

EXECUTIVE SUMMARY

Item Name: Addendum to the 2017-2018 Academic Strategic Plan for Arizona State University (ASU)

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

Issue: Arizona State University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

Enterprise Strategic Plan

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other: Academic Strategic Plan

Statutory/Policy Requirements

ABOR Policy 2-223.A, "The Academic Strategic Plan"

Background/History of Previous Board Action

- As provided in the board policy, Academic Strategic Plans may be modified during the year with the approval of the Academic and Student Affairs Committee.

Discussion

Arizona State University seeks to amend its Academic Strategic Plan for implementation in the 2017-2018 Academic Year. This request is for a new academic program, the Bachelor of International Public Health.

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In addition to the description, market need and learning outcomes, the following assessment plan has been created to support the program outcomes:

- International Public Health Assessment Plan:
 - All students will successfully prepare a digital portfolio, an accumulation of academic projects reflective of the undergraduate experience (e.g., written projects, oral presentations, videos, self-reflection, creative projects). The portfolio will integrate the Council on Education for Public Health foundational competencies as well as the general studies requirements. Students will submit the digital portfolio as an evaluative component of the capstone experience.
 - The portfolio will be evaluated by the ASU faculty supervisor and members of the professional community who supervise capstone experiences.
 - Program evaluation will also include self-reported alumni and employment data.

The portfolio and data will aligned with rubrics to assess the graduates' ability to:

- communicate evidence-based public health information, in both oral and written forms, through a variety of media and to diverse audiences;
- locate, use, evaluate and synthesize public health information;
- demonstrate competence in collaborative problem-solving to address challenges in global public health;
- correlate global public health knowledge with the traditional branches of education, including critical reasoning and communication; quantitative reasoning; human behavior and cultural awareness; contributions of science to society; and historical awareness;
- analyze and present global public health data in the form of team-based, collaborative field reports, case studies, and lab reports.

The quality of the program will be assessed using the summary analyses of the portfolios, employment data, alumni feedback, and input from employers. Program strengths and weaknesses will be assessed, and the faculty will use the assessment plan to revise and amend the curriculum.

Requested Action

Arizona State University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

Arizona State University Addendum to the 2017-2018 Academic Strategic Plan

ACADEMIC PROGRAMS

Table 1 - Proposed New Programs

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required? (Yes or No)	Additional State Funds Required? (Yes or No)	Brief Description/Justification and list 3-5 program outcomes (max 150 words)	Projected 3rd Year Enrollment & Implementation Date
Bachelor of International Public Health	College of Health Solutions, School for the Science of Health Care Delivery (ASU Online)	Yes	No	Description: The Bachelor of International Public Health advances the ASU Charter and design aspirations and aligns with our PLoS Alliance partnership by developing solutions to global challenges and generating social impact in health and health care. This degree builds and strengthens the international public health workforce and includes coursework from three leading universities: ASU, University of New South Wales, and King’s College. Coursework is coordinated but each university issues its own diploma. Students take courses from all three universities and receive their diploma from their home institution. Aligned with US accreditation standards in public health, the coursework teaches new approaches to emerging public health issues including health promotion, communicable disease prevention, environmental health, public health surveillance and global health management. Students will complete a capstone experience in their area of interest which will prepare them for careers in global health policy, data and informatics, systems thinking, and community-based care. <i>Delivery Method: ASU Online</i>	100 2017-2018 Academic Year

				<p>Market Need:</p> <p>In September 2016, the UN High-Level Commission on Health Employment and Economic Growth called for an investment in the global health workforce to help offset a projected shortfall of 18 million health workers. The demand is expected to grow to 40 million by 2030 due to aging populations, the worldwide rise of chronic non-communicable diseases, and the commitment by all UN member states to achieve universal health coverage by 2030. Critical needs include global health policy, data and informatics, systems thinking, ethics, economics, and community-based care. This presents a unique opportunity for the PLuS Alliance to offer a multi-university degree that addresses market need, offers an innovative program model, and leverages the professional networks and academic expertise of faculty from the PLuS Alliance universities. Graduates will be prepared for careers as health educators, health administrators, health policy development officers, clinical trial coordinators, and health information analysts.</p> <p>Learning/Program Outcomes:</p> <p>The Bachelor of International Public Health curriculum is aligned with the Council on Education for Public Health undergraduate accreditation standards (http://ceph.org/assets/2016.Criteria.pdf). Foundational competencies for bachelor's degrees in public health include the ability to:</p> <ul style="list-style-type: none"> • communicate evidence-based public health information, in both oral and written forms, through a variety of media 	
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				<p>and to diverse audiences;</p> <ul style="list-style-type: none">• locate, use, evaluate and synthesize public health information;• demonstrate competence in collaborative problem-solving to address challenges in global public health;• correlate global public health knowledge with the traditional branches of education, including critical reasoning and communication; quantitative reasoning; human behavior and cultural awareness; contributions of science to society; and historical awareness;• complete successfully a summative capstone experience in an area of specialization and/or interest. <p>Assessment Plan:</p> <ul style="list-style-type: none">• All students will successfully prepare a digital portfolio, an accumulation of academic projects reflective of the undergraduate experience (e.g., written projects, oral presentations, videos, self-reflection, creative projects). The portfolio will integrate the Council on Education for Public Health foundational competencies as well as the general studies requirements. Students will submit the digital portfolio as an evaluative component of the capstone experience.• The portfolio will be evaluated by the ASU faculty supervisor and members of the professional community who supervise capstone experiences.• Program evaluation will also include self-reported alumni and employment data.	
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				<p>The portfolio and data will be aligned with rubrics to assess the graduates' ability to:</p> <ul style="list-style-type: none">• communicate evidence-based public health information, in both oral and written forms, through a variety of media and to diverse audiences;• locate, use, evaluate and synthesize public health information;• demonstrate competence in collaborative problem-solving to address challenges in global public health;• correlate global public health knowledge with the traditional branches of education, including critical reasoning and communication; quantitative reasoning; human behavior and cultural awareness; contributions of science to society; and historical awareness;• analyze and present global public health data in the form of team-based, collaborative field reports, case studies, and lab reports. <p>The quality of the program will be assessed using the summary analyses of the portfolios, employment data, alumni feedback, and input from employers. Program strengths and weaknesses will be assessed, and the faculty will use the assessment plan to revise and amend the curriculum.</p>	
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