Assurance of Student Learning 2018-2019	
College of Health and Human Services	Department of Public Health
Health Education Certificate - 0494	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.		
Student Learning Outcome 1: Assess individual and community needs for health education		
Instrument 1	Direct: Needs Assessment	
Instrument 2	Direct: Literature Review	
Instrument 3	Direct: Coalition Case	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	<mark>Not Met</mark>
Student Learning Outcome 2: Plan effective health education strategies, interventions, and programs		
Instrument 1	Direct: Program proposal	
Instrument 2	Direct: Case application.	
Instrument 3	Direct: Theory application paper	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	<mark>Not Met</mark>
Student Learning Outcome 3: Design materials for health education interventions and programs		
Instrument 1	Direct: Video	
Instrument 2	Direct: Handout	
Instrument 3	Direct: Presentation	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<mark>Met</mark>	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
While two of the SLOs were marked as not met, we are unable to show if they're met or not met, as the measures and methodology used do not all yield meaningful data. For example, while there were 20 certificate students in AY 18/19, only two were enrolled in PH 575 and data were not available for one course. We are in the process of examining the measures and methods used, and will be creating a more meaningful assessment to assure student learning, starting with alignment of course content and assessments with certificate objectives.		

Student Learning Outcome 1			
Student Learning Outcome	**Assess individual and community needs for health education**		
Measurement Instrument 1	Needs Assessment: Students identify strategies to assess community needs.		
Criteria for Student Success	Students earn 80% or higher on assignment.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	Data not provided
Methods	Assignment graded by instructor for certificate students enrolled in PH 575 during AY 18/19		
Measurement Instrument 2	Literature Review: As part of a theory application paper in PH 587, students conduct a short literature review on a health-detracting behavior and the potential health outcomes related to the behavior.		
Criteria for Student Success	Students will score 80% or higher on theory application paper		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100% (2 of 2)
Methods	Assignment graded by instructor for 0494 students enrolled in PH 587 during AY 18/19		
Measurement Instrument 3	Community Coalition Case: Student identify strategies to work with community coalitions to assess needs		
Criteria for Student Success	Students earn 80% or higher on assignment.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	Data not available
Methods	Assignment graded by instructor for certificate students enrolled in PH 548 during AY 18/19		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	<mark>**Not Met**</mark>

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

We are exploring a more meaningful way of assessing this SLO and developing buy in for providing/reporting on student artifacts. We are also doing a curricular alignment with certificate objectives

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Spring 2020: curricular alignment; revise methodology.

Student Learning Outcome 2		
Student Learning Outcome	**Plan effective health education strategies, interventions, and programs**	
Measurement Instrument 1	Program Proposal: Based on an identified PH problem, students develop a program proposal that includes program goals and objectives, budget, marketing, and sustainability.	
Criteria for Student Success	Students score 80% or higher on program proposal.	
Program Success Target for this Measurement	80%	**Program Success Target for this Measurement**
		Data not provided
Methods	Program proposals are graded by the instructor. Individual grades are reported on certificate students completing PH 575 during AY 18/19	
Measurement Instrument 2	Case Study: PH 587 students use needs assessment findings to apply social cognitive theory to design	
Criteria for Student Success	Students score 80% or higher on assignment	
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**
		100% (2 of 2)
Methods	Case studies are graded by instructor for certificate students enrolled in PH 587 during AY 18/19	
Measurement Instrument 3	Theory Application Paper: PH 587 students choose a health behavior theory and develop an intervention based on to promote a selected health behavior.	
Criteria for Student Success	Students score 80% of higher on assessment	
Program Success Target for this Measurement	80%	**Program Success Target for this Measurement**
		0% (2 of 2)
Methods	Theory application papers are graded by instructor for certificate students enrolled in PH 587 during AY 18/19	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	<mark>**Not Met**</mark>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
We are exploring a more meaningful way of assessing this SLO and developing buy in for providing/reporting on student artifacts. We are also doing a curricular alignment with certificate objectives		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Spring 2020: curricular alignment; revise methodology.		

