

PHM Program Assessment 2020-2021

Section 1 - Program Mission

Population Health Management is an ideal program for Oregon Tech as an “innovative and rigorous applied degree program” that is focused on “application of theory to practice.” While other public health and health sciences programs educate students about community health, Oregon Tech’s PHM program transmits transferable, hands-on skills, applied to both healthcare delivery and community based prevention. Significant legislative changes to healthcare in the U.S. have produced an increasing demand for population health management in order to reduce healthcare costs and improve the efficiency and efficacy of health services. Qualified professionals are needed immediately to fill positions in patient advocacy, health and wellness coaching, research and data analysis, community health education, and federally funded disease prevention programs. The healthcare industry must recruit well-trained professionals with both a social science background and concrete knowledge of health and healthcare. Oregon Tech students enjoy a hands-on learning environment, at an institution committed to job placement and industry needs, with the ability to integrate multiple departments for an interdisciplinary approach.

Section 2 - Program Educational Objectives

The following objectives are designed to outline the expectations faculty have of students as well as ensure the necessary skills needed for a wide range of career options for PHM majors. These outcomes stem from the program’s mission of applied social science education based on theoretical and action-based learning opportunities. Many of the “hands on” components of the learning objectives are design for immediately use in prospective employment positions, whereas many of the theoretical social sciences learning outcomes are geared toward graduate’s ability to navigate the employment landscape (new challenges, novel ideas, critical thinking, and political maneuvering) and seek new opportunities, promotion, and engage in effective leadership. Graduates of the BPHM program at Oregon Tech should be able to do the following:

1. Work in a wide range of positions related to assessing, improving, or evaluating systems related to population health.
2. Pursue advanced degrees or training in areas of Population Health, Public Health, Sociology, Social Work Medical School, Nursing School, or Health Science-related fields.
3. Communicate effectively in the field of health and health care as well as everyday life.

4. Critically and ethically assess the role of organizations and systems that influence population health.

Section 3 – Program Description and History

The PHM program is rooted firmly in the social sciences, because the strategies that promote health and reduce unnecessary healthcare costs must take into account social, economic, and environmental factors in order to be successful. Thus, while the social sciences can offer students broad context in the realms of healthcare and public health, a social science approach also provides students more skills that are concrete. Students learn to collect, analyze, and translate data into actionable steps, and have the contextual knowledge of how bureaucracies, policies, financial impact, and funding sources informs taking those steps. The learning outcomes of the PHM program speak to a continuous feedback loop for quality improvement in any industry: identifying quality metrics, linking data findings to evidenced-based approaches, coordinating program implementation, and establishing evaluation mechanisms. The knowledge gap in this process lies in the black box of the population being addressed. In other words, hospitals, schools, social services, non-profits, and the like can research best practices on improving a given outcome (health screenings, graduation rates, etc.), but if no localized research is done, approaches may fail even if they are evidenced based. It is for this reason that the PHM program gives students the tools to blend social science research with clinical care gap analytics, and subsequently provide real world experience using these tools to address local health issues.

Students in the PHM program begin with foundational courses in applied and medical sociology, with electives in applied psychology, management, mathematics, communication, and health sciences, and are encouraged to complete minors that correspond to professional areas in PHM.

The PHM program began in the 2015-2016 academic year. In the past six years, enrollment has varied from 12-32 majors. 100% of our graduates are either employed or in graduate programs. According to our latest alumni survey, our graduates have an average starting salary of \$31,000 (30% of our graduate report enrollment in continuing education which comes with a much-reduced salary).

The PHM program faculty and students have a wide range of community and industry partners. Our students have been involved in research and community improvement projects that align with course materials with the following organizations:

- Klamath County Public Health
- Oregon Public Health Institute
- Hope Rising Non-Profit
- YMCA
- Integral Health Services
- OSU Extension
- Klamath Tribal Health and Family Services
- Blue Zones Project
- Cascade Health Alliance
- Sky Lakes Medical Center
- Sky Lakes Wellness Center
- Cascades East Family Medicine Clinic
- OHSU Rural Campus
- Klamath County Food Bank
- Prepare Redmond
- Red Cross of America
- Chiloquin First Coalition
- Klamath Regional Health Equity Coalition
- Healthy Klamath
- Mountain View Medical Center
- Klamath City School District

Section 4 – Program Student Learning Outcomes, 2020-2021

The following learning objective represent a series of skills, abilities, and experiences expected of BPHM students. The outcomes are integral to the learning experience of students. Each student will be expected to accomplish these outcomes in multiple courses. From these objectives, a number of specific and measurable outcomes are assessed through specific assignments, exams, and projects.

