

Student Outcomes Assessment Plan

MASTER OF PUBLIC HEALTH PROGRAM

Developed by

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RATIONALE

The assessment of student learning, student development, and program outcomes is essential to the health and vitality of academic programs at California State University, Fresno. The purpose of implementing student outcomes assessment is to advance student learning through improved curricula and instruction. Accreditation agencies for various professional areas as well as the institution itself all have assessment standards that require the connection of student performance to a program's stated mission, goals, and objectives.

MASTER OF PUBLIC HEALTH PROGRAM

The Master of Public Health Program addresses the health needs of the ethnically and socio-economically diverse populations living in the San Joaquin Valley of California and the Southwest. The program accomplishes this through the evaluation of students to be effective practitioners of the skills, knowledge and attitudes needed to be effectively conduct public health needs assessments, program planning, implementation and evaluation, and applied research to address the needs of our communities. The program also emphasizes community service with the underserved populations by working closely with local counties and state agencies, as well as to develop professional opportunities for Master of Public Health Program students and graduates.

MISSION

The mission of the master of public health program is to promote, preserve, and restore health. This is accomplished by educating graduate public health students to be effective leaders and practitioners in the fields of health promotion and health policy and management.

The program accomplishes this through the evaluation of students to be effective practitioners of the skills, knowledge and attitudes needed to be effectively conduct public health needs assessments, program planning, implementation and evaluation, and applied research to address the needs of our communities.

The program also emphasizes community service with the underserved populations by working closely with local counties and state agencies, as well as to develop professional opportunities for master of public health program students and graduates.

GOALS

The goals of the Master of Public Health program reflect the three primary focus areas of the program: teaching, research and service. They are a part of a living document which is revised from time to time to reflect the needs of the service population.

Instructional Goals.

- To utilize a competency-based curriculum planning and evaluation system in order to be able to effectively evaluate the public health knowledge, skills, and attitudes of students.
- To develop skills in the areas of planning, implementation, and evaluation of health promotion programs.

Scholarly Activity Goals

- To promote and foster an interactive environment conducive to student and faculty search for and exploration of established and innovative concepts related to public health.
- To stimulate the design of projects that have a practical application to the reality of the community we serve.

Service Goals.

- To provide a rigorous practicum experience to develop student-applied Public Health skills to assess community Public Health needs and outcomes.
- To strengthen relationships between the California State University, Fresno and public or private community organizations in order to provide service opportunities for faculty, students, and graduates to help meet the health needs of the community.

VALUES

We are public health professionals dedicated to improving the health of communities. In achieving this goal, we are committed to the pursuit of:

- **Community:** To enable communities to address their unique public health problems, lower barriers to action, and act as a resource for progress.
- **Knowledge:** To engage in the pursuit, development and dissemination of knowledge that will lead to the improvement of the public's health.
- **Professionalism:** To perform the duties and responsibilities of public health professionals with integrity and collegiality in learning, teaching and public service.
- **Professional Ethics:** Adhering to the duties and responsibilities in the established

codes of conduct for the fields of Public Health (The Moral Clause).

- **Advocacy:** To ensure equitable access to quality public health, health resources and public policies.
- **Diversity:** To recognize and respect the cultural and other contributions of all members of the community in the access to public health resources.
- **Scholarship:** To teach students methods to understanding the scope of current public health knowledge and by contributing to future public health knowledge through research.

STUDENT OUTCOME ASSESSMENT PLAN

The Student Outcome Assessment Plan (SOAP) in the Master of Public Health reflects the program's efforts to provide a quality educational experience to its students and to serve as a great resource to the community it serves. The five year plan contained in this document is set to be reviewed by the end of academic year 2011-2012.

ASSESSMENT ACTIVITIES

I. EXIT SURVEY

The purpose of the exit survey is to collect information about student's perceptions at the end of the program. Students are required to complete the exit survey as a pre-requisite for obtaining signatures in their application for graduation form. The survey is available online at http://ctlsilhouette.ctlt.wsu.edu/CTLSilhouette2_5/mode/respondent/takeHtmlsurvey.asp?S=zs51746. See Appendix B for the questions posed in this survey.

