

# Public Health BS

## Domains in Public Health

### Goal Description:

Each student enrolled in the BS in Public Health will be proficient in content knowledge in each of the nine core Public Health Domains.

### RELATED ITEMS/ELEMENTS RELATED ITEM LEVEL 1

#### Content Knowledge in Core Public Health Domains

##### Learning Objective Description:

Each student enrolled in the BS in Public Health will be proficient in content knowledge in each of the nine core Public Health Domains. These domains include: 1) Determinants of Health, 2) History, Philosophy, Values, and Functions of Public health, 3) Identifying and Addressing Public Health Challenges, 4) Health Systems, 5) Using Data in Public Health, 6) Human Health and Disease, 7) Health Policy, Law, Ethics, and Economics, 8) Assessment, Planning, Implementation and Evaluation, 9) Health Communication.

### RELATED ITEM LEVEL 2

#### Content Knowledge in Core Public Health Domains

##### Indicator Description:

A group of exam questions, cumulative course grades, course projects and demonstrations in the Public Health BS curriculum will be used to assess the students content knowledge for the core Public Health Domains.

##### Criterion Description:

Criteria will be set for each of the nice core Public Health Domains:

1) Determinants of Health:
HLTH 1360--TBD
HLTH 2383--TBD
HLTH 4390--TBD
2) History, Philosophy, Values, and Functions
HLTH 3350--TBD
HLTH 4380--TBD
HLTH 1360--TBD
3) Identifying and Addressing Populations Health Challenges
HLTH 3350--TBD
HLTH 1360--TBD
HLTH 2383--TBD
HLTH 4390--TBD
4) Health Systems
HLTH 3355--TBD
HLTH 3350--TBD
HLTH 4380--TBD
5) Using Data in Public Health
HLTH 3360--TBD
HLTH 3350--TBD
6) Human Health and Disease
HLTH 3391--TBD
HLTH 1360--TBD
7) Health Policy, Law, Ethics, Economics
HLTH 3350--TBD
HLTH 4387--TBD

HLTH 4380--TBD

8) Assessment, Planning, Implementation and Evaluation  
HLTH 4393--TBD  
HLTH 4387--TBD  
HLTH 3361--TBD

9) Health Communication  
HLTH 3392--TBD  
HLTH 4393--TBD

**Findings Description:**  
Data in the Core Public Health Domains were not tracked, maintained, and reported for the BS in Public Health students for the assessment cycle. Summary and cumulative scores were the only metrics that were tracked for the cycle; therefore, no findings can be reported in a confident manner.

RELATED ITEM LEVEL 3

**Content Knowledge in Core Public Health Domains**

**Action Description:**  
The Public Health and adjunct faculty in the Department will work together to coordinate the assessment tracking and reporting during the next assessment cycle. This goal will remain as a fundamental benchmark in the program as it is required by the Public Health accreditation body, the Council on Education for Public Health. The nine areas listed for this objective are the core discipline domains in the curriculum that will be assessed during public health program accreditation. Eventually, the faculty will want to also measure these as part of the Campus Labs assessment, but they are currently working on the processes for identifying and collecting this data. The program faculty will meet to determine which assignments in the above courses will satisfy the unique accreditation requirements. Then, the standardization of every assignment and a scoring rubric will need to be developed to report and maintain the data for the assessment cycle and accreditation.

**Field Exposure**

**Goal Description:**  
Each Public Health student will demonstrate discipline specific entry-level competencies in an applied setting.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Professional Internship**

**Learning Objective Description:**  
Each student completing HITH 4394 will develop, track, and report internship goals and objectives, including those related to: A) knowledge/skill application, B) interdisciplinary exposure, C) mentoring, and D) professional preparation and networking.

RELATED ITEM LEVEL 2

**Professional Internship**

**Indicator Description:**  
All BS in Public Health Students will successfully complete six hours of their professional internship in an appropriate public health setting with a qualified supervisor. Students will be evaluated by their faculty and internship supervisors.

**Criterion Description:**  
All BS in Public Health students must complete the internship with a passing grade of “A” in all four Public Health content areas: A) knowledge/skill application, B) interdisciplinary exposure, C) mentoring, and D) professional preparation and networking.

**Findings Description:**  
A total of 47 Public Health students completed their internship during the assessment cycle. The grades for the students are as follows:

**A:** N=41 students, 87%                      **B:** N=5 students, 12%                      **C:** N=1 student, 10%

RELATED ITEM LEVEL 3

**Professional Internship**

**Action Description:**  
Although the goal was not met, the Public Health faculty feels the internship was a valuable experience for the students and the four content areas of Public Health were met in the experience. This goal will remain in the next assessment cycle as it is a requirement of the Council on Education for Public Health. The program faculty has met and agreed to modify the assignments to better measure achievement of student’s internship goals in each area of the internship. In addition, a new internship manual is being developed that reflects the Public health content areas and the core Public Health Domains. This manual will include an evaluation matrix and rubric that will include these required elements. The new manual will be implemented during the next assessment cycle. In addition, the Public Health coordinator will discuss the new manual and evaluation matrix with the site supervisors.

