

# Public Health BS

## G1 - Content Knowledge and skills in the History and Philosophy of Public Health

**Goal Description:**

*In fulfillment of the Provost’s strategic plan to promote delivery of a rigorous, contemporary curriculum, the department’s mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health (CEPH) accreditation, each graduate of the BS in Public Health will be proficient in the history and philosophy of public health including its three core functions of public health: assessment, policy development and planning, and assurance. The core functions of public health provide a foundation for any public health activity and are used by public health practitioners on a regular basis.*

**Providing Department:** Public Health BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**G1: Learning Objective 1 - Name the Three Domains of Public Health**

**Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to define the three domains of public health. The three domains of public health lay a groundwork for all of the essential services in public health. Public health professionals and CEPH, our accrediting agency, consider them a foundation for all public health activities.*

RELATED ITEM LEVEL 2

**G1: Indicator 1 Three Domains of Public Health**

**Indicator Description:**

*HLTH 3350 Quiz question: List the three domains of public health.*

**Criterion Description:**

*At least 80% of HLTH 3350 students can name the three domains of public health on a quiz question stating: “List the three domains of public health.”*

**Findings Description:**

At least 75% of students in HLTH 3350 described and explained what policy development means as one of the three domains of public health and give examples of past and current assurance examples.

RELATED ITEM LEVEL 3

**G1: LO 1 - Indicator1 - Action - Three Domains of Public Health**

**Action Description:**

Based on the assessment results and implications provided, here are the recommended actions to take: 1. Enhance Student Engagement: a) Implement a participation grading component to incentivize engagement. b) Develop more interactive and engaging activities related to the public health assessment process. c) Create clearer guidelines on participation expectations and their importance to learning outcomes. 2. Evaluate and Optimize Assessment Methods: a) Conduct a thorough analysis of the effectiveness of each participation method (oral quizzes, discussion boards, written quizzes). b) Survey students to understand their preferences and barriers to participation. c) Adjust the balance and format of assessment methods based on findings. 3. Explore New Engagement Strategies: a) Introduce real-world case studies and simulations to make the content more relevant and engaging. b) Implement peer-led discussions or group projects focused on public health assessment. c) Incorporate guest speakers or virtual field

experiences related to public health assessment processes. 4. Curriculum Review and Enhancement: a) Conduct a comprehensive review of the course curriculum, focusing on content related to public health assessment. b) Explore innovative teaching methodologies, such as flipped classroom or problem-based learning. c) Integrate technology tools to enhance engagement (e.g., interactive polling, virtual collaborations). 5. Align Participation with Learning Outcomes: a) Clearly connect participation activities to specific learning objectives related to public health assessment. b) Develop rubrics that explicitly link participation to course objectives. c) Provide more frequent and detailed feedback on participation quality to reinforce learning. 6. Faculty Development: a) Organize workshops for faculty on engaging teaching methods specifically for public health assessment topics. b) Provide training on effective use and moderation of discussion boards. 7. Student Support: a) Implement a peer mentoring program to support less engaged students. b) Offer additional resources or study sessions focused on public health assessment processes. 8. Monitoring and Evaluation: a) Establish a system for regular monitoring of student participation throughout the semester. b) Conduct mid-semester evaluations to allow for timely adjustments in teaching strategies. 9. Incentivize Participation: a) Consider offering extra credit or recognition for high-quality participation. b) Highlight the relevance of public health assessment skills to future careers to motivate engagement. By implementing these actions, the goal is to significantly increase student engagement with the public health assessment process, thereby enhancing overall understanding and application of this fundamental public health practice. Regular review and adjustment of these strategies based on ongoing assessment results will be crucial for continuous improvement.

### RELATED ITEM LEVEL 3

#### **Three Domains Of Public Health**

##### **Action Description:**

Based on the assessment results and implications provided, here are some action items: 1. Review instructional materials: - Analyze current teaching methods and materials for the three domains of public health - Identify potential areas for improvement or clarification. 2. Develop targeted support for struggling students: - Create additional resources or exercises focusing on the three domains - Consider implementing a peer mentoring program for students who need extra help. 3. Enhance curriculum: - Integrate more real-world examples and case studies that illustrate the three domains in action - Develop interactive learning activities to reinforce understanding of the domains. 4. Conduct follow-up assessments: - Design and implement more frequent, smaller assessments throughout the course to identify struggling students earlier - Create a more detailed assessment to gauge depth of understanding beyond just naming the domains. 5. Faculty development: - Organize workshops or training sessions for instructors to share best practices in teaching this core concept - Encourage collaboration among faculty to develop innovative teaching strategies. 6. Student feedback: - Survey students to gather insights on which teaching methods they found most effective - Conduct focus groups with students who struggled to identify potential barriers to understanding. 7. Integrate domains across curriculum: - Review other courses in the program to ensure consistent reinforcement of the three domains - Develop assignments that require students to apply their knowledge of the domains in various contexts. 8. Create a knowledge retention plan: - Develop strategies to reinforce this core knowledge throughout the program, not just in introductory courses - Design capstone projects or experiences that require students to demonstrate comprehensive understanding of the domains. 9. Benchmark against other programs: - Compare teaching methods and outcomes with other public health programs. - Identify and adapt successful strategies from high-performing institutions. These action items aim to build on the current success while addressing areas for improvement, ensuring that all students gain a solid foundation in the three domains of public health.

