

**Assurance of Student Learning Report  
2022-2023**

College of Health and Human Services

Department of Public Health

Health Science 564

Grace Lartey

**Is this an online program?**  Yes  No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 1: Students will demonstrate effective communication skills with populations and health professionals.**

**Instrument 1** Direct: PH 381 – Community needs assessment presentation.

**Instrument 2** Direct: PH-447 Health Care Conundrum Presentations.

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met  Not Met

**Program Student Learning Outcome 2: Students will discuss ethical conflicts as they relate to health related issues.**

**Instrument 1** Direct: PH 447 Code of Ethics Assignment.

**Instrument 2** Direct: PH-447 Health Care Conundrum Assignment.

**Instrument 3** Direct: PH 447 Health Care as a Right or a Privilege Assignment.

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met  Not Met

**Program Student Learning Outcome 3: Students will describe the different disciplines in the health-field and show the relationships between the disciplines.**

**Instrument 1** Direct: HCA 340 Organization Structure Assignment

**Instrument 2**

**Instrument 3**

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met  Not Met

**Assessment Cycle Plan:**

All three SLOs were met by the aligned assessment activities. No major changes were made to the Health Sciences program during the year under review. Program Coordinator and departmental faculty and instructors will continue to monitor the SLOs and assessment tools during the next few years. Verb clarification for SLO 2 will be made in CourseLeaf.

## Program Student Learning Outcome 1

<b>Program Student Learning Outcome</b>	Students will demonstrate effective communication skills with populations and health professionals.		
<b>Measurement Instrument 1</b>	PH 381 – Community needs assessment presentation. <b>Direct Measure: Students will discuss the needs assessment project on their assigned communities in class.</b>		
<b>Criteria for Student Success</b>	Students’ presentation will compare local, state and national statistics of the identified priority health issues, justify why those issues were selected, identify the risk behaviors associated with the priority health issues and provide recommendations. 80% of students will score 80% or higher on the presentation.		
<b>Program Success Target for this Measurement</b>	80% of students will score 80% or higher on the presentation.	<b>Percent of Program Achieving Target</b>	100% of students scored 80% or higher on the presentation.
<b>Methods</b>	Thirty-five Health Science students were enrolled in the PH 381 course during the academic year under review. Students had to form groups of 5-6, were assigned a county in the United States and provide online resources and reports about the health status of their assigned county. Students were required to review the resources, provide a description of their county and population, identify priority health issues and their risk behaviors and offer recommendations. Groups were given 12 minutes to present their project in class. 100% of students scored 80% or higher on the presentations. The instructor for the course will provide assessment data yearly.		
<b>Measurement Instrument 2</b>	PH 447 - Health Care Conundrum Presentations. <b>Direct Measure: Students respond to the pro side of the topic or to the con side.</b>		
<b>Criteria for Student Success</b>	Students will conduct research and prepare their teams to respond on the topic/issue. 70% of students will score 70 or higher on the project presentation.		
<b>Program Success Target for this Measurement</b>	70% of students will score 70 or higher on the project presentation.	<b>Percent of Program Achieving Target</b>	80% of students scored 70 or higher on the in class project presentation.
<b>Methods</b>	Thirty Health Sciences students were enrolled in the PH 447 course during the academic year under review. Students were assigned a side of a topic/issues and were responsible for conducting research on their side of the issue and present to the class. 24 out of the 30 students scored 70 or higher on the assignment. Instructor for the course will provide yearly assessment data.		
<b>Measurement Instrument 3</b>	Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to “... whether the program met the goal Student Learning Outcome 1.”		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		X <input type="checkbox"/> Met	<input type="checkbox"/> Not Met
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<b>Results:</b> The assessment results were as expected. A new instructor took over the course at the beginning of the academic year.			
<b>Conclusions:</b> Instructor has a better grasp of the course now and has made suggestions to course delivery methods and strategies for increased student engagement (reduced PowerPoint lecturing and adding in-class activities (think, pair, share, small group discussions). Targets may be revised in the next academic year.			
<b>**IMPORTANT - Plans for Next Assessment Cycle:</b> The outcome will be assessed at the end of the next cycle to determine if changes need to be made.			

