PHM Program Assessment 2019-2020

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 (heath 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 emphasis electives in applied psychology, management, mathematics, communication, and health sciences, finishing in one of three tracks: *Health Counseling/Outreach*, *Care Management and Coordination*, and *Applied Health Data Analytics.*

The PHM program began in the 2015-2016 academic year. In the past four years, enrollment has varied from 18-32 majors. Eight-nine percent 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, 2019-2020

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 measureable 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	PSLO 4	PSLO 5	PSLO 6	ESLO 1	ESLO 2	ESLO 3	ESLO 4	ESLO 5	ESLO 6
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

	'18-19	'19-'20	'20-21
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		
3. Students will synthesis ideas related to cultural competency and demonstrate skills related to cultural competency.			X
4. Students will demonstrate an understanding of the sociological research methods, including an ability to organize, analyze, and present data.	X		
5. Students will demonstrate an understanding of the roles, functions, and responsibilities of healthcare professionals and patients, including alternative approaches to healthcare.			X
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	

Section 7 – Methods of Assessment
Summary of 2019-2020 Assessment Activities

The PHM faculty conducted formal assessment of Outcome #2 during 2018-2019.

Student Learning Outcome #:
Students explain basic theoretical frameworks of sociology and demonstrate an ability to apply social theory to behavioral trends.

Direct Assessment #1
The faculty assessed this outcome in SOC 225, Medical Sociology, in the Fall 2019 term using rubric-scored final projects. There were 34 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 225 Medical Sociology

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results
Identifies minimum of two social factors related to the health issue	Assignment #1, rubric	75%	100%
Uses sociological theory to explain the relationship between social factors and observed health issue	Assignment #1, rubric	75%	87%
Supports arguments related to the current trends in health issue with peer-reviewed sources.	Assignment #1, rubric	75%	92%
Demonstrates how the health issue could be addressed through intervention.	Assignment #2, rubric	75%	100%
Explains how the intervention specifically accounts for social factors.	Assignment #2, rubric	75%	92%

Direct Assessment #2
The PHM faculty conducted a formal assessment of Outcome #6 during 2019-2020.

Student Learning Outcome #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.

Table 3. Assessment Results for PLO #6 in SOC 205, Fall 2019

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Provide appropriate background including definitions and statistics on an approved health topic	Assignment Rubric	Point scale	75%	100%
Identify Root Causes at the Biological, Individual, Interpersonal, Community, and Policy level.	Assignment, Rubric	Point scale	75%	80%
Explain 1st Evidence-Based Public Health Solutions – describes the intervention, identifies the association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention.	Assignment, Rubric	Point scale	75%	90%
Explain 2nd Evidence-Based Public Health Solutions – describes the intervention, identifies the association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention.	Assignment, Rubric	Point scale	75%	60%
Use APA formatting for all references/citations	Assignment, Rubric	Point scale	75%	90%

Indirect Assessment #1
The faculty indirectly assessed #6 during Spring 2020, in PHM 435.

The PHM 435 students conducted a literature review and conducted cognitive interviews to support efforts of a local mental health organization. The purpose of the project was to inform the development of a survey tool. This tool 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). Students made two presentations at the OHSU Campus for Rural Health. The community partners provides 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	85%
Comments from the audience members: "They gave us some really good information that will help us figure out what to ask." "They found some newer information that was important to know about." "The cognitive interviews really helps us get the provider perspective."				

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, we continued a retrospective evaluation of previous SOC 225 Assignments for PLO #1, as we have for PLO #2 (in the 2018-2019 Assessment Cycle). NOTE: assessment only used information from one instructor (two instructors teach SOC 225 regularly). Using the most updated rubric, previous SOC 225 assignments were evaluated. Specifically, assignments from Winter 2019 were used as a previous data point. The differences between previous assignments and the current assignment include: incorporation of theories presented in the textbook only (not covered in class) and students were presented two example assignments labeled at "Average" and "Above Average".

The retrospective review of assignments suggests that changes to the assignment details and providing students with a rubric are at very least correlated with proficiency.

Table 5. Comparison of SOC 225 Assessments from Winter 2019 and Fall 2019

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results difference (+ indicates better performance in 2019)
Identifies minimum of two social factors related to the health issue	Assignment #1, rubric	75% or more	No change
Uses sociological theory to explain the relationship between social factors and observed health issue	Assignment #1, rubric	75% or more	No change
Supports arguments related to the current trends in health issue with peer-reviewed sources.	Assignment #1, rubric	75% or more	No change

Demonstrates how the health issue could be addressed through intervention.	Assignment #2, rubric	75% or more	+5%
Explains how the intervention specifically accounts for social factors.	Assignment #2, rubric	75% or more	+5%

Section 9 – Changes Resulting from Assessment

Program Assessment Future Directions

Based on feedback from the 2017-2019 assessment cycles, we have clarified our learning outcomes to act as more direct assessments of learning goals. We have chosen slightly different verbs from Bloom's taxonomy to more accurately describe 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 more closely align the timing of assessment for 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.

