| Assurance of Student Learning 2019-2020 | |
|---|---|
| College of Health and Human Services | Department of Public Health |
| Health Education Certificate – 0494 | |
| Dr. Marilyn Gardner | |

*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: Design materials for health education interventions and programs**

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| **Instrument 1** | Direct: Video | | |
| **Instrument 2** | Direct: Handout/brochure | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |

**Student Learning Outcome 2: Develop plan, program, or policy to address a public health problem.**

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| **Instrument 1** | Direct: Program Proposal | | |
| **Instrument 2** | Indirect: Exit Survey | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

As noted in AY18-19, the measures and methods for this certificate do not yield meaningful data that assures us of student learning. The small numbers of certificate students enrolled in any given semester in a courses makes assessment-based instruments burdensome to track as well. To ensure student learning within the certificate, we adopted a curricular alignment approach to ensure that the course content and assessments align with certificate objectives. This more holistic approach assures students learning by virtue of completing the required courses. Though we'd planned to have this process completed by August 2020, COVID pushed back our timeline. We will also work with IT to develop a more efficient way of tracking health education students, as well as creating an exit survey.

We will also re-evaluate our SLOs vis a vis institutional requirements, best practices, and feasibility.

| Student Learning Outcome 1 | | | |
|---|---|---|---|
| **Student Learning Outcome** | **Design materials for health education interventions and programs** | | |
| **Measurement Instrument 1** | Video: Students create a video to address public health topic as part of a health promotion campaign in PH 576 | | |
| **Criteria for Student Success** | Students score 80% or higher on program proposal. | | |
| **Program Success Target for this Measurement** | 80% of students meet criteria for success | **Percent of Program Achieving Target** | 100% |
| **Methods** | Videos are graded by the course instructor. Individual grades are reported on a census of students completing PH 576 during academic year. N=7 | | |
| **Measurement Instrument 2** | Handout/Brochure:  Students create a video to address public health topic as part of a health promotion campaign in PH 576 | | |
| **Criteria for Student Success** | Students score 80% or higher on program proposal. | | |
| **Program Success Target for this Measurement** | 80% of students meet criteria for success | **Percent of Program Achieving Target** | 100% |
| **Methods** | Handouts/brochures are graded by the course instructor. Individual grades are reported on a census of students completing PH 576 during academic year. N=7 | | |

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

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

.From AY 18-19

**Curricular alignment with certificate objectives**: Partially completed. Our timeline for curricular review got pushed back because of COVID.

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

Tracking certificate students' assessments within courses is a daunting challenge, especially for students who are pursuing the certiface concurrently with a graduate degree. The class roll does not identify certificates thusly.  Finding a more efficient way of tracking students'progression through the program will be a priority this year.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

Fall 2020: Work with IT to create report to explore possible ways of tracking institutionally
By Jan 2021: Show curricular alignment

| Student Learning Outcome 2 | |
|---|---|
| **Student Learning Outcome** | **Develop plan, program, or policy to address a public health problem.** |

| Measurement Instrument 1 | Program Proposal: Based on an identified public health problem, students develop a program proposal which 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% of students will meet criteria for success. | Percent of Program Achieving Target | 100% |
| Methods | Planning projects are graded by the course instructor. Individual grades are reported on a census of students completing PH 575 during academic year.  Rubric attached. N=3 | | |
| Measurement Instrument 2 | Exit Survey: The MPH Exit Survey includes a section that assesses students' perception of how well the program developed  the competency to  "Design a population-based policy, program, project or intervention." | | |
| Criteria for Student Success | Students rate competency as 4 or higher (of 5). | | |
| Program Success Target for this Measurement | 80% | Percent of Program Achieving Target | 100% |
| Methods | Census of graduating MPH students take mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents; therefore, we cannot disaggregate the certificate students' responses.  However, given that all of the students completing the health education certificate were MPH students, we extrapolated from the whole.. Results are analyzed descriptively (frequency, central tendency) and compared to target.  N=20, 8 of which are health education certificates tudents | | |

| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | Met | Not Met |
|---|---|---|

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

From AY 18-19

**Curricular alignment with certificate objectives**: Partially completed. Our timeline for curricular review got pushed back because of COVID