## RELATED ITEM LEVEL 2

### G1: LO1 -Indicator 2 - Three Domains of Public Health Informal Indicator

#### Indicator Description:

*HLTH 3350 in class oral quiz and discussion. Quiz questions or online discussion board about the public health assessment process.*

#### Criterion Description:

*At least 50 % of HLTH 3350 will participate in in-class oral quizzes or online discussion boards or quiz questions about the public health assessment process.*

#### Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

## RELATED ITEM LEVEL 1

### G1: Learning Objective 2 - Public Health Assessment

#### Learning Objective Description:

*By completion of the BS in Public Health, all graduates will be able to illustrate how to do a basic assessment of past and current issues in public health. As one of the three domains of public health, assessment gathers information including statistical data and firsthand knowledge from people living in a community to determine the major health risks and problems. Without assessment, public health professionals would have no knowledge of what the problems in public health are.*

## RELATED ITEM LEVEL 2

### G1: LO 2 - Indicator 1 - Assessment in Public Health

#### Indicator Description:

*HLTH 3350 Exam Essay Question – Explain what assessment means as one of the three domains of public health and give examples of past and current assessment issues.*

#### Criterion Description:

*At least 75% of students in HLTH **3350** can describe and explain what assessment means as one of the three domains of public health and give examples of past and current assessment issues when asked, “Describe what assessment means as one of the three domains of public health and give examples of past and current assessment issues” on an essay question.*

#### Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety

of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

#### RELATED ITEM LEVEL 3

### **G1: LO 2- Indicator 1 - Action - Assessment in Public Health**

#### **Action Description:**

Based on the assessment results and implications provided, here are some action items: 1. Review instructional materials: - Analyze current teaching methods and materials for the three domains of public health - Identify potential areas for improvement or clarification. 2. Develop targeted support for struggling students: - Create additional resources or exercises focusing on the three domains - Consider implementing a peer mentoring program for students who need extra help. 3. Enhance curriculum: - Integrate more real-world examples and case studies that illustrate the three domains in action - Develop interactive learning activities to reinforce understanding of the domains. 4. Conduct follow-up assessments: - Design and implement more frequent, smaller assessments throughout the course to identify struggling students earlier - Create a more detailed assessment to gauge depth of understanding beyond just naming the domains. 5. Faculty development: - Organize workshops or training sessions for instructors to share best practices in teaching this core concept - Encourage collaboration among faculty to develop innovative teaching strategies. 6. Student feedback: - Survey students to gather insights on which teaching methods they found most effective - Conduct focus groups with students who struggled to identify potential barriers to understanding. 7. Integrate domains across curriculum: - Review other courses in the program to ensure consistent reinforcement of the three domains - Develop assignments that require students to apply their knowledge of the domains in various contexts. 8. Create a knowledge retention plan: - Develop strategies to reinforce this core knowledge throughout the program, not just in introductory courses - Design capstone projects or experiences that require students to demonstrate comprehensive understanding of the domains. 9. Benchmark against other programs: - Compare teaching methods and outcomes with other public health programs. - Identify and adapt successful strategies from high-performing institutions. These action items aim to build on the current success while addressing areas for improvement, ensuring that all students gain a solid foundation in the three domains of public health.

#### RELATED ITEM LEVEL 2

### **G1: LO 2 - Indicator 2 Three Domains of Public Health Informal Indicator**

#### **Indicator Description:**

*HLTH 3350 in class oral quiz and discussion. Quiz question or online discussion board about the public health assessment process.*

#### **Criterion Description:**

*At least 50 % of HLTH 3350 will participate in in-class oral quiz or online discussion board or quiz question about the public health assessment process.*

#### **Findings Description:**

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

#### RELATED ITEM LEVEL 2

### **G1: LO1 -Indicator 2 - Three Domains of Public Health Informal Indicator**

#### **Indicator Description:**

*HLTH 3350 in class oral quiz and discussion. Quiz questions or online discussion board about the public health assessment process.*

#### **Criterion Description:**

*At least 50 % of HLTH 3350 will participate in in-class oral quizzes or online discussion boards or quiz questions about the public health assessment process.*

#### **Findings Description:**

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

#### RELATED ITEM LEVEL 1

### **G1: Learning Objective 3 - Public Health Policy Development**

#### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to illustrate policy development in public health. The development of health policy is often difficult to understand especially as it pertains to past and current health issues. Understanding the channels of health policy development and its use in improving public health is crucial for public health practitioners.*

#### RELATED ITEM LEVEL 2

### **G1: LO 3 - Indicator 1- Public Health Policy Development**

#### **Indicator Description:**

*HLTH 3350 Exam Essay Question – Explain what policy development means as one of the three domains of public health and give examples of past and current policy development issues when asked in an essay question, “Explain what policy development means as one of the three domains of public health and give examples of past and current policy development issues.”*

**Criterion Description:**

*At least 75% of students in HLTH 3350 can describe and explain what policy development means as one of the three domains of public health and give examples of past and current assessment issues.*

**Findings Description:**

Students were evaluated through an exam essay question that required them to: 1. Explain the concept of policy development as one of the three domains of public health and 2. Provide examples of both past and current policy development issues in public health. The goal was for 75% of students to successfully describe and explain policy development in the context of public health domains and provide relevant examples. The assessment revealed: - 77% of students met the target goal, successfully explaining policy development and providing appropriate examples. Implications: 1. Achievement of Learning Objective: The results indicate that the course is effectively conveying the concept of policy development in public health, with students exceeding the target performance level. 2. Application of Knowledge: Students demonstrated the ability to not only define policy development but also to apply this understanding to real-world examples, both historical and current. 3. Curriculum Effectiveness: The course content and instructional methods appear to be successful in developing students' understanding of this core public health domain. 4. Critical Thinking Skills: The ability to provide examples suggests that students are developing the analytical skills necessary to recognize policy development in various contexts. 5. Areas for Enhancement: While the target was exceeded, there is still room for improvement to support the 23% of students who did not fully meet the assessment criteria. 6. Benchmark for Future Assessments: This result sets a strong baseline for future evaluations and curriculum development. This assessment outcome underscores the program's success in cultivating a deep understanding of policy development as a key domain of public health. It also provides a foundation for continued refinement of the curriculum to ensure all students can achieve this level of comprehension and application.

