Assurance of Student Learning Report	
2022-2023	
College of Health and Human Services	*Department of Public Health*
Bachelor of Science Public Health 521	
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 address 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, check whether the program met the goal Student Learning Outcome 1.	☒ Met	☐ Not Met

Program 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

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 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, check whether the program met the goal Student Learning Outcome 3.	☒ Met	☐ Not Met

Assessment Cycle Plan:
Continuous assessment will be conducted for sustained improvement.

Program Student Learning Outcome 1			
Program Student Learning Outcome	**Students will address basic concepts of public health-specific communication**		
Measurement Instrument 1	**PH 485 – Fundamentals of Public Health Planning** **Direct Measure: Students will develop a video/audio/poster (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	Students' developed video/audio/poster will demonstrate the severity of the health issue and encourage the public to take action. 80% of students will score 80 or higher on the assignment.		
Program Success Target for this Measurement	Four out of five students enrolled in the PH 485 course will score 80 or higher on the assignment.	**Percent of Program Achieving Target**	All 15 program students enrolled in the course scored above 80% on the media campaign assignment.
Methods	Students were given 4 weeks to design their audio/video/poster PSA to promote good oral hygiene. All 15 students scored above 80% on the assignment. The instructor for the course will provide assessment data yearly.		
Measurement Instrument 2	**PH 485 – Fundamentals of Public Health Planning** **Direct Measure: Students will design flyers for their PH 485 program as part of their program design.**		
Criteria for Student Success	Students will design flyers (as part of their project) to help promote good oral hygiene. 80% of students will score 4 out of 5 on the program design assignment.		
Program Success Target for this Measurement	80% of students will score 4 out of 5 on the program design assignment.	**Percent of Program Achieving Target**	All 15 students scored 80% or higher on the flyer.
Methods	Students were required to design posters to promote good oral hygiene as part of their program marketing campaign. All 15 students scored above 80% on the assignment. The instructor for the course will provide assessment data yearly.		
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 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 project.	**Percent of Program Achieving Target**	All 10 program students scored 80 or higher on the letter to the legislator assignment.
Methods	Public Health major students enrolled in the class were selected for the assessment. Data provided by the instructor, were used for the assessment. All 10 program students enrolled in the course scored 80% 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

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: The assessment results were as expected. Course intructors implemented strategies during the 2019/20 academic year to ensure students' success in the program. These strategies have proven to work well for students and instructors.

Conclusions: Most students prefer to work by themselves on projects; however, group work provide opportunity for team-building, leadership and responsibility skills. Measures were implemented in the courses to improve on students' participation and performance on the projects. Flyer development, media campaign and letter to the legislator were individual-based to reduce the pressure on the entire group. In addition, projects were divided into smaller sections for completion. Students received timely feedback and were encouraged to revise the sections for additional reviews before final submission. These measures may have contributed to the improved performance over the the past 2 years.

**IMPORTANT - Plans for Next Assessment Cycle: This outcome will be assessed again during the next academic year to see if the improvement can be sustained. Instructors for the Fundamentals of Public Health Planning (PH 485) and the Community Organization (PH 484) will provide the data for the assessment.

