

EMORY UNIVERSITY
2021-2022 Assessment Report for Educational Programs
Assessment Period Covered: September 1, 2021– December 31, 2022

Program: Executive MPH (EMPH) Program	Date Submitted: December 18, 2022
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I. PROGRAM MISSION

Rollins School of Public Health (RSPH) Mission: The RSPH of Emory University impacts health and well-being through excellence in teaching, research, and the application of knowledge in partnership with domestic and global communities.

RSPH Goals:

- Goal 1: Educate individuals to become skilled professionals to advance the health and well-being of all communities
- Goal 2: Discover, disseminate, and apply public health science
- Goal 3: Build capacity for public health practice
- Goal 4: Sustain an inclusive, diverse academic community that fosters excellence in instruction, research, and public health practice

The Executive MPH program does not have an explicit mission but helps the Rollins School of Public Health achieve its mission and goals by providing distance-based education to working professionals who seek to advance the health and well-being of the communities in which they live, work and play.

II. PROGRAM CONTEXT

The Rollins School of Public Health offers the distance education-based Executive MPH (EMPH) degree program for working professionals with a minimum of three years of full-time professional experience. The EMPH program offers concentrations (“tracks”) in: (1) Applied Epidemiology and (2) Prevention Science. By way of example, in the last 5 years, an average of 51 students have matriculated per year.

The EMPH program uses the Canvas learning management system to provide effective, engaging, and easily accessible graduate courses to further the education and skills of its students. The structure of the EMPH program uses a hybrid design (including both in-person and online instruction) and students must complete 42 credit hours. Each semester-length course begins and ends on campus over a three-day session from Friday morning through Sunday afternoon. The remaining coursework occurs during the 11- or 12-week distance-based sessions using the Canvas learning management system.

All courses are either two or three credit hours each. For a two-credit course, the web-based technologies are anchored by six hours of on-campus classroom instruction at both the beginning and end of each semester for a total of 12 face-to-face contact hours per semester. Three credit courses have additional components (e.g., in-person lab sessions, additional lectures and/or discussion board interactions, synchronous sessions) to ensure that the appropriate number of contact hours are achieved.

The EMPH program's strategy is achieved through courses that are highly interactive, based on sound educational principles and theories, the use of standardized comprehensive evaluations, and collaborative efforts among faculty from academia and practice settings. The hybrid approach used by the EMPH program is the method of choice because it provides the convenience and interactivity of online learning with the engagement of face-to-face instruction.

III. STUDENT LEARNING OUTCOMES

1. Students will perceive that diversity, equity, and inclusion (DEI) is a valued priority for the EMPH program.
2. Students will be able to integrate curricular competencies when addressing a current public health issue.
3. Students will demonstrate self-efficacy for cross-disciplinary teamwork in solving a public health issue.

IV. ASSESSMENT SUMMARY

FIRST METHOD OF ASSESSMENT FOR OUTCOME #1: Students will perceive that diversity, equity, and inclusion (DEI) is a valued priority for the EMPH program.

<p>Method of Assessment: <i>Direct Assessment: Faculty Assessment of DEI Inclusions in EMPH Courses</i> Create process for evaluation of DEI inclusions in EMPH courses. Review a subset of the syllabi of 10 courses each year for evidence of DEI themes and diverse readings/resources/authors</p>
<p>Achievement Targets: 50% of assessed EMPH courses will include explicit DEI topics/themes for at least 25% of sessions/modules. 50% of assessed EMPH courses will include at least 20% of resources from authors who are underrepresented minorities.</p>

Summary of Assessment Results:

DEI Topics/Themes: 90% of courses included explicit DEI topics/themes in at least 25% of sessions/modules.

AEPI 530D – 46%

BIOS 503D – 0%

BIOS 516D – 55%

BSHES 504D (section 2) – 46%

EH500D – 100%

EPI 504D – 49%

GH 500D – 100%

HPM 500D – 30%

PRS 533D – 33%

PRS 542D – 75%

Resources from Underrepresented Minorities: 40% of courses included at least 20% of resources from authors who are underrepresented minorities

AEPI 530D – 25%

BIOS 503D – 0%

BIOS 516D – 48%

BSHES 504D (section 2) – 5%

EH 500D – 12%

EPI 504D – 9%

GH 500D – 8%

HPM 500D – 50%

PRS 533D – 25%

PRS 542D – 11%

Notably, we have learned in this process that it is often very difficult to determine if an author is an underrepresented minority. While we value representational diversity, we believe that the data above is likely an underreporting of author diversity.

Additionally, four of the courses assessed for this evaluation are statistical methods courses that primarily rely on a single textbook by one or more authors. This primary source makes it difficult to incorporate a large number of supplementary readings by diverse authors. This is an issue we will continue to work with our faculty on addressing.

