Master Plan Amendment (MPA) Supplement

Section I: General Information

Item	**Response** *(type in the requested information)*
Institution information	Date of Proposal: Institution Name: SUNY Old Westbury Address: P.O. Box 210, Old Westbury, NY 11568 *Additional information*: ▪ Specify campus where program will be offered, if other than the main campus: N/A ▪ If any *courses* will be offered off campus, indicate the location and number of courses and credits: N/A
Program information	Program title: Public Health Award (e.g., B.A., M.S.): B.S. Required Number of Credits: Minimum [120] Maximum [ ] Proposed HEGIS Code: 1214 Certification/licensure title(s) that the program leads to: N/A If the program is credit bearing *and* will lead to a Certificate or an Advanced Certificate, indicate the registered degree program(s) to which the credits apply: N/A
Program format	Check all program scheduling and format features that apply: (See definitions) i) **Format**: _X_ Day _X_ Evening __Weekend __Evening/Weekend Not Full-Time ii) **Mode**: _X_ Standard __Independent Study __External __Accelerated __Distance Education (submit distance education application with this proposal) iii) **Other**: __Bilingual __Language Other Than English __Upper Division Program
Contact person for this proposal	Name and title: **Duncan Quarless, Provost and Senior Vice President for Academic Affairs** Telephone: **(516) 876-3135** Fax: E-mail: quarlessd@oldwestbury.edu
CEO (or designee) **approval** *Signature affirms the institution's commitment to support the*	Name and title: **Duncan Quarless, Provost and Senior Vice President for Academic Affairs** Signature and date:
	If the program will be registered jointly[1] with another institution, provide the following information:
	Partner institution's name: N/A

[1] If the partner institution is non-degree-granting, see CEO Memo 94-04.

proposed program.	Name and title of partner institution's CEO: N/A Signature of partner institution's CEO: N/A

Task 2

1. Program Start

Indicate the date by which the institution proposes to enroll students: 9/1/2022 *(mm/dd/yyyy)*

2. Student Body

List with percentages the expected geographic origin of the program's students (Based on *246 Unduplicated Enrollment in Spring 2021 & Fall 2021 Used Permanent Address)*

(a) county in which the program will be offered: 52.8% (Nassau County, n = 130)

(b) remainder of the Regents Higher Education Region: 17.1% (Suffolk County, n = 42)

(c) remainder of the State: 30.1% (NY State, n = 74)

(d) out of state: 0%

3. Transfer Students

Describe the admission requirements for students transferring into this program, if applicable.

Answer: There are no special admission requirements for this program beyond the College's normal admission requirements. The major will accept all students who are in good standing at the College. The core courses require completion with a grade of C or higher in the general education requirements of basic communication (English 1 and 2), and math (MA 1020 or higher).

4. Enrollment

Describe the assumptions underlying the enrollment projections.

Answer: Given our knowledge of the future growth of public health (see 5A below), and recognizing this is a name change rather than a completely new program, we anticipate enrollment based on the current enrollment, projecting a five percent increase per year in the first five years. More reasons for this projection are described in sections 5a and 5b below.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	139	35	175	156.5
2	146	37	183	164.5
3	153	39	192	172.5
4	161	41	202	181.5
5	169	43	212	190.5

5. Planning

a) Document fully, **with measurable data,** the need for the program in terms of the population(s) it would serve, the Regents Higher Education Region in which it will be offered, and the State as a whole.
- Note the other institutions in the Region that offer similar programs;
- Explain why other institutions are not meeting the need; and
- Describe the extent to which the program would meet that need.

