Three-Year Check-In for New Programs

Program Name: ___ Capstone Certificate in Leadership for Population Health Improvement ___

Term of First Enrollments: _________ FALL 2013 __________________________

Check-In Completed By: ___ Barbara Duerst ________________________________

Date of Check-In: _____________________ 3/1/17 ____________________________

**Academic Quality and Student Success**

1. **Provide an update on the program’s curriculum and learning goals. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.**

The Certificate in Leadership for Population Health Improvement is offered completely on-line to provide learners with knowledge and skills in identifying the social determinants of health and well-being, developing strategies for system change, and exercising effective leadership within and across organizations to promote population health through a series of four required courses. Learners complete 12-credits of on-line course work to complete the certificate. Courses have been developed using delivery methods that engage the student learners through collaborative tools, including interpersonal communication between and among students, chat forums, video conferencing, simulations, self-administered quizzes, required exercises, virtual field trips and self-assessments.

The curriculum consists of four, 3-credit courses designed to develop more effective leadership in public health agencies and other organizations whose policies, programs, and practices significantly influence population health and wellbeing. The certificate allows participants to build on their professional training and experience by providing new knowledge, skills, and cutting-edge strategies for population health improvement. Upon completion of the certificate program, participants will be prepared to identify opportunities for policy and system change and exercise stronger leadership skills, including planning, communication, collaboration, and negotiation.

Students in the Certificate Program will meet the following learning goals (skills and competencies) within three domains:

1. **Assessing Determinants of Health and Well-being**
   a. Provide conceptual models and framework
b. Understand how social determinants impact health (root cause) outcomes
c. Understand and value health equity
d. Apply real world application of models
e. Interpret health outcomes data

2. Influencing System Change
   a. Understand systems and political policy processes
   b. Assess evidence-based solutions to health issues
   c. Design and evaluate interventions
   d. Plan strategies for system change (creating coalitions)

3. Providing Leadership for Health Improvement
   a. Understand types of leaders and leadership
   b. Develop and apply leadership skills including; communications, collaboration, negotiation, and advocacy
   c. Demonstrate leadership ethics

The four courses in the certificate are:

1. Population Health Sciences 780: Public Health Principles and Practice
2. Population Health Sciences 785: Health Systems, Management and Policy
3. Population Health Sciences 879: Politics of Health Policy
4. Population Health Sciences 714: Leadership for Population Health Improvement

The courses cover the same basic concepts and meet the same learning objectives as initially developed, but lectures, readings, and other materials have been continually updated. Some of the projects have been modified slightly to better meet the needs of adult learners.

The certificate, as originally envisioned, was to be completed over a one-year period. However, we struggled to fill our classes with certificate students and found that for many students who were receiving tuition from their employers, they were only able to take one course per semester. Thus, we modified our schedule to offer two courses each academic year, and students can currently complete our certificate over a two-year period. However, we have begun to market the certificate program to a new target audience and intend to transition back to offering the students the option of completing the certificate in a one-year period, beginning with the Summer 2017. Students will continue to have the option of completing the certificate at a slower pace, over two or more years.

2. Briefly explain the program’s assessment plan and discuss how you are or how you plan to evaluate student learning. Include a summary of direct or indirect measures, and summarize any data collected to date showing evidence of student learning.
A four-step evaluation process using Kirkpatrick’s model is being implemented. The steps of the evaluation are applied in several ways. Courses are evaluated through regular departmental channels (step 1). Student learning is assessed through coursework and learning outcomes (steps 2 & 3). Finally, the overall certificate will be evaluated (step 4).

**Individual Course Evaluation:** Individual courses taught through the Department of Population Health Sciences are evaluated on a regular basis, through standard evaluation processes. Towards the end of each course, students complete an evaluation via email. In addition to the information gathered regarding the overall satisfaction with the courses, satisfaction with the technology is assessed.

