

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Department of Public Health

Bachelor of Science in Public Health, 521

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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

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

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

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

The assessment provided information on program’s strengths and areas for improvement. While the majority of the program targets were met, changes have to be made to two areas to help meet the targets. Additional instructional measures will be implemented during the 2020/21 academic to help with these targets. Related to SLO 1, measurement instrument 2, the flyer development section of the project will be individual-based versus group-based during the 2020/21 academic year. This approach may help delineate challenges students may have. Related to SLO 3, measurement instrument 3, the initial PowerPoint presentation will be added to the midterm portfolio to help students stay on track. The outcomes will be assessed again at the end of the 2020/21 academic year.

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 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. 80% of students will score 70 or higher on the project.		
Program Success Target for this Measurement	80% of students will score 80 or higher on the project.	Percent of Program Achieving Target	91% of students (10 out of 11) scored 80% or higher on the assignment.
Methods	Eleven students were enrolled in the course for Fall 2019. Students were given 5 weeks to design a communication video/audio on Youth Suicide Prevention. One student did not submit the assignment by the due date. The remaining 10 students scored 80% or higher on the assignment – 5 scored full points and the remainder scored between 87% and 93%. The course instructor will submit assignment grades yearly.		
Measurement Instrument 2	Direct Measure: Students will design flyers for their PH 485 program as part of their program design. The program met the Student Learning Outcome 1.		
Criteria for Student Success	Students will design flyers (as part of their project) to help promote their program to reduce suicide among the youth. 80% of students will score 80% or higher for their proposed program.		
Program Success Target for this Measurement	80% of students will score 80% or higher for their proposed program.	Percent of Program Achieving Target	73% of students scored 80% or higher on the project which included the flyer; 18% scored 76%, 9% scored 72%.
Methods	All eleven students enrolled in the course were selected for the assessment. Students' scores, for the assignment provided by the instructor, were used for the assessment. Out of the 11 students, 8 scored 80% or higher on the assignment, which included the flyer. Two students out of the 11 scored 76% or higher; one student scored 72% on the project which included the flyer. 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). Students should score 80% or higher for their proposed program.		
Program Success Target for this Measurement	90% of students will score 80% or higher for their proposed program.	Percent of Program Achieving Target	85% of students scored 80 or higher on the project.
Methods	All students enrolled in the class were selected for the assessment. Students' scores on the project presentation, provided by the instructor,		

	were used for the assessment. Seven out of 8 students enrolled in the course scored 90% or higher on the class project. The course instructor will submit grades annually.	
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)		
The use of technology was incorporated into the course content of PH 485 during the 2019/20 academic year. The creation of the flyer was part of the group project requiring the submission of one flyer by each group. Each group member was responsible to their section of the project, including the flyer. Any mishap on one individual's part affects the group's score.		
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 program success target in measurement instrument 2 not fully met, the flyer development section of the project will be individual-based during the 2020/21 academic year. While the success target in measurement instrument 3 was not fully met, it was only one student out of 8 who did not achieve the goal. This assessment will be reassessed in 2021 before making any revisions.		
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)		
This outcome will be assessed at the end of the 2020/21 academic year. Artifacts to be used in measuring the outcomes are the Public Service Announcement, flyers from the Methods of Community Health Project (both from the PH 485 course) and the letters to the legislators assignment from the PH 484 course. Instructors for these courses will collect and provide the data on the projects.		

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		
Program Success Target for this Measurement	80% of students will score 80% or higher for their proposed program.	Percent of Program Achieving Target	73% of students scored 80% or higher on the project; 18% scored 76%, 9% scored 72%.
Methods	All eleven students enrolled in the course were selected for the assesment. Students' scores, for the assignment provided by the instructor, were used for the assessment. Out of the 11 students, 8 scored 80% or higher on the assignment, which included the flyer. Two students out of the 11 scored 76% or higher; one student scored 72% on the project which included the flyer. The course instructor will submit assignment grades annually.		
Measurement Instrument 2	PH 485 - Methods of Community Health Education Project Presentation Direct Measure: using PowerPoint slides, students will present 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 90% or higher on the project.		
Program Success Target for this Measurement	80% of students will score 80% or higher on the program presentation.	Percent of Program Achieving Target	100% of students scored 90% or higher on the