The New York State Health Foundation (2020) found that population growth in and near New York City is expected to increase in the coming decades, despite decreases elsewhere in New York State. The same report finds that growth among Hispanic and Latino populations will continue to increase, and New York State will become a racial and ethnic minority majority state by 2035 (New York State Health Foundation,

2020). Although New York State is already one of the most diverse states in the country, it is not immune to disparities in access and quality of care by race and ethnicity. Addressing public health disparities and improving the social determinants of health that disproportionately affect minority communities will only increase in importance. To this end, they suggest two policy recommendations: 1) build and recruit a more diverse health care workforce and 2) ensure more diversity in health system leadership (New York State Health Foundation, 2020).

Both traditional health professions and public health need a more diverse workforce to eliminate health inequities (Coronado et al., 2020). Yet, Snyder et al (2018) reported that students of color "remain underrepresented in many healthcare professions schools" and continuing efforts are necessary to recruit and retain students of color throughout the educational pipeline. SUNY Old Westbury is well-positioned to contribute to efforts to educate and diversify the regional and statewide public health workforce and to prepare the next generation of public health practitioners, as it is among the most diverse colleges in the nation. *U.S. News & World Report* has named Old Westbury fourth in campus ethnic diversity among National Liberal Arts Colleges in the United States, ranked among the top for the 15th consecutive year. Further, since 2018, the College received the Higher Education Excellence in Diversity (HEED) Award every year. The HEED Award is the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus.

Moreover, our Health and Society major is composed overwhelmingly of students of color (over 80%), and over 65% of our student population consists of Black and Latinx students. Similarly, 80% of our students are female, 48% of our students received Pell grants, and 45% of our students received TAP (Tuition Assistance Program; a New York state program provides tuition grants to middle and low-income NY residents). SUNY Old Westbury is much more diverse than national averages for a BS degree in Public Health. Nationally, the composition of awarded bachelor's degrees in public health was: Black or African American (11.8%), Hispanic or Latino (13.0%), White (61.7%), and Asian (13.0%) (Goodman et al. 2020). Further, our school and department are far more diverse than the community in which we are located. Data from the National Center for Educational Statistics (NCES) indicate that the school district in which we are located (Jericho Union) is markedly more homogeneous than our student population, and is comprised of 84% White, 11.7% Asian, 2.3% Black, and 2.6% Latinx people. See the following link for the Fall 2021 composition of Old Westbury overall and the Department of Public Health.

Finally, very few undergraduate programs teach public health. In fact, despite the demand for this major, we are one of only 23 standalone baccalaureate programs nationally accredited by the Council on Education for Public Health (CEPH). There are no other public health programs at the BS level in Long Island, NY.

Seeking Equity in Job Opportunities

Our 2020 and 2021 alumni surveys found that approximately 75% of our Health and Society graduates' current employment is health-related, and among those who continued graduate education, an overwhelming majority chose health-related programs (e.g., MPH). Yet we are concerned that our students are not always receiving the job opportunities they should, because their CEPH-accredited degree teaching them public health is called "Health and Society," which is an unknown term in the public health community. A review of the Association for Schools and Programs of Public Health (ASPPH) finds that degrees with CEPH accreditation are typically called BS and BA degrees in Public Health: https://www.aspph.org/study/#degrees. ASPPH's academic program finder lists several areas of focus in public health; none are called "Health and Society": https://programfinder.aspph.org/

Furthermore, employers are likely unaware of or confused by the term "health and society," whereas "public health" is easily understood and widely used (now more than ever because of the COVID-19 pandemic). For example, a search of Indeed.com, an important website for posting and locating employment opportunities, on September 27, 2021, revealed the following information:

- "Public Health" resulted in 5,014 job listings in New York State.
- "Health and Society" resulted in 0 job listings in New York State.

At the United States Office of Personnel Management website www.usajobs.gov, a search on November 12, 2021, revealed the following information:

- "Public Health" resulted in 567 job listings.
- "Health and Society" resulted in 0 job listings.

Thus, not having the name "Public Health" on the degree and on their résumé likely disadvantages our students - largely students of color - in their job-seeking efforts. As a minority-serving institution, we find that

in order to best serve our diverse student body and support their entrance into the field of public health, it is imperative that we call it what it is: public health.

