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| **Assurance of Student Learning Report**  **2022-2023** | | |
| *Potter College* | | *Communication* |
| *Communicating in Healthcare Graduate Certificate #0475* | | |
| *Dr. Jieyoung Kong* | | |
| ***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)** | |

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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. Add more Outcomes as needed.*** | | | |
| **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** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2: Develop a well-rounded understanding of communication processes within healthcare context.** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3: Evaluates and/or develops messages/strategies that affect organizational outcomes.** | | | |
| **Instrument 1** | **Direct: Analysis of a course assignment paper.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| The program has two core courses students must take and a list of restricted elective courses from communication, public health, health care administration and nursing students can choose from, all of which can be completed fully online. The student learning objectives for the certificate program are as follows: *(1)* *Apply communication and health theories to explain factors that affect the delivery of healthcare, (2) Evaluate communication behaviors in health care relationships, health care teams, and health care organizations, (3) Identify communication variables (including culture, technology) that affect communicating in healthcare contexts, (4) Critique the effectiveness of health communication campaigns, (5) Develop a well-rounded understanding of communication processes within healthcare context, and (6) Understand the centrality of communication in health care administration, public health, and health behavior.* These program learning objectives (as they were originally called in the program proposal submitted to the BOR’s Third Quarterly Meeting, dated July 25, 2014) never got transferred to the CourseLeaf. Therefore, the program information on CourseLeaf today remains cursory. We are addressing this. For the 2021-2022 ASL assessment, we assessed learning outcomes 2, 3, and 4 from one of the program’s core courses (i.e. COMM 553). And for 2022-2023, we alternated to assess learning outcomes 1, 5, and 6 from the other core course (i.e. COMM 523). Each SLO should be assessed on a two-year basis. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome 1:** | Applies communication and health theories to explain factors that affect the delivery of healthcare. | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Student artifacts chosen for this SLO assessment was a 5-page paper where they were required to analyze the role of communication in promoting public health and managing health risks and crises. | | | | |
| **Criteria for Student Success** | Success is “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** | 100% | |
| **Methods** | Direct: Artifacts from one of two core courses, COMM 523, were collected from 5 students (*n* = 5) who were in the course during the assessment period out of a total of 8 students enrolled in the certificate program (*N* = 8) during 2022-23. All identifiers were removed (student name, course name, and faculty name) from the artifact and each were assigned to two full-time graduate faculty who teach in the graduate communication program 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. | | | | |
| **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**: Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for this SLOs has not only met, but exceeded the self-declared goal.  **Conclusions**: This year’s assessment result suggest there is improved alignment between the core course learning outcomes and the program learning outcome compared to last year. In terms of actions for program improvement, faculty who teach courses in the certificate program need to update their course learning objectives and course assignments to reflect the latest program learning objectives starting next academic year.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**:  For the next assessment cycle, we will be assessing learning outcome 2, 3, and 4. The COMM 553 course instructor will be consulted to identify the most apporpaite student artifacte, and the program will be assess using the same process. | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | **Develop a well-rounded understanding of communication processes within healthcare context.** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Student artifacts chosen for this SLO assessment was a 5-page paper where they were required to analyze the role of communication in promoting public health and managing health risks and crises. | | | | |
| **Criteria for Student Success** | Success is “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** | 100% | |
| **Methods** | Direct: Artifacts from one of two core courses, COMM 523, were collected from 5 students (*n* = 5) who were in the course during the assessment period out of a total of 8 students enrolled in the certificate program (*N* = 8) during 2022-23. All identifiers were removed (student name, course name, and faculty name) from the artifact and each were assigned to two full-time graduate faculty who teach in the graduate communication program 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. | | | | |
| **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**: Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for this SLOs has not only met, but exceeded the self-declared goal.  **Conclusions**: This year’s assessment result suggest there is improved alignment between the core course learning outcomes and the program learning outcome compared to last year. In terms of actions for program improvement, faculty who teach courses in the certificate program need to update their course learning objectives and course assignments to reflect the latest program learning objectives starting next academic year.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**:  For the next assessment cycle, we will be assessing learning outcome 2, 3, and 4. The COMM 553 course instructor will be consulted to identify the most apporpaite student artifacte, and the program will be assess using the same process. | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | **Understand the centrality of communication in health care administration, public health, and health behavior.** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Student artifacts chosen for this SLO assessment was a 5-page paper where they were required to analyze the role of communication in promoting public health and managing health risks and crises. | | | | |
| **Criteria for Student Success** | Success is “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** | 100% | |
| **Methods** | Direct: Artifacts from one of two core courses, COMM 523, were collected from 5 students (*n* = 5) who were in the course during the assessment period out of a total of 8 students enrolled in the certificate program (*N* = 8) during 2022-23. All identifiers were removed (student name, course name, and faculty name) from the artifact and each were assigned to two full-time graduate faculty who teach in the graduate communication program 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. | | | | |
| **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**: Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for this SLOs has not only met, but exceeded the self-declared goal.  **Conclusions**: This year’s assessment result suggest there is improved alignment between the core course learning outcomes and the program learning outcome compared to last year. In terms of actions for program improvement, faculty who teach courses in the certificate program need to update their course learning objectives and course assignments to reflect the latest program learning objectives starting next academic year.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**:  For the next assessment cycle, we will be assessing learning outcome 2, 3, and 4. The COMM 553 course instructor will be consulted to identify the most apporpaite student artifacte, and the program will be assess using the same process. | | | | | |