Program Student Learning Outcome 2			
<b>Program Student Learning Outcome</b>	Students will discuss ethical conflicts as they relate to health related issues.		
Measurement Instrument 1	<b>PH 447 Code of Ethics Assignment.</b> <b>Direct Measure: Students will consult the ethics code of the professional organization that best aligns with their interest.</b>		
<b>Criteria for Student Success</b>	Students will review the ethical statements identified by the professional organizations that represent these professions and list at least 6 of the main or underlying moral principles or values stated in the organizations code of ethics; AND describe, in your own words, the importance of these ethical principles. 70% of students will score 70% or higher on the assignment.		
<b>Program Success Target for this Measurement</b>	70% of students will score 70 or higher on the project presentation.	<b>Percent of Program Achieving Target</b>	83% of students scored 70 or higher on the code of ethics assignment.
<b>Methods</b>	Students were asked to select the professional organization associated with their future career or aligns with their interest. They had to identify underlying moral principles or values stated in the organization's code of ethics and discuss how they align to the ethical principles reviewed in class. Twenty five out of the 30 students scored 70 or higher on the assignment. The course instructor will provide assessment data annually.		
<b>Measurement Instrument 2</b>	<b>PH-447 Health Care Conundrum Assignment.</b> <b>Direct Measure: Students respond to the pro side of the topic or to the con side.</b>		
<b>Criteria for Student Success</b>	Students will conduct research on their assigned side of the topic/issue. 70% of students will score 70 or higher on the assignment.		
<b>Program Success Target for this Measurement</b>	70% of students will score 70 or higher on the assignment.	<b>Percent of Program Achieving Target</b>	93% of students scored 70 or higher on the code of ethics assignment.
<b>Methods</b>	Thirty Health Sciences students were enrolled in the PH 447 course during the academic year under review. Students were assigned a side of the issue and were responsible for conducting research. 27 out of the 30 students scored 80 or higher on the assignment. Instructor for the course will provide yearly assessment data.		
<b>Measurement Instrument 3</b>	<b>PH 447 Health Care as a Right or a Privilege Assignment.</b> <b>Direct Measure: Students will discuss whether health care is a Right or a privilege and support their position using information from credible sources.</b>		
<b>Criteria for Student Success</b>	Students will conduct research on their assigned side of health care – right or privilege. 70% of students will score 70 or higher on the assignment.		

<b>Program Success Target for this Measurement</b>	70% of students will score 70 or higher on the assignment.	<b>Percent of Program Achieving Target</b>	90% of students scored 70 or higher on the health care as a right or privilege assignment.
<b>Methods</b>	Thirty Health Sciences students were enrolled in the PH 447 course during the academic year under review. Students were assigned a side of the issue – health care as a right or privilege and were responsible for conducting research. 27 out of the 30 students scored 70 or higher on the assignment. Instructor for the course will provide yearly assessment data.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			X <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<b>Results:</b> The assessment results were as expected. A new instructor took over the course at the beginning of the academic year.			
<b>Conclusions:</b> Instructor has a better grasp of the course now and has made suggestions to course delivery methods and strategies for increased student engagement (reduced PowerPoint lecturing and adding in-class activities (think, pair, share, small group discussions). Targets may be revised in the next academic year.			
<b>**IMPORTANT - Plans for Next Assessment Cycle:</b> The outcome will be assessed at the end of the next cycle to determine if changes need to be made.			