II. ALUMNI SURVEY

The purpose of the Alumni Survey (see Appendix C) is to determine the program's usefulness to students at pre-set intervals during their professional lives. The surveys will attempt to measure:

- How graduates feel about the currency, breadth and depth of their education
- Student satisfaction with various aspects of the Master of Public Health program
- Relevance of degree to, and level of preparation for, current occupation
- Whether students continued with advanced degrees

Survey will be made available to alumni online at a minimum of one year after graduation. The surveys will also be made available to graduates five years after graduation.

- III. **FIELDWORK IN PUBLIC HEALTH (PH 285F)**
 The mid-term (see Appendix D) and final evaluation (see Appendix E) by preceptors will be reviewed once a year to determine areas for program improvement. These forms are completed by each of the students enrolled in PH 285F and are a requirement for a grade in the class.
- IV. **COMPREHENSIVE EXAM REVIEW**
 Once a year faculty will review the results of the comprehensive exam (see Appendix F) to determine way to improve the educational experience of students.
- V. **GRADUATE WRITING REQUIREMENT**
 Once a year faculty will discuss the results of the Graduate Writing requirements utilizing the form found in Appendix G.

TIMELINE OF ASSESSMENT ACTIVITIES

The Student Outcome Assessment Plan for the Master of Public Health program is a five year program designed to enhance curriculum offerings and address students concerns.

Assessment Activity/Assessment Year	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
Exit Survey	X	X	X	X	X
Alumni Survey		X			X
Fieldwork	X	X	X	X	X
Comprehensive Exam	X	X	X	X	X
Graduate Writing	X	X	X	X	X

RELATIONSHIP TO GOALS

Goal	Exit Survey	Alumni Survey	Fieldwork	Comp Exam	Graduate Writing
To utilize a competency-based curriculum planning and evaluation system in order to be able to effectively evaluate the public health knowledge, skills, and attitudes of students.	XX	XX		XX	
To develop skills in the areas of planning, implementation, and evaluation of health promotion programs.			XX	XX	
To promote and foster an interactive environment conducive to student and faculty search for and exploration of established and innovative concepts related to public health.	XX		XX		
To stimulate the design of projects that have a practical application to the reality of the community we serve.	XX	XX	XX		
To provide a rigorous practicum experience to develop student-applied Public Health skills to assess community Public Health needs and outcomes.			XX		XX
To strengthen relationships between the California State University, Fresno and public or private community organizations in order to provide service opportunities for faculty, students, and graduates to help meet the health needs of the community.		XX	XX		

HOW THE ASSESSMENT PLAN DATA WILL BE UTILIZED

Data from each of these assessments will be evaluated on a yearly basis and a report of findings as well as a list of recommendations for curriculum improvements will be prepared by the program director. The faculty will take formal action during the spring semester of each year to incorporate the suggested changes.

LIST OF APPENDICES

- Appendix A - California State University, Fresno Guide to Outcomes Assessment
- Appendix B - Master of Public Health Exit Survey.
- Appendix C - Master of Public Health Alumni Survey.
- Appendix D – PH 285F – Mid Term Evaluation
- Appendix E – PH 285F – Final Evaluation
- Appendix F - Research Paper Rubric
- Appendix G – Graduate Writing Requirement Rubric

APPENDIX A

Guide to Outcomes Assessment

Introduction

Programmatic Purposes

Assessment Activity Planning

Implementing the Program SOAP: Closing the Loop

I. Programmatic Purposes

Programmatic purposes should be expressed in clearly written statements that convey the overall mission, goals, and objectives the program intends to deliver. Connecting these to the underlying curriculum is a valuable exercise, which will be captured in the curriculum map described below. Programmatic purposes are addressed below.

A. Mission Statement

A program mission statement should state the values and philosophy of the program. It should be sufficiently expansive to provide rationale to the underlying curricula and establish the broad directions and aspirations of the program and any particular degree options or concentrations within it. It should align with the school/college and University mission statements. Where degree options or concentrations exist to allow students greater focus in one area of the program, specific language should further define the mission of each major concentration or degree level offered, reflecting the actual educational and career paths of the program's graduates. The mission statement should be understandable to new students interested in the area, professionals operating within the field, as well as persons outside the field. The program description in the General Catalog should reflect the mission of the program and its concentrations. A link to a program **mission statement** is provided as an example.

