		Assurance of Student Learning Report		
		2022-2023		
College of Healt	h and Human Services	Department of Public Health		
Public Health Co	ertificate 1742	·		
Grace Lartey				
<mark>Is this an onlin</mark>	<mark>te program</mark> ? 🗌 Yes 🔀 No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Inc	dicate verific	ation here
		Yes, they match! (If they don't match, explain on this page under Assessment Cycle	e)	
	<u> </u>			
Use this page to	list learning outcomes message	ements, and summarize results for your program. Detailed information must be completed in the	a archa a arcaret	mana Add
more Outcomes		ements, and summarize results for your program. Detailed information must be completed in the	e suosequeni p	pages. Aaa
		nts will discuss the core values, concepts and functions of public health.		
Instrument 1	Direct Measure: PH 381 Ass			
	Directivious units	Agrinionio		
Instrument 2				
Instrument 3				
				Г
Based on your i	esults, check whether the prog	ram met the goal Student Learning Outcome 1.	⊠ Met	☐ Not Met
Program Stude	nt Learning Outcome 2: Design	n and implement evidence-based interventions in preventing and or reducing public health issues.		
T4	D'4 M DII 201 D			
Instrument 1	Direct Measure: PH 381 Proje	ect		
Instrument 2				
Instrument 3				
Based on your i	results, check whether the prog	ram met the goal Student Learning Outcome 2.	⊠ Met	☐ Not Met
			Z Wiet	Not with
	nt Learning Outcome 3: [Add t	the Program Student Learning Outcome from CourseLeaf here]		
Instrument 1				
Instrument 2				
Instrument 3				
Based on your i	results, check whether the prog	ram met the goal Student Learning Outcome 3.	⊠ Met	☐ Not Met
Assessment Cyc	ele Plan:			ı
		however, program has received enquiries from other programs and students. There is projected gr	owth in the pr	ogram's future.
		each SLO. The data collection process will continue annually for the next few year.		

		Program Student Learning O	itcome 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 discu or higher on the	ssion of the functions of public health including th assignment.	e services that align with eac	h function. 80% of students will score 80%	
Program Success Target for this		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.	
Measurement Instrument 2		ner measures of assessment for SLO 1? If so, please on and move on to " whether the program met			
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 Met	☐ 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.	-FF						
**IMPORTANT - Plans for Next Assessment Cycle: Enrollment remained same as the previous year; however, program has red students. There is projected growth in the program's future. The enrolled students have met the goals set for each SLO. The data co 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					
<b>Program Student Learning</b>	Students will design and implement evidence-based interventions in preventing and or reducing public health issues.				
Outcome					
Measurement Instrument 1	PH 381 – Public	c & Community Health Project			
		e: Students will conduct a needs assessment for a			
		resources and barriers to accessing available re			
Criteria for Student Success		ovide a description of their community, identify the			
		available resources in the community to help solve	the issues and provide recommendate	ions. 80% of students will score 80%	
	or higher on the	<u> </u>	<u>,                                      </u>		
Program Success Target for this	Measurement	80% of students will score 80% or higher on	Percent of Program Achieving	Only one of the students in the	
		the assignment.	Target	program was enrolled in the course.	
				The student scored higher than 80%	
	T .			on the assignment.	
Methods	Course instructo	or provided data for the report and will continue to	do so annually.		
<b>Measurement Instrument 2</b>					
Criteria for Student Success					
Criteria for Student Success					
Program Success Target for this Measurement			Percent of Program Achieving		
			Target		
Methods					
<b>Measurement Instrument 3</b>					
Criteria for Student Success					

<b>Program Success Target for this</b>	Measurement	Percent of Program Achiev	ing			
		Target				
Methods						
Based on your results, circle or h	ighlight whethe	r the program met the goal Student Learning Outcome 2.	V D M-4	DN-4 M-4		
-			X Met	☐ Not Met		
Results, Conclusion, and Plans fo	or Next Assessm	ent Cycle (Describe what worked, what didn't, and plan going forward)	<u>.</u>			
Results: The course provides stude	ents with several	opportunities to excel, which was evident in the results.				
<del></del>		••				
<b>Conclusions</b> : Breaking the course	project into sect	ions and providing feedback on each section make it less overwhelming and give	students opportunities t	o revise their paper		
		I strategy will continue to ensure students' success.	11	1 1		
1	1	C.				
**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 certificate program to incorporate more of the public health competencies.	1	•		
<u> </u>						