**RELATED ITEM LEVEL 3**

**G1: LO 3 - Indicator 1 - Action - Public Health Policy Development**

**Action Description:**

Implications and Action Items: 1. Achievement of Learning Objective: - The course effectively conveys the concept of policy development in public health. Action: Maintain current instructional strategies while seeking opportunities for enhancement. 2. Application of Knowledge: - Students showed ability to define and apply policy development concepts to real-world scenarios. Action: Introduce more case studies and practical exercises to further strengthen this skill. 3. Curriculum Effectiveness: - Course content and methods are successful in developing understanding of this core domain. Action: Review and update course materials regularly to ensure continued relevance and effectiveness. 4. Critical Thinking Skills: - Students demonstrated analytical skills in recognizing policy development in various contexts. Action: Incorporate additional critical thinking exercises focused on policy analysis and development. 5. Areas for Enhancement: - 23% of students did not fully meet assessment criteria. Action: a) Conduct a detailed analysis of these students' responses to identify common areas of difficulty. b) Develop targeted interventions, such as additional review sessions or supplementary materials, to address identified gaps. c) Consider implementing a peer mentoring program to support struggling students. 6. Benchmark for Future Assessments: - This result sets a strong baseline for future evaluations. Action: a) Use this data as a benchmark for future course iterations. b) Set incrementally higher targets for upcoming years to drive continuous improvement. 7. Curriculum

Refinement: Action: a) Review the entire curriculum to ensure consistent and progressive development of policy understanding across all relevant courses. b) Consider introducing more diverse assessment methods to cater to different learning styles. 8. Faculty Development: Action: Organize workshops or seminars for faculty to share best practices in teaching public health policy concepts. 9. Student Feedback: Action: Conduct surveys or focus groups with students to gather insights on the effectiveness of current teaching methods and areas for improvement. By implementing these actions, we aim to build upon the current success, address areas needing improvement, and ensure all students achieve a high level of comprehension and application in public health policy development.

#### RELATED ITEM LEVEL 2

### **G1: LO 3 - Indicator 2 - Public Health Policy Development Informal Indicator**

#### **Indicator Description:**

*HLTH 3350 in class oral quiz and discussion or online discussion board about board about public health policy development.*

#### **Criterion Description:**

*At least 50 % of HLTH 3350 will participate in in-class oral quiz or online discussion board about public health policy development.*

#### **Findings Description:**

The assessment revealed: - 72% of students in HLTH 3350 actively participated in at least one of the specified engagement activities centered on public health policy development. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying public health policy development concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other policy-related assessments to gauge the impact of engagement on learning outcomes.

#### RELATED ITEM LEVEL 3

### **Goal 1/ LO 3 Indicator 2: Public Health Policy Development informal indicator.**

#### **Action Description:**

1. Develop more engaging discussion prompts or oral quiz questions to stimulate increased participation.
2. Implement a participation grading component to incentivize engagement.
3. Provide clearer guidelines on the expectations and benefits of participation in these activities.
4. Explore the use of interactive technologies or group activities to enhance in-class engagement.
5. Conduct a survey to understand barriers to participation and student preferences for engagement methods.
6. Consider implementing peer-led discussions to encourage more active participation.
7. Provide timely feedback on discussion contributions to reinforce the value of participation.

This assessment outcome indicates a moderate level of student engagement with public health policy development discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept. By addressing these areas, we aim to improve student engagement and ultimately deepen their comprehension of public health policy development.

## RELATED ITEM LEVEL 2

### G1: LO1 -Indicator 2 - Three Domains of Public Health Informal Indicator

#### Indicator Description:

*HLTH 3350 in class oral quiz and discussion. Quiz questions or online discussion board about the public health assessment process.*

#### Criterion Description:

*At least 50 % of HLTH 3350 will participate in in-class oral quizzes or online discussion boards or quiz questions about the public health assessment process.*

#### Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

## RELATED ITEM LEVEL 1

### G1: Learning Objective 4 - Public Health Assurance

#### Learning Objective Description:

*By completion of the BS in Public Health, all graduates will be able to illustrate assurance in public health.*

## RELATED ITEM LEVEL 2

### G1: LO 4 - Indicator 1- Public Health Assurance

#### Indicator Description:

*HLTH **3350** Exam Essay Question – Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples when asked the following question on an essay exam: “Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples.”*

#### Criterion Description:

*At least 75% of students in HLTH **3350** can describe and explain what policy development means as one of the three domains of public health and give examples of past and current assurance examples.*

#### Findings Description:

In response to the essay prompt "Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples," 83% of students enrolled in HLTH 3350 demonstrated proficiency. These students successfully defined the concept of assurance within the context of public health's three core domains and provided relevant historical and contemporary examples to support their understanding.

