

Assurance of Student Learning Report 2023-2024	
College of Health and Human Services	Department of Public Health
Graduate Certificate in Occupational Safety and Health (OSH, 1779)	
Edrisa Sanyang	
Is this an online program? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under Assessment Cycle)

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: Develop insight into environmental and occupational health exposures and apply appropriate solutions to assess and reduce these exposures.				
Instrument 1	EOHS 550 Hazard analysis and risk assessment.			
Instrument 2				
Instrument 3				
Based on your results, check whether the program met the goal Student Learning Outcome 1.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Program Student Learning Outcome 2: Design comprehensive, integrated programs in workplace health protection and health promotion to address priority safety and health issues.				
Instrument 1	EOHS 502 Workplace Health Promotion Project.			
Instrument 2				
Instrument 3				
Based on your results, check whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Program Student Learning Outcome 3: Communicate environmental health risks and exchange information through public speaking, written reports, and interpersonal skills.				
Instrument 1	PH 584 Environmental health term paper.			
Instrument 2				
Instrument 3				
Based on your results, check whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment Cycle Plan:				
The new graduate certificate, 1779 (Occupational Safety and Health), has EOHS 502, EOHS 550, and PH 584 as core required courses. During the 2023-2024 AY, all the SLOs were assessed, as there were students enrolled in the Occupational Safety and Health certificate took the aligned courses and completed the instruments.				

Program Student Learning Outcome 1			
Program Student Learning Outcome	Develop insight into environmental and occupational health exposures and apply appropriate solutions to assess and reduce these exposures.		
Measurement Instrument 1	Direct: Students in EOHS 550 Principles of Occupational Safety and Health were required to complete a comprehensive hazard analysis and risk assessment for a workplace hazard. Students developed a spreadsheet to review and rate the hazards and assign risks. The risk assessment required analysis of potential routes of exposure, creation of a risk decision tree, and development of a control strategy to eliminate and manage the hazards. To assess SLO 1 the “Hazard Analysis and Risk Assessment Rubric” was used to score the assignment for each student.		
Criteria for Student Success	Students should score “Competent” or greater on the “Hazard Analysis and Risk Assessment Rubric” for each learning outcome to meet SLO 1.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Direct: Artifacts from the EOHS 550 Principles of Occupational Safety and Health course were collected (N=4). The Hazard Analysis and Risk Assessment exercise was evaluated according to the “Hazard Analysis and Risk Assessment Rubric” (Appendix 1). The student’s paper was scored from 1 to 4 on each of the SLOs in the rubric. Scores represented the following ranges “Proficient – 6” (90-100), “Competent – 5” (80-89), “Novice – 0” (70-79), and “Incomplete – 0” (60-69). SLO 1 was assessed based on the total score for the rubric. A total score of 80 points or greater on the rubric would indicate “Competent” performance on the exercise. All 5 students scored “Competent” or greater for SLO 1.		
Measurement Instrument 2	Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to “... whether the program met the goal Student Learning Outcome 1.”		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3	Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to “... whether the program met the goal Student Learning Outcome 1.”		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)		
<p>Results: The results is as expected. The Graudate Certificate in Occupational Health and Safety has a small number of students who are either looking into transitioning to the MS in EOHS or need additional skills to add to their major like those in the MPH program.</p> <p>Conclusions: The assessment method for this important program student learning outcome seems to be working well.</p> <p>Plans for Next Assessment Cycle: There is no planned changes for this SLO. EOHS 550 will still be used to assess the SLO.</p>		

Program Student Learning Outcome 2			
Program Student Learning Outcome	Design comprehensive, integrated programs in workplace health protection and health promotion to address priority safety and health issues.		
Measurement Instrument 1	Direct: Students in EOHS 502 workplace health promotion project: students designed a workplace health promotion program at a workplace of their choice with a Total Worker Health component included. The paper describes the process of program design, including assessment, planning, implementation and evaluation.		
Criteria for Student Success	Students should score "Competent" or greater		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Direct: Artifacts from the EOHS 502 Health Promotion in the Workplace course were collected (N=1). Students breakdown the grades for the project and reported by instructor at the end of each semester. Final outcome of this course is to design a workplace health promotion program with a Total Worker Health Component. Students were assessed using the Health Promotion in the Workplace Project Rubric (Appendix 1). The student's paper was scored from 20 for "Full Credit", 10 for "Partial Credit", and 0 for "No Credit" on each of the SLOs in the rubric. Scores represented the following ranges "Proficient – 6" (90-100), "Competent – 5" (80-89), "Novice – 0" (70-79), and "Incomplete – 0" (60-69). SLO 2 was assessed based on the total score for the rubric. A total score of 80 points or greater on the rubric would indicate "Competent" performance on the exercise, and the student scored "Competent" or greater for SLO 2.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

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
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: The results are what is expected. The certificate has small number of students that have passion for occupational health and safety or want to transition to the MS in EOHS.			
Conclusions: The assessment method for this important program student learning outcome seems to be working well.			
Plans for Next Assessment Cycle: There is no planned changes for this SLO. EOHS 502 will still be used to assess the SLO.			