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.

Lastly, assessment efforts over the past three years suggest that the PHM program needs to address issues of curriculum congruency. We offer 3-4 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 over sight for SOC 204, SOC 206, and SOC 225 would steer the program in the right direction.

Appendix

Assignment #1: Report on Social Factors and HPV
Due Date: November 6th by 11:59PM

Introduction
       This class is going to explore a major health problem in the United States and the World, human papillomavirus (HPV). For your written assignments in this class, you will deeply explore the topic from a sociological perspective. The assignments in this class are going to address HPV as physical and social problem.
      For this assignment, you all are charged with 1) investigating HPV and the people who experience it and 2) presenting your findings in a report. More specifically, you should address how HPV is contracted and how the prevalence varies between social groups.

Questions you should answer are…
- What is HPV?
- Why is it important for people to prevent HPV? (Physical and Social Reasons – What does it do to your body? What the impact on society, groups, communities?)
- How is it related to other conditions? (What are the things that can cause HPV complication?)
- What are the risks associated with HPV? (What are the consequences for developing it? What conditions can it be associated with?)
- Who is at greatest risk for having HPV?
- How do we currently respond to HPV?
- What are the social factors that influence HPV and the behaviors/environments that can lead to it? What are the social factors that influence responses like vaccination?
- How do social factors influence these behaviors/environments?
- **Why should social factors be considered important to the HPV discussion?**
- **What are two social theories that can explain the relationship between HPV and specific social factors? Define the theories and apply them to HPV.**

Sources
You need at <u>minimum 6 sources (two of which are mandatory)</u>. You should use sources that are reliable and credible. Governmental agencies, academic institutions, scholarly works, and health organizations are the most suitable for your investigation. DO NOT use sources like WebMd, Wikipedia, or the Mayo Clinic.
Mandatory sources (pdfs are on Canvas):
Markowitz et al. 2016. "Prevalence of HPV After Introduction of the Vaccination Program in the United States." *Pediatrics* 137(3).
Thompson, Erika, Brittany Rosen, and Sarah Maness. 2019 "Social Determinants of Health and HPV Vaccination among Young Adults, NHIS 2016" *Journal of Community Health* 44.
https://link.springer.com/content/pdf/10.1007/s10900-018-0565-2.pdf

Suggested sources include…

- Burdette, Amy, Hanna Gordon-Jokinen, and Terrance Hill. 2014. "Social Determinants of PHV vaccination delay rationales: Evidence from the 2011 Nation Immunization Survey-Teen." *Preventive Medicine Reports* 1.
- Fisher, Harriet et al. 2013. "Inequalities in the uptake of HPV vaccination: a systematic review and meta-analysis." *International Journal of Epidemiology* 42(3). https://academic.oup.com/ije/article/42/3/896/910254
- Centers for Disease Control and Prevention, HPV
- https://www.cdc.gov/hpv/hcp/vacc-coverage/index.html
- Oregon Health Authority
- https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/DISEASESAZ/Pages/hpv.aspx

(Other sources are certainly acceptable, but be mindful of the legitimacy of the source. If in doubt consult me. You may also utilize the expertise of the Oregon Tech Librarians [Aja Bettencourt-McCarthy, aja.bettencourtmccarthy@oit.edu **and Alla Powers,** alla.powers@oit.edu**)**

Requirements

Length: Dependent on format. You should answer all of the questions. You may organize the report in anyway. You may use paragraphs, bullet points with subheading or tables and figures, or a mixture. The report should flow and be readable. A list of bullet points is not usually helpful if that is all you use. Shouldn't be longer than 5-7 pages of text.

Font: Please use Times New Roman 12 points. Use spacing that makes your report readable.

Citation: You must reference the information you use for this report. You should cite your source within the text and in a work cited page (bibliography). Consult Purdue Owl for information on citing sources (https://owl.english.purdue.edu/owl/). I prefer you use APA format, but you may use another if the style is used consistently.

Submission: Submit either a Word doc or and PDF to Canvas. If you are using another software, you can save the document as a Word Document and upload that file.