## RELATED ITEM LEVEL 3

### G1: LO 4 - Indicator 1 - Action - Public Health Assurance

#### Action Description:

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

#### RELATED ITEM LEVEL 2

### **G1: LO 4 - Indicator 2 - Public Health Policy Assurance Informal Indicator**

#### **Indicator Description:**

*HLTH 3350 in class oral quiz and discussion or online discussion board about board about public health assurance.*

#### **Criterion Description:**

*At least 50 % of HLTH 3350 will participate in in-class oral quiz or online discussion board about public health assurance.*

#### **Findings Description:**

Approximately three-quarters (77%) of students enrolled in HLTH 3350 engaged in either an online oral assessment or participated in a virtual discussion forum focused on public health assurance.

#### RELATED ITEM LEVEL 3

### **G1: Public Health Policy Assurance Informal Indicator**

#### **Action Description:**

Based on the assessment results and implications provided, here are the recommended actions to take: 1. Enhance Student Engagement: a) Implement a participation grading component to incentivize engagement. b) Develop more interactive and engaging activities related to the public health assessment process. c) Create clearer guidelines on participation expectations and their importance to learning outcomes. 2. Evaluate and Optimize Assessment Methods: a) Conduct a thorough analysis of the effectiveness of each participation method (oral quizzes, discussion boards, written quizzes). b) Survey students to understand their preferences and barriers to participation. c) Adjust the balance and format of assessment methods based on findings. 3. Explore New Engagement Strategies: a) Introduce real-world case studies and simulations to make the content more relevant and engaging. b) Implement peer-led discussions or group projects focused on public health assessment. c) Incorporate guest speakers or virtual field experiences related to public health assessment processes. 4. Curriculum Review and Enhancement: a) Conduct a comprehensive review of the course curriculum, focusing on content related to public health assessment. b) Explore innovative teaching methodologies, such as flipped classroom or problem-based learning. c) Integrate technology tools to enhance engagement (e.g., interactive polling, virtual collaborations). 5. Align Participation with Learning Outcomes: a) Clearly connect participation activities to specific learning objectives related to public health assessment. b) Develop rubrics that explicitly link participation to course

objectives. c) Provide more frequent and detailed feedback on participation quality to reinforce learning. 6. Faculty Development: a) Organize workshops for faculty on engaging teaching methods specifically for public health assessment topics. b) Provide training on effective use and moderation of discussion boards. 7. Student Support: a) Implement a peer mentoring program to support less engaged students. b) Offer additional resources or study sessions focused on public health assessment processes. 8. Monitoring and Evaluation: a) Establish a system for regular monitoring of student participation throughout the semester. b) Conduct mid-semester evaluations to allow for timely adjustments in teaching strategies. 9. Incentivize Participation: a) Consider offering extra credit or recognition for high-quality participation. b) Highlight the relevance of public health assessment skills to future careers to motivate engagement. By implementing these actions, the goal is to significantly increase student engagement with the public health assessment process, thereby enhancing overall understanding and application of this fundamental public health practice. Regular review and adjustment of these strategies based on ongoing assessment results will be crucial for continuous improvement.

## G2: Content Knowledge and skills in the Social Determinants of Health

### Goal Description:

*In fulfillment of the Provost's strategic plan to promote delivery of a rigorous, contemporary curriculum, the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health accreditation, each graduate of the BS in Public Health will be proficient in Content Knowledge and Skills in the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities. Public health professionals spend a large portion of their time and efforts addressing the social determinants of health since they are a large influence on the nation's and an individual's health. Public health practitioners need to know these basic concepts in order to be a competent member of the public health workforce.*

**Providing Department:** Public Health BS

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### G2: Learning Objective 1- Identify and explain the social determinants of health

#### Learning Objective Description:

*By completion of the BS in Public Health, all graduates will identify and explain the social determinants of health and their importance to public health. Often the social determinants are as important if not more important than genetics and biology. Public health practitioners must be able to enter a community and identify which of the social determinants of health contribute to public health.*

#### RELATED ITEM LEVEL 2

### G2: Identifying ways to influence of the Social Determinants of Health Informal Assessment

#### Indicator Description:

HLTH 1360 in class brainstorming and discussion or online discussion board about board about influencing the social determinants of health.

#### Criterion Description:

*At least 75% of the students in HLTH 1360 will participate in class brainstorming and discussion or online discussion board about board about influencing the social determinants of health.*

#### Findings Description:

Student engagement was evaluated through participation in one or both of the following activities: 1. In-class brainstorming and discussion sessions and 2. Online discussion board contributions focused on social determinants of health. The assessment revealed: - 68% of students in HLTH 1360 actively participated in at least one of the specified engagement activities centered on social determinants of health. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

#### RELATED ITEM LEVEL 3

### **G2: LO 2 - Action - Identifying ways to influence of the Social Determinants of Health Informal Assessment**

#### **Action Description:**

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

#### RELATED ITEM LEVEL 2

### **G2: LO 1- Indicator 1 -Identification of the Social Determinants of Health**

#### **Indicator Description:**

*Students in HLTH 1360 can identify and explain the social determinants of health.*

#### **Criterion Description:**

*At least 75% of students in HLTH 1360 can identify and explain the social determinants of health when asked to answer the following question on an essay: “to identify and explain the social determinants of health and their importance to public health.”*

#### **Findings Description:**

The assessment revealed that 87% of students demonstrated proficiency in this core competency. These students successfully: identified key social determinants of health and articulated the importance of these determinants in shaping public health outcomes. This high level of comprehension indicates that the course effectively conveys this crucial public health concept, preparing students for more advanced study and practical application in the field. Implications: The strong performance in this area suggests that the curriculum is successfully laying a foundation for students to engage with complex public health issues. However, there may be room for targeted interventions to support the remaining 13% of students in fully grasping this essential concept.

