

**Assurance of Student Learning
2018-2019**

College of Health and Human Services

Department of Public Health

Bachelor of Science in Public Health 521

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: Students will address the basic concepts of public health-specific communication.

Instrument 1	Direct: Health communication video/audio
Instrument 2	Direct: Flyers developed by students for their PH 485 program
Instrument 3	Direct: PH 484 – letters to legislator

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Students will address the fundamental concepts and features of project implementation, including planning and assessment.

Instrument 1	Direct: PH 485 paper
Instrument 2	Direct: PH 485 presentation
Instrument 3	Direct: PH 484 project (Community Organization)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Students will collaborate with public health professionals to apply skills.

Instrument 1	Direct: Internship portfolio
Instrument 2	Indirect: Preceptor evaluation
Instrument 3	Direct: Student internship presentation or reflection

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The Public Health program was revised in 2017 in preparation for the Council on Education (CEPH) for Public Health accreditation. CEPH had started accrediting undergraduate programs for the first time with new sets of competencies. As part of the changes, the program switched from a two-concentration major to no concentration. The number of required courses were increased to align with the accreditation requirements. Familiarity with technology is a central part of public health delivery. PH 485 content expanded technology familiarity to ensure students' readiness. Program is under observation for additional revisions if necessary. Students' scores are expected to increase by about 10% during the next academic year.

Student Learning Outcome 1

Student Learning Outcome 1			
Student Learning Outcome	Students will address the basic concepts of public health-specific communication.		
Measurement Instrument 1	PH 485 – Methods of Community Health Education Assignment		
Health communication video/audio	Direct Measure: Students will develop a video/audio (public service announcement) on a current health issue for a target audience to increase awareness about the issue and call for action.		
Criteria for Student Success	Video/audio will demonstrate the seriousness of the issue and the need to take action. 70% of students will score 70 or higher on the project. See Rubric. PH 485 Video-Audio Grading Rubric		
Program Success Target for this Measurement	70% of students will score 70 or higher on the assignment.	Percent of Program Achieving Target	72% of students (18 out of 25) scored 70 or higher on the assignment.
Methods	Twenty-five students were enrolled in the course for Fall 2018. Students were given 5 weeks to design a communication video/audio on the dangers of drugs to high school students during the Red Ribbon Week. One student did not submit the assignment by the due date. Eighteen students scored 72% or higher on the assignment – 6 scored full points and the remainder scored between 72 and 86%. The course instructor will submit assignment grades yearly.		
Measurement Instrument 2	PH 485 – Methods of Community Health Education Assignment		
	Direct Measure: Students will design flyers for their PH 485 program as part of their project design.		
Criteria for Student Success	Students will design flyers (as part of their project) to help promote their program and promote the adoption of healthy behaviors among their target population. 80% of students will score 70 or higher on the assignment. See Rubric. Supporting Artifacts - PH 485 Proposed Program Grading Rubric		
Program Success Target for this Measurement	80% of students will score 70 or higher for their proposed program.	Percent of Program Achieving Target	80% of students scored 70 or higher on the project.
Methods	All 25 student enrolled in the course were selected for the assessment. Students' scores on the assignment, provided by the instructor, were used for the assessment. Out of the 25 students enrolled in the course, 80% (20) scored 72% or higher on the project, which included the flyer. Eleven out of the 20 scored 86% or higher on their project. The course instructor will submit assignment grades annually.		
Measurement Instrument 3	PH 484 - Community Organization Assignment		
	Direct Measure: Students will write letters to legislator(s) to advocate support for a health-related policy as part of the course project.		
Criteria for Student Success	Students will write a letter indicating their personal perspective including support or opposition to the identified health-bill to their legislator (as part of the policy assignment). 80% of students will score 80 or higher on the project. See Rubric. Supporting Artifacts - PH 484 Policy Analysis Guidelines and Rubric		

Program Success Target for this Measurement	80% of students will score 80 or higher for their proposed program.	Percent of Program Achieving Target	82% of students scored 80 or higher on the project.
Methods	All students enrolled in the class (23) were selected for the assessment. Students' scores on the project presentation, provided by the instructor, were used for the assessment. 19 out of 23 students enrolled in the course scored 80% or higher on the class project. One student scored 70% on the project, one scored below 50%. Two students did not submit the assignment. The course instructor will submit grades annually.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The Public Health program was revised in 2017 in preparation for the Council on Education (CEPH) for Public Health accreditation. CEPH had started accrediting undergraduate programs for the first time with new sets of competencies. As part of the changes, the program switched from a two-concentration major to no concentration. PH 484 and 485 are now required courses for all students in the Public Health program. The use of technology was included in PH 485 to ensure students are adequately prepared before graduation. Program is under observation for additional revisions if necessary.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
With the curriculum revision, it is hoped that students' score are hoped to increase to 80% or higher during the next academic year.			