B. Goals

The goals should state the broad, long-range outcomes that support the program's mission, including content knowledge areas, performance expectations, and values expected of program graduates.

A division of goals into three domains is a good starting point:

- Cognitive: * What do graduates know?
- Performance/Skill: * What can graduates do?
- Affective: * What do graduates value?

Links to definitions and illustrative verbs are captured behind the asterisks above (*). A link to a **goal statement** is provided as an example.

C. Learning Objectives

Learning objectives are brief, clear statements of learning outcomes of instruction that are related to and flow from the program goals. While goals express intended outcomes in broad, global language, **learning objectives use precise terms that focus on the students**, rather than the curriculum. Learning objectives should be written using active verbs, such as: *identify, explain, translate, construct, solve, illustrate, analyze, compose, compile, design*. Specific use of verbs such as *to know* or *understand* should be avoided, since they are too vague to provide needed clarity.

Our **local glossary of assessment terms** includes domains of student learning objectives, definitions, and illustrative verbs to assist in forming and/or revising student learning objectives.

Accrediting bodies, professional organizations, or disciplinary groups may already have drafted learning outcomes in your discipline that can be adapted to reflect your program mission and goals. Some programs find it useful to form a “collective resume” as a tool for developing statements of goals and objectives. A collective resume, written as if to potential employers, describes the abilities of a typical graduate from the program. Some programs find it useful to hold a brainstorming session in which faculty members write learning objectives that are then organized into groups from which program goals are formulated. A link to a set of **learning objectives** is provided as an example.

D. Curriculum Map*

Tying program goals and learning objectives to the curriculum can allow for an integrated evaluation of what students in the program should know and when they should know it. A course-by-objective matrix can make clear those courses in which students are introduced to learning objectives and those in which those objectives are reinforced and finally polished. Curriculum maps typically designate objectives introduced in a course as an “I,” reinforced in a course as an “R,” and polished to advanced understanding as an “A.” As a result of developing a curriculum map, some programs find that objectives central to the field were

not adequately addressed in the curriculum, leading to important revisions in the curriculum. Once a curriculum map is developed, proceeding to planning assessment activities may be clarified. A link to a [curriculum map](#) is provided as an example.

APPENDIX B

MASTER OF PUBLIC HEALTH PROGRAM EXIT SURVEY

The MPH program at CSU Fresno appreciates your input. Your confidential responses will be utilized to assess the effectiveness of the program. If you are planning to graduate during/after Fall 2008, failure to complete this survey may delay the graduation process.

1. Login ID #

2. Year entered program:

- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- Other

3. Year Graduated:

- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- Other

4. Race: (select only one)

- American Indian/Alaskan Native
- African-American/Black
- Asian/Pacific Islander
- White
- Multi-racial (please specify)
- Other (please specify)

Hispanic Origin

- Hispanic Origin
- Not of Hispanic Origin

5. Sex

- Female
- Male

6. MPH Option (Please select one:

- Health Promotion
- Health Administration
- Environmental Health
- Health Policy and Management

7. Current Salary:

- < \$25,000
- \$25,500 - \$40,000
- \$40,500 - \$60,000
- \$60,500 - \$ \$75,000
- > \$75,000

8. Current Place of Employment and Position/Title:

9. How many hours per week do you work for pay? (write your response in the space provided)

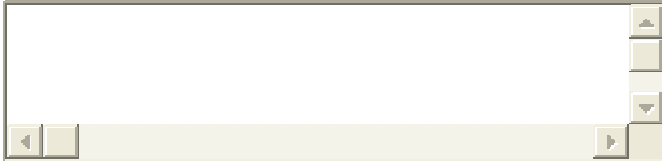
hours per week

Please select the number that best corresponds to your level of agreement with each statement:						
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10.	I was able to meet with my advisor as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The content of courses in my major was appropriately linked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	There was an appropriate balance between theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I feel that I was well trained to enter the workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I feel I have improved my oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I feel I have improved my written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I was encouraged to develop original ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	I have improved my ability to think critically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

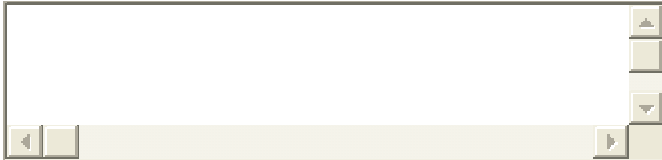
18. Briefly describe the responsibilities of your current position.