SOC 225 Medical Sociology
Assignment #2 - Final Project
DUE DATE: December 4th @ 11:59pm on Canvas

Final Project Goals:

1) Integrate feedback from Assignment #1. You will turn in one document that includes revisions and the new material.
2) Propose a program to address HPV in Klamath Falls or a regional area. Should be different than current programs. (Give it a good name)
3) Connect a Sociological Theory to the objective, strategy, or need of the program.

Project Description:
- Everyone will have specific feedback on ways to improve your initial survey of HPV. I want you to take that feedback and improve your Assignment #1. When you turn in this assignment (#2) YOU MUST INCLUDE YOUR REVISED ASSIGNMENT #1. All in one WORD document.

- You are tasked with coming up with an idea and proposal for a program that addresses HPV (prevention, management, care) in Klamath or a regional area. You may need to know a little bit about what is currently out there.

- The focus of the project should be HPV but you can target particular groups or address a specific issue within such as a particular cancer.

- You should clearly identify the target population and justify WHY this population needs specific attention.

- You should clearly state the goals of the program.

- You should describe how the program would operate. (What does the program do?)
    - Also, where do you think this program would take place?
    - Are their partners in the community that might be interested in participating?
    - What type of resources would the program require?
    - You should include how the program will help people overcome potential obstacles in participating.

- FINALLY, APPLY A SOCIOLOGICAL THEORY TO YOUR PROGRAM.
    - You can use a sociological theory to justify WHY the program is needed.
    - You can use a sociological theory to justify HOW the program will operate.
    - You can use a sociological theory to justify WHAT the goal of you program is.
    - You can use a sociological theory to explain just about any part of your program.
    - ****You do not have to explain all of these, but you must use a sociological theory in your proposal****

Possible theories to use (This is just a list, it is not exhaustive):
- Fundamental Cause Theory
- Learned Effectiveness
- Cultural Capital
- Order and Disorder in Neighborhoods
- Social Construction of Gender and Illness (Courtenay, Lorber, Connell)
- Institutional Racism and Health
- Hispanic Paradox
- Life Course Perspective (You don't have to use all of the principles)
- Cumulative Advantage Theory
- Stress-Process Model
- Symbolic Interaction
- Stress Experience Theory
- Looking-Glass Self
- Definition of the Situation
- Dramaturgical Approach
- Health Lifestyles Theory
- Life Choices and Chances
- Habitus
- Health Belief Model
- The Sick Role
- Biopower
- Medical Gaze
- Medicalization
- Activity-Passivity
- Guidance-Cooperation
- Mutual Participation
- Interaction as Negotiations
- Social Construction of Illness

- Stigma and
  Illness
- Contested Illness
- Disability Theory

- Transtheoretical
  Model
- Theory of
  Planned
  Behavior

Format: Same as before. REFERENCE YOUR SOURCES BOTH IN TEXT AND IN REFERENCE PAGE!!!!!!

SOC 225 - Rubric (Combined)

	High Proficiency (5) The work meets listed requirements for this criterion; little to no development needed	Proficiency (4) The work meets most requirements; minor development would improve the work	Some Proficiency (3) The work need moderate development in multiple requirements	Limited Proficiency (2) The work does not meet this criterion: it needs substantial development in most requirements
Literature Review: Student demonstrates knowledge of research associated with the project	The student clearly communicates important and relevant research that reinforces the purpose of the project.	The student somewhat clearly communicates important and relevant research that is support the need for the study.	The study presents research on the topic but lacks clarity on how the research is associate with the project.	The student uses inappropriate research to introduce the project and has an underdeveloped understanding of its importance.
Student identifies social factors associated with the health issue	The student clearly and accurately identifies at least two social factors related the health issue.	The student mostly identifies at least two social factors related the health issue clearly and accurately.	The student does not both clearly and accurately identify at least two social factors related the health issue.	The student does not identify at least two social factors related the health issue.
Student uses sociological theory to explain the relationship between social factors and observed health issue.	The student clearly and accurately explains the relationship between a social factor and health issue using social theory.	The student clearly and accurately identifies, but does not fully explain the relationship between a social factor and health issue using social theory.	The student identifies the relationship between a social factor and health issue using social theory.	The student does not identify or explain the relationship between a social factor and health issue using social theory.
Demonstrates how the health issue could be addressed through intervention.	The student clearly and accurately details an intervention that is feasible, logical, and is supported by evidence of success.	The student clearly and accurately details an intervention that is possibly feasible, logical, and supported by evidence of success.	The student clearly and accurately details an intervention that is feasible, logical, and but is not by evidence of success.	The student details an intervention that lacks is feasibility, logic, and is not supported by evidence of success.

