Assurance of Student Learning Report 2023-2024	
CHHS	Public Health
Health Education Certificate - 0494	
Xiuhua Ding	
Is this an online program? ☒ Yes ☐ No This certificate can be obtained online or in a hybrid format	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)**

*** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.

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: Plan effective health education strategies, intervention, and programs

Instrument 1	**Direct: Program Plan**
Instrument 2	**Indirect: Exit Survey**

Based on your results, check whether the program met the goal Student Learning Outcome 1.	☒ Met	☐ Not Met

Program Student Learning Outcome 2: Assess individual and community needs

Instrument 1	**Indirect: Exit Survey**

Based on your results, check whether the program met the goal Student Learning Outcome 2.	☒ Met	☐ Not Met

Assessment Cycle Plan:

As indicated in the 2022-23 report, the SLOs were reviewed in 2023-24. There were some additional SLOs listed in CourseLeaf that had not been included on this report. It was determined to retain the two SLOs that have been previously assessed and to add a third SLO from the list in CourseLeaf. SLO 3 is to "communicate and advocate for health and health education." We will add an assessment during next cycle to assess the student learning outcome 3. A program revision was submitted and approved through the university processes to align with this assessment plan.

Program Student Learning Outcome 1

Program Student Learning Outcome	Plan effective health education strategies, intervention, and programs			
Measurement Instrument 1	Program Plan: Based on an identified public health problem, students develop a program proposal which includes program goals and objectives, budget, marketing, and sustainability.			
Criteria for Student Success	Students score 80% or higher on program proposal.			
Program Success Target for this Measurement	80% of students will meet criteria for success.		Percent of Program Achieving Target	92% (12 of 13)
Methods	Planning projects are graded by the course instructor. Individual grades are reported on a census of currently-declared health education certificate students completing PH 575 during academic year. Rubric attached. N=13			
Measurement Instrument 2	Exit Survey: Graduating students rate how well the health education certificate prepared them to " Plan effective health education strategies, interventions, and programs," one of the objectives for the certificate.			
Criteria for Student Success	Students rate objective 4 or higher (out of 5)			
Program Success Target for this Measurement	80% will meet critieria for success		Percent of Program Achieving Target	100% (4 of 4)
Methods	Census of graduating MPH students in AY 23-24 complete mandatory exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. On the survey, students are asked to identify if they completed a certificate and, if so, which certificate they completed. Those selecting the health education certificate are asked to rate how well the certificate prepared them to meet each of the certificate objectectives. Results are analyzed descriptively (frequency, central tendency). Frequency data are recoded and compared to target. N = 4			

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 results are expected.

Conclusions: The planning project continues to be identified as a good instrument to assess whether students are able to plan effective health education strategies, intervention, and programs

Plans for Next Assessment Cycle: Faculty will review the findings and discuss if we need to refine the assessment.

Program Student Learning Outcome 2

Program Student Learning Outcome	Assess individual and community needs

Measurement Instrument 1	Exit Survey: Graduating students rate how well the health education certificate prepared them to "Assess individual and community needs for health education," one of the objectives for the certificate.		
Criteria for Student Success	Students score 80% or higher on program proposal.		
Program Success Target for this Measurement	80% will meet critieria for success	**Percent of Program Achieving Target**	100% (4 of 4)
Methods	Census of graduating MPH students in AY 23-24 complete mandatory exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. On the survey, students are asked to identify if they completed a certificate and, if so, which certificate they completed. Those selecting the health education certificate are asked to rate how well the certificate prepared them to meet each of the certificate objectectives. Results are analyzed descriptively (frequency, central tendency). Frequency data are recoded and compared to target. N = 4		

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 results are expected.

Conclusions: The exit survey continues to be identified by faculty as a good measurement instrument.
Plans for Next Assessment Cycle: Faculty will review the findings and discuss if we need to refine the assessment.

CURRICULUM MAP TEMPLATE

Program name:	Health Education (0494)
Department:	Public Health
College:	CHHS
Contact person:	Xiuhua Ding
Email:	xiuhua.ding@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes		
			LO1:	LO2:	LO7
			Assess individual and community needs for health education	Plan effective health education strategies, interventions, and programs	Communicate and advocate for health and health education
Course Subject	Number	Course Title			
PH	548	Community Organization	I, R/D	R/D, M, A	I, R/D
PH	575	Program Planning	M, A	M.A	M, A
PH	576	Educational Methods & Techniques		I, R/D, M, A	I, R/D
PH	587	Theories of Health Behavior		I	

PH 575: Program Planning in Public Health Practice

Double-spaced
12-point standard font
References and in-text citations in APA format

Overview

Over the course of the semester, you will work on a group project culminating in a written and presented program proposal. Students will work together to prepare a written proposal as well as a power point presentation designed to be given to an organization for approval (may include board members, stakeholders, key informants, etc.).