Program Student Learning Outcome 3			
Program Student Learning Outcome	Communicate environmental health risks and exchange information through public speaking, written reports, and interpersonal skills.		
Measurement Instrument 1	Direct: Students in PH 584 Principles of Environmental Health, a core required course, were required to complete a comprehensive written term paper that requires synthesis of environmental and occupational health and safety information from the US Healthy People Initiative. Students developed a comprehensive report including information and data synthesis, critique of related-policies, program outcome assessment, and provide conclusions and recommendations. The Term Paper is then orally presented to colleagues students as lay individuals and professionals. To assess SLO 3 the "Environmental Health Term Paper and Presentation Rubric" was used to score the assignment for each student.		
Criteria for Student Success	Students should score "Competent" or greater		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Direct: Artifacts from the course were collected from the students (N = 1). The paper was evaluated according to both the Environmental Health Term Paper Rubric and Presentation Rubric (Appendix 3). Each student paper was scored from 1 to 4 on each of the SLOs in the rubric. Scores represented the following ranges "Proficient - 4" (90-100), "Competent - 5" (80-89), "Novice - 0" (70-79), and "Incomplete - 0" (60-69). SLO 3 was assessed based on the total score for the rubric. A total score of 80% or greater on the rubric would indicate "Competent" performance on both the Term Paper and the Oral Presentation. The single student enrolled in the certificate did score "Competent" or greater for SLO 3.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
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
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> The results is what is expected. Students in graduate certificate did well in the SLO as expected of graduate level course.</p> <p><u>Conclusions:</u> The assessment method seems to be working well and there is need for modifications at this point.</p> <p><u>Plans for Next Assessment Cycle:</u> There is no planned change for this SLO.</p>			

REVISED CURRICULUM MAP – Graduate Certificate (GC) in Occupational Safety and Health

Program Name	Graduate Certificate (GC) in Occupational Safety and Health (OSH, 0427)
Department	Public Health
College	Health and Human Services
Contact Person:	Edrisa Sanyang
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KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Program Student Learning Outcomes		
			LO1	LO2	LO3
			Develop insight into environmental & occupational health exposures & apply appropriate solutions to assess and reduce these exposures.	Design comprehensive, integrated programs in workplace health protection and health promotion to address priority safety and health issues.	Communicate environmental health risks and exchange information through public speaking, written reports, and interpersonal skills.
Course Subject	Number	Course Title			
EOHS	502	Health Promotion in the Workplace	R	IRMA	R
EOHS	550	Principles of Occupational Safety & Health	IRMA	R	IR
PH	584	Principles of Environmental Health	I	IR	MA

NOTE 1: If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab, and specify the name of the track in addition to the name of the program.

NOTE 2: Your program may have a component or milestone that is important for your learning outcomes, but that you don't associate with a course number. Examples might include independent/mentored research, qualifying exams, a prospectus, defense, clinical rotations, etc. Alternatively, your program may have several components or milestones that fall under one course number that you would like to differentiate in the curriculum map. Feel free to add those details to the curriculum map in order to represent those learning opportunities (Please omit optional extracurricular activities).