RELATED ITEM LEVEL 3

G2: LO 1 - Indicator 1 - Action - Identification of the Social Determinants of Health

Action Description:

1.Support Underperforming Students

- Objective: Improve performance of the 18% who didn't fully meet assessment criteria.
- Actions:
  - Conduct a detailed analysis of these students' responses to identify common areas of difficulty.
  - Develop targeted workshops focusing on these challenging areas.
  - Implement a peer mentoring program pairing high-performing students with those who need additional support.
  - Create additional practice exercises focusing on applying SDH concepts to real-world scenarios.

2.Enhance Curriculum

- Objective: Further strengthen the link between theory and practice in the curriculum.
- Actions:
  - Review current course materials to identify areas for potential improvement.
  - Incorporate more case studies and real-world examples into lectures and assignments.
  - Develop a series of guest lectures from public health professionals to provide practical insights.
  - Create a capstone project requiring students to develop a comprehensive public health intervention plan.

3.Expand Interdisciplinary Connections

- Objective: Broaden students' understanding of SDH in various contexts.
- Actions:
  - Collaborate with other departments (e.g., sociology, economics, political science) to develop cross-disciplinary projects.
  - Organize an interdisciplinary symposium on SDH, involving students from multiple fields.

RELATED ITEM LEVEL 2

G2: LO 2 - Indicator 2 - Identification of the Social Determinants of Health Informal Assessment

Indicator Description:

*HLTH 1360 in class brainstorming and discussion or online discussion board about board about the social determinants of health.*

Criterion Description:

*At least 75% of the students in HLTH 1360 will participate in class brainstorming and discussion or online discussion board about board about the social determinants of health.*

Findings Description:

Due to reduced class attendance on the day of the scheduled activity, student participation in HLTH 1360 fell marginally below the target threshold. Specifically, 74% of enrolled students engaged in either the in-class brainstorming session or the online discussion board focusing on strategies to influence social determinants of health. This outcome narrowly missed our established goal of 75% participation.

RELATED ITEM LEVEL 3

G2: LO 2 Indicator 2 - Action- Identification of the Social Determinants of Health Informal Assessment

Action Description:

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

#### RELATED ITEM LEVEL 1

### **G2: Learning Objective 2 -Identify and explain ways to positively influence the social determinants of health**

#### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will identify and explain ways to positively influence the social determinants of health to improve the nation's public health. Only knowing the social determinants of health does not help the public health professional. He/she must be able to know techniques used in the past and present to address them in order to improve the nation's public health.*

#### RELATED ITEM LEVEL 2

### **G2: LO 2 - Indicator 2 - Identification of the Social Determinants of Health Informal Assessment**

#### **Indicator Description:**

*HLTH 1360 in class brainstorming and discussion or online discussion board about board about the social determinants of health.*

#### **Criterion Description:**

*At least 75% of the students in HLTH 1360 will participate in class brainstorming and discussion or online discussion board about board about the social determinants of health.*

#### **Findings Description:**

Due to reduced class attendance on the day of the scheduled activity, student participation in HLTH 1360 fell marginally below the target threshold. Specifically, 74% of enrolled students engaged in either the in-class brainstorming session or the online discussion board focusing on strategies to influence social determinants of health. This outcome narrowly missed our established goal of 75% participation.

#### RELATED ITEM LEVEL 3

### **G2: LO 2 Indicator 2 - Action- Identification of the Social Determinants of Health Informal Assessment**

#### **Action Description:**

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation

with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

#### RELATED ITEM LEVEL 2

### **G2: LO 2- Indicator 1 -influencing the Social Determinants of Health**

#### **Indicator Description:**

*Students will write an essay on positive ways to influence the social determinants of health.*

#### **Criterion Description:**

*At least 75% of all students in HLTH 1360 will identify and explain ways to positively influence the social determinants of health to improve the nation's public health when asked the following question as an essay: "identify and explain ways to positively influence the social determinants of health to improve the nation's public health."*

#### **Findings Description:**

Students were evaluated through an essay question that required them to: 1. Identify ways to positively influence social determinants of health, 2. Explain how these interventions could improve the nation's public health. This assessment method tests not only students' knowledge of SDH but also their capacity to think critically about public health interventions. The assessment revealed: - 82% of students successfully identified and explained ways to positively influence social determinants of health to improve national public health outcomes. Implications: 1. Conceptual Understanding: A significant majority of students demonstrate the ability to apply SDH concepts to real-world public health scenarios. 2. Critical Thinking Skills: The high success rate indicates that students are developing the analytical skills necessary to propose and explain potential public health interventions. 3. Curriculum Effectiveness: The course appears to be effectively bridging theoretical knowledge with practical application in public health. 4. Areas for Enhancement: While the overall performance is strong, there is an opportunity to support the 18% of students who did not fully meet the assessment criteria. 5. Preparation for Advanced Study: This outcome suggests that most students are well-prepared for more complex discussions and analyses in higher-level public health courses. This assessment outcome underscores the program's success in cultivating both theoretical understanding and practical application skills related to social determinants of health, a cornerstone concept in public health education.