19. Based on your experiences, what were the strengths of the MPH program in preparing you for the public health field?

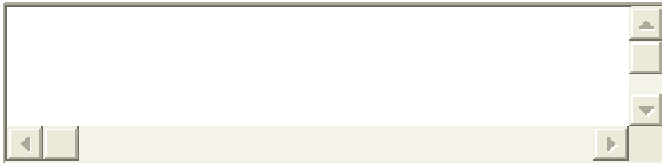
20. How did the MPH program prepare you to meet the responsibilities of your position?

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21. Based on your experiences, what changes have occurred in the public health profession that should be addressed in the MPH program?

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22. What recommendations would you make to strengthen the program to prepare students for a position in public health?

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23. Would you be interested in:

- Being a fieldwork placement site.
- Serving on the MPH Advisory Committee

[send survey]

[reset]

APPENDIX C



Directions: Circle the response that best describes your information.

Demographic Information

<p>1. Sex</p> <p style="margin-left: 20px;">1. Male</p> <p style="margin-left: 20px;">2. Female</p>	<p>2. Currently Employed</p> <p style="margin-left: 20px;">1. yes</p> <p style="margin-left: 20px;">2. No</p>
<p>3. Age</p> <p style="margin-left: 20px;">1. 20-25</p> <p style="margin-left: 20px;">2. 26-30</p> <p style="margin-left: 20px;">3. 31-35</p> <p style="margin-left: 20px;">4. 36-40</p> <p style="margin-left: 20px;">5. 41-45</p> <p style="margin-left: 20px;">6. 56-50</p> <p style="margin-left: 20px;">7. 51-55</p> <p style="margin-left: 20px;">8. 56+</p>	<p>4. Ethnicity</p> <p style="margin-left: 20px;">1. White</p> <p style="margin-left: 20px;">2. African-American</p> <p style="margin-left: 20px;">3. Hispanic/Latino</p> <p style="margin-left: 20px;">4. Asian</p> <p style="margin-left: 20px;">5. Hmong</p> <p style="margin-left: 20px;">6. Native American</p> <p style="margin-left: 20px;">7. Mixed</p> <p style="margin-left: 20px;">8. Other</p>
<p>5. Income</p> <p style="margin-left: 20px;">1. Less than 30,000</p> <p style="margin-left: 20px;">2. 30,000 – 40,000</p> <p style="margin-left: 20px;">3. 41,000 – 50,000</p> <p style="margin-left: 20px;">4. 51,000 – 60,000</p> <p style="margin-left: 20px;">5. 61,000 – 70,000</p> <p style="margin-left: 20px;">6. 71,000 – 80,000</p> <p style="margin-left: 20px;">7. 81,000 – 90,000</p> <p style="margin-left: 20px;">8. 91,000 – 100,000</p> <p style="margin-left: 20px;">9. 100,000+</p>	<p>6. Option</p> <p style="margin-left: 20px;">1. Environmental Health</p> <p style="margin-left: 20px;">2. Health Administration</p> <p style="margin-left: 20px;">3. Health Policy & Management</p> <p style="margin-left: 20px;">4. Health Promotion</p>
<p>7. Culminating Experience</p> <p style="margin-left: 20px;">1. Thesis</p> <p style="margin-left: 20px;">2. Project</p> <p style="margin-left: 20px;">3. Comprehensive Exam</p>	<p>8. Year graduated _____</p>
<p>9. Current employment</p> <p style="margin-left: 20px;">1. Not employed</p> <p style="margin-left: 20px;">2.</p>	