Student Learning Outcome 2

Student Learning Outcome	Students will address the fundamental concepts and features of project implementation, including planning and assessment.		
Measurement Instrument 1	PH 485 - Methods of Community Health Education Project Direct measure. Students will design a health education/promotion program to address a health issue among a target audience.		
Criteria for Student Success	Students will justify the need for their proposed program and outline their goal, objectives, scope and intervention strategies, implementation and evaluation plans. 80% of students will score 80% or higher on the project. See Rubric. PH 485 Proposed Program Grading Rubric		
Program Success Target for this Measurement	80% of students will score 70% or higher for their proposed program.	Percent of Program Achieving Target	80% of students scored 70% or higher on the project.
Methods	The total number of students enrolled in the class (25) were selected for the assessment. Students' scores on the project, provided by the instructor were used for the assessment. Out of the 25 students enrolled in the course, 80% (20) scored 72% or higher on the project. Eleven out of the 20 scored 86% or higher on their project. The course instructor will submit assignment grades annually.		
Measurement Instrument 2	PH 485 - Methods of Community Health Education Project Presentation Direct Measure: Students will present (using PowerPoint slides) their proposed project addressing a health issue for a target population. The presentation will justify the need for the program.		
Criteria for Student Success	Students will justify the need for their proposed program and outline their goal, objectives, scope and intervention strategies, implementation and evaluation plans in their presentation. 80% of students will score 80% or higher on the project. See Rubric. PH 485 Presentation Grading Rubric		
Program Success Target for this Measurement	80% of students will score 80% or higher on the program presentation.	Percent of Program Achieving Target	92% of students scored 80% or higher on the presentation.
Methods	The total number of students enrolled in the class (25) were selected for the assessment. Students' scores on the project presentation, provided by the instructor, were used for the assessment. 92% of students scored 80% or higher on the presentation. The course instructor will submit presentation grades annually.		
Measurement Instrument 3	PH 484 - Community Organization Project Direct Measure: Student will identify a health-related bill in the Kentucky legislature and provide a complete and detailed overview of the bill regarding their support or concerns.		
Criteria for Student Success	Students will identify a health-related bill in Kentucky and indicate their personal perspective including support or opposition to the bill. 80% of students will score 80% or higher on the project. See Rubric. PH 484 Policy Analysis Guidelines and Rubric		
Program Success Target for this Measurement	80% of students will score 80% or higher for their proposed program.	Percent of Program Achieving Target	82% of students scored 80% or higher on the project.
Methods	All students enrolled in the class (23) were selected for the assessment. Students' scores on the project presentation, provided by the instructor, were used for the assessment. 19 out of 23 students enrolled in the course scored 80% or higher on the class project. One student scored 70% on the project, one scored below 50%. Two students did not submit the assignment. Instructor will provide grade annually.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

The Public Health program was revised in 2017 in preparation for the Council on Education (CEPH) for Public Health accreditation. CEPH had started accrediting undergraduate programs for the first time with new sets of competencies. As part of the changes, the program switched from a two-concentration major to no concentration. PH 484 and 485 are now required courses for all students in the Public Health program. The use of technology was included in PH 485 to ensure students are adequately prepared before graduation. Program is under observation for additional revisions if necessary.

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

With the curriculum revision, it is hoped that students' score will increase to 90% or higher during the next academic year.