<b>Program Student Learning Outcome 3</b>			
<b>Program Student Learning Outcome</b>	Students will describe the different disciplines in the health-field and show the relationships between the disciplines.		
<b>Measurement Instrument 1</b>	<b>HCA 340 Organization Structure Assignment</b> Direct Measure: Students will select a health care organization in their community and provide an overview of the structure and functions.		
<b>Criteria for Student Success</b>	Students will select any healthcare organization provide an overview of the organization, mission, vision, values structure, leadership. 80% of students will score 80% or higher on the assignment.		
<b>Program Success Target for this Measurement</b>	80% of students will score 80% or higher on the assignment.	<b>Percent of Program Achieving Target</b>	80% of students scored 80 or higher on the health care organization assignment.
<b>Methods</b>	Students will select any healthcare organization provide an overview of the organization, mission, vision, values structure, leadership. Students will provide a description of the organization's partners, consumers and their demographics, competitors and their position in the market. Instructor for the course will provide yearly assessment data.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			

<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			X <input type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<b>Results:</b> The assessment results were as expected.			
<b>Conclusions:</b> No changes will be made during this time.			
<b>**IMPORTANT - Plans for Next Assessment Cycle:</b> The outcome will be assessed at the end of the next cycle to determine if changes need to be made.			

**PH 381**

**Community Needs Assessment**

**Assignment description:** Students will be assigned a county/city in the U.S. and will be required to conduct a community health needs assessment. The assessment will include a description of the community and its population, general health status, priority health issues (at least three), a description of risk behaviors/behavioral choices, practices of the community's target population contributing to the priority health issues (using available statistics and data), resources/services in the community to solve the identified priority health issues, barriers in accessing or using services and resources available in the community to reduce/prevent the priority health issues, recommendations.

<b>Criteria</b>	<b>Lowest Level of Performance</b>	<b>Medium Level of Performance</b>	<b>Highest Level of Performance</b>
Location of community (3)	Minimum or no description of the physical location of the community; minimal landmarks including neighboring counties.	Some description of the physical location of the community; minimal landmarks including neighboring counties.	Detailed description of the physical location of the community; available landmarks including neighboring counties
Description of population and community characteristics (7)	Minimum or no description of community's population and other demographics (male, female, children, adults, median income, poverty rate). Missing vital characteristics	Minimal description of the community's population and other demographics (male, female, children, adults, median income, poverty rate). Missing vital characteristics.	Detailed description of the community's population and other demographics (male, female, children, adults, median income, poverty rate)
Identified priority health behaviors/issues (7)	Less than 2 priority health behaviors/issues supported by current statistics (morbidity & mortality rates) OR identified	Less than 3 priority health behaviors/issues supported by current statistics (morbidity & mortality rates);	Identified priority health behaviors/issues supported by current statistics (morbidity & mortality rates); supported

	priority behavior/health issues not supported by statistics; no information on general health status	minimum information on general health status	information on general health status
Risk behaviors/behavioral choices for identified health issues (7)	Less than 3 underlying risk behaviors/behavioral choices for the priority health issues; not aligned to priority health issues	Less than 3 underlying risk behaviors/behavioral choices for the priority health issues. Risk behaviors not supported by statistics; risk behaviors not align with priority health issues	Underlying risk behaviors/behavioral choices for the priority health issues; risk behaviors align with priority health issues with supporting statistics
Available resources related to the identified health behaviors (4)	Identified resources available in the community with little to no relationship to address the priority health issues and manage risk behaviors	Resources available in the community to address the priority health issues and manage risk behaviors	Description of resources available in the community to address the priority health issues and manage risk behaviors
Barriers to accessing available resources (5)	Few barriers to accessing resources in reducing risk behaviors with little or no relationship to the priority health issues	Some barriers to accessing resources in reducing risk behaviors with few related to the priority health issues	Detailed description of barriers to accessing resources in reducing risk behaviors
Recommendations (4)	Only one or two recommendations; not aligned with priority health issues	Less than 4 recommendations and not aligned with priority health issues	Recommendations for improving on the health status of the community based on the identified risk behaviors
References + Writing style (3)	Two or less credible sources; writing style did not follow any pattern	Three or less credible sources. Used appropriate writing style	Used a minimum of five credible sources + appropriate writing style

