

Assessment Report for GSU Educational Programs

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Program: Doctor of Philosophy in Public Health (Ph.D.)	Email address: LParker@gsu.edu	Submission date: Sept. 8, 2015

Program Mission and Student Learning Goals

The mission statement of the School of Public Health (SPH) at Georgia State University (GSU) is advancing health through leadership, scholarship, research and service to better the human condition and promote the common good, especially for urban communities and for global populations. Doctor of Philosophy (PH.D.) students will acquire a broad public health orientation, as well as depth of education and expertise in a chosen area of the public health discipline. The program will prepare students to become public health educators, as well as public health researchers who may be expected to work in multidisciplinary settings where a broad public health perspective may be needed. Specifically, students should be familiar with and demonstrate:

- mastery of the basic principles and application of advanced epidemiology through a culminating experience,
- competence in the other areas of public health knowledge that are relevant to the doctoral degree programs in public health (as prescribed by the SLO's)
- expertise in expressing ideas with clarity and depth, synthesizing knowledge from public health and related fields, and applying knowledge and critical thinking skills to specific problems or issues in public health.

Student Learning Outcomes/Objectives (SLOs)

1. Students will understand the strengths and weaknesses of various epidemiologic study designs and research methods.
2. Students will demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations.
3. Students will critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.
4. Students will demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.
5. Students will demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.
6. Students will effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.
7. Students will develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.
8. Students will critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.
9. Students will develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.
10. Students will develop expertise in statistical and analytic methods used in health promotion research and practice.
11. Students will develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.
12. Students will develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences.
13. Students will apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.
14. Students will describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations.
15. Students will apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and

organization, patient safety and quality of care, and health care workforce.

16. Students will effectively communicate concepts and methods of health services and health policy research.
17. Students will design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches.
18. Students will conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.
19. Students will function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation.

Program Learning Opportunities (optional in 2014-2015)

The Ph.D. program is a sixty-two (62) graduate-level credit hour program, that includes the following courses:

Prerequisite (16 hours; however, these hours are not counted toward the Ph.D.):

The following course are prerequisite to the Ph.D.:

- PH 7011 Introduction to Epidemiology (3)
or
PH 7711 Epidemiologic Methods I (3)
(EPID doctoral students must choose and complete PH 7711; HPBP and HSRP doctoral student may complete either PH 7011 or PH 7711)
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Health Care System (3)

1. Required Ph.D. Core Courses (18 hours):

The following courses constitute the Ph.D. Public Health Degree Core:

- PH 8721: Epidemiologic Methods II (3)
- PH 9120: Theory and Practice in Health and Prevention (3)
- PH 9140: Advanced Research Methods (3)
- PH 9150: Public Health Ethics (3)
- PH 9810: Biostatistical Methods I (3)
- PH 9820: Biostatistical Methods II (3)

2. Required Ph.D. Concentration Courses (27 hours):

Twenty seven (27) hours of required concentration coursework and electives have been established to ensure that students achieve proficiency in the competencies and skills related to each Ph.D. program of study: Epidemiology (EPID), Health Promotion and Behavior (HPMP), or Health Services and Policy Research (HSRP). Elective courses are chosen by students in consultation with their Faculty Advisor.

3. Ph.D. Professional Seminar Courses (5 hours):

- PH 8180: Doctoral Research Seminar I (3)
- PH 8181: Doctoral Research Seminar II (2)

4. **Ph.D. Research/Teaching/Applied Skills Practicum and Culminating Experience (12 hours):**

- PH 9960: Public Health Doctoral Practicum (3)
- Comprehensive Examination (see more information below)
- PH 9990: Dissertation (9) (see more information below)

Doctoral concentration coursework, doctoral practicum, comprehensive examination, and dissertation. The three doctoral concentrations and their twenty seven (27) hours of required concentration coursework and electives are listed below.

Ph.D. Epidemiology Concentration.