References

Coronado, F.; Beck, A. J.; Shah, G.; Young, J. L.; Sellers, K.; Leider, J. P. Understanding the Dynamics of Diversity in the Public Health Workforce, *Journal of Public Health Management and Practice*: July/August 2020, *26* (4), 389-392. doi: https://doi.org/10.1097/PHH.0000000000001075

Goodman, M. S., Plepys, C. M., Bather, J. R., Kelliher, R. M., & Healton, C. G. (2020). Racial/Ethnic Diversity in Academic Public Health: 20-Year Update. *Public Health Reports (Washington, D.C. : 1974)*, *135*(1), 74–81. https://doi.org/10.1177/0033354919887747

New York State Health Foundation. (2020). "More diverse and older: demographic implications for New York's health care system." Accessed 27 September 2021, https://nyshealthfoundation.org/resource/more-diverse-and-older-demographic-implications-new-yorks-health-care-system/#introduction

Snyder C.R., Frogner B.K., Skillman S.M. (2018). Facilitating racial and ethnic diversity in the health workforce. *Journal of Allied Health 47*(1):58e65

b) Specify the number of potential students (currently enrolled at the proposing institution, enrolled at other institutions, alumni, others) requesting establishment of the program. Describe and document how such persons were identified (e.g., surveys)..

Answer:

The total student enrollment in Health & Society was 178 for both the Spring 2021 and Fall 2021 semesters, all of whom want the name change to "Public Health." These projections are likely undercounted, as awareness of and interest in public health and its impact on the world's future has been steadily growing, particularly in light of the current Covid-19 pandemic. The New York State Department of Labor projects continued job growth in Public Health fields, which should generate more interest among prospective students. In addition, public health-related fields are expected to see tremendous growth in the next decade statewide, on Long Island, and in New York City. According to the New York State Department of Labor (NYS Department of Labor, 2018), between 2018 and 2019 statewide employment in community health workers is expected to increase by 33.9% (25.6% on Long Island, 33.5% in New York City) and health care administration is expected to grow by 25.6% (21.8% on Long Island, 24.1% in New York City). Further, these reports were pre-Pandemic. Since the pandemic, the public health workforce demand has increased significantly, with employment across all sectors (Krasna, et al. 2021). Student interest in public health education is also increasing significantly since the pandemic's start, according to the Association for Schools and Programs of Public Health (ASPPH). These conditions make us confident in our ability to meet the projected headcounts.

Krasna, H., Czabanowska, K., Beck, A., Cushman, L.F. and Leider, J.P. (2021), Labour market competition for public health graduates in the United States: A comparison of workforce taxonomies with job postings before and during the COVID-19 pandemic. *International Journal of Health Planning and Management, 36:* 151-167. https://doi.org/10.1002/hpm.3128

New York State Department of Labor. (2018). "Long-term Occupational Employment Projections, 2018-2028." Accessed 27 September 2021, https://statistics.labor.ny.gov/lsproj.shtm

c) **If pertinent**, indicate the potential employers of the program's graduates who have requested its establishment and the exact nature of their specific employment needs, including the estimated number of such employees needed.

Answer: Although not designed to satisfy the needs of any specific employer, this program will supply candidates for those organizations needing individuals with the skills and abilities that the program will provide. Training in Public Health will equip students with the skills to pursue opportunities in many different types of public health and community organizations, health care organizations, and government agencies.

d) **If a program is intended to meet institutional purposes and goals rather than external demand**, explain:

- its relationship to the institution's mission;

- how it would complement the other programs the institution offers; and
- how it would contribute to the institution's viability.