Keep in mind, you will need to divide sections and assign a leader to each. Obviously one person will be responsible for leading multiple sections, so make sure you check and see how best to divide the leadership aspect as equally as possible. Also, each student is responsible for assisting with EACH section in some part.

You will need to communicate with each other at every step of this process. Please reach out to me immediately if you are having difficulty with any aspect of this. Remember, you are creating an ACTUAL program proposal for KY Cancer West. You will be required to meet with a representative from this program at least three times throughout the semester. This may be done through discussion posts, recorded video, presentation or another means pre-approved by me.

Below is a description of what is to be included in each section of the program proposal.

Selection/Discussion of Health Issue: Based on options and information provided by the public health organization, students will identify the health focus for the program plan.

Description of the Target Population/Audience: Students will provide a detailed description of the group which the program is being designed. The description should be supported by research, include population data specific to the population, and include characteristics that are unique to the chosen population.

Needs Assessment/Rationale: Conduct a needs assessment for the program based on current literature and data and identify the health issue the program will address. This should include information to support the need for the proposed program; incorporate data related to health status, health-risk behaviors and lack of programs. Describe impact of the social determinants of health on issue.

Program Description/Goals and Objectives: Develop the mission statement, program setting, goals and objectives, and the program description for the program plan.

Planning Model: Develop and fill out planning model related to the program.

Intervention strategies: Create and submit detailed plans describing the activities to be used to accomplish the program objectives. Describe theoretical constructs that will be applied to the health issue/program and identify why these constructs are an appropriate choice.

Identify and describe relationship of the Stakeholders, Coalition Members, Partnerships and Taskforce: Create and submit a detailed description of the current stakeholders, coalition members, partnerships and taskforce. This description should include commentary explaining how they benefit from the program plan and/or why they have established the relationship with the target population. Also, the method used to identify stakeholders and build coalitions and partnerships should be described. Students will determine whether additional members should be added as partners or coalition members and provide strategies to identify stakeholders, coalition members and identify partnerships.

Identification and Allocation of Resources: Personnel, facilities, equipment/supplies and timelines needed for the program are described. Budget MUST be included.

Marketing strategy: Describe the marketing strategy and techniques to be used for the program. Cultural competence should be illustrated in communication tools. Sample of selected strategies will be submitted. Examples of these include: brochure, billboard (can use power point for this), audio ad, social media ad, etc..

Implementation plan: Students will describe plan to implement program including location, strategies, scope, and timeline. Identify potential barriers and plans to address them.

Evaluation plan: Describe manner in which the program will be evaluated. Discuss plans for how process evaluation will be conducted. Do NOT include hypothetical data. This is a plan for how data will be conducted and used.

Assess competencies: 4, 7-11, 18

Required elements **(Worth 50 points)**	Includes all required elements. Follows all directions. Content is reflective of graduate level work. **40-50 points**	May not include all required elements. May not follows all directions. **N**ot very clear or somewhat well-organized. Content may not be reflective of graduate level work. **21-39 points**	Does not include all required elements. Not organized. Not reflective of graduate level work. **0-20 points**	**Feedback:**
Application of Course material **(Worth 50 points)**	Applied constructs from course material appropriately and provides detailed explanations. Supports points. Student displayed critical thinking/introspection in post or response. **40-50 points**	Applied constructs from course material inappropriately or does not provide detailed explanation or support. Weak display of critical or introspective thinking. **21-39 points**	Does not use constructs appropriately. No or minimal support or explanations. Does not display critical or introspective thinking. **0-20 points**	**Feedback:**
Teamwork **(Worth 10 points)**	Worked well with partner. Communicated effectively and timely and completed equal amount of work. **8-10 points**	Worked okay with partner. May have not communicated well or timely. May not have completed equal share of work. **3-7 points**	Did not work well as a partner. Was difficult to reach or respond to communication. Did not compete fair share of work. **0-2 points**	**Feedback:**
Grammar, mechanical, or syntax issues **(Worth 5 points)**	Free of this type of errors. **4-5 points**	Few of these types of error. **1-3.5 points**	Several of these errors. **0 points**	**Feedback:**

References (Worth 10 points)	Uses and cites credible references using APA style. **10 points**	Uses credible references, but not in APA style. **7.5 points**	Does not use any references or does not use credible sources. **0 points**	**Feedback:**