LOS ANGELES PACIFIC
UNIVERSITY

MPH Program Learning Outcomes Report Summary 2023

The following table summarizes the assessment of PLOs for the Master of Public Health (MPH) program for assessment cycle (2022-23). This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

Program	Master of Public Health
Assessment Period	Summer 1 2022 to Fall 1 2023
Program Learning Outcomes (PLOs)	PLO 1: Demonstrate the ability to integrate a Christian worldview within the public health industry and society. PLO 2: Demonstrate effective oral and written communication skills. (written only)
Closing the loop (from the last time these same PLOs were assessed)	Previous Assessment Cycle: PLO 1: 2019–100% pass rate, no changes were necessary PLO 2: 2019–87% pass rate, recommendations were focused on refining the assignment's instructions
Standards of Success	PLO 1: Artifact Proficiency Standard: To have met two out of the three categories. Aggregate Achievement Standard: to have a benchmark of 80 percent PLO 2: Artifact Proficiency Standard: To have met two out of the three categories. Aggregate Achievement Standard: to have a benchmark of 80 percent
Evidence	PLO 1: Assessment Artifact: PUBH 560 (Week 7) Foundations of Public Health Policy - Part 3, Sample Size: 22 artifacts PLO 2: Assessment Artifact: PUBH 580 (Week 8) Media Campaign and Public Health Messaging, Sample Size: 19 artifacts
Assessment Tool	PLO 1: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted. PLO 2: Direct-assessment rubric for evaluating artifact; inter-rater reliability exercise conducted.
Assessors	Dr. Robert Carter III Dr. Ebun Ebunlomo Dr. Jennifer Livingston (Tie-Breaker)
Results	PLO 1: 22 artifacts 9 pass/ 13 fail = 41% pass rate, PLO was not met. PLO 2: 19 artifacts 12 pass/ 7 fail = 63% pass rate, PLO was not met

Discussion of Results	PLO 1: At the graduate-level, a 41% pass rate of the assignments suggested that understanding of mastery-level content may not be appropriate for the assignment. This indicates that the adult learners included in this assessment may not have developed proficiency or mastery through LAPU, or we failed to measure any proficiency- or mastery-level competency developed through LAPU PLO 2: At the graduate-level, a 63% pass rate of the assignments suggested that understanding of mastery-level content may not be appropriate for the assignment. This indicates that the adult learners included in this assessment may not have developed proficiency or mastery through LAPU, or we failed to measure any proficiency- or mastery-level competency developed through LAPU
Proposed Changes	PLO 1: The next optional step could be to repeat the assessment exercise with another group of students after revising the language in the course assignment to ensure that the student responds to the prompt from a theological and academic perspective. The SMC and Program Director will pay close attention to instructional design language (i.e., Christian worldview) and development of the new assignment to ensure that PLO 1 is better evaluated against the assignment. Since PUBH 560 is no longer part of the core curriculum for the MPH program, the recommendation is to identify a new mastery assignment from one of the core courses to ensure all students take it. This increases the likelihood of having a larger sample size for future PLO assessments. PLO 2: Future assessments will be evaluated against a new assignment developed in the recent major course revision. We recently revised this course, and the new signature assignment will better align with a written assignment assessment and PLO 2. However, the current assessment demonstrated weaknesses in the original assignment alignment with PLO 2 and an assessment of effective writing criteria. We should consider separate PLOs for oral and written communication. In the PUBH 580 course, before the recent revision, the students were required to complete a three-step signature assignment.
Rationale for Proposed Changes	PLO 1: Approved course changes should be reassessed in the future to evaluate how changes in course content improve student learning against the PLO. Noteworthy, this course is already scheduled for a complete relook along with a moderate revision within the next six months. PLO 2: No additional proposed changes at this time. Reassess in the future and evaluate how changes in course content improve student learning against the PLO. This course revision was recently completed (Summer/Fall 2023). These changes will afford new opportunities to assess the PLO against a signature assignment (written

	requirement)
Financial Resources Required	PLO 1: Course revisions result in the expenditure of financial resources. Also, Increasing sample sizes or testing additional artifacts to at least 30 will require additional funds for interrater reliability training and artifact assessment as determined by the Assistant Dean, Educational Effectiveness Committee, and Chief Academic Officer when the next assessment cycle for this PLO is determined. PLO 2: Course revisions result in the expenditure of financial resources. Also, Increasing sample sizes or testing additional artifacts to at least 30 will require additional funds for interrater reliability training and artifact assessment as determined by the Assistant Dean, Educational Effectiveness Committee, and Chief Academic Officer when the next assessment cycle for this PLO is determined.
Annual Learning Report for (program) Approved	Approved by the EEC on January 9, 2024.
Follow Up (Closing the Loop for PLOs assessed in previous assessment cycle)	PLO 5: PUBH 620 revision is prioritized and scheduled; revision not started PLO 6: Complete, no changes were identified PLO 7: Complete, no changes were identified