Answer: The B.S. in public health is derived directly from SUNY Old Westbury's social-justice focused mission: *SUNY Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.* https://www.oldwestbury.edu/about/mission

The nation and the global community currently find themselves in an undeniable and major public health crisis due to the global pandemic of Covid-19. The current pandemic has laid bare patterns that our faculty and other public health scholars have long beseeched leaders to recognize and address: that health inequities in the United States stem from long-standing structural inequalities and disinvestment in public health. Our students come to us with a desire to promote social and health justice through an in-depth theoretical understanding of the social forces that shape population health, to learn the analytical and methodological skills to be able to analyze and interpret health-related data.
SUNY Old Westbury's Vision statement is to "prepare students to embrace the social and environmental responsibilities of our 21st century global community." The Public Health degree will promote the College's vision and academic goals in several ways:

1. It will promote academic excellence by enabling students to comfortably manipulate and translate quantitative population health data, and to use these data to make evidence-based decisions about how to use policy to promote population health.
2. It will provide students interested in multiple methodological approaches with qualitative and quantitative analytic skills.
3. It will enhance the College's social science curriculum by adding a critical applied perspective: our students learn theoretical and methodological skills in order to respond to the health problems plaguing our communities.
4. Our major is in strong alignment with the College's focus on social justice: the tools they learn enable them to identify the types of resources and policies that promote socially just environments, in which all populations have the resources necessary live healthy lives.
5. Our major enables Old Westbury's diverse student body to access public-health-related careers, which will in turn increase the diversity of the field of Public Health, a STEM area.

Since this program already exists under the name 'Health and Society,' it is already integrated into other programs. Some of our courses apply in the new Environmental Studies BA, for example, and in several minors on campus (e.g., Women's and Gender Studies, Neuropsychology, Social Work). It is a popular major already, and that popularity will only increase with the name change.

6. Outcomes of Related Programs

a) List related programs at the institution. For example, an institution applying for master plan amendment to offer a baccalaureate in information technology would list an existing registered associate degree program in that subject.

Answer: Our current program, Health and Society, will be changed to reflect the name it should have, Public Health. That means it is the most relevant similar program.

b) Provide data to demonstrate the success of students in the related program(s).

Answer: Since our program is not new, we can demonstrate the success of our students in Health and Society. We collect data on alumni outcomes every year. In the most recent year, of 71 students who earned this degree, 35 students responded to our survey (49.3% response rate). Of those students, 51.4% were employed (n=18) and 34.3% continued their education and training after our program. That is an 88.6%

placement rate. We believe this rate will increase and reflect greater success once the name of their degree reflects the industry standard name of public health.

7. Resources

Complete the Expenditures **(Table 5)** and Revenues **(Table 6)** tables.

8. Branch Campus/Interinstitutional Program

If you are proposing a new branch campus or interinstitutional program, complete the Distribution of Space **(Table 7)** and Capital Expenditures **(Table 8)** tables.

Not Applicable: X (If not applicable, do not answer remaining questions in this section)

Table 6: Projected Expenditures for the Proposed Program

Note: These are not new expenditures. These are the current expenditures of the Health and Society Program, which will become the Public Health Program.

Expenditures[2]	1st Year Academic Year[3] 2022-2023	2nd Year Academic Year[2] 2023-2024	3rd Year Academic Year[2] 2024-2025	4th Year Academic Year[2] 2025-2026	5th Year Academic Year[2] 2026-2027
Faculty[4]	$601, 635	$613,668	$625,941	$638,460	$651,229
New Resources[5]					
Equipment[6]					
New Resources[4]					
Other[7]	$695,480	$708,227	$715,310	$722,463	$729,687
New Resources[4]					
Total	$1,297,115	$1,321,895	$1,341,251	$1,360,923	$1,380,916
New Resources[4]					

These are not new expenditures. These are the current expenditures of the Health and Society Program, which will become the Public Health Program.

- Revenue, except for 2021-22, is projected at 1% increase.
- 2021-22 Revenue is calculated on Fall actuals and projected Spring 22.
- Expenses for salary are flat at 2%. Other expenses are flat at a 1% increase.