#### RELATED ITEM LEVEL 3

### **G2: LO 2 - Indicator 1 -Action - identify the Social Determinants of Health**

#### **Action Description:**

This is a major concept in public health and is part of our CEPH requirements. Because of this, we will continue to assess this concept. We may change this to a multiple-choice quiz question in the future.

### **G3: Basic Concepts of Public Health Communication**

#### **Goal Description:**

*In fulfillment of the Provost's strategic plan to promote the delivery of a rigorous, contemporary curriculum, the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health accreditation, each graduate of the BS in Public Health will be proficient in Content Knowledge and Skills in the basic concepts of public health*

communication. As seen in public health history, health communication is a dynamic part of any public health practitioner’s practice. Competent communication skills are necessary for any public health dissemination.

**Providing Department:** Public Health BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**G3: Learning Objective 1 - Public Health Communication**

**Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences. One of the largest factors facing today’s public health workforce is how to disseminate public health information in order to give the public tools it can use to improve or maintain its health. This has been especially demonstrated in recent public health issues. Using the appropriate channels, messages, and wording can create a much more meaningful way to reach the public*

RELATED ITEM LEVEL 2

**G3: LO 1 - Indicator 1 - Health Communication PSA**

**Indicator Description:**

*Students in HLTH 3392 learn a variety of ways to communicate health information in meaningful ways. One of those ways includes developing public service announcements (PSA). When developing a PSA, students must research the audience and the subject, decide the best channel to reach the audience, determine the proper wording, and show the ability to create a successful PSA to reach their particular audience.*

**Criterion Description:**

*At least 75% of students in HLTH 3392 will earn a grade of 80% or better on a Public Service Announcement to disseminate public health information.*

**Findings Description:**

Students were tasked with creating a Public Service Announcement (PSA) to disseminate public health information. This assignment evaluates students' capacity to translate complex health data into clear, impactful messages for the general public. The assessment revealed a high level of proficiency in this key competency: - 97% of students achieved a grade of 80% or higher on the PSA assignment. Implications: 1. Curriculum Effectiveness: The high success rate indicates that the course content and instructional methods effectively prepare students for real-world public health communication tasks. 2. Skill Development: Students demonstrate strong abilities in synthesizing public health information and crafting messages tailored for public consumption. 3. Professional Readiness: This outcome suggests that students are developing essential skills for future roles in public health education and promotion. 4. Areas for Improvement: While the overall performance is exemplary, there may be an opportunity to support the small percentage of students who did not meet the 80% threshold.

RELATED ITEM LEVEL 3

**G3: LO 1 - Indicator 1 - Action - Public Health Communication PSA**

**Action Description:**

Based on the assessment results and implications provided, here are the recommended actions to take: 1. Maintain and Enhance Successful Practices: a) Document the current teaching methods and assignment guidelines that have led to this high success rate. b) Share these best practices with other faculty members teaching related courses. 2. Support for Underperforming Students: a) Analyze the work of students who didn't meet the 80% threshold to identify common areas of difficulty. b) Develop targeted support materials or workshops addressing these specific challenges. c) Implement a peer mentoring system, pairing high-performing students with those who need additional support. 3. Advanced Skill Development: a) Introduce more challenging elements to the PSA assignment for high-performing students, such as targeting multiple

demographics or addressing more complex health issues. b) Offer optional advanced workshops on professional-grade PSA production techniques. 4. Real-World Application: a) Partner with local health organizations to allow students to create PSAs for actual public health campaigns. b) Organize a showcase event where students can present their PSAs to public health professionals for feedback. 5. Diversify Communication Channels: a) Expand the assignment to include various media formats (e.g., social media campaigns, infographics, short videos) to prepare students for diverse communication channels. b) Provide training on emerging communication technologies relevant to public health. 6. Enhance Feedback Mechanisms: a) Implement peer review sessions to allow students to learn from each other's work. b) Develop a more detailed rubric that clearly outlines the components of an effective PSA. 7. Interdisciplinary Collaboration: a) Partner with other departments (e.g., Communications, Graphic Design) to enhance the technical aspects of PSA creation. b) Organize cross-disciplinary projects to simulate real-world collaborative environments. 8. Professional Input: a) Invite public health communication professionals to provide guest lectures or workshops. b) Establish a panel of experts to review and provide feedback on a selection of student PSAs. 9. Continuous Assessment: a) Implement pre and post-assignment surveys to measure students' perceived skill development. b) Track long-term outcomes by surveying alumni on the relevance of this skill in their professional work. 10. Curriculum Integration: a) Ensure that public health communication skills are reinforced and built upon in subsequent courses. b) Develop a progression of communication-related assignments throughout the program. 11. Ethical Considerations: a) Strengthen the focus on ethical considerations in public health messaging. b) Introduce case studies that explore the impact and potential consequences of public health communications. 12. Technology Integration: a) Provide access to industry-standard software and tools for PSA creation. b) Offer tutorials on using these tools effectively. 13. Portfolio Development: a) Encourage students to include their PSAs in professional portfolios. b) Provide guidance on how to present this work to potential employers. By implementing these actions, the program can maintain its high standard of performance, address the needs of all students, and further enhance the development of crucial public health communication skills. This approach will ensure that students are well-prepared for the demands of public health careers, with a strong foundation in creating impactful public health messages.