The EPID Competencies listed in Criterion 2.6.b describe the knowledge, skills, and abilities a successful graduate will demonstrate the conclusion of this doctoral program concentration, and inform the following EPID concentration coursework and electives:

1. **Required Ph.D. EPID Concentration Courses (9 hours):** Ph.D. EPID students complete all courses.
 - PH 9731 Epidemiologic Methods III
 - PH 9741 Advanced Topics in Epidemiologic Methods
 - PH 8830 Advanced Statistical Topics
2. **Required Ph.D. EPID Advanced Research Methods and Statistics Courses (6 hours):** Ph.D. EPID students select at least 2 courses in consultation with their Faculty Advisor.
 - PH 8885 Fundamentals of Clinical Trials
 - PH 8890 Special Topics in Biostatistics
 - EPRS 9550 Multivariate Analysis
 - STAT 8090 Applied Multivariate Statistics
 - STAT 8440 Survival Data Analysis
 - STAT 8760 Sample Surveys
 - EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design
 - EPRS 8840 Meta-Analysis
 - EPRS 9560 Structural Equation Modeling
 - Other appropriate research methods/statistics courses may be approved by the Faculty Advisor on the Doctoral Program of Study form.
3. **Required Ph.D. EPID Concentration Elective Courses (12 hours):** Ph.D. EPID students select at least 4 courses in consultation with their Faculty Advisor.
 - PH 7265 Epidemiology and the Prevention of Violence
 - PH 7275 Chronic Disease Epidemiology
 - PH 7280 Infectious Disease Epidemiology
 - PH 7290 Case Studies in Epidemiology
 - PH 7365 Epidemiology of Adolescent and Young Adult Risk Behaviors
 - PH 8285 Social Determinants of Health
 - PH 8790 Special Topics in Epidemiology
 - Other appropriate Ph.D. EPIP elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form.

Ph.D. Health Promotion and Behavior Concentration.

The HPMB Competencies listed in Criterion 2.6.b describe the knowledge, skills, and abilities a successful graduate will demonstrate the

conclusion of this doctoral concentration, and inform the following HPMB concentration coursework and electives:

1. **Required Ph.D. HPMB Concentration Courses (9 hours):** Ph.D. HPMB students complete all courses.
 - PH 7535 Dissemination and Implementation Science (3)
 - PH 9130 Intervention and Evaluation of Health Promotion and Disease Prevention (3)
 - PH 9095 Measurement and Outcomes in Social and Behavioral Health (3)
2. **Required Ph.D. HPMB Advanced Research Methods and Statistics Courses (12 hours):** Ph.D. HPMB students select at least 4 courses in consultation with their Faculty Advisor:
 - PH 8830 Advanced Statistical Topics (3)
 - PH 8885 Fundamentals of Clinical Trials (3)
 - PH 8890 Special Topics in Biostatistics (3)
 - PH 9731 Epidemiologic Methods III (3)
 - PH 9741 Advanced Topics in Epidemiologic Methods (3)
 - EPRS 8540 Quantitative Methods and Analysis in Education II (3)
 - EPRS 8550 Quantitative Methods and Analysis in Education III (3)
 - EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
 - EPRS 8840 Meta-Analysis (3)
 - EPRS 9560 Structural Equation Modeling (3)
 - PSYC 8420 Psychological Research Statistics II (3)
 - PSYC 8430 Psychological Research Statistics III (3)
 - STAT 8440 Survival Analysis (3)
 - Other appropriate research methods/statistics courses may be approved by the Faculty Advisor on the Doctoral Program of Study form.
3. **Ph.D. HPMB Concentration Electives courses (6 hours):** Ph.D. HPMB students select at least 2 courses in public health or other graduate-level programs in consultation with their Faculty Advisor approved by the Faculty Advisor on the Doctoral Program of Study form.

Ph.D. Health Services and Policy Research Concentration.

