

**Assurance of Student Learning  
2019-2020**

Potter College

Communication

0475 Communicating in Healthcare Certificate

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*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**

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**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

**Met**

**Not Met**

**Student Learning Outcome 3:** Critiques the effectiveness of health communication campaigns.

**Instrument 1** Direct: Analysis of a course assignment paper.

**Instrument 2**

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 recommended the Certificate in Healthcare Communication be suspended. The Department of Communication argued strongly that the certificate should be kept and promoted based on an analysis of market trends, comparison with benchmark programs, and evidence found through professional organizations in the field of communication. The CAPE review committee accepted the appeal and recommended the certificate be transformed instead of suspension. In 2019-20, the newly transformed program proposal was approved by the university curriculum committee and came into effect in Fall 2020.

In terms of assessing student learning outcomes for 2019-20, the result from the evaluation of student artifact 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 the first two, but fell slightly short of meeting the third. The assessment results suggest generally there is good alignment between the selected core course learning outcomes and program learning outcomes. For a more robust program learning outcome in the future, it would help if the courses are taught by a full-time tenure-track expert in healthcare communication, rather than the current arrangement of highly qualified, but part-time adjuncts.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	<b>Applies communication and health theories to explain factors that affect the delivery of healthcare.</b>		
<b>Measurement Instrument 1</b>	DIRECT measure of student learning: Students in the course of the program had to prepare a 5-page paper report where they were required to apply communication theory and/or concepts learned in the course to evaluate a health campaign in the US or abroad. The paper was assessed for the select program SLOs.		
<b>Criteria for Student Success</b>	There are two core courses for this certificate program. For 2019-20 assessment, the core course that had not been tapped for last year's assessment was chosen. 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)." Success is proficient (3) or better.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	91.6%
<b>Methods</b>	Direct: Artifact from the core course paper were collected from 12 students in the course (n = 12) and all identifiers removed (student name, course 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 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.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions 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 this SLOs has met the self-declared assessment goal. The assessment result suggest there is good alignment between the core course learning outcome and program learning outcome. In terms of actions for program improvement, the two core courses of the program should be taught by a full-time tenure-track faculty instead of an adjunct instructor, however qualified they are. 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.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
None planned for now.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
After consulting the Graduate Program Committee and course instructors, program will be assessed using the same process.			

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	<b>Identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.</b>		
<b>Measurement Instrument 1</b>	DIRECT measure of student learning: Students in the course of the program had to prepare a 5-page paper report where they were required to apply communication theory and/or concept learned in the course to evaluate a health campaign in the US or abroad. The paper was assessed for the select program SLOs.		
<b>Criteria for Student Success</b>	There are two core courses for this certificate program. For 2019-20 assessment, the core course that had not been tapped for last year's assessment was chosen. 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)." Success is proficient (3) or better.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	75%
<b>Methods</b>	Direct: Artifact from the core course paper were collected from 12 students in the course (n = 12) and all identifiers removed (student name, course 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 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.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (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 this SLOs has met the self-declared assessment goal. The assessment result suggest there is good alignment between the core course learning outcome and program learning outcome. In terms of actions for program improvement, the two core courses of the program should be taught by a full-time tenure-track faculty instead of an adjunct instructor, however qualified they are. 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.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
None planned for now.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
After consulting the Graduate Program Committee and course instructors, program will be assessed using the same process.			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	<b>Critiques the effectiveness of health communication campaigns.</b>		
<b>Measurement Instrument 1</b>	DIRECT measure of student learning: Students in the course of the program had to prepare a 5-page paper report where they were required to apply communication theory and/or concept learned in the course to evaluate a health campaign in the US or abroad. The paper was assessed for the select program SLOs.		
<b>Criteria for Student Success</b>	There are two core courses for this certificate program. For 2019-20 assessment, the core course that had not been tapped for last year's assessment was chosen. 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)." Success is proficient (3) or better.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	66.6%
<b>Methods</b>	Direct: Artifact from the core course paper were collected from 12 students in the course (n = 12) and all identifiers removed (student name, course 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 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.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions 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 this SLOs fell slightly short of the self-reported assessment goals for this category. The assessment results suggest there is a relatively weaker alignment between the particular student artifact assignment and the core course learning outcomes. In terms of actions for core course improvement in relation to program outcome, the coursework and assignment that lead to this particular learning outcome need to be bolstered by the instructor of this core course the next time this course is taught. Currently, this course is being taught by a qualified but adjunct instructor, which can challenge efforts needed to sustain work to meet the self-declared goal. In order to ensure the courses in the program meet and exceed the learning outcomes in a viable and sustainable manner, the department will need to do a search for a full-time tenure-track expert in healthcare communication next year.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The assessment results will be shared with the current core course instructors, who will review coursework and activities and make necessary changes to help bolster this particular learning outcome.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
After consulting the Graduate Program Committee and core course instructors, program will be assessed using the same process.			

Student Artifact File Identifier: \_\_\_\_\_

### Certificate in Communicating in Healthcare

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

<i>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.</i>	
	<b>EXCELLENT</b> -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.
	<b>PROFICIENT</b> - 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.
	<b>WEAK</b> - 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.
	<b>INSUFFICIENT</b> - 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.**

<i>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.</i>	
	<b>EXCELLENT</b> - Demonstrates excellence and proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
	<b>PROFICIENT</b> - Demonstrates acceptable proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
	<b>WEAK</b> - Demonstrates minimal proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
	<b>INSUFFICIENT</b> - Fails to demonstrate minimal proficiency in describing, explaining, or identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.

**CCH.SLO.3 - Critiques the effectiveness of health communication campaigns.**

<i>Regarding the paper, please assess how well the author integrates scholarship to critique the effectiveness of health communication campaigns.</i>	
	<b>EXCELLENT</b> - Effectively integrates scholarship in a way that demonstrates excellent critique of the effectiveness of health communication campaigns.
	<b>PROFICIENT</b> - Integrates scholarship in a way that demonstrates proficient critique of the effectiveness of health communication campaigns.
	<b>WEAK</b> - Minimally integrates scholarship and demonstrates cursory critique of the effectiveness of health communication campaigns.
	<b>INSUFFICIENT</b> - Fails to integrate scholarship and provides limited or inadequate critique of the effectiveness of health communication campaigns.

**Optional - If you have additional comments or remarks about the work:** \_\_\_\_\_