



UAAC & GAAC Proposal for a New Certificate Program

Requesting College(s)/School(s)/Center(s): College for Public Health and Social Justice

Requesting Department(s): N.A.

Academic Award:	<input checked="" type="checkbox"/> Certificate
Academic Level:	Graduate <input checked="" type="checkbox"/> <small>Includes all Post Baccalaureate, Post-Master's, Post Doctoral and Professional certificate programs</small>
Title:	Graduate Certificate in Public Health
Program Start Term	<input checked="" type="checkbox"/> Fall 2020

SLU Approval Authority	Signature	Date
Department Chair		
College/School/Center Curriculum Committee Chair		10/7/19
College/School/Center Dean		10/7/19
Chair, UAAC/GAAC		11 Oct. 19
Council of Academic Deans and Directors		
Governing Campus Vice President		
Chair, Academic Affairs Committee of the University Board of Trustees	Not Needed	n/a
Chair, University Board of Trustees	Not Needed	n/a

HLC Approval Date: _____

U.S. Department of Education Title IV Eligibility Approval Date: _____

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4289 or thatcherk@slu.edu) as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that the results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

<p>Program-Level Student Learning Outcomes</p> <p><i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to achieve and demonstrate upon completion of the program?</i></p>	<p>Evaluation Method</p> <p><i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i></p> <p><i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i></p> <p><i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i></p>	<p>Use of Assessment Data</p> <p><i>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform program improvement? How will you document that?</i></p>
<p>EXAMPLE:</p> <p>1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.</p>	<p>EXAMPLE:</p> <p>Direct Measures:</p> <ol style="list-style-type: none"> The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome: BUS 500, BUS 522, BUS 600 Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome. <p>Indirect Measures</p> <ol style="list-style-type: none"> End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency. 	<p>EXAMPLE:</p> <p>Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.</p> <p>Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.</p>

<p>1. Select quantitative and qualitative data collection methods appropriate for a given public health context (FC2)</p>	<p>Direct Measures: (PUBH 5030, PUBH 5040, PUBH 5070)</p> <ol style="list-style-type: none"> 1. In quizzes, midterm, and final exams, students will demonstrate they can identify the appropriate type of data for a given context and will describe the strengths and weaknesses of specific qualitative and quantitative approaches (PUBH 5030, PUBH 5040) 2. In homework exercises, students select and describe appropriate sampling strategies for specific study designs (PUBH 5040) 3. Students will conduct a needs assessment in which they gather and critically assess data on community assets and determine areas for improvement (PUBH 5070) <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessments results by competency are compiled and reviewed by the program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by department faculty as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall.</p>
<p>2. Interpret results of data analysis for public health research, policy, or practice (FC4)</p>	<p>Direct Measures: (PUBH 5030, PUBH 5040, PUBH 5050, PUBH 5070)</p> <ol style="list-style-type: none"> 1. Students will prepare and give presentations in which data are presented and interpreted, including bias and limitations (PUBH 5030, PUBH 5070) 2. In homework assignments, quizzes, and exams, students will provide written interpretations for a variety of statistical tests and output (PUBH 5040) 3. Students will review and interpret data to inform their development of a proposal to improve an aspect of the U.S. healthcare system (PUBH 5050) 4. As part of a community needs assessment, students will summarize and interpret the results of data gathered (PUBH 5070) <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessments results by competency are compiled and reviewed by the program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by department faculty as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall.</p>
<p>3. Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels (FC6)</p>	<p>Direct Measures: (PUBH 5010, PUBH 5030, PUBH 5050, PUBH 5070)</p> <ol style="list-style-type: none"> 1. Students will complete an online implicit bias assessment and then write a reflection (PUBH 5010) 2. In quizzes, midterm, and final exams, students will be asked to identify patterns of data that describe health inequities and to discuss the structural and social influences on observed health inequities (PUBH 5030) 3. Understanding structural bias, social inequities, and racism will inform students' proposal for an improvement to the U.S. healthcare system (PUBH 5050) 4. Students will write brief reviews of reports on the influence of structural bias and racism on health (PUBH 5070) <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessments results by competency are compiled and reviewed by the program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by department faculty as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall.</p>

<p>4. Design a population-based policy, program, project or intervention (FC9)</p>	<p>Direct Measures: (PUBH 5050, PUBH 5070)</p> <ol style="list-style-type: none"> 1. Students will develop and present a proposal for an improvement to the U.S. healthcare system (PUBH 5050) 2. Based on literature and data reviews, students will select and modify an evidence-based intervention for an appropriate cultural context (PUBH 5070) <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessments results by competency are compiled and reviewed by the program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by department faculty as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall.</p>
<p>5. Communicate audience-appropriate public health content, both in writing and through oral presentation. (FC19)</p>	<p>Direct Measures: (PUBH 5030, PUBH 5040, PUBH 5050)</p> <ol style="list-style-type: none"> 1. In article critique presentations, students will communicate relevant messages from the study findings for specific audiences (scientific, practice, policy and community) (PUBH 5030) 2. Students prepare and present data analyses and interpretations (PUBH 5040) 3. Students will develop a proposal for an improvement to the U.S. healthcare system that they will present in both written and oral formats (PUBH 5050) <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessments results by competency are compiled and reviewed by the program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by department faculty as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall.</p>

4.2 Curriculum Mapping Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. *Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.*

Level I	Level II	Level III
<ul style="list-style-type: none"> ▪ Knowledge & Comprehension: Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. 	<ul style="list-style-type: none"> ▪ Application: Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. ▪ Analysis: Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. 	<ul style="list-style-type: none"> ▪ Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ▪ Evaluation: Make judgments about the value of ideas or materials.

Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

Courses Offered by Home Department of Proposed Major or Minor:

Major or Minor Student Learning Outcomes	PUBH 5010	PUBH 5030	PUBH 5040	PUBH 5050	PUBH 5070
Example: Outcome #1	1	1	1,2	2	2
Select quantitative and qualitative data collection methods appropriate for a given public health context (FC2)		1,2	1,2		1, 2
Interpret results of data analysis for public health research, policy, or practice (FC4)		1,2	1,2	1,2	2, 3
Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels (FC6)	1	1,2		2, 3	2, 3
Design a population-based policy, program, project or intervention (FC9)				2, 3	2, 3
Communicate audience- appropriate public health content, both in writing and through oral presentation. (FC19)		1,2	1,2		

The following schedule provides an annual timeline for assessing the program's student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

Program Courses Offered by Other Departments: Not applicable

Major or Minor Student Learning Outcomes	DEPT 100	DEPT 110	DEPT 220	DEPT 230	DEPT 340	DEPT 350	DEPT360
Example: Outcome #1	1	2	1		2, 3		

* Adapted from Bloom's Taxonomy (1965)