students averaged at least 75% on the questions pertaining to this learning outcome; therefore, this learning outcome was met.

Use of Results

We plan no changes to the curriculum based on this result.

Learning Outcome 2.

Students will demonstrate proficiency in creating tables and reports using appropriate software packages.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the BIOS 710 final examination which pertain to creating tables and reports will be used to evaluate this learning outcome. At least 90% of students will average >75% on these questions.

Methods

The faculty member who teaches BIOS 710 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be separated from MSPH student data and tabulated separately. The compiled results will be discussed in the EPID division faculty meeting. If curriculum changes are deemed necessary, these suggested changes will be discussed with the BIOS division faculty. Division meetings held twice a year.

Results

Eleven MSPH students were enrolled in BIOS 710 this academic year. All 11 students averaged at least 75% on the questions pertaining to this learning outcome; therefore, this learning outcome was met.

Use of Results

We plan no changes to the curriculum based on this result.

Learning Outcome 3.

Students will correctly interpret results from statistical analyses.

Measures and Criteria

All master's students are required to take a comprehensive exam during their second year in the program. The exam is offered at the beginning of the spring semester. We will evaluate questions from current academic year's Comprehensive Examinations. At least 90% of students will average higher than 75% on the chosen questions.

Methods

The examination committee will grade each student's exam and determine the score for each question as well as an average score. Student level as well as program level data will be collected. The examination committee chairperson is responsible for aggregating all the information and putting it into a report for the faculty. MPH student data will be collected separately from MSPH student data for learning outcome purposes only. The compiled results will be discussed in the EPID division faculty meeting and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a year and faculty meetings are held monthly.

Results

Nine students sat for the comprehensive examination in January 2017. Five (55%) of nine students averaged >75% on the questions pertaining to this learning outcome; therefore this learning outcome was not met.

Use of Results

We examined the comprehensive examination data from the previous three years, and 14 (70%) of 20 students met the requirements for this learning outcome. The results were discussed with the department administrative team and the curriculum committee and will be presented to the division faculty at our August meeting. We will determine whether the comprehensive examination is the best assessment tool for this learning outcome as well as whether changes to our curriculum need to be made. We will report our findings in our next academic assessment plan.

UPDATE: Results were discussed at length at a fall 2017 epidemiology division meeting. Our students have consistently demonstrated their ability to correctly interpret results from statistical analyses in a couple of different ways. Our students have successfully passed both the progression and comprehensive examinations taken their first and second years, respectively. All MSPH students are required to write, present, and successfully defend a thesis which is reviewed and approved by three faculty members. For each of these types of assessment, a solid understanding of and ability to interpret results from statistical analyses is essential. Therefore, the division faculty believe the issue is not one that requires a curriculum

change but rather a process change. We intend to change the process by which academic assessment opportunities for the AAP are selected for this learning outcome in order to better reflect student mastery. Questions will still come from the comprehensive exam; however, assessment questions will be written specifically to assess this learning outcome. These questions will be written by the members of the faculty and approved prior to exam administration by the chair of the Examination Committee.

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

Mission Statement

The specific mission of the MSPH in Epidemiology is to prepare students for involvement in epidemiologic research that addresses the distribution and determinants of disease and other health conditions and behaviors promoting health.

Goal 1.

MSPH program graduates will demonstrate an ability to apply epidemiologic methods in identifying the determinants of disease and other health conditions.

Curriculum Map

Curriculum

Students learn these epidemiologic methods primarily in EPID 701 (Concepts in Epidemiology), EPID 741 (Epidemiologic Methods) and EPID 758 (Applications of Epidemiology in Public Health) and secondarily in BIOS 701 (Introduction to Biostatistics), BIOS 757 (Intermediate Biometrics), and EPID 745 (Seminar in Epidemiology), BIOS 745 (Seminar in Biostatistics).

Learning Outcome 1.

Students will demonstrate the ability to calculate and interpret measures of association.

Measures and Criteria

Data from the academic year will be used to assess each student. Specifically, questions from EPID 741 exams which pertain specifically to calculating and interpreting measures of association will be used to evaluate this learning outcome. At least 75% of students will average higher than 75% on these questions.

Methods

The faculty member who teaches EPID 741 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be separated from MSPH student data and tabulated separately. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and faculty meetings are held monthly.

Learning Outcome 2.

Students will differentiate between common epidemiologic study designs.

Measures and Criteria

All master's students are required to take a comprehensive exam, usually during the Spring semester of their second year in the program. For this learning outcome, questions will be taken from the current academic year's comprehensive examination. At least 75% of students will average higher than 75% on the chosen questions.

Methods

The examination committee will grade each student's exam and determine the score for each question as well as an average score. Student level as well as program level data will be collected. The examination committee chairperson is responsible for aggregating all the information and putting it into a report for the faculty. MPH student data will be collected separately from MSPH student data for learning outcome purposes only. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and faculty meetings are held monthly.

Goal 2.

MSPH program graduates will gain a broad understanding of diversity and culture, ethical principles, program planning and systems thinking.

Curriculum

MSPH program students develop an understanding of these concepts primarily in EPID 758 (Application of Epidemiology in Public Health) and secondarily in EPID 745 (Seminar in Epidemiology).

Learning Outcome 1.