The HSRP Competencies listed in Criterion 2.6.b describe the knowledge, skills, and abilities a successful graduate will demonstrate the conclusion of this doctoral concentration, and inform the following HSRP concentration coursework and electives:

1. **Required Ph.D. HSRP Concentration Courses (9 hours):** Ph.D. HSRP students complete all courses.
 - PH 9220 Principles of Health Service Research I: Thematic Background (3)
 - PH 9240 Principles of Health Service Research II: Basic Methods (3)
 - PH 8250 Health Economics and Policy (3)
2. **Ph.D. HSRP Concentration Advanced Research Methods, Statistics and Electives Courses (18 hours):** Ph.D. HSRP students select at least 6 pre-approved courses in consultation with their Faculty Advisor.
 - PH 8285 Social Determinants of Health (3)
 - PH 8830 Advanced Statistical Topics (3)
 - PH 8885 Fundamentals of Clinical Trials (3)
 - PH 8890 Special Topics in Biostatistics (3)
 - PH 8290 Population Health Informatics (3)
 - ECON 8220 Human Resources and Labor Markets (3)
 - ECON 8740 Applied Statistics and Econometrics (3)

- PMAP 8131 Applied Research Methods and Statistics II (3)
- PMAP 8141 Microeconomics for Public Policy (3)
- PMAP 8521 Evaluation Research: Design and Practice (3)
- PMAP 9211 Applying Research to Policymaking: Examples from Health Care Policy (3)
- SOCI 8020 Research Methodology (3)
- SOCI 8118 Aging, Health, and Disability (3)
- SOCI 8234 Race-Ethnicity and Health (3)
- STAT 8090 Applied Multivariate Statistics (3)
- STAT 8760 Sample Surveys (3)
- Other appropriate Ph.D. HSRP research methods/statistics and elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form.

Ph.D. Competencies ¹	Annual Review and Coursework - INTRODUCE	Practical Skills ² (3 credit hours) REINFORCE	Culminating Experiences (9 credit hours) ASSESS	
	Annual Review of Doctoral Students and Doctoral Courses	PH 9960 Doctoral Practicum	Comprehensive Doctoral Examination	PH 9990 Doctoral Dissertation
Understand the strengths and weaknesses of various epidemiologic study designs and research methods.	X	X	X	X
Demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations.	X	X	X	X
Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.	X	X	X	X

¹ All doctoral courses are competency driven, as evidenced by the competencies listed on course syllabi, and offer competency based learning experiences; the above mentioned opportunities are formal points in the doctoral program where doctoral students are assessed demonstrating mastery of the competencies. Doctoral students are required to demonstrate mastery of the competencies associated with their concentration and area of specialization, and are encouraged to demonstrate mastery of the other doctoral competencies.

Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.	X	X	X	X
Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.	X	X	X	X
Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.	X	X	X	X
Understand the strengths and weaknesses of various epidemiologic study designs and research methods.	X	X	X	X
Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.	X	X	X	X
Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.	X	X	X	X
Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.	X	X	X	X
Develop expertise in statistical and analytic methods used in health promotion research and practice.	X	X	X	X
Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.	X	X	X	X
Develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences.	X	X	X	X
Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.	X	X	X	X
Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations.	X	X	X	X
Apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce.	X	X	X	X
Effectively communicate concepts and methods of health services and health policy research.	X	X	X	X
Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches.	X	X	X	X
Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.	X	X	X	X
Function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation.	X	X	X	X

Assessment Methods and Targets

DIRECT A Ph.D. culminating experience rubric assessing Student Learning Outcomes/Objectives (SLOs) mastery: all students will achieve a “met” score on each SLO rubric item mapped to their concentration.

The Council on Education for Public Health (CEPH) requires all Ph.D. students to demonstrate public health skills and integration of public health knowledge through a culminating experience. CEPH (2011) specifies that, "a culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice." Prior to beginning their culminating experience, students must complete doctoral-level coursework that introduces, and reinforces preliminary mastery of each SLO. The SLO's appear on each Ph.D. course syllabus. This assures that each Ph.D. student is capable of demonstrating public health skills and integrating public health knowledge through the culminating experience. The culminating experiences for the Ph.D. program include the doctoral comprehensive examination and a doctoral dissertation.