Student Learning Outcome 3		
Student Learning Outcome	**Design materials for health education interventions and programs**	
Measurement Instrument 1	Public Service Announcement (PSA). Students create a one minute PSA to address public health topic as part of a health promotion campaign in PH 576	
Criteria for Student Success	Students score at least 80% on assignment	
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100% (11of 11)
Methods	The PSA script and timed video are graded by instructor for certificate students enrolled in PH 576 during AY 18/19.	
Measurement Instrument 2	Handout/Brochure: Students create an educational handout/brochure to address public health topic as part of a health promotion campaign in PH 576	
Criteria for Student Success	Students score at least 80% on assignment	
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100% (11 of 11)
Methods	The educational handout/brochure is graded by instructor for certificate students enrolled in PH 576 during AY 18/19	
Measurement Instrument 3	Presentation: Students create a presentation to address public health topic as part of a health promotion campaign in PH 576	
Criteria for Student Success	Students score at least 80% on assignment	
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100% (11 of 11)
Methods	Presentations are graded by instructor for certificate students enrolled in PH 576 during AY 18/19	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

We are revising this SLO as, beginning fall 2020, not all certificate students will take this course.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Spring/Summer 2020: Examine alternative SLO and/or alternative instruments that reflect changes to the certificate.

PH 587: Health Behavior
Final Paper
100 Points

Evaluation Criteria	Unresponsive 0	Unacceptable 4	Unsatisfactory 8	Satisfactory 12	Very Good 16	Excellent 20
Problem Identification	Assignment not turned in	Description of the health behavior omits significant characters and consequences of the behavior.	Does not identify and describe the health behavior, is confused or describes the health behavior inaccurately.	Identifies a health behavior but does not recognize significant characteristics and consequences of the behavior. Demonstrates a basic understanding of the assignment.	Identifies the health behavior and some, but not all, of the characteristics and consequences of the behavior. Demonstrates a good understanding of the assignment and related course material.	Identifies the health behavior and significant characteristics and consequences of the behavior. Identifies not only the basics of the health behavior but also demonstrates a deeper understanding of the factors related to the behavior.
Feedback						

Summary of theory and key constructs (General description of theory)	Assignment not turned in	Summary of theory includes inaccurate key constructs and is inappropriate for given behavior.	Description of the theory and/or its key constructs is incomplete. Major components are missing are ignored. Major factual errors or inconsistencies exist.	Describes some appropriate elements of the theory, but the discussion omits important aspects of the theory or constructs. Does not make a clear connection between the theory and health behavior.	Describes the appropriate elements of the theory and related constructs, and the connection between the theory and the health behavior are described clearly.	Provides a thorough and relevant review of the theory and its related constructs. Makes a clear connection between the theory, its constructs, and the health behavior.
Feedback						

Justification for use of chosen theory	Assignment not turned in	Discussion of the strengths and limitations are unintelligible.	Vague discussion of the strengths and limitations of using the theory to address the health behavior.	Provides adequate discussion of the strengths and limitations of using the theory to address the health behavior.	Provides greater discussion of the strengths and limitations of using the theory to address the health behavior.	Thoroughly discusses the strengths and limitations of using the theory to address the health behavior. Significant information and support is provided from literature.
Feedback						

Application to chosen behavior	Assignment not turned in	Application to chosen behavior is unclear.	No evidence of a clear understanding of the theory's applicability to the health behavior.	Little insight or supporting justification evidence of applicability and supporting facts. Some constructs are applied to chosen behavior.	Evidence of supporting information is adequate with clear application of how most constructs to chosen behavior.	Significant information and support is provided from literature with thorough discussion of how all constructs are applied to chosen behavior.
Feedback						

Overall writing and composition and APA style for references and citations	Assignment not turned in	Response is totally off topic and fails to respond to the directives.	Contains numerous errors in grammatical conventions, spelling, and punctuation that substantially interfere with reading the paper. Consistently fails to use APA formatting correctly for citations and references.	Contains minor errors in grammatical conventions, spelling, and punctuation that interfere with reading the paper. Inconsistently uses APA formatting for citations and references.	Contains accurate and proper grammatical conventions, spelling, and punctuation most of the time; errors do not interfere with paper's meaning Consistently uses APA formatting for citations and references correctly. Paper flows logically to convey ideas; is well-organized.	Consistently contains accurate and proper grammatical conventions, spelling, and punctuation. Clearly and consistently uses proper APA formatting for citations and references Paper flows logically to convey ideas and is well-organized
Feedback						
Total						

This rubric is based on the Application Paper Rubric, http://course1.winona.edu/shatfield/air/Application_Paper%20Miami%20Ohio.pdf and http://www.excelsior.edu/static/syllabus/rubrics/SHS_PBH603_Theory_Application_Paper_Rubric.pdf.