Assurance of Student Learning 2018-2019	
Potter College	Communication
Communicating in Healthcare Certificate 0475	

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: Applies communication and health theories to explain factors that affect the delivery of healthcare.		
Instrument 1	**Direct: Analysis of a course assignment paper.**	
Instrument 2	**Indirect: Faculty decisions based on disciplinary and professional engagement, including the CAPE review process, analysis of market trends, such as found in the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, and ability to meet the professional standards of our discipline (as seen through presentations and publications of students).**	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	Not Met
Student Learning Outcome 2: Identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.		
Instrument 1	**Direct: Analysis of a course assignment paper.**	
Instrument 2	**Indirect: Faculty decisions based on disciplinary and professional engagement, including the CAPE review process, analysis of market trends, such as found in the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, and ability to meet the professional standards of our discipline (as seen through presentations and publications of students).**	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	Not Met
Student Learning Outcome 3: Evaluates communication behaviors/processes in healthcare relationship, healthcare teams, and healthcare organizations.		
Instrument 1	**Direct: Analysis of a course assignment paper.**	
Instrument 2	**Indirect: Faculty decisions based on disciplinary and professional engagement, including the CAPE review process, analysis of market trends, such as found in the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, and ability to meet the professional standards of our discipline (as seen through presentations and publications of students).**	
Instrument 3		
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 Communicating in Healthcare Certificate is designed to provide students with a deep understanding of the role of communication in healthcare contexts. This certificate will explore interpersonal as well as organizational factors affecting healthcare and will assist students in developing communication strategies and skills. Students completing the program not only will understand how to communicate more effectively within their health profession but also will know how better to communicate with patients to maximize compliance and enhance advocacy.

In 2018-19, the CAPE review committee decided originally to cut the Certificate in Healthcare Communication. We argued strongly that the certificate should be maintained and grown instead of cut. Because of arguments drawn from analysis of market trends, comparison with benchmark programs, and evidence found through our professional organizations, the CAPE review committee decided to continue the certificate, under the condition that it be transformed. We have already submitted the transformation plan. We will report on the transformation plan in our 2019-20 assessment review.

In terms of assessing student learning outcomes for 2018-2019, the result from the evaluation of papers from one of the certificate's core courses indicate that the mean scores for all of the sampled student papers for the three SLOs has reached and/or exceeded the self-reported assessment goals for each category. The assessment results suggest there is good alignment between the core course learning outcomes and program learning outcomes. There is a chance that the sampled papers by fluke happened to be works of stronger students. For 2019-2020 assessment, all of the student papers from the core courses will be assessed to get a complete and reliable picture of student learning.

The core courses of this program is currently taught by adjunct instructors, who are qualified. But this is not a sustainable way to run a promising program such as this. One action that is needed is to do a search for a full-time tenure-track expert in healthcare communication next year.

Student Learning Outcome 1	
Student Learning Outcome	Applies communication and health theories to explain factors that affect the delivery of healthcare.
Measurement Instrument 1	DIRECT measure of student learning: Students in a core course for the program had a 6-page paper where they were required to review three published journal articles to analyze how communication affect health or the delivery of healthcare. The paper was assessed for the select program SLOs.
Criteria for Student Success	Due to the fact that there is no capstone course for this certificate, the core course is an apt site to assess for student learning outcomes. Three quarters of students in the course should score "proficient" or higher on the rubric developed from program learning outcomes. Scores on the rubric item for this SLO ranged from "insufficient (1 point)," "weak (2 point)," "proficient (3 points)," and "excellent (4 points)."

Program Success Target for this Measurement	75%	**Percent of Program Achieving Target**	83.3%
Methods	Direct: Artifact from the core course paper were collected from 6 out of 13 students in the course (n = 6) and all identifiers removed (student name and faculty name). The papers were split among two full-time graduate faculty who teach communication so that each paper was read twice by two different reviewers. The mean of the reviewer scores were used as the final score. The rubric used for scoring (see below for assessment tool) was developed from the program learning outcomes; for this SLO, there was a single corresponding rubric item which could be scored along four different levels.		
Measurement Instrument 2	INDIRECT measure of student learning: Faculty decisions based on disciplinary and professional engagement, including the CAPE review process, analysis of market trends, such as found in the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, and ability to meet the professional standards of our discipline (as seen through presentations and publications of students).		
Criteria for Student Success	Success with gaining internships, conference participation and presentation, and success at jobs after graduation.		

Program Success Target for this Measurement	N/A	**Percent of Program Achieving Target**	N/A
Methods	Faculty members engage in informal and ongoing conversation within the department and at conferences in their discipline, current reading on higher education trends and workforce trends, and communicate with alumni.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for the three SLOs has reached and/or exceeded the self-reported assessment goals for each category. The assessment results suggest there is good alignment between the core course learning outcomes and program learning outcomes. In terms of actions for program improvement, the two core courses of the program is currently being taught by adjunct instructors, who are qualified but are part-time. In order to make this promising program viable and sustainable, the department will need to do a search for a full-time tenure-track expert in healthcare communication next year.

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

The assessment results suggest there is good alignment between the core course learning outcomes and program learning outcomes. There is a chance that the sampled papers by fluke happened to be works of stronger students. For 2019-2020 assessment, all of the student papers from the core courses will be assessed to get a complete and reliable picture of student learning. In Spring 2020, the graduate program coordinator and the head of the department will seek approval from the Dean to conduct the search.