Student Learning Outcome 3

Student Learning Outcome	Students will collaborate with public health professionals to apply skills.		
Measurement Instrument 1	PH 490 – Internship Direct Measure: Students will demonstrate collaboration with other health professionals to promote the health of communities through their internship activities.		
Criteria for Student Success	Students will outline their activities and link them to the internship competencies including personnel they collaborated with. 80% of students will earn grade B or higher on their portfolio. See portfolio grading rubric. Supporting Artifacts - Internship Grading Rubric		
Program Success Target for this Measurement	80% of students will earn at least grade B on their internship portfolio.	Percent of Program Achieving Target	All students collaborated with public health professionals for their internship experience. One hundred percent scored B or higher on their portfolio.
Methods	Students submitted a mid-term and final portfolio detailing their internship activities over the course of the semester. Portfolio scores, provided by the instructor, served as data for the assessment. All students scored B or higher on their internship portfolio. Course instructor will submit portfolio grade.		
Measurement Instrument 2	PH 490 – Internship Preceptor evaluation Indirect Measure: Preceptors will assess students' interaction with other health professionals and their discharge of duty during the internship experience.		
Criteria for Student Success	Preceptor's assessment of student's behavior during the internship experience. See Preceptor evaluation form. 80% of students will be rated a minimum of 4 on their preceptor evaluation. Preceptor Evaluation		
Program Success Target for this Measurement	80% of students should be rated a minimum of 4 on their preceptor evaluation form.	Percent of Program Achieving Target	86% of students (12) were rated 4 or higher on their performance.
Methods	Preceptors evaluate students at the end of the internship experience to show how well they collaborated with other professionals and the discharge of their activities. Preceptor evaluations served as the data for the assessment. Twelve out of the 14 students enrolled in the internship course were rated 4 out of 5 on the performance. Internship preceptors will submit completed evaluation forms to the course instructor.		

Measurement Instrument 3	PH 490 – Internship Presentation Direct Measure: Students will outline their internship experience including activities and how they are related to the competencies.				
Criteria for Student Success	80% of students should score at least 70% on their internship presentation. See Rubric. Internship Presentation Rubric				
Program Success Target for this Measurement	80% of students should score at least 70% on their internship presentation.	Percent of Program Achieving Target	92% of students scored at least 70% on the PowerPoint presentation.		
Methods	Fourteen students enrolled in the course for the year were selected for the assessment. The internship presentation scores were used in the assessment. Thirteen out of the 14 students scored 70% or higher on their PowerPoint presentations. The course instructor will submit presentation grades annually.				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<table border="1"> <tr> <td>Met</td> <td>Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
The Public Health program was revised in 2017 in preparation for the Council on Education (CEPH) for Public Health accreditation. CEPH had started accrediting undergraduate programs for the first time with new sets of competencies. As part of the changes, the program switched from a two-concentration major to no concentration. PH 484 and 485 are now required courses for all students in the Public Health program. The use of technology was included in PH 485 to ensure students are adequately prepared before graduation. Program is under observation for additional revisions if necessary.					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
Due to the curriculum revision, it is hoped that students' score will increase to 80% or higher during the next academic year.					

PH 490 - Internship Grading Rubric

Criteria	Full Credit	Partial Credit	No Credit
Midterm Portfolio: Agency profile including activities; journal reports (30)	Detailed description of agency including mission/vision/goals of agency, principal personnel, services/activities. Detailed weekly and monthly reports of activities and time sheets.	Partial description of agency including mission/vision/goals of agency, principal personnel, services/activities. Partial weekly and monthly reports of activities and time sheets.	Not enough information on agency and internship activities.
Final Portfolio: Journal reports, performance report, student evaluation reports (35)	Detailed description of internship activities; internship tasks linked to set objectives.	Partial description of internship activities; internship tasks not linked to set objectives.	Not enough information on internship activities; activities not linked to set objectives.
Preceptor Review/Evaluation (30)	Preceptor review shows improvement in student's overall skills at the end of the internship experience.	Preceptor review shows some improvement in student's skills at the end of the internship experience.	Preceptor review shows no improvement in student's skills at the end of the internship experience.
PowerPoint Presentation (5)	Presentation outlines tasks completed and linked to set objectives.	Presentation outlines tasks completed but not linked to set objectives.	Presentation does not outline tasks completed and not linked to set objectives.

PH 490 - Internship Presentation Rubric

Criteria	Full Credit (5)	Partial Credit (3)	No Credit (1)
PowerPoint Presentation	Presentation outlines detailed description of internship location, tasks completed and linked to set objectives.	Presentation outlines partial description of internship location, tasks completed and not linked to set objectives.	Not enough information about internship location, tasks completed not linked to set objectives.