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

**Graphical user interface, text, application, Word

Description automatically generated**

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| **CURRICULUM MAP TEMPLATE** | | |  |  | | |  |  | |  | | |  |
| **Program name:** | Communicating in Healthcare Graduate Certificate Program (#0475) | | |  | | |  |  | |  | | |  |
| **Department:** | Communication | | |  | | |  |  | |  | | |  |
| **College:** | PCAL | | |  | | |  |  | |  | | |  |
| **Contact person:** | Dr. Jieyoung Kong | | |  | | |  |  | |  | | |  |
| **Email:** | [Jieyoung.Kong@wku.edu](mailto:Jieyoung.Kong@wku.edu) | | |  | | |  |  | |  | | |  |
| **KEY:** I = Introduced R = Reinforced/Developed M = Mastered A = Assessed | | **Learning Outcomes:** LO1: Analyze and apply communication and health theories to help explain factors that affect the delivery of health care.  LO2: Evaluate communication behaviors in health care relationships, health care teams (multidisciplinary, interdisciplinary, and transdisciplinary), and health care organizations. LO3: Identify communication variables (i.e. culture, technology) that affect communicating in health care contexts. LO4: Critique the effectiveness of health communication campaigns. LO5: Develop a well-rounded understanding of communication processes within contexts that apply to healthcare including interpersonal, organizational, and intercultural. LO6: Understand the centrality of communication in health care administration, public health, and health behavior. | | | | | | | | | | | | |
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| **Course Subject** | **Number** | **Course Title** | **Learning Outcomes** | | | | | | | | | | | |
| ***(Core Courses)*** |  |  | **LO1:** | | **LO2:** | **LO3:** | | | **LO4:** | | **LO5** | **LO6** | |
| COMM | 523 | Health Communication | I/R | | I/R/A | I/R | | | I | | I/R/M/A | I | |
| COMM | 553 | Health Communication Campaign | I/R/M/A | |  | I/R/A | | | I/R/A | | I/R | I/R/A | |
| ***(Restricted Elective Courses)*** | |  |  | |  |  | | |  | |  |  | |
| COMM | 528 | Communication in the Nonprofit Sector | I/R | | I/R |  | | |  | | I/R |  | |
| COMM | 564 | Crisis Communication | I | |  | I/R | | | I/R | | I/R | I/R | |
| COMM | 578 | Seminar in Interpersonal Communication | I/R | | I/R |  | | |  | | I/R |  | |
| COMM | 581 | Applied Organizational Communication |  | | I/R | I/R | | |  | | I/R |  | |
| COMM | 586 | Process of Group Communication |  | | I/R | I/R | | |  | | I/R |  | |
| COMM | 590 | Intercultural Communication |  | | I/R | I/R | | |  | | I/R |  | |
| HCA | 540 | Health Care Orgnization and Management | I/R | |  | I | | | I/R | | I | I/R | |
| HCA | 541 | Strategic Management & Marketing of Health Service | I/R | | I/R | I | | |  | | I | I/R | |
| PH | 548 | Community Health Organization | I | | I/R | I | | | I | | I/R | I/R | |
| PH | 578 | Health Disparities | I/R | |  | I/R | | | I/R | |  | I/R | |
| PH | 580 | Introduction to Public Health |  | |  | I/R | | |  | |  | I/R | |
| PH | 581 | Applied Methods in Public Health Practice/Field Epidemiology | I/R | |  | I/R | | | I/R | | I/R | I/R | |
| PH | 587 | Health Behavior | I/R | |  |  | | | I/R | |  | I/R | |
| NURS | 501 | Nrusing, Politics and Health Policy |  | |  | I/R | | | I/R | |  | I/R | |
| NURS | 528 | Leadership and Management in Nursing Administration | I/R | | I/R | I/R | | |  | | I/R | I/R | |