Student Learning Outcome 2	
Student Learning Outcome	Identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.
Measurement Instrument 1	DIRECT measure of student learning: Students in a core course for the program had a 6-page paper where they were required to review three published journal articles to analyze how communication affect health or the delivery of healthcare. The paper was assessed for the select program SLOs.
Criteria for Student Success	Due to the fact that there is no capstone course for this certificate, the core course is an apt site to assess for student learning outcomes. Three quarters of students in the course should score "proficient" or higher on the rubric developed from program learning outcomes. Scores on the rubric item for this SLO ranged from "insufficient (1 point)," "weak (2 point)," "proficient (3 points)," and "excellent (4 points)."

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Criteria for Student Success	Success with gaining internships, conference participation and presentation, and success at jobs after graduation.		

Program Success Target for this Measurement	N/A	**Percent of Program Achieving Target**	N/A
Methods	Faculty members engage in informal and ongoing conversation within the department and at conferences in their discipline, current reading on higher education trends and workforce trends, and communicate with alumni.		

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.)

Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for the three SLOs has reached and/or exceeded the self-reported assessment goals for each category. The assessment results suggest there is good alignment between the core course learning outcomes and program learning outcomes. In terms of actions for program improvement, the two core courses of the program is currently being taught by adjunct instructors, who are qualified but are part-time. In order to make this promising program viable and sustainable, the department will need to do a search for a full-time tenure-track expert in healthcare communication next year.

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Student Learning Outcome 3		
Student Learning Outcome	Evaluates communication behaviors/processes in healthcare relationship, healthcare teams, and healthcare organizations.	
Measurement Instrument 1	DIRECT measure of student learning: Students in a core course for the program had a 6-page paper where they were required to review three published journal articles to analyze how communication affect health or the delivery of healthcare. The paper was assessed for the select program SLOs.	
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Methods	Faculty members engage in informal and ongoing conversation within the department and at conferences in their discipline, current reading on higher education trends and workforce trends, and communicate with alumni.	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	**Met**	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for the three SLOs has reached and/or exceeded the self-reported assessment goals for each category. The assessment results suggest there is good alignment between the core course learning outcomes and program learning outcomes. In terms of actions for program improvement, the two core courses of the program is currently being taught by adjunct instructors, who are qualified but are part-time. In order to make this promising program viable and sustainable, the department will need to do a search for a full-time tenure-track expert in healthcare communication next year.

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Certificate in Communicating in Healthcare Assessment Rubric

CCH.SLO.1. - Applies communication and health theories to explain factors that affect the delivery of healthcare.

Regarding the paper, please assess how well the author applies communication and health theories to explain factors that affect the delivery of healthcare by selecting the most appropriate category below.	
	EXCELLENT -Very clearly applies the theories/concepts to explain factors that affect healthcare communication, illustrating strong understanding of the theories/concepts, illuminating corresponding factors that affect the delivery of healthcare.
	PROFICIENT - Clearly applies the theories/concepts to explain factors that affect healthcare communication, illustrating strong understanding of the theories/concepts, illuminating corresponding factors that affect the delivery of healthcare.
	WEAK - Somewhat applies the theories/concepts to explain factors that affect healthcare communication or the issue is not communicating in healthcare in nature, does not clearly illustrate basic understanding of the theories/concepts nor effectively illuminate corresponding factors that affect the delivery of healthcare.
	INSUFFICIENT - Fails to apply theories/concepts to explain factors that affect healthcare communication, failed to illustrate an understanding of the theories/concepts or illuminate corresponding factors that affect the delivery of healthcare.

CCH.SLO.2. - Identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.

Regarding the paper, please assess how effective the author identifies communication variables (including culture, technology) that affect communicating in healthcare contexts by selecting the most appropriate category below.	
	EXCELLENT - Demonstrates excellence and proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
	PROFICIENT - Demonstrates acceptable proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
	WEAK - Demonstrates minimal proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
	INSUFFICIENT - Fails to demonstrate minimal proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.

CCH.SLO.3. - Evaluates communication behaviors/processes in healthcare relationship, healthcare teams, and healthcare organizations.

Regarding the paper, please assess how well the author integrates scholarship to critically examine and solve communication need(s) in healthcare relationship, healthcare teams, and healthcare organizations by selecting the most appropriate category below.	
	EXCELLENT - Effectively integrates scholarship in a way that demonstrates excellent critical thinking and problem-solving to the communication need(s) in healthcare relationship, healthcare teams, and healthcare organizations.
	PROFICIENT - Integrates scholarship in a way that demonstrates critical thinking and problem-solving to the communication need(s) in healthcare relationship, healthcare teams, and healthcare organizations.
	WEAK - Minimally integrates scholarship and demonstrates cursory critical thinking and problem-solving to the communication need(s) in healthcare relationship, healthcare teams, and healthcare organizations.
	INSUFFICIENT - Fails to integrate scholarship and provides limited evidence of critical thinking and problem-solving to the communication need(s) in healthcare relationship, healthcare teams, and healthcare organizations.

CCH.SLO.4. - Language and APA.

Regarding the paper, please assess the author's writing skills and use of APA by selecting the most appropriate category below.	
	EXCELLENT - Scholarly and precise use of language; all written materials follow current APA guidelines including in-text citations and reference page.
	PROFICIENT - Some mechanical difficulties, occasional problematic word choices, or awkward syntax errors; written materials only have minor APA errors in the in-text citations and reference page.
	WEAK - Major grammar errors, awkward syntax, and occasional imprecise diction; written materials contain several issues in following current APA guidelines including in-text citations and reference page.
	INSUFFICIENT - Frequent major and minor grammar problems, or imprecise diction that impede meaning; writing does not follow current APA guidelines.