

Program Name (no acronyms): Public Health Studies

Department: N/A

Degree or Certificate Level: PhD

College/School: College for Public Health and Social Justice

Date (Month/Year): October 2023

Assessment Contact: Travis Loux

In what year was the data upon which this report is based collected?

AY 2022-23

In what year was the program's assessment plan most recently reviewed/updated?

2018

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements?

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

While the comprehensive exam score met the stated goal of 80% pass, it was borderline. We should consider expectations and grading consistency across faculty members.

Science, Theory and Public Health PHS6050
Assignment 3: Critique and peer review assignment

Topic	Score	Quality criteria
State a public health problem, including specification of a health outcome of interest	10	<ul style="list-style-type: none"> Provides a clear statement of the problem Poses a good question or problem
Provide a rationale	10	<ul style="list-style-type: none"> Explains why the problem is important and significant Sets the problem in context
Provide an overview of factors contributing to the problem	20	<ul style="list-style-type: none"> Comprehensive but not exhaustive Shows critical and analytical thinking about the literature Selects literature wisely and judiciously
Provide an overview of determinants of risk factors	20	
Use theory or conceptual thinking to organize your work	20	<ul style="list-style-type: none"> Organizes and synthesizes analysis around themes or conceptual categories

• JETEN (12 10 (c) ep)

Topic	Score	Quality criteria
State a public health problem, including specification of a health outcome of		

PHS 6900: Professional Development
(Content copied from Canvas Assignment page)

Written Exam Peer Review

You will be emailed the practice written exams of two other students. For each of these exams, you should provide:

1. A formal, formatted peer review report as you would do as a reviewer for a journal
2. A scored written exam grading rubric

Please submit two documents (one for each exam, identifying each by the author number) in Word format. All peer review forms will be blinded before being returned to the exam author.

Below are examples of journal-ready peer review reports:

[example-review-1.docx](#)

[example-review-2.docx](#)

Below are the grader instructions and rubric for the written exam:

Grader Instructions: [Written Exam Grader Instructions.pdf](#)

Grading Rubric: [Written Exam Grading Rubric.docx](#)