			PowerPoint presentation.
Methods	All eleven students enrolled in the course were selected for the assesment. Students' scores, for the assignment provided by the instructor, were used for the assessment. Out of the 11 students, 8 scored 80% or higher on the assignment. Two students out of the 11 scored 76% or higher; one student scored 72% on the project which included the flyer. The course instructor will submit assignment 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 90% or higher on the project.		
Program Success Target for this Measurement	80% of students will score 90% or higher on the project.	Percent of Program Achieving Target	100% of students scored 90% or higher on the project.
Methods	Students will identify a health-related bill in Kentucky and indicate their personal perspective including support or opposition to the bill. All 7 students scored 80% or higher on the project.		
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.) The use of technology was incorporated into the course content of PH 485 during the 2019/20 academic year. Project was reviewed in sections with deadlines for feedback for improvement.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) Group leaders will be tasked to provide more timely updates on project progress. Besides, instructor will review project in sections and provide feedback.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) This outcome will be assessed at the end of the 2020/21 academic year. Artifacts to be used in measuring the outcomes are the Methods Community Health Education Project, PowerPoint presentation on the Methods of Community Health Project (both from the PH 485 course) and the Kentcky health-related bill review assignment from the PH 484 course. Instructors for the courses will collect and provide the data on the project.			

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	Percent of Program Achieving Target	Twelve out of the thirteen

	their internship portfolio.		students collaborated with public health professionals for their internship experience. One student suspended the experience during to a family emergency. Ten students (83.3%) 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. One student suspended the internship experience. Ten out of the 12 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. 80% of students will be rated a minimum of 4 on their 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	91% of students (11 out of 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. Eleven out of the 12 students enrolled in the internship course were rated 4 out of 5 on their 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 80% on their internship presentation.		
Program Success Target for this Measurement	80% of students should score at least 75% on their internship presentation.	Percent of Program Achieving Target	One student did not submit the PowerPoint presentation. 58% (7 out of 12) of students scored at least 75% on the PowerPoint presentation. Another 25% scored at least 70%.
Methods	Thirteen students enrolled in the course for the year were selected for the assessment. The internship presentation scores were used in the assessment. One student suspended the internship experience. Eleven out of the 12 remaining 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.			Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			

The internship was restructured or suspended by most agencies during the spring semester due to the pandemic. These actions may have affected the internship experience and students' work including the requested artifacts.

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

The use of technology was incorporated into the program to help students with their presentations. Initial PowerPoint presentation will be added to the midterm portfolio to help students stay on track.

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

This outcome will be assessed at the end of the 2020/21 academic year. PowerPoint presentations submitted at the end of the internship experience will constitute the artifacts for this outcome. The internship instructor will collect and provide the data on the project.

Design a health program for a target population to address a health issue. Provide a justification for the program; develop a program goal with two to three measurable objectives (SMART). Describe what is currently being done in the area. Provide the scope and sequence of strategies/activities to be used and why they seem appropriate. Finally, identify a theory to use to guide program development and specific areas being targeted and outline your implementation and evaluation plans.

PH 485 – Proposed Program Grading Rubric

Criteria	Points	Full Credit	Partial Credit	No Credit
Is there a need for this program?	6	Detailed justification for the proposed health program with good statistics	Partial justification for the proposed health program with minimum statistics	Not addressed
What is your 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 solve the problem? Are there any 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
What theory did you use to guide your program?	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
Describe scope of program including 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

Who will lead the program delivery and how will money be allocated?	5	Detailed staffing plan of human resource and their responsibilities	Staffing plan not detailed enough	Not addressed
What is your 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

PH 485

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	Detailed explanation of Theory used to guide program development and specific areas	Inadequate explanation on Theory used to guide program development and specific areas	Not addressed

and specific areas being targeted (1)	targeted (attitude, knowledge, skills ...)	targeted (attitude, knowledge, skills ...)	
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

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				

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.