GUIDELINES and GRADING CRITERIA

PH 484

Policy Analysis Project

Description of Assignment:

I: Each student must identify a health-related bill in the Kentucky legislature about which they have some interest and/or concern and provide a complete and detailed overview of the bill. In addition, students should answer the following questions: What is your personal and professional (public health) perspective on this bill? Do you favor or oppose the bill? Explain why or why not. What might be some of the opposing viewpoints (to your own) regarding the bill?

II: Identify a legislator (senator or representative) from your district and prepare and mail a letter telling him/her that you think they should or should not support the bill and why. Documents to be turned in will be: 1) A copy of the bill, 2) A summary of the bill and answers to the above question (including the legislator you chose and why), 3) A letter written to the legislator.

Criteria	Points awarded	Full Credit	Partial Credit	No credit
Bill				
A brief and complete description of your chosen Kentucky health-related bill:	15	Briefly and clearly summarizes the bill.	Summary does not clearly and completely address the details of the bill.	Not addressed
Question 1				
What is your personal and professional (public health) perspective on this bill?	20	Provides brief and clear description of personal and professional perspective of the bill.	Provides minimal insight into the bill.	Not addressed
Question 2				
Do you favor or oppose the bill? Explain why or why not.	20	Addresses in detail the reasons you favor or oppose the bill.	Provided minimal insight into the reasons you favor or oppose the bill.	Not addressed
Question 3				
What might be some of the opposing viewpoints (to your own) regarding the bill, and how might that affect the potential success or failure of the bill?	20	Clearly outlines plausible potential opposition to the bill and its influence on success or failure of the bill.	Opposition presented are not feasible or lack clarity.	Not addressed
Legislator & Letter				
Identify a senator or representative from a KY district, prepare and mail a letter explaining to him/her why you think they should or should not support the bill.	20	Clearly describes the legislator and why your chose this individual (e.g. district represented, committees served on).The letter is detailed and professional as to why they should vote for or against the bill.	Does not clearly discuss the legislator. Letter is vague and lacks direction of support for or against the bill.	Not addressed
References	5	Provides reference for the materials being reviewed.	Provides link for the materials reviewed.	No citation or link
Possible	100			
TOTAL				

Proposed Program Presentation Rubric

Criteria	Full Credit	Partial Credit	No Credit
Justification for the proposed health program (1)	Detailed justification for the proposed health program with good statistics	Partial justification for the proposed health program with minimum statistics	Not addressed
Goal (1)	Well-constructed goal (who + what)	Incomplete goal with no direction (missing who or what or both)	Not addressed
SMART Objectives (2)	Clearly defined objectives (who + what + when + how much change)	Objectives not meeting the criteria (who + what + when + how much change; not SMART)	Not addressed
What is currently being done in the area to show that they are knowledgeable about the field including at least 3 existing programs (1)	Detailed description of what is currently being done in the area including 3 existing programs	Not enough detail about what is currently being done in the area; less than 3 existing programs	Not addressed
Theory used to guide program development and specific areas being targeted (1)	Detailed explanation of Theory used to guide program development and specific areas targeted (attitude, knowledge, skills ...)	Inadequate explanation on Theory used to guide program development and specific areas targeted (attitude, knowledge, skills ...)	Not addressed
Proposed program including scope and sequence of strategies/activities. Implementation plan and timeline of activities included (1)	Detailed description of proposed program including the scope and sequence of strategies/activities to be used and why they seem appropriate. Clear timeline included	Insufficient description of proposed program including the scope and sequence of strategies/activities to be used and why they seem appropriate. Clear timeline included	Not addressed
Staffing plan and budget (1)	Detailed staffing plan of human resource and their responsibilities	Staffing plan not detailed enough	Not addressed
Evaluation plan (1)	Evaluation plan include process, impact and outcome strategies and linked back to stated objectives	Evaluation plan does not include enough process, impact and outcome strategies. Not linked to stated objectives	Not addressed
Resources and preparedness (1)	Good use of resources; presenters look very prepared	Resources used not adequate; presenters not fully prepared	Not addressed