**PH 447  
Code of Ethics**

**Rubric for Code of Ethics: Belmont Report**

Criteria	Points awarded	Full Credit	Partial Credit	No credit
<b>Length</b> (Without cover page)	<b>2</b>	<i>Paper is at least 2-3pages max.</i>	<i>1.5 Page or less</i>	<i>&lt;1 page</i>

<b>The Belmont Report &amp; Timeline</b>	<b>3</b>	<i>Defines and provides timeline/s clearly.</i>	<i>Provides minimal definition and timeline/s.</i>	<i>No definition</i>
<b>Basic Ethical Principles and applications with examples</b>	<b>7</b>	<i>Clearly identifies and describes basic ethical principles and application in-depths with examples.</i>	<i>Unclear and minimal description of basic ethical principles and application with or without examples.</i>	<i>No description.</i>
<b>Creation of Belmont Report based on readings</b>	<b>6</b>	<i>Describes clearly what compelled to develop the report and <b>provides 2 or more</b> examples based on readings.</i>	<i>Minimal description what compelled and provides <b>one or no example.</b></i>	<i>Not discussed</i>
<b>Includes References (APA 6<sup>th</sup>/7<sup>th</sup>)  APA formatting in writing.</b>	<b>2</b>	<i>Provides correct reference(s).  Use correct APA formatting in writing.</i>	<i>Provides reference(s), but incorrect.  Use incorrect APA formatting in writing.</i>	<i>Not cited</i>
<b>TOTAL</b>	<b>/20</b>			

*Page Length: 3 pg. max.*

### Health Conundrum

<b>Criteria</b>	<b>Points awarded</b>	<b>Full Credit</b>	<b>Partial Credit</b>	<b>No credit</b>
<b>Length</b> (without cover page)	<b>2</b>	<i>Paper at least 2 or more</i>	<i>1.6 Page or less</i>	<i>&lt;1 page</i>

<b>Ethical issue &amp; Examples</b>	<b>3</b>	<i>Address issues in-depth with examples.</i>	<i>Address minimal with or without examples</i>	<i>No definition</i>
<b>Moral issue &amp; Examples</b>	<b>3</b>	<i>Address issues in-depth with examples.</i>	<i>Address minimal with or without examples.</i>	<i>No description.</i>
<b>Emotional and practical issues &amp; examples.</b>	<b>4</b>	<i>Address issues in-depth with examples.</i>	<i>Address minimal with or without examples.</i>	<i>Not discussed</i>
<b>References (APA 6<sup>th</sup>/7<sup>th</sup> edition format)</b>	<b>2</b>	<i>Provides correct references.</i>	<i>Provides references, but incorrect.</i>	<i>Not cited</i>
<b>TOTAL</b>	<b>/14</b>			

### Healthcare Right or Privilege

<b>Criteria</b>	<b>Points awarded</b>	<b>Full Credit</b>	<b>Partial Credit</b>	<b>No credit</b>
<b>Healthcare system a Right and a Privilege, both</b>	<b>4</b>	<i>Discuss all concepts in-depth.</i>	<i>Discuss minimal concepts/issues.</i>	<i>Not discussed.</i>
<b>Justification of free access to healthcare:</b> *Includes 3 or 4 moral and ethical concepts from readings.	<b>6</b>	<i>Discuss all ethical and moral values in-depth. Provide 3 or more examples.</i>	<i>Discuss minimal ethical and moral values. Provide minimal and or no examples.</i>	<i>Not discussed</i>



*Provides examples to clarify concepts.				
<b>TOTAL</b>	<b>/10</b>			

**HCA 340: Healthcare Organization and Management**  
**Organization Analysis Paper –100 Points; Draft – 20 points**

To gather information for this assignment you must meet a person who is employed at a healthcare facility in Bowling Green, KY, or your hometown, or where you live (listen to audio for ideas, make sure to have it approved by me via email). They must be an administrative person, NOT a clinical person. This person may be a friend, a colleague, a family member, or someone you look up on a facility website and approach specifically for this project. If the person provides you with any material or sources for the information, I must be informed me via email, blackboard, or handed to me before or on the due date of this assignment.