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[2] Specify the inflation rate used for projections.
[3] Specify the academic year.
[4] Include fringe benefits.
[5] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[6] Include here equipment which is not a capital expenditure.
[7] Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

Other includes:

- Indirect Operating Costs: Health & Society portion of Academic Affairs costs (Library, administration, Recharges, Location Pay, etc.); based on FTE.

- Indirect Operating Costs: Health & Society portion of Fixed costs (Utilities, Postage, Telephone, etc); based on FTE.
- Other Indirect Operating Costs (Non-Fixed): OTPS State Funding College level less State funded FC. Percentage share based on total Student FTE/Public Health FTE.

Table 7: Projected Revenue Related to the Proposed Program

Revenues[8]	1st Year Academic Year[9]	2nd Year Academic Year[2]	3rd Year Academic Year[2]	4th Year Academic Year[2]	5th Year Academic Year[2]
Tuition Revenue[10]	$1,297,115	$1,321,895	$1,341,251	$1,360,293	$1,380,916
01. From Existing Sources[11]					
02. From New Sources[12]					
03. Total					
State Revenue[13]					
04. From Existing Sources[4]					
05. From New Sources[5]					
06. Total					
Other Revenue[14]					
07. From Existing Sources[4]					
08. From New Sources[5]					
09. Total					
Grand Total[15]					
10. From Existing Sources[4]					
11. From New Sources[5]					
TOTAL					

[8] Specify the inflation rate used for projections.
[9] Specify the academic year.
[10] Please explain how tuition revenue was calculated.
[11] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
[12] New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
[13] Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.
[14] Specify what is included in "other" category.
[15] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

4. MPA Abstract

This section requires the preparation and submission of a one- to two-page abstract (maximum) summarizing the proposed program.

The abstract should include:

(a) the title of the proposed program and the degree, diploma, or certificate to which it leads;

(b) the purpose and goals of the program and its relationship to the stated mission of the institution and to existing offerings of the institution;

(c) the curriculum;

(d) the unique characteristics of the program;

(e) requirements for admission to the program;

(f) the nature of the prospective student body;

(g) projected (full- and part-time) enrollment in the program's first and fifth year of operation;

(h) facilities, equipment, faculty, and other academic resources available, and planned to be acquired, to support the proposed program;

(i) prospects for employment/further education for the program's graduates; and

(j) additional basis of need for the program.

The Department sends the abstract to other New York colleges and universities as a canvass to gather their comments and advice on the need and demand for the proposed program(s) and its potential effect on other institutions.

See next page

Program Abstract

The Public Health department at SUNY Old Westbury has offered a B.S. degree in Health and Society since 1975. The proposed revision to the program is a name change to Public Health. This change is being requested to allow our students to receive a credential that more accurately reflects the curriculum. This will empower students to compete on a more level playing field in a job marketplace bereft of the diversity that Old Westbury graduates – the most diverse campus in SUNY – provide.

SUNY Old Westbury has a social justice focused mission, and curates an "environment *that cultivates critical thinking, empathy, creativity and intercultural understanding" and endeavors "to stimulate a passion for learning and a commitment to building a more just and sustainable world."*

Our major is in strong alignment with the school's focus on social justice: the tools students learn enable them to identify the types of resources and policies that promote socially just environments, in which all populations have the resources necessary to live healthy lives. The mission of the B.S. in Public Health Degree is: *To educate students with a social determinants perspective on health; identify the economic and social context within which individuals make behavioral choices; examine social and structural forces that shape individuals' destinies; and plan, implement, evaluate and advocate health programs and policies both in the United States and throughout the world. Curriculum and Admissions Requirements*
The following student learning outcomes guide the program curriculum:

1. Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health;
2. Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice, and prevention efforts;
3. Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S.;
4. Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess population health;
5. Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media;
6. Conduct literature reviews on public health issues;
7. Understand and integrate ethical practices and social justice in public health practice and action;
8. Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of the community.