PH 485 – Proposed Program Grading Rubric

Criteria	Points	Full Credit	Partial Credit	No Credit
Justification for the proposed health program	6	Detailed justification for the proposed health program with good statistics	Partial justification for the proposed health program with minimum statistics	Not addressed
Goal	2	Well-constructed goal (who + what)	Incomplete goal with no direction (missing who or what or both)	Not addressed
SMART Objectives	6	Clearly defined objectives (who + what + when + how much change)	Objectives not meeting the criteria (who + what + when + how much change; not SMART)	Not addressed
What is currently being done in the area to show that they are knowledgeable about the field including at least 3 existing programs	5	Detailed description of what is currently being done in the area including 3 existing programs	Not enough detail about what is currently being done in the area; less than 3 existing programs	Not addressed
Theory used to guide program development and specific areas being targeted	3	Detailed explanation of Theory used to guide program development and specific areas targeted (attitude, knowledge, skills ...)	Inadequate explanation on Theory used to guide program development and specific areas targeted (attitude, knowledge, skills ...)	Not addressed
Proposed program including scope and sequence of strategies/activities. Implementation plan and timeline of activities included	15	Detailed description of proposed program including the scope and sequence of strategies/activities to be used and why they seem appropriate. Clear timeline included	Insufficient description of proposed program including the scope and sequence of strategies/activities to be used and why they seem appropriate. Clear timeline included	Not addressed
Staffing plan and budget	5	Detailed staffing plan of human resource and their responsibilities	Staffing plan not detailed enough	Not addressed
Evaluation plan	5	Evaluation plan include process, impact and outcome strategies and linked back to stated objectives	Evaluation plan does not include enough process, impact and outcome strategies. Not linked to stated objectives	Not addressed
Resources	3	Good use of resources	Resources used not adequate	Not addressed

PH 485 - Video/Audio Grading Rubric

Students will create a video/audio/PSA on a health-related issue for a target population

Criteria	Full Credit	Partial Credit	No Credit
Length of video/audio	Video/audio is 60 seconds or less and flows very well	Video/audio is more than 60 seconds; does not flow well.	Not addressed
Content/Message	Entire message appeals to target audience	Message partially appeals to target audience	Not addressed
Contact information	Provides website, phone number and name of person/agency to call for more information	Provides some contact information but not all three	Not addressed
Graphics/Text	Provides eye-catching graphics related to the issue/topic	Some graphics; not all are related to the issue	Not addressed

**Western Kentucky University
Bachelors of Public Health Program**

Internship Preceptor Assessment

Internship Site: _____ Preceptor: _____

The following evaluation is based on a five point scale. 1 = Almost never, 5 = Almost always. Please circle the number you believe most accurately portrays the student's performance or behavior. Space for additional observations/or comments is provided at the end of the evaluation.

In each of the following statements, indicate how the student:	Almost Never				Almost Always
establishes himself or herself as a role model for others	1	2	3	4	5
informs everyone of schedule changes and makes alternate plans	1	2	3	4	5
fosters comfortable and communicative atmosphere with others	1	2	3	4	5
can work without constant supervision	1	2	3	4	5
prepares required reports and written assignments on time	1	2	3	4	5
prepares polished and error free reports and written assignments	1	2	3	4	5
conforms to the organizational policies	1	2	3	4	5
observes confidentiality and respect for the personal privacy of others	1	2	3	4	5
uses a communication style appropriate in a business environment	1	2	3	4	5
listens well	1	2	3	4	5
asks questions that indicates an expanded interest aspects of the work	1	2	3	4	5
remains focused on assignments and disregards outside distractions	1	2	3	4	5
utilizes available time with independent study	1	2	3	4	5
can coordinate several activities without confusion	1	2	3	4	5
shows the ability to organize work and manage time effectively	1	2	3	4	5
suggests new or different course of action in problem situation	1	2	3	4	5
seeks and welcomes additional responsibility when appropriate.	1	2	3	4	5
The internship helped the intern to be more able to communicate effectively with clients and other professionals.	1	2	3	4	5

Did the student work with marginalized populations (groups without much recognition, power, voice or requiring more resources)?

Yes No

If your organization had a position available, would you consider this student?

Yes No

In your opinion, and in the opinion of others with whom the student has interacted, how would you rate the academic preparation and knowledge base of this student?

Inadequate _____ Adequate _____ Good _____ Excellent _____