#### RELATED ITEM LEVEL 2

### **G3: LO 1- Indicator 2 - Health Communications Instagram Campaign**

#### **Indicator Description:**

*The use of various types of media has proven to be very important to public health and is a requirement for CEPH accreditation. Students in HLTH 3392 learn to and develop Instagram campaigns using three graphics with messages to create positive health behavior changes. They may choose any non-copyrighted graphic or create one of their own and submit their reason for choosing those graphics and wording for their particular audience..*

#### **Criterion Description:**

*At least 75% of HLTH 3392 students will earn a grade of 80% or better on an Instagram campaign to promote positive health behavior change.*

#### **Findings Description:**

The assessment revealed: - 84% of students successfully named all three domains of public health.

Implications: 1. Core Knowledge Acquisition: The majority of students demonstrate a solid understanding of the basic organizational structure of public health. 2. Curriculum Effectiveness:

The high success rate suggests that the course effectively conveys this fundamental concept. 3. Areas

for Improvement: While the overall performance is strong, there is an opportunity to enhance instruction to support the 16% of students who did not fully demonstrate this knowledge. 4.

Foundation for Advanced Learning: This understanding of the three domains provides a crucial foundation for more complex public health concepts and practices. 5. Potential for Curriculum Review: Consider examining the instructional approach to identify strategies that might increase comprehension for all students. This assessment outcome indicates that the program is successfully imparting core public health knowledge to a significant majority of students, while also highlighting areas for potential enhancement in instructional methods or content delivery.

#### RELATED ITEM LEVEL 3

### **G3: LO 1- Indicator 2 -Action - Health Communications Instagram Campaign**

#### **Action Description:**

Our accrediting agency requires students to know how to use social media for public health. We will continue to use some sort of social media lessons in future classes.

#### RELATED ITEM LEVEL 1

### **G3: Learning Objective 2 Public Health Information**

#### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to locate, access, use, evaluate, and synthesize public health information. Often, public health information is difficult for the lay public to understand. Public Health professionals must be able to locate accurate and factual information (data), know how to use that particular data and what it means, and then be able to disseminate that information to the public in a meaningful manner. CEPH, our accrediting agency, expects this of all students graduating with a BS in Public Health.*

#### RELATED ITEM LEVEL 2

### **G3: LO 2 - Indicator 2 -Public Health Newsletter Rough Draft**

#### **Indicator Description:**

*Students in HLTH 3392 will research and create a rough draft of a newsletter targeting a population with health information to better the population's health. They will work with their instructor to develop the information they researched, how to develop an outline, and how to create a newsletter rough draft.*

#### **Criterion Description:**

*At least 80% of students in HLTH 3392 will work with the instructor to create a rough draft of a newsletter targeting a population with health information to better the population's health. Their instructor will work with them to develop an outline and rough draft.*

#### **Findings Description:**

Students participated in a guided, iterative process to create a health information newsletter targeting a specific population. The assessment involved two key components: 1. Development of an outline for the newsletter and 2. Creation of a rough draft of the newsletter. Both stages were completed in collaboration with the course instructor, allowing for formative feedback and iterative improvement. The assessment revealed a high level of engagement and completion: - 92% of students in HLTH 3392 successfully participated in this collaborative process, working with the instructor to develop both an outline and a rough draft of their targeted health newsletter. Implications: 1. Collaborative Skill Development: The high participation rate indicates that students are effectively engaging in collaborative processes essential to public health practice. 2. Iterative Learning: This approach allows students to refine their work based on professional feedback, mirroring real-world public health communication processes. 3. Individualized Instruction: The one-on-one work with the instructor provides personalized learning opportunities, potentially contributing to the high success rate. 4. Professional Preparation: This collaborative process helps prepare students for teamwork and revision processes common in public health careers. 5. Curriculum Effectiveness: The high engagement rate suggests that the course structure successfully motivates student participation in

complex, multi-step assignments. 6. Areas for Enhancement: While participation is high, there may be an opportunity to engage the remaining 8% of students more effectively in this process. This assessment outcome demonstrates the program's success in fostering collaborative skills and engaging students in realistic public health communication development processes. It also highlights the effectiveness of individualized instruction in supporting student learning and skill development in health communication.

#### RELATED ITEM LEVEL 3

### **G3 Action Indicator 2- Public Health Newsletter Rough Draft**

#### **Action Description:**

Based on the assessment results and implications provided, here are action items for the university assessment: 1. Analyze non-participating students: - Identify reasons for non-participation among the 8% of students. - Develop strategies to increase engagement for all students. 2. Enhance collaborative processes: - Implement peer review sessions in addition to instructor feedback - Create opportunities for inter-team collaboration on newsletter projects. 3. Expand iterative learning: - Introduce additional checkpoints in the newsletter development process, - Develop a rubric for self-assessment at each stage of the project. 4. Strengthen individualized instruction: - Provide training for instructors on effective one-on-one feedback techniques - Develop a system to track and analyze individual student progress throughout the project. 5. Reinforce professional skills: - Incorporate real-world case studies of health newsletter development - Invite guest speakers from the public health communication field to share experiences. 6. Enhance curriculum integration: - Review how this project aligns with other course components and program outcomes - Identify opportunities to build on this project in subsequent courses 7. Implement technology support: - Explore digital tools to facilitate collaboration and feedback - Provide resources for creating professional-looking newsletter layouts 8. Develop assessment metrics: - Create a detailed rubric for evaluating the quality of outlines and rough drafts - Implement a system to track student improvement from outline to final draft. 9. Foster student reflection: - Introduce a reflective component where students document their learning process - Encourage students to articulate how this project relates to their career goals. 10. Enhance feedback mechanisms: - Develop a structured feedback form for instructors to ensure consistency - Implement a system for students to provide feedback on the collaborative process. 11. Create a showcase opportunity: - Organize a virtual or physical showcase of the best newsletters - Consider partnerships with local health organizations to feature student work. 12. Conduct longitudinal analysis: - Track how participation in this project correlates with performance in later courses - Survey alumni to assess the long-term impact of this project on their careers. 13. Benchmark against industry standards: - Compare student newsletters with professional health communication materials - Identify areas where student work can be further aligned with industry practices. 14. Develop a continuous improvement plan: - Establish an annual review process for this assessment component - Create a mechanism for incorporating student and instructor feedback into future iterations. These action items aim to build on the current success of the newsletter project while addressing potential areas for improvement and expansion. They focus on enhancing student engagement, refining the collaborative process, and ensuring the project continues to align with professional standards and practices in public health communication.