Our 120-credit-hour B.S. degree requires students meet all SUNY-wide and local general and liberal education requirements, take 7 core courses and 3 elective courses in Public Health, complete one course in biology and/or anatomy and physiology, and one course in applied statistics. Full-time students can complete our program in four years. There are no special admission requirements for this program beyond the College's normal admission requirements. The major will accept all students who are in good standing at the College. The program's core courses require completion with a grade of a C or higher (Basic Communication: English 1 and 2), and Mathematics (MA 1020 or higher).

Projected student body and enrollment, future employment/education prospects, and unique characteristics, established need and resources available for the program

The program prepares students for graduate school and for entry into a broad range of professions in public health and other health-related disciplines, such as positions in hospitals, local non-profit health agencies, and health professions including medicine and nursing. Awareness of and interest in public health and its impact on the world's future has been steadily growing, particularly in light of the current Covid-19 pandemic. The New York State Department of Labor projects continued job growth in Public Health fields, which should increase student interest in the field. In addition, public health-related fields are expected to see tremendous growth in the next decade statewide, on Long Island, and in New York City, and students graduating with a degree in "Public Health"—as opposed to "Health and Society"—will increase their competitiveness in the job market. Since the Covid-19 pandemic, demand for public health professionals has increased significantly, across all sectors (Krasna, et al. 2021). Student interest in public health education has also increased significantly since the pandemic's start, according to the Association for Schools and Programs of Public Health (ASPPH).

Public health needs a more critical and diverse workforce in order to eliminate health inequities (Coronado et al., 2020). Although New York State is already one of the most diverse states in the country, it is not immune to disparities in access and quality of care by race and ethnicity. Addressing population health disparities and disparities in access to the social determinants of health will only increase in importance. To this end, the New York State Health Foundation (2020) suggests two policy recommendations: 1) build and recruit a more diverse health care workforce and 2) ensure more diversity in health system leadership.

SUNY Old Westbury has a long track record of serving students historically underrepresented in higher education and is one of the country's most diverse colleges: 68% of Old Westbury students are students of color. *U.S. News & World Report* has named Old Westbury fourth in campus ethnic diversity among National Liberal Arts Colleges in the United States, ranking near the top for the 15th consecutive year. SUNY Old Westbury has been named one of only 96 institutions of higher education across the nation in 2018, 2019, 2020, and 2021 to receive the Higher Education Excellence in Diversity (HEED) Award from INSIGHT into Diversity magazine, the oldest and largest diversity publication in higher education. Further, our Health and Society major is already composed overwhelmingly of students of color (nearly 75%), and 60% of our student population consists of Black and Latinx students. Similarly, nearly 80% of our students are female, 48% of our students received Pell grants, and 45% of our students received TAP. When we are able to change our name, we will continue to recruit the same students.

Given projected growth in public health careers, and recognizing this is a name change rather than a completely new program, we anticipated enrollment based on the current enrollments, projecting a five percent increase per year in the first five years.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	139	35	175	156.5
2	146	37	183	164.5
3	153	39	192	172.5
4	161	41	202	181.5
5	169	43	212	190.5

Current enrollment patterns, combined with the fact that the necessary resources are already present in an established department, make us confident in our ability to meet the projected headcounts.

SUNY Old Westbury has established facilities, equipment, faculty and academic resources available for this program, including, but not limited to, computing and technology services; library services; distance education support, as applicable; public health-related career counseling services, an Academic Advising Center; an Office of Services for Students with Disabilities; a writing center; a Student Success Center, a First Year Experience program, and a general tutoring center. Our program is established with five full-time, tenured or tenure-track faculty, one part-time faculty member, and several established adjunct faculty. We are housed in Old Westbury's Natural Sciences Building, where faculty offices and a dedicated STEM computer lab plus classrooms are available for our use. We anticipate no new acquisitions for the program at this time.