

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

College of Health and Human Services

Department of Public Health

Public Health Certificate 1742

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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 discuss the core values, concepts and functions of public health.

Instrument 1 Direct Measure: PH 381 Assignment

Instrument 2

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: Design and implement evidence-based interventions in preventing and or reducing public health issues.

Instrument 1 Direct Measure: PH 381 Project

Instrument 2

Instrument 3

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

Met

Not Met

Program Student Learning Outcome 3: [Add the Program Student Learning Outcome from CourseLeaf here]

Instrument 1

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:

Enrollment remained same as the previous year; however, program has received enquiries from other programs and students. There is projected growth in the program's future. The enrolled students have met the goals set for each SLO. The data collection process will continue annually for the next few year.

Program Student Learning Outcome 1

Program Student Learning Outcome	Students will discuss the core values, concepts and functions of public health.		
Measurement Instrument 1	Direct Measure: PH 381 Assignment Students will discuss the core functions of public health including the 10 essential public health services.		
Criteria for Student Success	A detailed discussion of the functions of public health including the services that align with each function. 80% of students will score 80% or higher on the assignment.		
Program Success Target for this Measurement	80% of students will score 80% or higher on the assignment.	Percent of Program Achieving Target	Only one of the students in the program was enrolled in the course. The student scored higher than 80% on the assignment.
Methods	Course instructor provided data for the report and will continue to do so annually.		
Measurement Instrument 2	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.”		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3	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.”		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

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
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)	
Results: The course provides students with several opportunities to excel, which was evident in the results.	
Conclusions: Breaking the course project into sections and providing feedback on each section make it less overwhelming and give students opportunities to revise their paper multiple times before the final submission. Adopted strategy will continue to ensure students' success.	
**IMPORTANT - Plans for Next Assessment Cycle: Enrollment remained same as the previous year; however, program has received enquiries from other programs and students. There is projected growth in the program's future. The enrolled students have met the goals set for each SLO. The data collection process will continue annually for the next few year. There may be the need to revise the certificate program to incorporate more of the public health competencies.	

Program Student Learning Outcome 2			
Program Student Learning Outcome	Students will design and implement evidence-based interventions in preventing and or reducing public health issues.		
Measurement Instrument 1	PH 381 – Public & Community Health Project Direct Measure: Students will conduct a needs assessment for a community to identify priority health issues within the community, risk behaviors, resources and barriers to accessing available resources and recommend improvement interventions.		
Criteria for Student Success	Students will provide a description of their community, identify the priority health issues and risk factors associated with the issues. They have to outline available resources in the community to help solve the issues and provide recommendations. 80% of students will score 80% or higher on the assignment.		
Program Success Target for this Measurement	80% of students will score 80% or higher on the assignment.	Percent of Program Achieving Target	Only one of the students in the program was enrolled in the course. The student scored higher than 80% on the assignment.
Methods	Course instructor provided data for the report and will continue to do so annually.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			X <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: The course provides students with several opportunities to excel, which was evident in the results.			
Conclusions: Breaking the course project into sections and providing feedback on each section make it less overwhelming and give students opportunities to revise their paper multiple times before the final submission. Adopted strategy will continue to ensure students' success.			
**IMPORTANT - Plans for Next Assessment Cycle: Enrollment remained same as the previous year; however, program has received enquiries from other programs and students. There is projected growth in the program's future. The enrolled students have met the goals set for each SLO. The data collection process will continue annually for the next few year. There may be the need to revise the certificate program to incorporate more of the public health competencies.			

Program Student Learning Outcome 3			
Program Student Learning Outcome			
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<u>Results:</u> Are the results what was expected or not? Explain			
<u>Conclusions:</u> What worked? What Didn't? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.			
<u>Plans for Next Assessment Cycle:</u> As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. All changes need not lead to quantitative results.			

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.

Criteria	Lowest Level of Performance	Medium Level of Performance	Highest Level of Performance
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	Minimum or no description of community's	Minimal description of the community's population and other	Detailed description of the community's population and other

community characteristics (7)	population and other demographics (male, female, children, adults, median income, poverty rate). Missing vital characteristics	demographics (male, female, children, adults, median income, poverty rate). Missing vital characteristics.	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 priority behavior/health issues not supported by statistics; no information on general health status	Less than 3 priority health behaviors/issues supported by current statistics (morbidity & mortality rates); minimum information on general health status	Identified priority health behaviors/issues supported by current statistics (morbidity & mortality rates); supported 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	Some barriers to accessing resources in reducing risk	Detailed description of barriers to accessing

	with little or no relationship to the priority health issues	behaviors with few related to the priority health issues	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

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