	Program Student Learning Outcome 3				
Program Student Learning Outcome					
Measurement Instrument 1	NOTE: Each st required.	tudent learning outcome should have at least one direct measure of student learni	ng . Indirect measures are not		
Criteria for Student Success					
<b>Program Success Target for this</b>	Measurement	Percent of Program Achieving Target			
Methods					
<b>Measurement Instrument 2</b>					
Criteria for Student Success					
<b>Program Success Target for this</b>	Measurement	Percent of Program Achieving Target			
Methods					
<b>Measurement Instrument 3</b>					
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.	☐ Met	<b>☐</b> Not Met
	ļ	Met	☐ Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't	and plan going forward)		
Results: Are the results what was expected or not? Explain			
<b>Conclusions</b> : What worked? What Didn't? For example, maybe the content in one or more cours	es was modified; changed course sequ	uence (detail modif	fications); changed
admission criteria (detail modifications); changed instructional methodology (detail modification	ns); changed student advisement pro	cess (detail modifi	ications); program
suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new tech	nology (e.g. smart classrooms, compute	er facilities, etc.); fa	aculty hired to fill a
particular content need; faculty instructional training; development of a more refined assessment too	l.		
<u>Plans for Next Assessment Cycle</u> : As we work hard to improve our assessment practices and make			
for the following year's assessment – this process assists in "closing the loop." For example, you n			
targets because there are cionsistently exceeded or not met; Or, you might see the need to reconstruct			
need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you	will approach future assessments. All c	hanges need not le	ad 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	Medium Level of	Highest Level of
	Performance	Performance	Performance
Location of	Minimum or no	Some description of	Detailed description of
community (3)	description of the	the physical location	the physical location of
	physical location of the	of the community;	the community; available
	community; minimal	minimal landmarks	landmarks including
	landmarks including	including neighboring	neighboring counties
	neighboring counties.	counties.	
Description of	Minimum or no	Minimal description	Detailed description of
population and	description of	of the community's	the community's
	community's	population and other	population and other

community	population and other	demographics (male,	demographics (male,
characteristics (7)	demographics (male,	female, children,	female, children, adults,
	female, children,	adults, median	median income, poverty
	adults, median income,	income, poverty rate).	rate)
	poverty rate). Missing	Missing vital	
	vital characteristics	characteristics.	
Identified priority	Less than 2 priority	Less than 3 priority	Identified priority health
health	health	health	behaviors/issues
behaviors/issues (7)	behaviors/issues	behaviors/issues	supported by current
	supported by current	supported by current	statistics (morbidity &
	statistics (morbidity &	statistics (morbidity &	mortality rates);
	mortality rates) OR	mortality rates);	supported information on
	identified priority	minimum information	general health status
	behavior/health issues	on general health	
	not supported by	status	
	statistics; no		
	information on general		
	health status		
Risk	Less than 3 underlying	Less than 3 underlying	Underlying risk
behaviors/behavioral	risk	risk	behaviors/behavioral
choices for identified	behaviors/behavioral	behaviors/behavioral	choices for the priority
health issues (7)	choices for the priority	choices for the	health issues; risk
	health issues; not	priority health issues.	behaviors align with
	aligned to priority	Risk behaviors not	priority health issues with
	health issues	supported by	supporting statistics
		statistics; risk	
		behaviors not align	
		with priority health	
		issues	
Available resources	Identified resources	Resources available in	Description of resources
related to the	available in the	the community to	available in the
identified health	community with little	address the priority	community to address the
behaviors (4)	to no relationship to	health issues and	priority health issues and
	address the priority	manage risk behaviors	manage risk behaviors
	health issues and		
	manage risk behaviors		
Barriers to accessing	Few barriers to	Some barriers to	Detailed description of
available resources	accessing resources in	accessing resources in	barriers to accessing
(5)	reducing risk behaviors	reducing risk	

	with little or no	behaviors with few	resources in reducing risk
	relationship to the	related to the priority	behaviors
	priority health issues	health issues	
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

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

## CURRICULUM MAP TEMPLATE

Program name:	Public Health Certificate
Department:	Public Health
College:	College of Health and Human Services
Contact person:	Grace Lartey
Email:	grace.lartey@wku.edu

## KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes	LO2:
				Students will design and implement evidence-based interventions in preventing and or reducing public health issues.
Course Subject	Number	Course Title		
PH	381	Public & Community Health	M/A	M/A

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\*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.)

LO3:	LO4:	LO5	LO6	

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