Program Student Learning Outcome 2			
Program Student Learning Outcome	**Students will address the fundamental concepts and features of project implementation, including planning and assessment.**		
Measurement Instrument 1	**PH 485 – Fundamentals of Public Health Planning** **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 provide a rationale for their proposed program, 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**	All enrolled students scored 80% or higher on the project.
Methods	Fifteen students were enrolled in the PH 485 course during the period under review. Two out of the fifteen students scored 88% on the assignment. The remaining students scored 90% or higher. The course instructor will submit grades annually.		
Measurement Instrument 2	**PH 485 – Fundamentals of Public Health Planning** **Direct: Students will use PowerPoint slides to 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 provide a rationale for their proposed program, outline their goal, objectives, scope and intervention strategies, implementation and evaluation plans in their presentation. 80% of students will score 80% or higher on the presentation.		
Program Success Target for this Measurement	80% of students will score 80% or higher on the presentation.	**Percent of Program Achieving Target**	The 15 students enrolled in the course scored 80% or higher on the presentation.
Methods	Fifteen students were enrolled in the PH 485 course during the period under review. All 15 students scored higher than 80% on the presentation. The course instructor will submit grades annually.		
Measurement Instrument 3	**PH 484 - Community Organization Project** **Direct Measure: Students 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 80% or higher on the project.		
Program Success Target for this Measurement	80% of students will score 80% or higher on the assignment.	Percent of Program Achieving Target	All 10 students scored 80 or higher on the project.
Methods	Public Health major students enrolled in the class were selected for the assessment. Data provided by the instructor, were used for the assessment. All 10 students enrolled in the course scored 80% or higher on the class project. Course instructor will submit assessment data yearly.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		☒ Met	☐ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: The assessment results were as expected. Course intructors implemented strategies during the 2019/20 academic year to ensure students' success in the program. These strategies have proven to work well for students and instructors.

Conclusions: Most students prefer to work by themselves on projects; however, group work provide opportunity for team-building, leadership and responsibility skills. Measures were implemented in the courses to improve on students' participation and performance on the projects. Flyer development, media campaign and letter to the legislator were individual-based to reduce the pressure on the entire group. In addition, projects were divided into smaller sections for completion. Students received timely feedback and were encouraged to revise the sections for additional reviews before final submission. These measures may have contributed to the improved performance over the the past 2 years.

**IMPORTANT - Plans for Next Assessment Cycle: This outcome will be assessed again during the next academic year to see if the improvement can be sustained. Instructors for the Fundamentals of Public Health Planning (PH 485) and the Community Organization (PH 484) will provide the data for the assessment.

Program Student Learning Outcome 3			
Program 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.		
Program Success Target for this Measurement	80% of students will score grade B on their internship portfolio.	Percent of Program Achieving Target	Thirteen students were enrolled in the internship during the academic year under review. All 13 students collaborated with public health professionals for their experience and 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 first half of the semester and also at the end. Portfolio scores, provided by the instructor, served as data for the assessment. All 13 students scored higher than B on the 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 students' activities 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 will be rated a minimum of 4 on their preceptor evaluation.	**Percent of Program Achieving Target**	All students were rated 4 or higher by their preceptors.
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. All 13 students enrolled in the internship course received a minimum rating of 4 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	Students will submit a PowerPoint presentation of their activities and how they align with the competencies. 80% of students should score at least grade B on their internship PowerPoint presentation.		
Program Success Target for this Measurement	80% of students should score at least 80% on their internship presentation.	**Percent of Program Achieving Target**	Eleven students scored 80% or higher on the presentation; two students scored 70%.
Methods	All 13 presentations were selected for the assessment. Two students scored 70% on their presentation. The remaining eleven students scored B or higher. 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**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: Return to normalcy presented a few challenges at internship sites during the academic year under review. Agencies and students had to make adjustments to plans and protocols during the internship experience. A few sites are reorganizing and have put internships on hold. This may have affected some of the students' performance.

Conclusions: Students' participation in the program's mandatory internship orientation a semester before the internship registration will continue to ensure students' success.

Plans for Next Assessment Cycle: The outcome will be assessed in the next academic year. PowerPoint slides presented at the end of the internship will constitute artifacts for this outcome. The internship instructor will collect and provide the assessment data.

PH 485 – Proposed Program Grading Rubric
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.

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 and specific areas being targeted (1)	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
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

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 Grading 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.

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

CURRICULUM MAP TEMPLATE

Program name:	Bachelor of Science in Public Health
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		
			LO1:	**LO2:**	**LO3:**
			Students will address basic concepts of public health-specific communication	Students will address the fundamental concepts and features of project implementation, including planning and assessment.	Students will collaborate with public health professionals to apply skills.
Course Subject	**Number**	**Course Title**			
PH	485	Fundamentals of Public Health Planning	M/A	M/A	I
PH	484	Community Organization for Health Education	M/A	M/A	I
PH	490	Public Health Internship			M/A