

## UC San Diego - WASC Exhibit 7.1 Inventory of Educational Effectiveness Indicators

Academic Program	(2a) What are these learning outcomes? <u>Students graduating with a degree should be able to:</u>	(3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?
<p><b>Department:</b> Family Medicine and Public Health</p> <p><b>Major:</b> B.S. in Public Health</p> <p><b>(1) Have formal learning outcomes been developed?</b></p> <p>Yes</p> <p><b>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]</b></p> <p>2018-19</p> <p>12/2018</p>	<p><b>Written Communication</b> This section is primarily covered in all of the department's learning objectives listed below in Supplemental numbers 1-9. This section is also covered in the environmental and occupational health sciences area of the public health curriculum.</p> <hr/> <p>1. <b>Environmental and occupational health sciences represents the study of environmental and occupational factors including biological, physical and chemical factors that affect the health of a workforce and the community.</b></p> <hr/> <p>a. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.</p> <p>b. Describe federal and state regulatory programs, guidelines and authorities that control environmental and occupational risk assessment methods.</p> <p>c. Specify current environmental and occupational risk assessment methods.</p> <p>d. Evaluate different approaches for assessing and controlling environmental hazards that affect occupational and community health.</p> <hr/> <p><b>Oral Communication</b> This section is primarily covered in all of the department's learning objectives listed below in Supplemental numbers 1-9. This section is also covered in the health policy area of the public health curriculum.</p> <hr/> <p>1. <b>Health policy is a multidisciplinary field of inquiry and practice concerned with the delivery, quality, and costs of health care for individuals and populations as well as laws and regulations aimed at influencing health-related behavior.</b></p> <hr/> <p>a. Define public health and the related roles and responsibilities of government, non-government agencies, and private organizations.</p> <p>b. Recognize the impact of policies, laws, and regulations on both individual behaviors and population health.</p> <p>c. Apply the principles of policy analysis to the evaluation in policy interventions.</p> <p>d. Undertake analyses of legislation, administrative regulations, and interpretations of judicial opinions and agency rulings.</p>	<p><b>Written Communication</b> The Department of Family Medicine and Public Health does a comprehensive evaluation to ensure student learning objectives are met in all core disciplines. Please see below in Supplemental for more detail.</p> <hr/> <p><b>Oral Communication</b> The Department of Family Medicine and Public Health does a comprehensive evaluation to ensure student learning objectives are met in all core disciplines. Please see below in Supplemental for more detail.</p>	<p><b>Written Communication</b> All areas are evaluated and reviewed by the program's Oversight and Evaluation Committees. Please see below in Supplemental for more detail.</p> <hr/> <p><b>Oral Communication</b> All areas are evaluated and reviewed by the program's Oversight and Evaluation Committees. Please see below in Supplemental for more detail.</p>	<p><b>Written Communication</b> Please see below in Supplemental.</p> <hr/> <p><b>Oral Communication</b> Please see below in Supplemental.</p>

	<p><b>Quantitative Reasoning</b> This section is primarily covered in all of the department's learning objectives listed below in Supplemental numbers 1-9. This section is also covered in the epidemiology and biostatistics areas of the public health curriculum.</p> <hr/> <ol style="list-style-type: none"> <li>1. <b>Epidemiology is the core discipline of public health and is the study of the distribution and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health. Closely linked to epidemiology is biostatistics, which is the development and application of statistical reasoning and methods in addressing, analyzing, and solving problems in public health, health care, and biomedical, clinical, and population-based research.</b></li> </ol> <hr/> <ol style="list-style-type: none"> <li>a. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.</li> <li>b. Define the basic concepts and terminology used in epidemiology.</li> <li>c. Calculate basic epidemiological measures.</li> <li>d. Describe the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.</li> <li>e. Describe the risk factors and modes of transmission for infectious and chronic diseases and explain how these diseases affect both personal and population health.</li> <li>f. Apply epidemiological measures to evaluate strategies to safeguard the population's health.</li> </ol> <hr/> <ol style="list-style-type: none"> <li>2. <b>Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.</b></li> </ol> <hr/> <ol style="list-style-type: none"> <li>a. Describe the basic concepts of probability, random variation and commonly used statistical probability distributions.</li> <li>b. Explain common descriptive techniques used to summarize public health data.</li> <li>c. Analyze basic public health data using common statistical methods for inference.</li> <li>d. Interpret results of statistical analyses found in public health studies.</li> </ol>	<p><b>Quantitative Reasoning</b> The Department of Family Medicine and Public Health does a comprehensive evaluation to ensure student learning objectives are met in all core disciplines. Please see below in Supplemental for more detail.</p>	<p><b>Quantitative Reasoning</b> All areas are evaluated and reviewed by the program's Oversight and Evaluation Committees. Please see below in Supplemental for more detail.</p>	<p><b>Quantitative Reasoning</b> Please see below in Supplemental.</p>
	<p><b>Information Literacy</b> This section is primarily covered in all of the department's learning objectives listed below in Supplemental numbers 1-9. This section is also covered in all areas of the public health curriculum.</p>	<p><b>Information Literacy</b> The Department of Family Medicine and Public Health does a comprehensive evaluation to ensure student learning objectives are met in all core disciplines. Please see below in Supplemental for more detail.</p>	<p><b>Information Literacy</b> All areas are evaluated and reviewed by the program's Oversight and Evaluation Committees. Please see below in Supplemental for more detail.</p>	<p><b>Information Literacy</b> Please see below in Supplemental.</p>