Graduate Curriculum

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
The courses offered were adequate for my goals	1	2	3	4	5
Courses were interesting and challenging	1	2	3	4	5
Course were more demanding than anticipated	1	2	3	4	5
Courses did not help me prepare for my thesis	1	2	3	4	5

work					
My professors gave me individual attention and I asked for assistance with my coursework	1	2	3	4	5
The fieldwork experience was an important component of my program	1	2	3	4	5

Culminating experience

It was easy to find a chair for my thesis/project	1	2	3	4	5
My committee was helpful in formulating my thesis/project	1	2	3	4	5
I plan to submit a paper for publication based on my thesis/project	1	2	3	4	5
My thesis/project experience was too demanding	1	2	3	4	5
My thesis/project committee provided advice about statistical methodologies during the thesis project	1	2	3	4	5
The comprehensive exam was a good integration of the knowledge acquired in the program	1	2	3	4	5
	1	2	3	4	5

Advising

Academic advising was readily available	1	2	3	4	5
The requirements of the MPH were clearly explained to me	1	2	3	4	5
The graduate orientation clearly outlined steps required to obtain a degree	1	2	3	4	5

Professional Development

I found the brown bag lunches useful for my professional development	1	2	3	4	5
I attended a regional or national professional conference or convention as a graduate student	1	2	3	4	5
I presented at a regional or national professional conference or convention as a graduate student	1	2	3	4	5

Overall Satisfaction

	Not Satisfied	Somewhat Satisfied	Very Satisfied
How satisfied are you with the way the MPH helped you develop professional skills used in your current occupation.	1	2	3
How satisfied are you with the way the MPH program helped you develop research and statistical knowledge and skills?	1	2	3
How satisfied are you with the way the MPH program helped you develop writing and communication skills.	1	2	3
How relevant was your graduate work at CSU, Fresno to your current occupational status?	1	2	3
How helpful were MPH faculty in assisting in applying for a doctoral program or post graduate employment?	1	2	3

Please provide one specific recommendation for improving the Master of Public Health Program at California State University, Fresno.

Please use the space below to provide additional information about the Master of Public Health program.

APPENDIX G**MID-TERM EVALUATION FORM**

California State University, Fresno
 Department of Health Science
 PH 285F – Fieldwork in Public Health

Student Name: _____

Semester/Year: _____

Site Name: _____

Preceptor: _____

This evaluation is to be filled out by the site preceptor. Midterm evaluation may be given at any time (more than once, if desired) up to the last month of the semester, and serve as a guide for the rest of the semester. Final evaluations (required) are to be done in the last month of the semester. Attach any narrative commentary and/or comments to this form or use the back of this sheet. All evaluations and scores given are to be discussed with the intern. The scale is on a 4.0 scale similar to the standard 4-point GPA scale:

Strongly Agree=4; Agree=3; Neutral=2; Disagree=1; Strongly Disagree=0; Does Not Apply= N/A

Attendance	SA	A	N	D	SD	N/A
Followed the schedule without unexcused absences	4	3	2	1	0	N/A
Arrived promptly and did not leave early.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Professionalism (dress, conduct, manner)	SA	A	N	D	SD	N/A
Presented a professional manner with other staff	4	3	2	1	0	N/A
Presented a professional manner with clients.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Abilities	SA	A	N	D	SD	N/A
Showed the ability to get along with others in a team environment.	4	3	2	1	0	N/A
Showed the ability and willingness to learn new things and be corrected.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Job Preparedness	SA	A	N	D	SD	N/A
Possessed fundamental understanding of Public Health applicable to internship.	4	3	2	1	0	N/A
Possessed basic skills and knowledge needed for the duties and responsibilities of the internship.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Experience	SA	A	N	D	SD	N/A
Seemed to gain much from this internship.	4	3	2	1	0	N/A
Made a noticeable contribution to the department.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Student Progress	SA	A	N	D	SD	N/A
Has learned significantly through this internship.	4	3	2	1	0	N/A
Can be recommended for further internships and responsibilities.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Internship Program	SA	A	N	D	SD	N/A
The internship program has worked out well.	4	3	2	1	0	N/A
We are interested in continuing our participation with the internship program.	4	3	2	1	0	N/A