**Learner Outcomes:** Students’ learning outcomes are evaluated in several ways within the individual courses. Some examples of how learning outcomes are evaluated include:

- Students compile short reflections to synthesize and express their understanding of the course materials on a weekly basis in some of the courses.
- Students prepare presentations about concepts that they have learned about and share them with the course faculty and students.
- Students develop a project that allows them to apply the knowledge they have gained through the certificate courses in real world situations.
- A variety of mid-course and final exams and papers are solicited to gauge learner outcomes.

**Assessment of Certificate:** The following benchmarks and methods have been established to gauge the success of the certificate program in meeting the overall objectives of the program. Formative and summative evaluation will be collected from students, faculty, and certificate completers/graduates. Methods will include the development of on-line surveys for program participants, completers and alumni.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Data</th>
<th>Group(s) Assessed</th>
<th>Assessment Method</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of students in each course will receive a grade of B or better.</td>
<td>Course grades</td>
<td>Students</td>
<td>Audit – grade records</td>
<td>Certificate Program Director</td>
<td>Each semester</td>
</tr>
<tr>
<td>75% of students will express a high level of overall satisfaction with course and instructor for each of</td>
<td>Course Evaluations</td>
<td>Students Course Instructors</td>
<td>Course evaluation</td>
<td>PHS Curriculum Committee</td>
<td>Each semester</td>
</tr>
</tbody>
</table>
the four courses in the certificate

<table>
<thead>
<tr>
<th>80% of the students who enter the program complete it in one calendar year.</th>
<th># entered students/# students completing program</th>
<th>Students Audit – program database</th>
<th>Certificate Program Director</th>
<th>Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students completing the program rate their problem-solving and critical thinking skills related to leadership as above average or exceptional.</td>
<td>Results of student surveys and alumni surveys</td>
<td>Program Completers Alumni Surveys</td>
<td>Capstone Certificate</td>
<td>Annually</td>
</tr>
<tr>
<td>75% of students completing the program are able to pursue their personal career goals successfully.</td>
<td>Results of alumni survey</td>
<td>Alumni Survey</td>
<td>Certificate Program Director</td>
<td>Surveys sent annually following program Completion (1,3, &amp; 5 years post certificate)</td>
</tr>
</tbody>
</table>

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

Balancing faculty and staff teaching loads and responsibilities between new and existing programs has been a challenge. While many potential students have inquired about the certificate, few have enrolled or completed the certificate program. After three years, we will only have our first graduates in 2017. Three of the original instructors of the certificate courses have left the University and we are struggling to find additional faculty to teach the courses. Small class sizes that result in limited revenue make it difficult to be able to hire additional faculty and staff to teach our courses and provide recruitment and student services.
One of the assets of the certificate program has been the excellent support by the Division of Continuing Studies (DCS) instructional design and technology team. The four courses have been enhanced each time they are taught. Because our Preventive Medicine residents and students from our MPH Program and Population Health Sciences graduate degree programs are eligible to participate in courses designed for certificate students, the availability of online courses and enhancements to those courses benefit these populations as well. We have also used what we have learned from DCS to improve materials for other courses offered by our department.

4. **Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success.** If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

The certificate is part of the Public Health Education and Training unit in the Department of Population Health Sciences, School of Medicine and Public Health. Certificate curriculum is approved and reviewed by the Population Health Science (PHS) Curriculum Committee. The PHS Curriculum Committee consists of multi-disciplinary faculty members and meets on a monthly basis throughout the academic year to review public health-related curricular materials. All policy related issues are discussed, reviewed and approved by the MPH Program’s Steering Committee. Regular updates about the certificate are also shared with our Community Advisory Committee.

Faculty and staff in the department continue to be supportive of the certificate, although few have the expertise to teach the specific content included in the certificate courses. Admissions, marketing, and student services for the certificate program have been incorporated into the regular duties of the MPH program’s staff members.

The faculty who have taught courses have found the online format and design and technical support to be very satisfying. The chief issue is recruiting a sufficient number of students to make both the teaching and learning experiences as strong as possible.