Use of Assessment Results to Improve Program:

Results from this initial assessment are being used to establish a baseline in EMPH courses. These results have been shared with instructors and the instructional designers supporting the courses to facilitate discussions and planning to increase the DEI focus in EMPH courses.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #1: Students will perceive that diversity, equity, and inclusion (DEI) is a valued priority for the EMPH program.

Method of Assessment:

Indirect Assessment: Student perceptions of the DEI environment

EMPH students were asked to respond to the following questions in the 2022 EMPH Student Experience survey:

1. I feel respected as a member of the EMPH Community.
2. I am free to express a diversity of views, beliefs, & attitudes in my classes
3. I am free to express a diversity of views, beliefs and attitudes with my EMPH colleagues and peers.
4. The EMPH program provides resources for people of all backgrounds to succeed.

Achievement Target:

80% of students will respond that they agree/strongly agree with each of these statements.

Summary of Assessment Results:

24 students completed the 2022 Student Experience survey.

1. 95% of student respondents agreed or strongly agreed with the statement: "I feel respected as a member of the EMPH Community."
2. 85% of students agreed or strongly agreed with the statement: "I am free to express a diversity of views, beliefs, & attitudes in my classes."
3. 95% of students agreed or strongly agreed with the statement: "I am free to express a diversity of views, beliefs, and attitudes with my EMPH colleagues and peers."
4. 80% of students agreed or strongly agreed with the statement: "The EMPH program provides resources for people of all backgrounds to succeed."

Use of Assessment Results to Improve Program:

Although the results from this assessment were strong and met our achievement target, items # 2 and 4 were somewhat lower suggesting that some students may feel less free to express themselves in classes and that there may be a perceived need for additional resources for some students to succeed in the program. These areas will be shared with both the EMPH Diversity, Equity and Inclusion committee and the full EMPH faculty (spring 2023 faculty meeting) to discuss opportunities to improve in these areas moving forward.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #2: Students will be able to integrate curricular competencies when addressing a current public health issue.

Method of Assessment:

Direct Assessment: Faculty Evaluation of Thesis Final Deliverables

Faculty advisors/thesis chairs will be asked to complete a short assessment of how well the students have integrated their curricular competencies in the thesis project. In particular,

advisors were asked to confirm that at least three of the track-specific (Applied Epidemiology or Prevention Science) competencies were integrated into the final thesis.

Achievement Target(s):

100% of student thesis chairpersons will assess that the students have been able to integrate at least 3 curricular competencies in their final thesis product.

Summary of Assessment Results:

100% of faculty advisors (16 out of 16) for students who completed a thesis in 2022 indicated that the student successfully integrated at least three (often many more) competencies into the final thesis product.

Use of Assessment Results to Improve Program:

EMPH Administration has decided to incorporate this measurement into our ongoing assessment of students graduating with a thesis to ensure that the curriculum competencies are integrated into the process. The EMPH faculty and faculty advisors are supportive of completing this assessment.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #2: Students will be able to integrate curricular competencies when addressing a current public health issue.

Method of Assessment:

Indirect Assessment: RSPH Exit Survey

The Rollins School of Public Health (RSPH) Exit survey will ask EMPH graduates how much they agree with the following statement (Likert scale: Strongly Agree – Strongly Disagree):

The learning and training at RSPH have enabled me to achieve my concentration-specific competencies

It should be noted that the concentration-specific competencies are designed to allow graduates of the program to address public health issues through the mix of skills taught and competencies covered.

Achievement Target:

90% of respondents will strongly agree or agree with this statement.

Summary of Assessment Results:

2021: 18 out of 57 graduates completed the RSPH Exit Survey. Of those completing the survey: 100% strongly agreed or agreed that upon completion of the EMPH program, they are able to achieve their concentration-specific competencies.

2022: Data not yet available

Use of Assessment Results to Improve Program:

Although 100% of respondents agreed with this statement, we believe it is an important measure and will continue to use it moving forward to ensure that graduates are continuously able to integrate competencies into their public health careers.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #3: Students will demonstrate self-efficacy for cross-disciplinary teamwork in solving a public health issue.

Method of Assessment:

Direct Assessment: Faculty Assessment of Interprofessional Case Study Submissions

All EMPH students participate in a course, entitled PUBH501D: Interprofessional Education & Training. Upon completing a didactic module, students are grouped with peers from other professions and expected to work together to address a public health case. Student groups discuss the case during a synchronous session, facilitated by one of seven EMPH faculty members (2 overarching faculty; 5 small group facilitators). Each group then submits a video solution for the case study, which includes discussion of the challenges and advantages of working in an interdisciplinary group to address a public health concern. In addition to describing their case study solution, each group is expected to answer the following four questions:

- 1) What disciplines did your group represent?
- 2) How did you approach the problem posed in the case study from multiple disciplinary perspectives?
- 3) What challenges did the various perspectives of group members present?
- 4) What benefits did the various perspectives of group members add to your discussion?