Required Comprehensive Ph.D. Examination. Doctoral students must pass a comprehensive examination before being admitted to candidacy. The purpose of the comprehensive examination is to assess each student's mastery of the doctoral program SLO's and to determine the student's readiness to complete the dissertation. The student must demonstrate expertise in expressing ideas with clarity and depth, synthesizing knowledge from public health and related fields, and applying knowledge and critical thinking skills to specific public health problems or issues. To be eligible to take the comprehensive examination, the student must have completed and achieved a 3.2 or greater cumulative grade-point average in the doctoral program of study, and received approval from their Faculty Advisor. Students have two opportunities to pass the comprehensive examination. Faculty required revisions to an initial comprehensive examination attempt count as a second examination attempt. If the student fails the first attempt, faculty reserve the right to require the student to take additional coursework or complete other learning experiences prescribed by the student's Faculty Advisor, Doctoral Advisory Committee, the Doctoral Program Coordinator, and/or a designated faculty member prior to retaking the comprehensive examination. These decisions may be made by the faculty advisor, but are usually done in consultation with the Doctoral Program Director. Students may only continue in the doctoral program if they complete prescribed additional coursework or learning experiences, if any, and pass the comprehensive examination on the second attempt. Failure on the second attempt will result in scholastic dismissal from the doctoral program.

Ph.D. Dissertation Requirement. The dissertation is intended to allow the student to contribute to the theoretical, conceptual, empirical, or practice base in the field of public health. Students pursuing a Ph.D. must complete a dissertation on a subject connected with their concentration. The dissertation must present original research, independent thinking, scholarly ability, and technical mastery of a field of study. Its conclusions must be logical, its literary form must be acceptable, and its contribution to the field of public health should merit publication.

When the Faculty Advisor is satisfied with the completed dissertation, he/she certifies that it has his/her approval and is ready to be read by the other members of the doctoral advisory committee. Written assent of all committee members except one is required before a dissertation is approved as ready for a final defense and the final oral defense date is confirmed. The Faculty Advisor chairs the dissertation defense. All members of the Doctoral Advisory Committee, except one, must approve the dissertation and the defense, and must certify their approval in writing. The SPH only recommends the awarding of a doctoral degree when the student has demonstrated mastery of necessary theories, concepts and subject matter, and demonstrated competence in the knowledge and skills defined in the SLO's for the student's chosen doctoral program concentration, as measured on a doctoral concentration-specific rubric.

INDIRECT

A. Exit Self-Assessment

In fall 2014, the SPH Office of Academic Assistance began administering an Exit Assessment as self-assessment measure of Ph.D. students' mastery of SLOs mapped to their Ph.D. program. The students are asked to visit a Qualtrics assessment web-page and rate on a Likert scale rubric "After completing your doctoral program, how competent do you feel you are in each of the following areas?" Ph.D. student participation is optional.

Assessment Findings

DIRECT: An Ph.D. culminating experience rubric assessing Student Learning Outcomes/Objectives (SLOs) mastery: all students will achieve a "met" score on each SLO rubric item mapped to their concentration.

PH.D. COMPREHENSIVE EXAM AVERAGE RUBRIC SCORE ³	TARGET	AY2014-15
Understand the strengths and weaknesses of various epidemiologic study designs and research methods.	100% MET	86%
Demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations.	100% MET	100%
Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.	100% MET	86%
Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.	100% MET	86%
Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.	100% MET	86%
Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.	100% MET	86%
Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.	100% MET	100%
Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.	100% MET	100%
Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.	100% MET	100%
Develop expertise in statistical and analytic methods used in health promotion research and practice.	100% MET	100%
Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.	100% MET	100%
Develop expertise in the communication of scientific findings, both writing and oral	100% MET	100%

³ Because we have fewer than five students complete the dissertation defense, we will only report the scores for the comprehensive exam rubric this AY2014-2015; however, it should be noted that students must achieve all "met" scores at the dissertation defense to satisfy that degree requirement.