	<p><b>Critical Thinking</b> This section is primarily covered in all of the department's learning objectives listed below in Supplemental numbers 1-9. This section is also covered in the social and behavioral sciences area of the public health curriculum.</p> <hr/> <p>1. <b>The social and behavioral sciences in public health address the behavioral, social, and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.</b></p> <hr/> <p>a. Describe the multiple determinants of health and the interconnectedness of the physical, social, and environmental levels of influence.</p> <p>b. Identify the basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.</p> <p>c. Identify the causes of, and disparities in, social and behavioral factors that affect the health of individuals and populations.</p> <p>d. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions to improve public health.</p>	<p><b>Critical Thinking</b> The Department of Family Medicine and Public Health does a comprehensive evaluation to ensure student learning objectives are met in all core disciplines. Please see below in Supplemental for more detail.</p>	<p><b>Critical Thinking</b> All areas are evaluated and reviewed by the program's Oversight and Evaluation Committees. Please see below in Supplemental for more detail.</p>	<p><b>Critical Thinking</b> Please see below in Supplemental.</p>
	<p><b>Supplemental</b> <b>Students graduating with a degree should be able to:</b></p> <p>Upon completion of the Bachelor of Science in Public Health curriculum, students should possess proficiency in the following areas:</p> <hr/> <p>1. <b>Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society</b></p> <hr/> <p>a. Public Health History</p> <p>b. Public Health Philosophy</p> <p>c. Core PH Values</p> <p>d. Core PH Concepts</p> <p>e. Global Functions of Public Health</p> <p>f. Societal Functions of Public Health</p> <hr/> <p>2. <b>Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice</b></p> <hr/> <p>a. Basic Concepts of Data Collection</p> <p>b. Basic Methods of Data Collection</p> <p>c. Basic Tools of Data Collection</p> <p>d. Data Usage</p>	<p><b>Supplemental</b> Data/Evidence:</p> <ul style="list-style-type: none"> <li>* Core course mapping and review of syllabi</li> <li>* Student evaluations of experiential electives</li> <li>* Mentor/preceptor evaluations of experiential electives</li> <li>* Surveys of BSPH graduates</li> <li>* CAPE evaluations</li> <li>* Instructors' evaluations of their own courses</li> <li>* Review of experiential briefing documents and manuals</li> <li>* Database on BSPH majors</li> <li>* Student advisor database on counseling efforts</li> <li>* Database on BSPH program training efforts</li> <li>* Teaching Assistant evaluation of experience</li> <li>* Review of departmental documents</li> </ul>	<p><b>Supplemental</b> For all areas, both the Program Director and the Evaluation Committee review and interpret the data. Findings are then written as part of an annual program evaluation.</p>	<p><b>Supplemental</b> For all areas, the Program Director works with each Course Oversight Committee, the Curriculum Committee and the Steering Committee to make recommendations to instructors for course modifications to ensure that students are being trained adequately in each of the major's core competencies.</p>

	<p>e. Data Analysis f. Evidence-based Approaches</p> <hr/> <p>3. <b>Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations</b></p> <hr/> <p>a. Population Health Concepts b. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations c. Introduction to Approaches and Interventions to Address Needs and Concerns of Population</p> <hr/> <p>4. <b>Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course</b></p> <hr/> <p>a. Science of Human Health and Disease b. Health Promotion c. Health Protection</p> <hr/> <p>5. <b>Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities</b></p> <hr/> <p>a. Socio-economic Impacts on Human Health and Health Disparities b. Behavioral Factors Impacts on Human Health and Health Disparities c. Biological Factors Impacts on Human Health and Health Disparities d. Environmental Factors Impacts on Human Health and Health Disparities</p> <hr/> <p>6. <b>Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation</b></p> <hr/> <p>a. Introduction to Planning Concepts and Features b. Introduction to Assessment of Concepts and Features c. Introduction to Evaluating Concepts and Features</p> <hr/> <p>7. <b>Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries</b></p> <hr/> <p>a. Characteristics and Structures of the U.S. Health System b. Comparative Health Systems</p> <hr/> <p>8. <b>Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical,</b></p>			
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	<p><b>(2b)</b>  <b>Where are the learning outcomes published? Please provide your department/program website address.</b></p> <p>learning outcomes published:  <a href="http://ph.ucsd.edu/undergrad/undergrad/index.html#Learning-Objectives">http://ph.ucsd.edu/undergrad/undergrad/index.html#Learning-Objectives</a></p>			