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

Tracking certificate students' assessments within courses is a daunting challenge, especially for students who are pursuing the certiface concurrently with a graduate degree. The class roll does not identify certificates thusly.  Finding a more efficient way of tracking students'progression through the program will be a priority this year.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

Fall 2020: Work with IT to create report to explore possible ways of tracking institutionally
By Jan 2021: Show curricular alignment
By May 2021: Create separate assessment for health ed certificate

# PH 575 Grant Application Paper

**Description of Assignment**

You are going to develop a comprehensive grant application.  There is no page requirement for the assignment.

The paper should include:

1. A selected health problem described in general terms, backed with data and possible economic costs to the community
2. A description of a target population that needs this intervention/program
3. Background information and a proposed theoretical basis to address the problem
4. A brief description and overview of your proposed EBI intervention for this population and problem along with any needed adaptations
5. Goals and objectives are included as well as appropriate corresponding activities
6. A logic model is developed
7. A budget of all needed and available resources are included
8. A task timeline is detailed in the assignment along with a description of personnel and their effort
9. An evaluation plan which includes the purpose, process and rationale for the plan as well as components of the plan and data collection instruments to be used
10. Conclusion that summarizes the main points of the proposal
11. A listing of references used to create the rationale (in APA format) and utilization of the chosen literature to inform your decisions throughout the proposal

# CRITERIA For GRADING ASSIGNMENT

| CONTENT CATEGORY | Excellent or Exemplary Work (4 points) | Proficient or Adequate Work (3 points) | Still Needs Work (1-2 points) |
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| **What is the health problem?** | Demonstrates full knowledge (more than required) by:<br>• addressing chosen problem with examples, explanation and elaboration.<br>• providing essential information that is logically arranged and succinctly presented. | • Provides information about problem but fails to elaborate.<br>• Describes some of the essential information.<br>• Ideas are sometimes vague, unclear or not well documented. | • Knowledge is rudimentary or relies on frequent quotes rather than own words.<br>• Description contains extraneous or insufficient information.<br>• Not logically arranged or discussed. |
| **What is the magnitude or importance of the problem?** | Emphasizes importance of the problem with:<br>• a strong statement, statistic or relevant quotation.<br>• Situational analysis or epidemiologic assessment that includes 3 or more pieces of evidence (facts, statistics, examples, real life examples) to support the statement of importance.<br>• Source of evidence is recent and reliable. | • Importance of problem discussed but missing strong statement, relevant quote, or statistic<br>• Includes at least 2 pieces of evidence (facts, statistics, examples, etc) to support importance.<br>• Source of evidence somewhat dated. | • Importance of problem presented in description.<br>• Includes 1 or fewer pieces of evidence (facts, statistics, or examples) to support importance.<br>• Source of evidence is old or unreliable. |
| **Who is most affected by the problem and what health behaviors put them at risk?** | • Identifies and describes population to be targeted (geographically, numbers, demographics etc.)<br>• Demonstrates understanding of people for whom the program is intended by discussing their unmet need, health status or health behavior.<br>• Uses 3 or more pieces of evidence from epidemiologic assessment (facts, statistics, examples) to support need in target population; Source is recent and reliable.<br>• Makes strong case for why problem is urgent and should be dealt with. | • Describes target population to some extent.<br>• Demonstrates some understanding of people for whom program is intended.<br>• Uses at least 2 pieces of epidemiologic evidence (facts, statistics, examples) to support need within the target population.<br>• Source is somewhat dated.<br>• Makes case for why the problem should be dealt with. | • Limited discussion and understanding of people for whom the program is intended. Does not discuss unmet need or health status.<br>• Uses 1 or fewer pieces of evidence to support the problem importance.<br>• Source is old or unreliable.<br>• Case for why the problem should be addressed is weak. |
| **What has been or can be done about the problem? (Proposed program/ intervention)** | Proposes a clear solution to the problem:<br>• Solution includes name and purpose of proposed health promotion program or intervention<br>• Provides a general overview of what the program may include.<br>• rationale for the program tries to align the potential value and benefit to the community | • Solution briefly describes a proposed health promotion program or intervention.<br>• Provides very basic overview of the program.<br>• Rationale not likely to align the potential value and benefit to the community. | • Solution is vague or unrealistic.<br>• Provides minimal overview of the program.<br>• Little or no attempt to make rationale for program/ intervention align with what is important to the community. |
| **What are potential outcomes or benefits? What may hinder these results?** | Demonstrates importance/need of the program by:<br>• Statements about potential outcomes of the program and why it will be beneficial.<br>• Using results of other studies or interventions to support the rationale.<br>• Discusses behavioral and environmental factors that might hinder successful results<br>• Closes paper with convincing language that there is no better time to solve the problem and why it is important. | • At least one statement indicates what can be gained from the program and why the program will be beneficial.<br>• Limited use of results from other studies to support the rationale.<br>• Minimal discussion of behavioral and environmental factors to be considered.<br>• Closes paper with mention that timing is right for the program but little other rationale. | • Includes brief statement to indicate what can be gained from the program or why the program will be successful.<br>• Little or no rationale provided<br>• No discussion of behavioral and environmental factors<br>• Closes paper without mention of the program's current usefulness. |