presentations, for both scientific and lay audiences.		
Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.	100% MET	100%
Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations.	100% MET	100%
Apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce.	100% MET	100%
Effectively communicate concepts and methods of health services and health policy research.	100% MET	100%
Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches.	100% MET	100%
Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.	100% MET	100%
Function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation.	100% MET	

INDIRECT

SPH PHD Student Exit Self-Assessment	TARGET	AY2014-15
Understand the strengths and weaknesses of various epidemiologic study designs and research methods.	>7.0	N/A – No responses
Demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations.	>7.0	N/A – No responses
Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.	>7.0	N/A – No responses
Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.	>7.0	N/A – No responses
Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.	>7.0	N/A – No responses
Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.	>7.0	N/A – No responses
Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.	>7.0	N/A – No responses
Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.	>7.0	N/A – No responses
Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.	>7.0	N/A – No responses
Develop expertise in statistical and analytic methods used in health promotion research and practice.	>7.0	N/A – No responses

Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.	>7.0	N/A – No responses
Develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences.	>7.0	N/A – No responses
Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.	>7.0	N/A – No responses
Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations.	>7.0	N/A – No responses
Apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce.	>7.0	N/A – No responses
Effectively communicate concepts and methods of health services and health policy research.	>7.0	N/A – No responses
Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches.	>7.0	N/A – No responses
Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.	>7.0	N/A – No responses
Function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation.	>7.0	N/A – No responses

Analysis of Assessment Findings

The SPH is proud of the skill and knowledge area mastery that is being done among doctoral students, and the SPH faculty and staff's commitment to doctoral student learning is unwavering; still, there is a recognition that improvements can be made. Epidemiology faculty will consider other ways to reinforce SLOs in their course activities, as an effort to perfect those scores.

Regarding indirect assessment findings: While the number of doctoral graduates is relatively low (less than five), the SPH acknowledges that the response rate of the indirect assessment must be improved. The Director of Accreditation and Evaluation is currently in contact with the Director of the Center for Higher Education Research & Analytics, discussing the possibility of including our self-assessment in the proposed Destination Survey given to alumni through her office; if that is not possible, other strategies for improving the response rate will be discussed.

Sharing and Discussion of Assessment Findings

Chaired by the School's Director of Accreditation and Assessment (a full-time, faculty position), the School's Assessment and Evaluation Committee is specifically charged with annually assessing the School's data, including those data around the School's program missions, goals/targets, and learning objectives. Each year, the committee's findings are reported to the School, and considered by Division Directors, Administrators, and faculty.

TASKS

- Prompted by the School's Director of Accreditation and Assessment, SPH doctoral faculty advisors input rubric data (via Qualtrics) for the SLOs mapped to the culminating experience—comprehensive exam or dissertation defense—they are currently assessing (each semester).

- The Director of Academic Assistance and Career Services collects (via Qualtrics) soon-to-be Ph.D. graduate feedback (Exit self-assessment) from students as part of their graduation clearance process (each semester).
- The Director of Accreditation and Evaluation compiles data from faculty, and Director of Office of Academic Assistance and Career Services (annually).

TIMELINE

- Early September: Director of Accreditation and Evaluation submits report to Assessment & Evaluation Committee members showing student data—both direct and indirect—on SLO’s mastery.
- October and November: Division Directors will take data and recommendations from AEC, and then confirm any desired SLO and academic program changes within their Divisions. Faculty within Divisions also consider trends and needs of the practice-based community, and updates provided by CEPH, ASPPH, and organizations such as the *Council on Linkages Between Academia and Public Health Practice*. Division Directors propose changes to Academic Affairs Committee (AAC).
- October and November: AAC will review all SLO and program changes proposed by Divisions.

December and January: Associate Dean for Academic Affairs submits recommendations for changes (to SLOs and/or programs) to full SPH faculty and staff for approval and voting, if necessary.