1. Students identify and explain theoretical frameworks of sociology and apply social theory to behavioral trends.
2. Students explain the impact of such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious

and spiritual values, and socio-economics status on the health and wellbeing of individuals;

3. Students synthesis ideas related to cultural competency and practice skills related to cultural competency.
4. Students recognize and execute sociological research methods, including an ability to organize, analyze, and present data.
5. Students identify and evaluate of the roles, functions, and responsibilities of healthcare professionals and patients, including alternative approaches to healthcare.
6. Students explain theories and methods of health behavior change and practice the skills needed to design and evaluate programs, interventions, and activities aimed at changing health-related behavior.

Assessment Methods

A wide variety of assessment data points were discussed by faculty after program outcomes were established. Potential data points include:

in-class exams and quizzes on key theories and concepts

discussions of sociological trends

final projects demonstrating ability to conduct research projects and present results

student self-assessment of externship experience

evaluation of student performance by externship site supervisors

student feedback on course evaluations

student performance on comprehensive exams

student performance on statistical exercises

evaluation of group research project for external agency

external agency evaluation of student performance on applied research projects

experiences from conferences, presentations, and interactions with health professionals

Section 5 – Curriculum Map

COURSE	PSLO 1	PSLO 2	PSLO 3	PSL O 4	PSLO 5	PSLO 6	ESLO 1	ESLO 2	ESLO 3	ESLO 4	ESLO 5	ESLO 6
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SOC 204	F							F				F
SOC 225	F	F						F				F
SOC 205						F						
SOC 301/302				P				P	F		P	
SOC 335			P		F							
PHM435						C						C

Section 6 – Assessment Cycle

Table 1. Three-Year Cycle for Assessment of Student Learning Outcomes

	Program Learning Outcome	'18- '19	'19- '20	'20- '21	'21- '22	'22- '23	'23- '24
1	Students explain basic theoretical frameworks of sociology and demonstrate an ability to apply social theory to behavioral trends.		X				
2	Students will demonstrate understanding of the impact of such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, and socio-economics status on the health and wellbeing of individuals	X			X		
3	Students will synthesis ideas related to cultural competency and demonstrate skills related to cultural competency.			X			X
4	Students will demonstrate an understanding of the sociological research methods, including an ability to organize, analyze, and present data.	X				X	
5	Students will demonstrate an understanding of the roles, functions, and responsibilities of			X			X

	healthcare professionals and patients, including alternative approaches to healthcare.						
6	Students will explain theories and methods of health behavior change and demonstrate the skills needed to assess programs, interventions, and activities aimed at changing health-related behavior.		X			X	

Section 7 – Methods of Assessment

Summary of 2020-2021 Assessment Activities

The PHM faculty conducted formal assessment of Outcome #3 during 2020-2021.

Student Learning Outcome #3:

Students will synthesis ideas related to cultural competency and demonstrate skills related to cultural competency.

Direct Assessment #1

The faculty assessed this outcome in SOC 335, Health Inequality and Cultural Competency, in the Spring 2020term using rubric-scored mid-term papers. There were 18 freshman, sophomore, junior, and senior students involved in the assessment. The faculty rated the proficiency of students using the performance criteria described in Table 2 below.

Table 2. Direct Assessment #1 SOC 335 Health Inequality and Cultural Competency

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results
Define and Explain Cultural Competency Student clearly and accurately defines and explains cultural competency.	Cultural Competency Paper, Rubric	75%	89%
Identify and explain methods for developing cultural competence.	Cultural Competency Paper, Rubric	75%	89%

Student identifies and explains methods for developing cultural competence clearly and accurately.			
Synthesize literature on the topic to conclude which methods would be appropriate for application. Student clearly and accurately synthesizes literature on the topic to conclude which methods would be appropriate for application.	Cultural Competency Paper, Rubric	75%	100%
Student creates a program aimed at introducing or improving cultural competence among a specific group of people using the principles, theories, or findings from previous research. Student clearly and accurate answers all questions in prompt.	Cultural Competency Paper, Rubric	75%	100%
The student uses an appropriate referencing style and is consistent throughout the document. Student correctly references all materials within the document.	Cultural Competency Paper, Rubric	75%	83%

Direct Assessment #2

The PHM faculty conducted a formal assessment of Outcome #5 during 2020-2021.

Student Learning Outcome #5:

Students will demonstrate an understanding of the roles, functions, and responsibilities of healthcare professionals and patients, including alternative approaches to healthcare.