*Operations and Administration*

5. **Illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady.** If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

When developed, we anticipated 20 students would participate in the certificate per year. However, we have had a limited number of students in our certificate program.
There are currently five certificate students enrolled in the program; we anticipate that all of them will complete the certificate in 2017. All five certificate students are currently enrolled in POP HLTH 780. For four of the students, POP HLTH 785, which will be offered in the Fall 2017, is their final certificate requirement. The fifth student has two courses remaining.

Three additional students enrolled in the program but did not complete it. All three students enrolled in POP HLTH 780 in Spring 2015, but none continued in the program after that semester. One changed to another certificate program and none of the others responded to our inquiries. One did not complete the course, despite numerous efforts by the instructor to make contact.

The table below summarizes the number of certificate students enrolled in certificate courses each semester since inception of the program.

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<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Number of Certificate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>POP HLTH 780</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>POP HLTH 879</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>POP HLTH 714</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>POP HLTH 879</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>POP HLTH 780</td>
<td>5</td>
</tr>
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With our plans to modify our target audience for the certificate, we anticipate at least 10 new students beginning in our Summer 2017 course.

In addition to new certificate program students, we anticipate that students in other programs will enroll in certificate courses. This is important, as we need increased enrollment in order to continue offering the certificate courses. For example, we have entered into a memorandum of understanding with the Nutritional Sciences Department to allow three of our on-line courses to be included as an option to serve as electives in their degree. While not all of these students will take all of our courses, we anticipate that some of these students will choose one of our courses to serve as an elective towards the MS Nutritional Science degree. We anticipate 2-3 additional students per course through this program beginning in the Fall 2017. There have also been a small number of university special students who are not enrolled in a certificate program but who have taken one or more of our courses. While there is not a mechanism to capture tuition from this group of students for our program, we value the perspective they bring to our courses and presumably, the university is benefiting from their enrollment.

6. Funding Considerations

   a. For traditional/pooled programs – How is the program successfully funding its students?

      N/A
b. For non-pooled programs – Provide a brief financial summary of projected vs. actual revenues and expenses. Does the program have sufficient enrollment for sustainability? Discuss the current market outlook compared to the original marketing study, and plans to grow or change the program to become sustainable.

Our current approach is not sustainable. Having a very small numbers of students (2-3 enrolled in any given course) does not provide enough financial support to fund student services personnel and duties, marketing and outreach, marketing materials, and faculty necessary to sustain the certificate program. Beginning this Summer 2017, we intend to capitalize on a new trend to increase our class size, revert to our original one-year schedule, and support our Department’s current strategic goals. We have found that many of our MPH Program and Medical School applicants plan to take a “gap year” between undergraduate and graduate or professional degrees. We hope to market our certificate program to this group, thus increasing our certificate class size. We anticipate a class size of 10 students beginning in the Summer 2017.

There will be several benefits to the students as well as the Department as we move forward with this new plan. Students will be able to secure jobs and volunteer experience to gain real life experience and at the same time take graduate level course-work as part of the certificate program. The availability of the on-line courses allows for much flexibility. Since two of the courses are core and two are electives in the MPH Curriculum, students who successfully complete the certificate and are admitted to the MPH Program, will be able to matriculate into the MPH with 12 credits. Taking these graduate level credits prior to applying to the MPH will help students determine if graduate school in this field is the right path for them. Likewise, faculty will have a better understanding of the students’ capabilities to do graduate level work and will be able to provide important feedback about the certificate students who apply to the MPH.

The increase in the number of students should also allow us to hire a part-time faculty member to teach 2-3 of the courses in the certificate. The plans for the new target audience were discussed and approved at the March 2017 PHS Curriculum and MPH Steering Committee meetings.

7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.

To date, we have not admitted international students, nor do we intend to market to international students.

8. Are there any campus policies, services or resources that are impacting the program’s success? If so, please explain.
We greatly appreciate the services and support for instructional technology, course design, admissions, enrollment, and the Advance Your Career website through DCS.