Student explains how the intervention specifically accounts for social factors	The student clearly and accurately explains how the intervention accounts for specific social factors.	The student mostly explains how the intervention accounts for specific social factors.	The student explains how the intervention could account for specific social factors, but doesn't explain how the intervention will account for them.	The student does not explain how the interventions accounts for specific social factors.

SOC 205 – Direct Assessment #2

SOC 205 Current Health Issues

Health Issue Awareness Assignment: You will select a general health topic that corresponds to the following weekly course topics: chronic disease and cancer; physical activity; nutrition; sexual health or maternal health; mental health; occupational or environmental health; or substance use and abuse. Students will then declare a specific topic within their overarching assigned topic. Students must get topic approval from the instructor and fellow student presenter, as no two topics may be the same. Students will research and prepare a 4-5 page brochure/flyer/informational media on their specific topic to include the following components:

- Background (Definitions and Statistics)
- Root Causes at the Biological, Individual, Interpersonal, Community, and Policy levels (Identify key forces that allow the problem to grow/continue.)
- Impacts at the Individual, Interpersonal, and Community levels
- Evidence-Based Public Health Solution 1
  - Target population
  - Level(s) of the Social Ecological Model targeted
  - Target Indicators of Intervention (How will we know if the program is working?)
  - Outcomes of Intervention
  - Critique of intervention
- Evidence-Based Public Health Solution 2
  - Target population
  - Level(s) of the Social Ecological Model targeted
  - Target Indicators of Intervention (How will we know if the program is working?)
  - Outcomes of Intervention
  - Critique of intervention
- References in APA format

Performance Criteria	Proficient	Moderately Proficient	Low Proficiency	Needs Improvement
SOC 205 Public Health Awareness Assignment Rubric				
Provide appropriate background including definitions and statistics on an approved health topic	Student provides appropriate background including definitions and statistics on an approved health topic accurately and clearly.	Student provides appropriate background including definitions and statistics on an approved health topic somewhat accurately and clearly.	Student provides inappropriate background including definitions and statistics that may or may not be accurate on an approved health topic.	Student does not provide background including definitions and statistics OR the topic is an approved health topic.
Identify Root Causes at the Biological, Individual, Interpersonal, Community, and Policy level.	Student identifies Root Causes at the Biological, Individual, Interpersonal, Community, and Policy level in an accurate and clear manner.	Student identifies Root Causes at the Biological, Individual, Interpersonal, Community, and Policy level in a somewhat accurate and clear manner.	Student identifies inappropriate or inaccurate Root Causes at the Biological, Individual, Interpersonal, Community, and Policy levels.	Student does not identify Root Causes at the Biological, Individual, Interpersonal, Community, and Policy level.
Explain 1st Evidence-Based Public Health Solutions – describes the intervention, identifies the association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention.	Student explains an Evidence-Based Public Health Solution – describes the intervention, identifies the association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention. All of which is accurate and clear.	Student explains an Evidence-Based Public Health Solution – describes the intervention, identifies the association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention. All of which is somewhat accurate and clear.	Student explains an Evidence-Based Public Health Solution – but fails to describe the intervention, AND/OR identify the association with the Socio-Ecological Model, AND/OR the outcome of the intervention, AND/OR provide a logical critique of the intervention.	Student does not explain an Evidence-Based Public Health Solution – does not describes the intervention, identify the association with the Socio-Ecological Model, the outcome of the intervention, or a critique of the intervention.
Explain 2nd Evidence-Based Public Health Solutions – describes the intervention, identifies the association with the Socio-Ecological	Student explains an Evidence-Based Public Health Solution – describes the intervention, identifies the	Student explains an Evidence-Based Public Health Solution – describes the intervention, identifies the	Student explains an Evidence-Based Public Health Solution – but fails to describe the intervention,	Student does not explain an Evidence-Based Public Health Solution – does not describes the intervention,

Model, the outcome of the intervention, and a critique of the intervention.	association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention. All of which is accurate and clear.	association with the Socio-Ecological Model, the outcome of the intervention, and a critique of the intervention. All of which is somewhat accurate and clear.	AND/OR identify the association with the Socio-Ecological Model, AND/OR the outcome of the intervention, AND/OR provide a logical critique of the intervention.	identify the association with the Socio-Ecological Model, the outcome of the intervention, or a critique of the intervention.
Use APA formatting for all references/citations	Student uses APA formatting for all references/citations appropriately.	Student mostly uses APA formatting for all references/citations appropriately.	Student uses inconsistent or non-APA formatting.	Student does not use appropriate formatting.

Mini Survey – Audience evaluation of a community project activities

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The students clearly identified the purpose of the project					
The presentation was useful for moving forward with program goals.					
The presentation clearly communicated the major findings of the project.					