**Integrative Experience**

**Goal Description:**

Students enrolled in the BS in Public Health will be able to integrate, apply, and synthesize knowledge through cumulative and experiential activities.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Capstone Project**  
**Learning Objective Description:**

Through a cumulative experience, Public Health students will demonstrate their ability to successfully synthesize, integrate, and apply their acquired knowledge and skills in the academic capstone project.

RELATED ITEM LEVEL 2

**Capstone Project**  
**Indicator Description:**

As the final project for HITH 4387, each students will complete a capstone project, which validates their ability to integrate and apply the core content knowledge within the Public Health Domains.

**Criterion Description:**

A minimum of 90% of the Public Health students will earn of grade of at least 75% on their capstone project in HITH 4387.

**Findings Description:**

The capstone project for the BS in Public Health students was the planning and implementation of a Health Fair designed for an at-risk target population that integrated the core Public Health Domains. Results of the capstone project for each semester in the assessment cycle are as follows:

Fall 2015: 39 students (N=40, 98%) earned a minimum grade of 75 on the capstone project

Spring 2016: 38 students (N=39, 97%) earned a minimum grade of 75 on the capstone project

RELATED ITEM LEVEL 3

**Capstone Project**  
**Action Description:**

The Public Health faculty were pleased with the results of the goal. The Health Fair will remain as the capstone project for the students as it meets the requirements of projects defined by the Council on Education for Public Health. The goal will remain as a priority area during the next assessment cycle. A budgetary component will be included in the project during the next assessment cycle as it is a requirement for the accreditation of the program.

**Professional Competence**

**Goal Description:**

Students enrolled in the BS in Public Health program will demonstrate professional competencies they have acquired in their academic program preparation.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Professional Portfolio**  
**Performance Objective Description:**

Each Public Health student will create an electronic professional portfolio that showcases their entry level competencies in the field of Public Health.

RELATED ITEM LEVEL 2

**Professional Portfolio**  
**KPI Description:**

Each student will create and maintain an electronic portfolio using the LinkedIn site that includes their representative coursework in their Public Health courses and includes their resume, personal mission statement, career goals, and internship goals. Students will earn a minimum grade of 90 on their professional portfolio.

**Results Description:**

Results of the electronic professional portfolio project for each semester in the assessment cycle are as follows:

Fall 2015: 52 students (N=72, 72%) earned a minimum grade of 90 on the portfolio project

Spring 2016: 66 students (N=88, 75%) earned a minimum grade of 90 on the portfolio project

RELATED ITEM LEVEL 3

**Professional Portfolio**  
**Action Description:**

The Public Health faculty were not pleased with the result of this goal, and they are planning to revise the data points used to assess the professional competencies of the students. Additional assignments in HLTH 4393 and HLTH 1360 will be used to measure this

goal in the next assessment cycle. The acquisition of professional competencies are critical for Public Health students to be successful in their careers. This goal will remain as a data point during the next cycle as it is required by the Council on Education for Public Health for accreditation purposes.

## **Update to Previous Cycle's Plan (2015-16) for Continuous Improvement**

### **Previous Cycle's Plan For Continuous Improvement (Do Not Modify) :**

As the director of this new program, I created very detailed goals, objectives and criterion to match the evidence we will eventually need to meet accreditation criteria. My rationale is that we could eventually be reporting the same data points for both OATDB and accreditation. We have more than a dozen regular and adjunct faculty teaching the fourteen required courses for this degree. I have identified the courses in which the criteria will likely fall, but we have not met as a full faculty to discuss and agree upon the evidence and artifacts that will be consistently present in each section of a course to meet these criteria, nor how they will be aggregated for this report. As a new department with nearly 1500 students and only four fulltime faculty members, we did not have the resources for this level of collaboration our first year. This will take extensive coordination particularly for the Public Health Domains content areas, with dozens of criteria. The improvement needed in this early stage of this new program is to reach this level of agreement and compliance and to set up a system for reporting this data. This is our plan for the coming year.

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

The three member Public Health faculty created detailed goals and objectives based on national standards for program accreditation with the goal of reporting the same data points to both OATB and the accreditation body. The full-time public health faculty identified indicators and criteria and the courses in which the indicators will be placed. But with many adjunct faculty members teaching multiple sections of required courses, meetings are needed to identify the exact artifacts in courses and the rubrics that will be used to assess proficiency. With hundreds of students and a small full-time faculty, the program struggles to achieve this level of coordination. This will take extensive agreement and planning, particularly for the Public Health Domains content areas, with potentially dozens of indicators. The improvement needed at this stage is to reach a level of agreement and compliance and to set up a system for tracking and reporting this data.

## **Plan for Continuous Improvement for 2016-17**

### **Closing Summary:**

The Public Health program has added an additional faculty member. In the coming months, the full-time faculty plans to meet regularly to work on program revisions and assessment plans. The program faculty has already identified the courses in which objective indicators will be embedded and plans to complete selection of indicators and creation of evaluation rubrics with appropriate criteria based on program goals and accreditation standards. The program faculty has already determined that the preparation students receive for the capstone project is inadequate and plans to work in the coming year on creating a new capstone course to further solidify this learning.