Students will describe the roles of history, power, privilege and structural inequality in producing health disparities.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the EPID 758 final exam which pertain to health disparities will be examined. At least 75% of students will average > 75% on the questions which pertain to this learning outcome.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data are collected. MPH student data will be separated from MSPH student data for the purposes of evaluating learning outcomes. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and faculty meetings are held monthly.

Learning Outcome 2.

Students will explain how the findings of a program evaluation can be used.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the EPID 758 final exam which pertain to program evaluation will be examined. In order to meet this learning outcome, at least 75% of students will average > 75% on these questions.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data are collected. MPH student data will be separated from MSPH student data for the purposes of evaluating learning outcomes. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and faculty meetings are held monthly.

Learning Outcome 3.

Students will explain how individuals, social networks, organizations, and communities may be viewed as systems in the analysis of public health problems.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the EPID 758 final exam which pertain to systems thinking will be examined. In order to meet this learning outcome, at least 75% of students will average >75% on these questions.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data are collected. MPH student data will be separated from MSPH student data for the purposes of evaluating learning outcomes. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and faculty meetings are held monthly.

Learning Outcome 4.

Students will understand basic ethical principles pertaining to public health research and practice.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically questions from the EPID 758 final exam which pertain to ethical principles will be examined. > 75% of students will average > 75% on questions which pertain to this learning outcome.

Methods

The faculty member who teaches EPID 758 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be aggregated separately from MSPH students for learning outcome purposes only. The compiled results will be discussed at the EPID division faculty meeting at the beginning of the next academic year and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and faculty meetings are held monthly.

Goal 3.

MSPH program graduates will have effective written and oral communication skills for presenting public health information and epidemiologic data to the scientific community.

Curriculum

These skills are taught primarily in EPID 741 (Epidemiologic Methods) and EPID 799 (Thesis) and reinforced in EPID 745 (Epidemiology Seminar) and BIOS 745 (Biostatistics Seminar). They are taught secondarily in BIOS 754 (Discrete Data).

Learning Outcome 1.

Students will demonstrate their research capabilities by designing a research project which is presented orally in class.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Each student in EPID 741 is required to present his/her course project to the class in oral form. Each student is graded on his/her presentation to the class. At least 75% of students will receive a B or higher on the presentation in order to meet this learning outcome.

Methods

The faculty member who teaches EPID 741 will assess the performance of each student on his/her oral presentation. Each student's grade will be recorded in a spreadsheet. The results of these scores will be compiled and reviewed separately for MPH and MSPH students. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year, and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester, and faculty meetings are held monthly.

Goal 4.

MSPH program graduates will have adequate knowledge in biostatistical procedures as well as be competent in information technologies and data management required for successful completion of epidemiologic studies.

Curriculum

Students will gain this biostatistical knowledge primarily in BIOS 701 (Concepts and Methods in Biostatistics), BIOS 710 (Effective Data Management for Public Health), EPID 741 (Epidemiologic Methods) and EPID 799 (Thesis) and secondarily in BIOS 757 (Intermediate Biometrics), BIOS 745 (Seminar in Biostatistics, EPID 745 (Seminar in Epidemiology) and EPID 758 (Application of Epidemiology in Public Health).

Learning Outcome 1.

Students will create and manipulate datasets and analyze data using appropriate statistical methods and software packages.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the BIOS 710 final examination which pertain to creating and manipulating datasets as well as analyzing data will be evaluated. At least 75% of students will average >75% on these questions.

Methods

The faculty member who teaches BIOS 710 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be separated from MSPH student data and tabulated separately. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year. If curriculum changes are deemed necessary, these suggested changes will be discussed with the BIOS division faculty at the department faculty meeting. Division meetings held twice a semester, and department faculty meetings are held monthly.

Learning Outcome 2.

Students will demonstrate proficiency in creating tables and reports using appropriate software packages.

Measures and Criteria

Data from the current academic year will be used to assess this learning outcome. Specifically, questions from the BIOS 710 final examination which pertain to creating tables and reports will be used to evaluate this learning outcome. At least 75% of students will average >75% on these questions.

Methods

The faculty member who teaches BIOS 710 will grade each examination and determine the score for each question as well as an average score for each student. Student level as well as program level data will be collected. MPH student data will be separated from MSPH student data and tabulated separately. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year. If curriculum changes are deemed necessary, these suggested changes will be discussed with the BIOS division faculty and discussed at the full faculty meeting. Division meetings held twice a semester, and department faculty meetings are held monthly.

Learning Outcome 3.

Students will correctly interpret results from statistical analyses.

Measures and Criteria

All master’s students are required to take a comprehensive exam during their second year in the program. The exam is offered at the beginning of the spring semester. We will evaluate questions from current academic year's Comprehensive Examinations. At least 75% of students will average higher than 75% on the chosen questions.

Methods

The examination committee will grade each student’s exam and determine the score for each question as well as an average score. Student level as well as program level data will be collected. The examination committee chairperson is responsible for aggregating all the information and putting it into a report for the faculty. MPH student data will be collected separately from MSPH student data for learning outcome purposes only. The compiled results will be discussed in the EPID division faculty meeting at the beginning of the next academic year, and curriculum changes, if needed, will be recommended for discussion with the full faculty. Division meetings held twice a semester and department faculty meetings are held monthly.