Use of Assessment Findings for Program Improvement

The SPH is proud of the skill and knowledge area mastery that is being done among doctoral students, and the SPH faculty and staff’s commitment to doctoral student learning is unwavering; still, there is a recognition that improvements can be made. Epidemiology faculty will consider other ways to reinforce SLOs in their course activities, as an effort to perfect those scores.

Supporting Documents

DIRECT

All direct assessments are distributed to and collected from instructors by the SPH Director of Accreditation and Evaluation, and is done via Qualtrics.

Culminating experiences rubric

Below is the rubric that faculty advisors use to assess Ph.D. students’ mastery of SLOs based on the student’s performance on their culminating experience.

Has the student demonstrated achievement of each of the following competencies?

	Yes - Met	No – NOT Met
EPIP 1. Understand the strengths and weaknesses of various epidemiologic study designs and research methods	<input type="radio"/>	<input type="radio"/>
EPIP 2. Demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations	<input type="radio"/>	<input type="radio"/>
EPIP 3. Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research	<input type="radio"/>	<input type="radio"/>
EPIP 4. Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific	<input type="radio"/>	<input type="radio"/>

results		
EPIP 5. Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research	<input type="radio"/>	<input type="radio"/>
EPIP 6. Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences	<input type="radio"/>	<input type="radio"/>
HPBP 1. Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level	<input type="radio"/>	<input type="radio"/>
HPBP 2. Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies	<input type="radio"/>	<input type="radio"/>
HPBP 3. Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice	<input type="radio"/>	<input type="radio"/>
HPBP 4. Develop expertise in statistical and analytic methods used in health promotion research and practice	<input type="radio"/>	<input type="radio"/>
HPBP 5. Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities	<input type="radio"/>	<input type="radio"/>
HPBP 6. Develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences	<input type="radio"/>	<input type="radio"/>
HSRP 1. Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy	<input type="radio"/>	<input type="radio"/>
HSRP 2. Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations	<input type="radio"/>	<input type="radio"/>
HSRP 3. Apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce	<input type="radio"/>	<input type="radio"/>
HSRP 4. Effectively communicate concepts and methods of health services and health policy research	<input type="radio"/>	<input type="radio"/>
HSRP 5. Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches	<input type="radio"/>	<input type="radio"/>
HSRP 6. Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher	<input type="radio"/>	<input type="radio"/>
HSRP 7. Function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation	<input type="radio"/>	<input type="radio"/>

INDIRECT

Below is the Likert-scale rubric from the Exit Assessment that self-assesses Ph.D. students' mastery of SLOs mapped to their Ph.D. program and concentration. This self-assessment is part of the SPH's graduation clearance process, and is done via Qualtrics.

The Georgia State University School of Public Health has established a list of competencies that describe the knowledge, skills and abilities that each doctoral student should know and be able to do upon completion of their doctoral program.

The purpose of this question is to learn how competent doctoral students feel they are in these areas. Completing these questions will help strengthen our School of Public Health courses and programs.

<p>terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluating the potential impact of the new knowledge gained on public health practices and policies</p>												
<p>HPBP 3. Developing expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice</p>	○	○	○	○	○	○	○	○	○	○	○	
<p>HPBP 4. Developing expertise in statistical and analytic methods used in health promotion research and practice</p>	○	○	○	○	○	○	○	○	○	○	○	
<p>HPBP 5. Developing expertise in planning, implementation, evaluation, and dissemination of social and</p>	○	○	○	○	○	○	○	○	○	○	○	

<p>delivery and health care policy that are currently the subject of empirical investigations</p>											
<p>HSRP 3. Applying advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce</p>	○	○	○	○	○	○	○	○	○	○	
<p>HSRP 4. Effectively communicating concepts and methods of health services and health policy research</p>	○	○	○	○	○	○	○	○	○	○	
<p>HSRP 5. Designing a health services or health policy research</p>	○	○	○	○	○	○	○	○	○	○	

<p>proposal involving qualitative, quantitative, or mixed methods approaches</p> <p>HSRP 6. Conducting a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher</p> <p>HSRP 7. Functioning as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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