If score is 2 or below, please explain:

Preceptor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

APPENDIX I
CALIFORNIA STATE UNIVERSITY, FRESNO
DEPARTMENT OF HEALTH SCIENCE
PH 285F - FIELDWORK IN PUBLIC HEALTH
AGENCY EVALUATION OF STUDENT

Student: _____

Date: _____

Preceptor: _____

Agency: _____

I. PROFESSIONAL QUALITIES

Professional attitude towards:	Exceptional	Meets Expectations	Needs to Improve
Host Agency			
Public Health			
University Internship Program			

Comments:

Knowledge of:	Exceptional	Meets Expectations	Needs to Improve
Public Health			
Discipline option			
Host Agency			
Community			

Comments:

Special Aptitude:

II. WORK PERFORMANCE AND PERSONAL CHARACTERISTICS

	Proficient, Very Strong	Meets Expectati ons	Needs to Improv e	Not acceptab le	Unable to Observe
1. Ability to work well with: Professional workers					
The public					
2. Ability to democratically lead: Professional groups					
Lay groups					
3. Respect for other's ideas					
4. Attitude toward receiving suggestions and/or criticism					
5. Ability to organize and budget time					
6. Understanding of community organizations					
7. Acceptance of responsibility					
8. Ability to plan					
9. Ability to follow through on projects and assignments					
10. Objectivity in making a decision					
11. Common sense					
12. Imagination and creative thinking					
13. Willingness to do more than minimal requirements					
14. Dependability					
15. Efficiency					
16. Enthusiasm					
17. Personal appearance					

III. SUMMARY

A. What was the overall quality of the student's performance?

B. What did the student do that was exceptional?

C. What recommendations could you provide to the student as part of their professional development?

D. What suggestions do you have to improve this experience?

Signature: _____

Date: _____

Criteria and Rubric Research Papers

The standards developed and the quality indicators should assist both faculty and students understand the components of the Master’s Project. This rubric was designed by the Educational Research and Administration faculty.

Part I: Mechanics

Overall Conceptualization and Organization				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Common themes are used for organization of the paper/project</p> <p>b. The organization of the paper follows the department guidelines available in the EAD 298 Project Handbook.</p>	<p>In addition to meeting the requirements for "Accomplished," excels in the organization and presentation of ideas related to the topic. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer's logic.</p>	<p>Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Transitions and organizational structures such as subheading are used which help the reader move from one point to another.</p>	<p>While the paper represents the major requirement, it is lacking in substantial ways. Overall, the content and organization needs significant revision to represent a critical analysis of the topic. Writing does not flow smoothly from point to point; lacks appropriate transitions.</p>	<p>Content is poorly focused and lacks organization. The reader is left with little information about, nor understanding of the paper topic.</p>

Style and Format				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. APA style and department guidelines for project format used	In addition to meeting the requirements of "Accomplished," the Project models the language and conventions used in scholarly and professional literature. The project would meet the guidelines for a professional publication.	Closely follows APA format and citations, the document demonstrates thoroughness and competence in documenting sources. The style and format contribute to the comprehensibility of the Project.	Somewhat follows APA, citations mostly correct. Fair use of paraphrasing. Good organization and use of topical headings throughout the project/paper. Fair use of citations, however, there may be more direct quotations than citations using paraphrasing techniques.	The Project lacks most APA conventions. Citations are mostly correct, however, there may be more direct quotations than citations using paraphrasing techniques.

Writing Mechanics				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. The paper is written with proper grammar, sentence structure, punctuation and other writing conventions	<p>In addition to meeting the requirements of "Accomplished," the Project is essentially error free in terms of mechanics. The transitions used help establish a sound scholarly argument and aid the reader in following the logic of the writer.</p> <p>In addition to meeting the requirements for "Accomplished," the paper is error free in terms of mechanics. Would meet the guidelines for an APA publication.</p>	<p>The writing conventions included enhance the readability of the paper. Transitionally structures are in place, and topics and subtopics are appropriately used.</p> <p>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility.</p> <p>While there may be minor errors, APA conventions for style and format are used consistently throughout the paper.</p>	<p>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility.</p> <p>While some APA conventions are followed, others are not.</p>	<p>Some writing conventions are lacking. Smoother transitions from point to point are needed in the paper. Writing within the paper contains numerous errors in spelling, grammar, and/or sentence structure, which make the following of the logic of the project extremely difficult. APA conventions are not followed.</p>