Group video responses are reviewed by at least two faculty members using a rubric (Strong, Neutral, Poor) to assess the quality of responses in the video to the aforementioned questions. (See Appendix A)

Achievement Target:

80% of student groups will receive “strong” scores for the three rated questions and 95% will receive a passing grade for the course, demonstrating self-efficacy in cross-disciplinary problem solving.

Summary of Assessment Results:

Upon reviewing 2022 video submissions, we found the following:

1. 100% of the group submissions were rated *Strong* for approach.
2. 80% of the group submissions were rated *Strong* for challenges.
3. 90% of the group submissions were rated *Strong* for benefits.

Further, 100% of the 42 enrolled students passed the PUBH 501D course.

Use of Assessment Results to Improve Program:

As in past years, the results from the assessment of the student group videos have been used to determine needed changes to the assignment for the group project, including edits to the video prompts and prompts for the discussion board postings that each individual student must make when evaluating peer groups' videos. Results from these assessments are also used to train faculty facilitators who help to oversee the small group breakout sessions for the case study discussions.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #3: Students will demonstrate self-efficacy for cross-disciplinary teamwork in solving a public health issue.

Method of Assessment:***Indirect Assessment: RSPH Exit Survey***

Each year, graduating students from the Rollins School of Public Health are asked to evaluate how confident they are that they have met a set of foundational competencies. Competency #21 is "Perform effectively on interprofessional teams."

Achievement Target:

A minimum of 85% of EMPH graduating students will strongly agree or agree that they have successfully met the interprofessional competency.

Summary of Assessment Results:

2021: 18 out of 57 EMPH graduates completed the RSPH Exit Survey. Of those completing the survey: 89% strongly agreed or agreed that they had met the interprofessional team competency.

2022: Data not yet available.

Use of Assessment Results to Improve Program:

Results from the RSPH Exit Survey are combined with the direct measurement noted above to help us continue to evaluate and update the interprofessional education program within the EMPH program. Because they have been so high, we use them primarily as an additional check on our interprofessional training curriculum rather than to fine-tune the curriculum (for which we focus on the direct measure).

V. FACULTY INVOLVEMENT**Describe how your faculty members were involved in this year's assessment procedures.**

The EMPH curriculum is regularly reviewed by a subset of program faculty and administrators. In particular, the Director, Deputy Director, and the two track directors have reviewed learning objectives, competencies and curricular changes throughout the period covered by this assessment.

This subset of four faculty members have reviewed this assessment report and provided input throughout the process and for this final report. This has included providing input on future learning outcomes.

With regards to the specific learning outcomes addressed herein:

Outcome 1: Students will perceive that diversity, equity, and inclusion (DEI) is a valued priority for the EMPH program.

In addition to the faculty members mentioned above, the teaching faculty for the 10 courses selected for initial DEI assessment have also reviewed the assessments of their courses and made comments/corrections. They have further noted potential areas for future improvement.

Outcome 2: Students will be able to integrate curricular competencies when addressing a current public health issue.

As noted above, the faculty advisors (Thesis Committee Chairpersons) provided input on whether their student mentees met at least three curricular competencies in the course of completing the thesis.

Outcome 3: Students will demonstrate self-efficacy for cross-disciplinary teamwork in solving a public health issue.

The EMPH Director and Deputy Director, both faculty members, are primarily responsible for assessing this outcome after the faculty facilitators (5 additional faculty members) instruct the students on the expectations for the interprofessional training course.

VI. What is your assessment plan for the next cycle?

Given that we were only able to collect one year of data for this evaluation (previous assessment went through 2021) and because we believe that replication of data points is important for accurate measurement, we propose to measure the same outcomes for the 2023-2024 assessment.