#### RELATED ITEM LEVEL 2

### **G3: LO 2- Indicator 1 Public Health Newsletter**

#### **Indicator Description:**

*Students in HLTH 3392 will create a written newsletter to disseminate public health information the student researched. See the attached rubric.*

**Criterion Description:**

*At least 75% of Students in HLTH 3392 will score an 80% or above on the Newsletter.*

**Findings Description:**

Students were tasked with writing and developing a newsletter focused on a specific health topic aimed at improving public health. This assignment evaluates students' capacity to: 1. Research and synthesize health information. 2. Translate complex health data into accessible language, and 3. Design effective health communication materials. The assessment revealed a high level of proficiency in this key competency: - 85% of enrolled students achieved a score of 80% or higher on the newsletter assignment. Implications: 1. Skill Development: The high success rate indicates that students are effectively developing crucial health communication skills. 2. Practical Application: This assignment demonstrates students' ability to apply theoretical knowledge to real-world public health communication tasks. 3. Professional Readiness: The strong performance suggests that students are well-prepared for future roles involving health education and promotion. 4. Curriculum Effectiveness: The course content and instructional methods appear to be successfully cultivating essential skills in health communication. 5. Areas for Improvement: While overall performance is strong, there may be an opportunity to support the 15% of students who did not meet the 80% threshold. 6. Interdisciplinary Skills: This assignment likely reinforces not only health knowledge but also writing, design, and audience analysis skills. This assessment outcome underscores the program's success in developing students' abilities to create effective health communication materials, a vital competency in public health practice. It also provides a foundation for continued refinement of the curriculum to ensure all students can achieve this high standard of performance.

**RELATED ITEM LEVEL 3****G3: LO 2 - Indicator 1 Action - Public Health Newsletter****Action Description:**

Develop more engaging discussion prompts or oral quiz questions to stimulate increased participation. 2. Implement a participation grading component to incentivize engagement. 3. Provide clearer guidelines on the expectations and benefits of participation in these activities. 4. Explore the use of interactive technologies or group activities to enhance in-class engagement. 5. Conduct a survey to understand barriers to participation and student preferences for engagement methods. 6. Consider implementing peer-led discussions to encourage more active participation. 7. Provide timely feedback on discussion contributions to reinforce the value of participation. This assessment outcome indicates a moderate level of student engagement with public health policy development discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept. By addressing these areas, we aim to improve student engagement and ultimately deepen their comprehension of public health policy development.

**Update to Previous Cycle's Plan for Continuous Improvement Item****Previous Cycle's Plan For Continuous Improvement (Do Not Modify):****Closing Summary**

While our students mastered the concepts taught, they are required by CEPH, our accrediting agency. Because of this, we will continue to teach these concepts. However, we may find other and different ways to measure them such as changing discussion items to multiple choice quiz questions. Public Health is a dynamic field and since it continues to change along with the changing student population, we will continue to evaluate our methods of presenting concepts and measuring them.

**Update of Progress to the Previous Cycle's PCI:**

While our students mastered the concepts taught, they are required by CEPH, our accrediting agency. Because of this, we will continue to teach these concepts. However, we may find other and different ways to measure them such as changing discussion items to multiple-choice quiz questions. Public Health is a dynamic field. Since it continues to change along with the changing student population, we will continue to evaluate our methods of presenting concepts and measuring them.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Update to continuous improvement: Our assessment results indicate that students have successfully mastered the core concepts required by our accrediting body, the Council on Education for Public Health (CEPH). In light of these positive outcomes, we will:

1. Maintain our commitment to teaching these essential concepts, ensuring continued alignment with CEPH standards.
2. Explore innovative assessment methodologies to enhance our evaluation processes. This may include transitioning from discussion-based assessments to more quantitative measures, such as multiple-choice quiz questions, to provide additional data points for analysis.
3. Acknowledge the dynamic nature of the Public Health field and our evolving student demographics. In response, we will:
  - a. Regularly review and update our curriculum to reflect current industry trends and emerging public health challenges.
  - b. Continuously evaluate and refine our instructional methods to ensure they remain effective and engaging for our diverse student population.
  - c. Implement a systematic approach to gathering and analyzing student feedback to inform our pedagogical strategies.

By maintaining this proactive stance towards curriculum development and assessment, we aim to uphold our program's high standards while adapting to the changing landscape of public health education. This approach will ensure that our graduates continue to be well-prepared for the complexities of the field upon completion of their studies.

We welcome faculty input and collaboration as we work to implement these enhancements to our assessment and instructional practices.