Part II: Abstract and Chapters 1 - 4

ABSTRACT				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Meets all format requirements b. 250 words or less c. Single spaced d. Written in past tense	Exceptionally clear and concise summary of the project including findings, conclusions and recommendations.	Provides a brief, clear summary of the project, including description of findings, conclusions, and recommendations.	Does not provide a clear summary of the project, but contains all elements (description, findings, conclusions, recommendations).	Not formatted correctly and /or does not provide a clear summary of the project.

CHAPTER 1 INTRODUCTION TO THE PROBLEM				
Background of the Problem				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Literature-based, global background leading to: b. Narrow and specific. Clear statement of the problem c. The background moves from general to the specific situation of the study d. 3-4 pages in length e. Written in past tense	Problem statement is professional in its insight, conceptualization and scholarship. Models the language and conventions used in related scholarly/ professional literature. Raises important issues or ideals, which may not have been represented in the literature cited.	Clarity contributes to the comprehensibility of the paper. Paper is interesting and holds the reader's attention. Models the discipline's overall journalistic style.	The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Paper lacks consistency and clarity. Significant revisions would contribute to the comprehensibility of the paper.	Clear focus of the paper is lacking. Lack of appropriate clarity makes reading and comprehensibility problematic.

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LITERATURE REVIEW				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<p>a. Flows in narrative form, based on issues raised in Chapter 1</p> <p>b. Includes an Introduction and 3-5 major sections</p> <p>c. Provides relevant background to key theoretical perspectives used in approaching the subject and contains no personal opinions</p> <p>d. Is comprehensive, recent, and emphasizes theory and research</p> <p>e. Contains a review of recent research studies</p> <p>f. Opinion pieces are not normally considered research and are not included in literature reviews</p>	<p>In addition to meeting the requirements of "Accomplished," the review is of professional quality and could quite possibly stand alone as a publication in some form of professional media.</p>	<p>The literature review is extensive and thoroughly covers the variables included in the study. Ample research studies are included in the review. The review is well organized with topics clearly delineated with exceptional clarity and presentation of material.</p>	<p>The literature review meets the criteria for Beginning Literature reviews and includes a number of research studies, but could include more.</p>	<p>There is a basic literature review, with minimal inclusion of research studies. The review is organized and the topical progression is apparent.</p>

g. Written in past tense				
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Conclusions				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. What can be concluded as a result of the Findings? b. Written in present tense.	Conclusions are logical, well-justified, and linked to the findings. The findings are clear, convincing, and consistent with the standard.	Conclusions are logical and linked to the findings. The findings are clear and consistent with the standard.	Conclusions are logical and linked to the findings. There is limited evidence that the findings are consistent with the standard.	Conclusions are not linked to the findings nor are they logical. There is little or no evidence that the findings are consistent with the standard.

Recommendations				
Standard	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
a. Given what was learned and concluded, what action is recommended?	Recommendations are clear, follow logically from the findings and conclusions.	Recommendations are clearly linked to the findings and conclusions.	Recommendations are linked to the findings and conclusions.	Recommendations are not linked to the findings and conclusions.

Appendix G
**MPH GRADUATE REQUIREMENT
 SCORING RUBRIC**

Scoring Level	Style and Format	Mechanics	Content and Organization
4 - Exemplary	In addition to meeting the requirement for a "3", the paper is consistent with the APA style format throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for a professional publication.	In addition to meeting the requirements for a "3," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer's logic.	In addition to meeting the requirements for a "3," excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas that may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.
3 - Accomplished	While there may be minor errors, APA Style Manual conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used that help the reader move from one point to another.	Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a creditable job summarizing related literature.
2 - Developing	While some APA Style Manual conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

1 - Beginning	APA Style Manual conventions are generally not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult.	Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or understanding of the paper's topic.
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