Table 3. Assessment Results for PLO #5 in SOC 335, Spring 2020

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Annotations are clear and accurate. They provide the needed information for discussion.	Assignment Rubric	Point scale	75%	100%
Summarization of literature is clear and accurate. The summary provides an accurate thesis statement.	Assignment, Rubric	Point scale	75%	100%
Synthesis of literature is clear and accurate. The synthesis provides an accurate combination of literature.	Assignment, Rubric	Point scale	75%	100%
Gaps or needs in literature is clear and accurate. The gaps/needs provides an accurate assessment of literature.	Assignment, Rubric	Point scale	75%	100%
Brief is consistent in format and provides the needed information.	Assignment, Rubric	Point scale	75%	100%

Indirect Assessment #1

The faculty indirectly assessed #5 during Spring 2020, in PHM 435.

The PHM 435 students conducted a literature review, designed a survey, and plan for change to support efforts of a local mental health organization. They students attempted to collect data and were able to collect data from 6 providers in the Klamath Falls area. The survey was intended to

collect data on the practices and policies related to suicide screenings of local health clinics (primary care, urgent care, and emergency care). Due to limitation relate to the COVID-19 pandemic and the over taxation of the health care community, further data collection was placed on hold. Students created a poster, which was presented at the Oregon Tech Student Symposium and a set of infographics that were delivered to OHSU Campus for Rural Health and Klamath Basin Behavioral Health. The community partners provided feedback through exit interviews.

Table 4. Community partner feedback of student work, PHM 435 Spring 2020

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Present the findings of a study to an audience of faculty, students, and community members	Short survey	Likert scale	80% or higher, average of 4 out of 5 on each item	90%
Comments from the audience members: “They created a really good survey and methodology to collect data.” “They really helped up figure what to ask.” “They laid the groundwork for how we can get this information when the time permits.”				

Section 8 – Evidence of Improvement in Student Learning

We have not yet completed a full assessment cycle in the PHM program (with consistent measurement). However, this year aligned assignments from different instructors for the SOC 335 course. This alignment was aimed at increasing student learning from PLO #3 pertaining to understanding cultural competency. Until this point, we have relied solely on exam questions to assess this learning objective. The integration of this much more detailed and rigorous assignment has shown promising learning. One of the assignments learning objectives is to “synthesize literature on the topic to conclude which methods would be appropriate for application.” All of the students (100%) from the Spring of 2021 met the following criteria, “student clearly and accurately synthesizes literature on the topic to conclude which methods would be appropriate for application.”

. Section 9 – Changes Resulting from Assessment

Program Assessment Future Directions

CONTINUED WORK

Based on feedback from the 2017-2019 assessment cycles, we have continued clarified our learning outcomes to act as more direct assessments of learning goals. This year we have specifically targeted course and assignment learning objective. We have chosen slightly different verbs from Bloom's taxonomy to describe more accurately what we anticipate students should be able to do.

Over the past three years, the curriculum of the PHM program has changed slightly. The program has added more sociological courses to the core requirements and has added several applied courses outside the PHM program such as (GIS and Health Informatics). Moving forward the philosophy of assessment will largely remain the same, with a few exceptions. The organization of program assessment will shift to align more so with University assessment procedures. Specifically, we aimed to align the timing of assessment more closely with Essential Student Learning Outcomes and Program Learning Outcomes.

Specifically, our program wants to integrate more applied projects that incorporate various disciplines. For example, we currently assess PSLO #1 "Students identify and explain theoretical frameworks of sociology and apply social theory to behavioral trends" at the Foundation level only (SOC 204 and SOC 225). We would like to move toward assess each of our outcomes at various levels. Other courses such as PHM 321 – Program Planning and Evaluation could be a candidate to assess #1 at the Practice level.

NEW DEVELOPMENTS

As our program grows, we would like to see a transformation in the achievement of our students in the areas PSLOs #3, #4, and #6. These outcomes seem to be the most desired from an industry perspective. Future assessment may also consider the performance of our students who have been the most successful in employment.

Specifically, PSLO #3 states that student will be able to demonstrate elements of cultural competency. Currently, we assess this through a research paper in which students are asked to synthesize information on the subject and design a program to evaluate or address cultural competence in a group or setting. However, the "demonstration" component is only marginally assessed. Furthermore, students are asked to participate in an implicit bias test that allows the student to assess their own biases. Both assignments lay the groundwork for building cultural competency but do not directly assess the student's ability to "demonstrate". Therefore, in the next assessment cycle, we will assess this component through a newly established assignment or activity that is currently under development.

Through the assessment process is has also become clear that our assessment of PSLO #6 is underdeveloped and requires evaluation. PSLO #6 states that "Students will demonstrate an understanding of the roles, functions, and responsibilities of healthcare professionals and

patients, including alternative approaches to healthcare.” Currently, students are asked to integrate knowledge of these role, functions, and responsibilities into their cultural competency assignments as well as their final research projects. However, more direct assessment is required for the demonstration of these. This can be achieved in a variety of ways including: a stand-alone assignment with this learning objective as the focal points, integration of specific tasks related to the PSLO into the existing assignment write and presentation assignments, or more frequent assessment on exams or quizzes. The PHM faculty are currently designing the format for which these learning objectives will be assessed.