| CONTENT CATEGORY | Exemplary (4 points) | Proficient (3 points) | Developing (1-2 points) |
|---|---|---|---|
| **Background and Theoretical Basis** | Demonstrates full knowledge (more than required) by:<br>• describing chosen problem and factors (behavioral and environmental) associated with the problem<br>• defining and documenting a theoretical model or approach to address the problem and describing the selected factors/constructs that would need to be targeted in order to address the problem.<br>• summarizing strategies or interventions that have been used and discussed in the literature, in terms of evidence of success and theoretical basis (if any)<br>• elaborating on why the proposed program could be effective or beneficial | Demonstrates adequate knowledge by:<br>• providing expected information about the program but fails to elaborate.<br>• Description of behavioral and environmental aspects of the problem missing one or the other<br>• Theoretical model or approach described in broad terms.<br>• Literature summary of other strategies or interventions is discussed with little detail or examples.<br>• Provides little or no discussion about why the proposed program would be effective. | • Demonstrated knowledge is rudimentary or relies on frequent quotes rather than own words.<br>• Selected program or intervention is minimally relevant to public health and the description contains extraneous information; is not logically arranged.<br>• Theoretical model is missing or poorly described. |
| **Description of Program/Intervention and Evidence Base** | Demonstrates clarity when describing the program or intervention by:<br>• discussing strategies upon which the program or intervention is based<br>• outlining the criteria or rationale used for selecting the particular program or strategy<br>• providing evidence of program's potential effectiveness<br>• Including 3 or more pieces of evidence (facts, statistics, or examples) to support the statement of evidence-based. Source of evidence is recent and reliable. | • Program or intervention is adequately described.<br>• Some description of rationale provided.<br>• Includes 2 pieces of evidence (facts, statistics, or examples) to show evidence based status. Source of evidence somewhat dated but reliable. | • Program or intervention is not adequately described.<br>• Little or no rationale provided as to why it is important or if it will work.<br>• Includes 1 or fewer pieces of evidence (facts, statistics, or examples) to support evidence based status. Source of evidence is old or unreliable. |
| **Adaptation for Target Population or Community** | Demonstrates understanding of people for whom the program is intended by:<br>• Identifying and describing the target population/ community.<br>• discussing their unmet or unique needs<br>• describing how the program will be adapted or modified to make it more culturally relevant and acceptable | • Describes target population to some extent.<br>• Demonstrates some understanding of people for whom the program is intended.<br>• Adequate discussion of adapting or modifying program for population. | • Describes population but limited under-standing of people for whom the program is intended.<br>• Does not discuss unmet need or health status.<br>• Does not make a strong case for why the program should be adapted or does not provide a rationale or explanation for the adaptations that are described. |
| **Goals, Objectives and Activities** | Demonstrates excellent groundwork for later evaluation planning by:<br>• providing at least one well written goal that is global: includes all program components and provides direction<br>• providing at least 3 or more objectives that are hierarchical in nature (levels) and contain 4 elements to make them complete objectives | Demonstrates adequate groundwork for later evaluation planning because:<br>• Goal is well written<br>• Provides at least 2 objectives that contain 4 required elements<br>• Some objectives not realistic or have unclear criterion<br>• Activities discussed to some extent | Insufficient groundwork for later evaluation planning<br>• Goal is not well written<br>• Each objective does not contain 4 required elements<br>• Some objectives are irrelevant to what is described in program<br>• Activities not discussed |

