

**Assurance of Student Learning Report
2020-2021**

College of Health and Human Services

Department of Public Health

Bachelor of Science in Public Health 521

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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: 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**

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 (Community Organization)**

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

Met

**Not
Met**

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**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

While program targets were met during the year under review, continuous and sustained improvement will be the ultimate goal of the program. Assessment will be conducted again during the 2021/22 academic year for additional information.

Student Learning Outcome 1

Student Learning Outcome 1			
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 (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 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	Six out of seven students (86%) scored 80% or higher on the assignment.
Methods	Seven students were enrolled in the PH 485 course during Fall 2020. Students had 4 weeks to design their audio or video PSA on Mask Wearing as part of a college's health and safety campaign. One student did not submit the assignment. The six remaining students scored higher than 80% on the assignment; specifically, 4 students scores 5 out of 5; the rest scored 4.5 out of five points. 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 mask wearing as part of the effort to reduce the spread of Covid-19 on a college campus. 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 80% or higher on the program/grant proposal.	Percent of Program Achieving Target	All seven students scored 80% or higher on the project.
Methods	Seven students were enrolled in the PH 485 course during the period under review. Four out of the seven students scored between 84 and 88% on the assignment. The remaining three students scored 90% or higher.		
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	Percent of Program Achieving Target	All 12 students scored 80 or

	their proposed project.	Achieving Target	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 12 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.			<input checked="" type="checkbox"/> Met
Not Met			
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
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 was 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 encouraged to revise the sections for additional reviews before final submission. These measures may have contributed to the improved performance over the 2019/2020 academic 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 minor revision in strategy resulted in some improvements over the 2019/20 academic year's performance. Continuous monitoring will occur in the subsequent years.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed again during the 2021/22 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. Artifacts will include the project PowerPoint presentation, flyers, PSA and project in PH 485 and the Kentucky health-related bill assignment from the PH 484 course.			

Student Learning Outcome 2			
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	Seven students were enrolled in the PH 485 course during the period under review. Four out of the seven students scored between 84 and 88% on the assignment. The remaining three students scored 90% or higher.		
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 project.		
Program Success Target for this Measurement	80% of students will score 80% or higher on the program presentation.	Percent of Program Achieving Target	The seven students enrolled in the course scored 80% or higher on the presentation.
Methods	Seven students were enrolled in the PH 485 course during the period under review. Four out of the seven students scored between 84 and 88% on the assignment. The remaining three students scored 90% or higher.		
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 12 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 12 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.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
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 was 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 encouraged to revise the sections for additional reviews before the final submission. These measures may have contributed to the improved performance over the 2019/2020 academic 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 minor revision in strategy resulted in some improvements over the 2019/20 academic year's performance. Continuous monitoring will occur in the subsequent years.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed again during the 2021/22 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. Artifact will include the project PowerPoint presentation, flyers, PSA and project in PH 485 and the Kentucky health-related bill assignment from the PH 484 course.			

Student Learning Outcome 3			
Student Learning Outcome			
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. See portfolio grading rubric. Supporting Artifacts - Internship Grading Rubric		
Program Success Target for this Measurement	80% of students will score grade B on their internship portfolio.	Percent of Program Achieving Target	Four students were enrolled in the internship during the 2020/21 academic year. Despite the challenges of the pandemic, all four students collaborated with public health professionals for their experience. All four students scored higher than B 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. Portfolio scores, provided by the instructor, served as data for the assessment. All four 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 four students scored higher than B on their portfolio.
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. Eleven out of the 12 students enrolled in the internship course were rated 4 out of 5 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	80% of students should score at least grade B on their internship presentation.		

Program Success Target for this Measurement	80% of students should score at least 80% on their internship presentation.	Percent of Program Achieving Target	One student scored grade B on the internship portfolio. The remaining three students scored higher than B on their portfolio.
Methods	The four students enrolled in the course for the 2020/21 academic year's presentations were selected for the assessment. One student scored B on their presentation. The remaining three students scored higher than B. 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.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Most internship site restructured their activities to accommodate the health and safety protocols which limited students' contact hours.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Infection prevention health and safety protocols at internship sites affected the students' contact time with their preceptors and populations. This made it difficult to implement the suggested changes from the 2019/20 academic year.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The outcome will be assessed in the 2021/22 academic year before any action will be implemented. 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	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	Not addressed

knowledgeable about the field including at least 3 existing programs (1)		area; less than 3 existing programs	
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

**GUIDELINES and GRADING CRITERIA
PH 484
Policy Analysis Project**

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 you 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	Partial description of agency including mission/vision/goals of	Not enough information on agency and internship activities.

	agency, principal personnel, services/activities. Detailed weekly and monthly reports of activities and time sheets.	agency, principal personnel, services/activities. Partial weekly and monthly reports of activities and time sheets.	
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.