*Make sure to submit name and facility of your chosen person via the link in Module II for my approval, before you start working. This submission carries 10 points.*

**Paper Content – 90 points**

**Part 1 (20 points):**

Interview your contact in the industry and collect the information:

- Job title, responsibilities and duties, years of experience, years with this organization
- Do they enjoy what they do? Why, or why not?
- What plans do they have for their career in healthcare administration?
- What advice would they give you, a college student, who is looking forward to a career in healthcare administration?

**Part 2 (35 points):**

This part is regarding the organization, you may gather this information from their website and other sources.

- Provide an overview of the organization, including its history.
- Define mission, vision, values. (Please don't just list them, identify one or two services/activities/policies that support mission, vision and values)
- Identify and describe the organization structure, hierarchy, leadership approach. Look for organogram or organization chart – your preceptor may be able to provide one.
- Identify partners and describe their relationship (Insurance agencies, pharmaceutical groups, suppliers, vendors, etc).
- Identify consumers and define demographics (SEC, gender, education, income, locality/community status, etc).
- Identify competitors and state their position in the market (Who is their biggest competitor, who is their upcoming threat, what are they doing to stay in competition, etc). Identify market position and describe market activities and plans (which market, how big is the market, what are their rankings, how do they compare to others, what plans are there in place to beat/stay in competition, etc.).
- Identify one major problem this organization faces, that is potentially demotivating for employees. Describe this issue in detail.

**Part 3 (35 points)**

Imagine that you are one of the health care administrators at your chosen facility above. You are managing several people of differing ages and cultural backgrounds who have varied professional experiences and interests. You know everything there is to know about the organization, and you have identified an issue that may be demotivating your staff.

How would you motivate each person to prepare for and contribute to the future of health care delivery? What information would you share with your staff? How would you convey it?

**To Prepare for this Project:**

- Determine the format you would like to use to communicate about this topic to your staff (e.g., a presentation to the group as a whole, a written training, one-on-one coaching).
- Develop an outline of key points; include your rationale for why professionals in the health care field should focus on the future.
- Using the information in your outline, demonstrate how you will communicate with and inspire staff to prepare for the future.

For Part 3 make sure to use all the assignments, chapters, and your lecture notes; be thorough and detailed in applying concepts learned.

**General Requirements – 10 points**

- Write *a minimum of 8 pages*. However, if your information is on point, clear, and complete, I will not pay attention to the number of pages. If you have taken my class before you know I prefer quality over quantity. Please make sure your answers are supported by facts.
- You will also present your work to the class, in your assigned groups.
- APA format (5 points): Make sure to use a reference page, as well as in-text citations. Additional requirements: font size 12, Times New Roman, double spaced; use appropriate headings; use proper format for in-text citation as well as references; include cover page, but no abstract required; use at least three external sources, one of which may be your textbook.
- Grammar (5 points): Please write complete, coherent sentences. Make sure to spell out words correctly. Please write from a third person point of view.

**Extra Credit**

Picture with industry contact or Business Card of contact

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**




**\*Note 1:** If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab, and specify the name of the track in addition to the name of the program.

**\*Note 2:** Your program may have a component or milestone that is important for your learning outcomes, but that you don't associate with a course number. Examples might include independent/mentored research, qualifying exams, a prospectus, defense, clinical rotations, etc. Alternately, your program may have several components or milestones that fall under one course number that you would like to differentiate in the curriculum map. Feel free to add those details to the curriculum map in order to represent those learning opportunities (Please omit optional extracurricular activities.)