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| | <ul><li>writing objectives that are reasonable time- wise, realistic, and have clearly set criterion.</li><li>describing activities that are planned for the program and how they relate to the objectives</li></ul> | | |
| **Logic Model** | <ul><li>Creates a visual tool to demonstrate understanding of relationships of the planned program with intended results.</li><li>Logic model provides excellent detail to show logical relationships and a roadmap for the program.</li></ul> | <ul><li>Visual tool demonstrates understanding of relationships of the planned program</li><li>Provides some detail to show a roadmap for the program.</li></ul> | <ul><li>Visual tool is missing or demonstrates limited understanding of relationships of the planned program.</li><li>Insufficient detail to show how program will work or what it will accomplish.</li></ul> |
| **Use of literature** | <ul><li>Includes a list of the references used in preparing the program plan.</li><li>Literature includes a balance of articles, books, government publications and other documents that explain the past and current knowledge about the topic.</li><li>Publications are no more than 5 to 7 years old.</li></ul> | <ul><li>Includes a list of the references used in preparing the program plan.</li><li>Literature includes articles and other documents but relies heavily on one modality that may or may not explain the past and current knowledge.</li><li>Some publications are more than 7 years old</li></ul> | <ul><li>Includes a list of the references</li><li>Literature is limited to non academic documents such as websites and government publications.</li><li>Most publications are more than 7 years old.</li></ul> |

| CONTENT CATEGORY | Exemplary (4 points) | Proficient (3 points) | Developing (1-2 points) |
|---|---|---|---|
| **Summary of activities** | Demonstrates full knowledge by providing a clear description of:<br>• Main Intervention strategies to be used with the proposed intervention<br>• Activities associated with the intervention (does not need to be an exhaustive list.)[Not implementation tasks! – which should be discussed in timeline] | Provides a description of:<br>• Intervention strategies to be used, though vague at times<br>• Partially explains activities associated with the intervention | Provides generic or little description of:<br>• Intervention strategies<br>• Activities associated with the intervention |
| **Description of potential "derailers"** | Identifies specific items or things that have potential to derail the project/intervention (such as type or amount of resources required, organizational obstacles, etc.) | Mentions some things that have the potential to derail the project/intervention | Minimal discussion of potential derailers for the project/intervention. |
| **Needed and available resources** | • Provides assessment of specific types of resources needed to implement the project/intervention.<br>• Identifies and describes specific resources already in place or available for use with the intervention. | • Identifies resources needed to implement the project/intervention.<br>• Identifies resources already in place or available for use with the project/intervention. | • Minimal or vague discussion about types of resources needed to implement the project.<br>• Minimal or vague description of available resources. |
| **Task Timeline** | Proposes a project development schedule or task development timeline that:<br>• has sufficient detail to identify timetable for carrying out the proposed activities<br>• shows the prioritization of tasks<br>• defines the tasks<br>• lays out plans over the life of program<br>• allows monitoring of progress | Project development schedule or task timeline:<br>• identifies timetable for carrying out the proposed activities<br>• shows prioritization of some tasks, not well defined or not over the life of program<br>• allows limited monitoring of progress | Project development schedule or task development timeline:<br>• has insufficient detail to identify timetable for carrying out the proposed activities<br>• shows little to no prioritization of tasks<br>• tasks not defined; missing plans for life of program; does not allow monitoring of progress |
| **Personnel description and effort** | Identifies and justifies categories of personnel and other human resources needed for the program.<br>• Describes role(s) these individuals play, including tasks they are responsible for.<br>• Identifies weeks/months staff are needed or number of hours per week (% effort on the project)<br>• Estimates hourly or annual salary of each person and provides source of information. | Identifies categories of personnel and other human resources needed for the program/intervention.<br>• Describes the role(s) of personnel to some extent.<br>• Identifies % effort on the project but not defined.<br>• Estimates salary of each person but does not provide source from which information is obtained. | Personnel and other human resources needed for the program/intervention discussed. Superficial discussion of roles, % effort and salary of each person. |
| **First year budget** | Prepares a sample budget for the first 12 month period of program intervention (and rationale for costs). | Provides sample budget for the first 12 month period of program intervention but lacks estimate of cost or not realistic. | Program budget not well organized and unrealistic for scope of work. |