Outcome: Students will perceive that diversity, equity, and inclusion (DEI) is a valued priority for the EMPH program.	
Method: Continue process for evaluation of DEI inclusions in EMPH courses. Review a subset of the syllabi of 10 courses each year for	Achievement Target: 50% of EMPH courses will include explicit DEI topics/themes for at least 25% of sessions/modules.

evidence of DEI themes and diverse readings/resources/authors	50% of EMPH courses will include at least 20% of resources from authors who are underrepresented minorities
<p>Method: Student perceptions of the DEI environment in the annual student experience survey. Answers to the following questions:</p> <ol style="list-style-type: none"> 1. I feel respected as a member of the EMPH Community 2. I am free to express a diversity of views, beliefs, & attitudes in my classes 3. I am free to express a diversity of views, beliefs and attitudes with my EMPH colleagues and peers 4. The EMPH program provides resources for people of all backgrounds to succeed 	<p>Achievement Target: As we continue our focus on DEI as a priority, 90% of students (increased from 80% 2021-2022) will respond that they agree/strongly agree with each of these statements.</p>

Outcome: Students will be able to integrate curricular competencies when addressing a current public health issue.	
<p>Method: Evaluation of thesis final deliverables. Faculty advisors/thesis chairs will be asked to complete a short assessment of how well the students have integrated their curricular competencies in the thesis project.</p>	<p>Achievement Target: 100% of student thesis chairpersons will assess that the students have been able to integrate at least 3 curricular competencies in their final thesis product.</p>
<p>Method: EMPH Exit/Alumni survey. The Exit/Alumni survey will ask EMPH graduates how much they agree with the following statement (Likert scale: Strongly Agree – Strongly Disagree):</p> <p><i>Upon completion of the EMPH program, I am able to integrate competencies from my program/track to address a current public health issue.</i></p>	<p>Achievement Target: 90% of respondents will strongly agree or agree with this statement.</p>

<p>Outcome: Students will demonstrate self-efficacy for cross-disciplinary teamwork in solving a public health issue.</p>	
<p>Method: Faculty Assessment of Group Video Submission for Solution to Public Health Case Study. All EMPH students participate in a course, entitled PUBH501D: Interprofessional Education & Training. Upon completing a didactic module, students are grouped with peers from other professions and expected to work together to address a public health case. Student groups discuss the case during a synchronous session, facilitated by one of seven EMPH faculty members (2 overarching faculty, 5 small group facilitators). Each group then submits a video solution for the case study, which includes discussion of the challenges and advantages of working in an interdisciplinary group to address a public health concern. In addition to describing their case study solution, each group is expected to answer the following four questions:</p> <ol style="list-style-type: none"> 1) What disciplines did your group represent? 2) How did you approach the problem posed in the case study from multiple disciplinary perspectives? 3) What challenges did the various perspectives of group members present? 4) What benefits did the various perspectives of group members add to your discussion? <p>Group video responses are reviewed by at least two faculty members using a rubric (Strong, Neutral, Poor) to assess the quality of responses in the video to the aforementioned four questions.</p>	<p>Achievement Target: 80% of student groups will receive “strong” scores for the three rated questions and 95% will receive a passing grade for the course, demonstrating self-efficacy in cross-disciplinary problem solving.</p>
<p>Method: RSPH Exit Survey. Each year, graduating students from the Rollins School of Public Health are asked to evaluate how confident they are that they have met a set of</p>	<p>Achievement Target: A minimum of 85% of EMPH graduating students will strongly agree or agree that they have successfully met the interprofessional competency.</p>

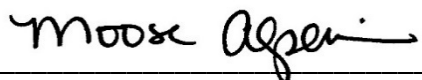
foundational competencies. Competency #21 is “Perform effectively on interprofessional teams.”	
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VII. SUPPORTING DOCUMENTATION

Please remember to attach supporting documentation such as rubrics, sample assignments, test results, surveys, questionnaires, tables, and charts. If you have questions about what should or should not be included with the report, please contact David Jordan (david.m.jordan@emory.edu) in the Office of Planning and Budgeting.

VIII. REVIEW PROCESS

Please forward your 2021-2022 assessment report to the chair of your department for review and signature. This review will ensure that the information included in this report is accurate and that your program is engaged in a systematic process of continuous improvement.



Program Director

9/18/2022

Date

IX. SUBMISSION OF REPORTS

Please submit reports to Andrea Barra, Associate Director of Assessment via Microsoft Form link <https://forms.office.com/r/RALCaaB4iH> by December 31, 2022

Appendix A
Rubric for Scoring PUBH501D Videos

	Included (1)	Not Included (0)	
What disciplines did your group represent?	Disciplines were included in video presentation.	Disciplines were not included.	
	Strong (3)	Neutral (2)	Poor (1)
How did you approach the problem posed in the case study from multiple disciplinary perspectives?	Approach to solution included at least 3 interdisciplinary perspectives.	Approach only included only 2 perspectives.	Approach did not include multiple perspectives.
What challenges did the various perspectives of group members present?	Group provided at least one specific example of a challenge.	Group was generic in articulating challenges.	Group did poor job in articulating challenges and/or did not reference challenges.
What benefits did the various perspectives of group members add to your discussion?	Group provided at least one specific example of a benefit.	Group was generic in articulating benefits.	Group did poor job in articulating benefits and/or did not reference benefits.