

Graduate Readiness Strategic Priority Action Plan

Objective: In collaboration with the public health workforce (state, city, county) and tri-campus leaders, continuously enhance and update the curriculum and course contents to ensure that our graduates are competitive in today's job market and are prepared for the future.

Objective Coordinating Committee: Lisa Miller, Dan Brittain, Raeven Clockston, Mary Dinger, Katherine Brumfield, Lisa McKenzie, Chloe Bennion, CPHP Rep

Phase	June	July	Aug	Sept	Oct	Nov -->
Phase I: Collate existing efforts; gather information	x	x	x			
Phase II. Create Guideline				x	x	x

Phase I. Collate existing efforts; gather information				
Activity	Lead	Resources Required	Anticipated Products	Timeframe
Catalogue existing mechanisms used to get input from employers, alumni, workforce about what a successful graduate needs and emerging trends in the field (alumni survey, exit survey, Career week, ASPPH).	Public Health Equity and Practice Coordinator	-	Table describing mechanism, frequency, output; collection of reports	June-July 2021
Query Department Chairs and CSU/UNC to determine Department and campus level efforts to gather input on graduate needs and emerging trends (frequency, content, results)	Public Health Equity and Practice Coordinator	-	Table describing current process, frequency	June-July 2021

Consult with Center for Public Health practice about what the priorities are for education of the workforce.	Assoc Dean for Public Health Practice	-	Report/List	June 2021
Create list of needed competencies/skills based on currently gathered information	Public Health Equity and Practice Coordinator	-	Report/List	August 2021
Make recommendations to modify current data collection to collect needed information	Graduate Readiness Committee		PPT to Dean and Chairs Committee	Sept 2021
Phase II. Create Guideline				
Activity	Lead	Resources Required	Anticipated Products	Timeframe
Develop guideline document for Department Chairs on routine process for collecting actionable information about workforce needs from hiring entities	Assoc Dean for Public Health Practice	Office of PHP staff time	Guideline	Oct 2021 -- Nov 2021

Mechanism	Dates/Frequency	Relevant Content	Notes and Responsible Person
School Level			
Career Week Report	3/21; yearly	<ul style="list-style-type: none"> As an employer, which skills, education, licenses, and/or credentials are your highest priority when hiring a new candidate? (e.g. CHES certification; SAS certification; GIS skills; policy analysis skills; writing skills) 	23 employers in 2021 (KB)
Alumni Survey	yearly	<ul style="list-style-type: none"> How would you rate the quality of preparation for your career you received from your program? If you indicated poor preparedness in any area, please use this space to elaborate. What are some improvements ColoradoSPH could make? What suggestions do you have for improving your program (additions or deletions to curriculum, additional student services, other experiences that would have better prepared you for your career)? Which courses were more important in preparing you for your current employment: the core public health courses or your concentration-specific courses? 	Sent to 1, 4, 7, 10 year graduates; adding question about emerging trends in 2021 (CB)
Preceptor Survey	Each semester	Limited – most information about specific student, will be adding a more general question that may yield some useful info	Can pull any relevant generalizable information (MD)

Exit Survey			Pending detailed information (RC)
Dept Level Advisory Committee	Inconsistent	<p>BIOS- no formal advisory board for workforce needs or curriculum updates</p> <p>CBH- Our department does not have an advisory board however our Rocky Mountain Prevention Research Center has a community advisory board in the SLV and community steering boards throughout the state.</p> <p>EOH- EOH doesn't have a formal advisory board to gather this specific info. When needed get informal input for various community partners</p> <p>EPI- Epi does not have a Departmental Advisory Board with regard to workforce needs</p> <p>HSMP-The HSMP department is in the process of creating one for both curriculum and research/service advice. They have national advisory committees for the major research programs located in HSMP, but they do not have a role in curriculum.</p> <p>CSU- The Executive Committee at CSU includes a member from each concentration and one of their duties is to serve as curriculum committee. They review proposed PH courses for public health content as well as overall content/rigor etc. Outside of the Executive Committee each concentration's faculty, along with the administrative team, review the curriculum content every 3-5 years. Going forward could potentially have a workforce member join the concentration level reviews.</p> <p>UNC- The school plans to reactivate its Community Advisory Board and an agenda item will be workforce development and skills needed by graduates. They also plan to reach out to alumni who have been out in the field for several years to get their insights on skillsets needed based on the latest public health trends.</p>	
Job Search Analysis	Proposed		For job categories frequented by our graduates, what are the skills requested in job announcements? (KB)
State Level			
National Level			
ASPPH		The ASPPH Framing the Future 2030 initiative presents a new vision for education in public health.	National workforce information (KB)

Public Health Workforce Interests and Needs Survey		<p>Public Health Workforce Interests and Needs Survey supports the governmental public health workforce in understanding their strengths and gaps, and informs future investments in workforce development efforts nationally. PH WINS is the first and only nationally representative source of data about the governmental public health workforce.</p> <p>PH WINS Findings > Explore the Data ></p>	<p>Provided by Sarah Davis in the CPHP</p>
Adapting and Aligning Public Health Strategic Skills		<p>De Beaumont Foundation used the Strategic Skills framework as a basis for workforce development – recommends all public health professionals need to: learn to think strategically and systematically, manage change and resources, communicate effectively, create action from data, engage with the communities they serve, influence policy, form cross-sector partnerships, and strive for justice, equity, diversity, and inclusion</p>	<p>Provided by Sarah Davis in the CPHP</p>
Public Health Learning Network -Strategic Workforce Action Agenda		<p>The project aimed to identify how PHLN might better lead, coordinate, and expand the public health system’s workforce development capacity. The project asked 4 questions: (1) what are the major public health systems challenges and issues? (2) how are current workforce development approaches responding to these challenges? (3) what needs to be changed? (4) how can workforce development approaches improve?</p>	<p>Provided by Sarah Davis in the CPHP</p>
Evidence-Based Public Health - Online Course	<p>2-4 times per year</p>	<p>The Rocky Mountain Public Health Training Center is offering an opportunity for public health professionals from around the country to participate in a unique, online training series, which covers core concepts like: defining public health issues, conducting community assessments, prioritizing options, and evaluating program and policy impacts.</p> <p>This course was updated in 2018 to help practitioners think critically about issues of health equity and how they can utilize evidence-based decision making as a tool to advancing equity in their communities.</p>	<p>Provided by Sarah Davis in the CPHP</p>