| CONTENT CATEGORY | Exemplary (4 points) | Proficient (3 points) | Developing (1-2 points) |
|---|---|---|---|
| **Purpose of the evaluation** | Provides a comprehensive and clear overview of the evaluation that includes:<br>• Discussion of overall purpose of the evaluation<br>• Description of at least 3 anticipated outcomes<br>• Discussion of how evaluation info will be used | Provides overview of the evaluation that includes:<br>• Brief discussion of evaluation purpose<br>• Description of at least 2 anticipated outcomes<br>• Mention of how evaluation information will be used | Provides:<br>• Limited discussion of evaluation purpose<br>• At least 1 anticipated outcome<br>• Mentions use of evaluation information |
| **Process for conducting the evaluation** | Describes the process for conducting the evaluation by:<br>• Developing a logic model to guide the process<br>• Describing types of process, impact, and outcome information that will be measured<br>• Discussing how/when information will be collected | • Provides a basic logic model for evaluation<br>• Describes information that will be measured<br>• Discusses when information will be collected | Includes some but not all of these:<br>• a logic model<br>• evaluation information to be collected<br>• when information will be collected |
| **Rationale for chosen evaluation strategy** | Rationale for evaluation strategy  includes:<br>• Description of evaluation or research methods used in the literature related to your intervention<br>• Discussion of strengths and weaknesses of these methods to make a case for current strategy<br>• Providing clarity about why a qualitative or quantitative method will be used | Rationale for evaluation strategy includes:<br>• Some reference to evaluation or research methods found in the literature<br>• Some attempt to make a case for current strategy<br>• Discussion of why a qualitative or quantitative method will be used | Limited rationale for evaluation strategy provided. |
| **Evaluation design and components** | Presents evaluation design and components by:<br>• Discussing study design that will be used for collecting impact and/or outcome measures<br>• Providing examples of what will be collected to measure process, impact, and outcome indicators<br>• Providing timelines for data collection and description of who will collect and analyze the data | • Mentions type of design to be used<br>• Provides at least 1 example of what will be collected to measure indicators<br>• Provides limited description of who and when data will be collected | Includes some but not all of the following:<br>• Mention of design to be used<br>• One example of what will be collected<br>• Timelines for data collection or who will collect the data |
| **Relationship to social/behavioral factors, objectives and activities** | • Describes how specific data points are linked to specific program objectives<br>• Uses a logic model to summarize and describe relationships to social/behavioral factors, objectives and activities | • Some discussion of how data points link to program objectives<br>• Logic model partially demonstrates relationships to social/behavioral factors, objectives or activities | • Limited discussion of how data links to program objectives<br>• Logic model missing or limited in scope |
| **Data collection instrument** | Provides at least 1 data collection instrument that:<br>• Includes measures for specific process, impact, OR outcomes<br>• Includes reasonable and measurable questions likely to yield important information | Data collection instrument includes:<br>• At least 2 examples of process, impact, OR outcomes that are measured<br>• Questions are reasonable and likely to yield somewhat useful information | Provides a data collection instrument but:<br>• Does not identify process, impact, OR outcomes that instrument measures<br>• Questions not reasonable, measurable, or likely to yield useable information |
| **Conclusion** | Clearly and concisely summarizes the information provided in the application. | Adequately summarizes the information provided in the application. | Does not summarize finding effectively. |
| **Writing Style** | • Writing is easy to follow and has no grammatical or spelling errors. | • Writing is easy to follow and has 1-3 grammatical or spelling errors. | • Writing is difficult to follow and has >3 grammatical or spelling errors. |