Lastly, assessment efforts over the past four years suggest that the PHM program needs to continue to address issues of curriculum congruency. We offer 5-6 courses taught by different instructors. However, there is little consistency in the material covered and assignments given. We are consistent with our learning outcomes, but more oversight for SOC 204, SOC 206, and SOC 225 would steer the program in the right direction. Additionally, course alignment for SOC 325 and SOC 335 has occurred in the past year. This alignment seems to be working.

Appendix

Assignment: Cultural Competency Paper, SOC 335

SOC 335: Health Inequalities and Cultural Competency

Assignment: Cultural Competence Literature Review and Program Proposal

In your paper, your topic will relate to a group with health disparities and a discussion on what to do about the issue.

Think about it in terms of three sections

- 1. Introduction: What is Cultural Competence and what are health disparities?**
- 2. Literature Review: What does research say about the health disparities that you are focusing on?**
- 3. Recommendations for Program: What are some things that can be done to reduce disparities and improve cultural competency?**

****You do not have to invent a new program from scratch, just let us know what could be done based on existing programs or what you know about it.**

****Think of the paper as you explaining to someone the concepts we've covered in class, to someone who has never heard of cultural competency.**

For Wednesday May 12: Have your topic, in small groups you will research potential programs to get ideas.

For Friday May 14: Have an article read, with notes taken, to summarize to a small group.

Paper is Due May 16.

Assignment overview:

You will write a research paper on the topic of cultural competency. You will define the concept of cultural competence, review literature on the subject, and apply the conceptual framework to a program designed to increase cultural competence among a specific group, organization, or other entity.

Assignment Goals:

1. Clearly articulate what the concept of cultural competence means.
2. Identify and explain methods for developing cultural competence.
3. Synthesize literature on the topic to conclude which methods would be appropriate for application.
4. Create a program aimed at introducing or improving cultural competence among a specific group of people using the principles, theories, or findings from previous research.

Assignment Breakdown:

First, you need an Introduction Section and a Background/Literature Review Section. Here you will describe the concept of cultural competency, explain how cultural competency works in various settings, highlight programs/inventions that have been used to foster cultural competency. You will want to ensure that you cover literature that specifically related to the program you propose. For example, if your program is intended to train nurses to work with Asian populations in rural areas, your background and literature review should focus needs and interventions uses in rural areas or with Asian populations. *The purpose of this section is to explain WHY we need your program.*

No less than 30% (probably more) of the paper should be devoted to describing the program. Your program section should include:

5. Program Overview and Justification: identify the goals of the program (what is the program intended to do) and why the program is needed, backing up your claims with evidence (Give it a name);
6. Program Objectives: identify the specific objectives (what are the outcomes that are most important) of the program and connect them with literature or research;
7. Program Tactics: describe the tactics you will use (things you will actually do) to achieve the objectives and justify why those tactics were used (backing up your claims with evidence that these methods are effective); and
8. Conclusions: explain how the program will contribute to what is currently being done in the area of cultural competence.

Sources of Information:

All sources should come from scholarly journals and books, government or agency websites/publications, professional organizations, or non-profit organizations.

Assignment Format:

The document you produce should be geared toward a specific audience. The audience could be the general public, stakeholders in an organization, or even professional organizations. You are encouraged to use visual aids (graphics, charts, models).

- The paper should be minimum 4 pages in length, double-spaced, Times New Roman 12-point font
- In-text references and a reference (work cited) page, not included in paper length.
- Follow a specific style for references (APA, AMA, MLA)

Assignment: Cultural Competency Presentation, SOC 335

PowerPoint Instructions and Guidelines

Your powerpoint will be like a training that provides data, statistics, findings, and theory that explains a specific issue. Below I have outlined three main tasks for you to complete. You need to summarize, synthesize, and identify gaps in the research on the topic.

9. An introduction of 1-2 slides that **summarizes** the purpose of the presentation and includes **learning outcomes**. Learning outcomes are what you expect your audience to know after they have completed viewing your presentation.
10. A body of about 5 slides that **synthesizes** the research that was gathered. To synthesize is to combine multiple elements of research to form a larger picture or understanding. The elements are findings from previous research. The new larger picture or understanding is a conclusion that you draw from putting all of the elements together.
11. A conclusion of 1-2 slides that **identifies** gaps in knowledge or needed research. Here you identify any important pieces of information that are missing. You may the research

does not address an important question, or does not examine an important setting, or doesn't use a research method that can answer the important questions.