Appendix 1: Hazard Analysis and Risk Assessment Rubric

Learning Outcomes	Proficient - 4	Competent - 3	Novice - 2	Incomplete - 1	Score
Identify and assess the hazard	The hazard was identified and explained. An explanation was provided that detailed the hazard type and impacts of exposure.	The hazard was identified and explained. An explanation was provided that listed the hazard type and an impact of exposure.	The hazard was identified. The explanation was limited and provided the hazard type and listed some potential impacts.	The hazard was identified.	
Assess the potential routes of entry	Routes of entry were evaluated based on the hazard and the workplace conditions. The evaluation investigated how the hazard was created and the exposure pathways.	Routes of entry were evaluated based on the hazard and the workplace conditions. The evaluation discussed the exposure pathways.	Routes of entry were described based on the hazard and the workplace conditions. The evaluation listed the exposure pathways.	Routes of entry were listed based on the hazard and the workplace conditions.	
Develop a risk assessment	A risk assessment was created based on severity, frequency, possibility, and likelihood. The risk assessment was accurate without errors.	A risk assessment was created based on severity, frequency, possibility, and likelihood. The risk assessment was accurate minimal errors.	A risk assessment was created based on severity, frequency, possibility, and likelihood. The risk assessment had several errors.	A risk assessment was incomplete based on severity, frequency, possibility, and likelihood. The risk assessment if attempted had many errors.	
Create a risk assessment decision tree for hazard reduction	Management of the hazard was developed through a risk assessment decision tree. The decision tree detailed the elimination of the hazard. A thorough justification and discussion was provided.	Management of the hazard was developed through a risk assessment decision tree. The decision tree detailed the reduction of the hazard. A discussion was provided.	Management of the hazard was attempted through a risk assessment decision tree. The decision tree was not clear on how the hazard would be reduced.	The decision tree was incomplete. The student did not provide an indication that the hazard would be reduced.	
Develop a control strategy or method	A control strategy was explained and applied to the workplace hazard. A clear method was developed that would eliminate the hazard and potential exposures.	A control strategy was applied to the workplace hazard. A method was shown that would reduce the hazard and potential exposures.	A control strategy was described for the workplace hazard. A method was listed to reduce the hazard.	A control strategy was listed for the workplace hazard.	

Appendix 2: Workplace Health Promotion Project

Criteria	Full Credit	Partial Credit	No credit
Company Profile	<i>The description clearly discusses the company's background, workforce and activities</i>	<i>Summary does not clearly discuss the company's background, workforce and activities</i>	<i>Not addressed</i>
Determine the Assessments needed for issue identification	<i>Clearly provides the detailed information of how each assessment was utilized to determine the 3 issues and discussed each issue.</i>	<i>Provides minimal details of how each assessment was utilized to determine the 3 issues and discussed each issue.</i>	<i>Not addressed.</i>
Planning & Design	<i>Clearly provides the program's vision, mission, goals (1 for each issue), objectives (2 for each goal) and activities (strategies or intervention) including the budget narrative</i>	<i>Does not clearly provide the program's vision, mission, goals (1 for each issue), objectives (2 for each goal) and activities (strategies or intervention) including the budget narrative</i>	<i>Not addressed</i>
Development and Implementation	<i>Clearly describes the Total Worker Health Committee and addresses all aspects of the marketing strategy</i>	<i>Provides minimal description the Total Worker Health Committee and does not address all aspects of the marketing strategy</i>	<i>Not addressed</i>
Newsletter	<i>Newsletter was visually attractive, concise and addressed the three identified issues of this company</i>	<i>Newsletter was not visually attractive, or concise or did not address the three identified issues of this company</i>	<i>Not addressed</i>
Evaluation	<i>Clearly discusses the performance measurement instruments used for process evaluation and outcome evaluation</i>	<i>Does not clearly discuss the performance measurement instruments used for process evaluation and outcome evaluation</i>	<i>Not addressed</i>
Total Worker Health Hierarchy of Controls and how they were applied to this program	<i>The five Hierarchy of Controls were addressed within the program</i>	<i>The five Hierarchy of Controls were vague and not clearly addressed within the program</i>	<i>Not addressed.</i>
References APA Format	<i>Provides APA formatted reference for the materials being reviewed.</i>	<i>Provides link for the materials reviewed. Not proper APA formatted.</i>	<i>No citation or link</i>

PowerPoint Presentation	<i>Slides Concise and easy to read Professionally constructed</i>	<i>Slides hard to read and lack clarity. Not professionally constructed</i>	<i>Did not turn in a PowerPoint Presentation</i>
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Appendix 3: Environmental Health Term Paper Rubric

Competencies	Proficient - 4	Competent - 3	Novice - 2	Incomplete - 1	Score
Reflection	Ability to proficiently demonstrate reflection and deep thinking of acquired knowledge and concepts, and integrate them into different issues from a wide range of perspectives (e.g. different contexts, cultures, disciplines, etc.); demonstrate critical thinking skills in writing.	Showing satisfactory ability to relate acquired knowledge to the chosen State's healthy people 2020 initiative; demonstrating attempt to analyze from a number of different perspectives.	Only includes mere description of theoretical knowledge; no reflection is demonstrated beyond description.	No critical analysis of the written report is demonstrated.	
Analysis & Integration	Points well articulates and supported by figures and charts analyzed from secondary data. Ideas /concepts are well articulated with a common 'thread' from beginning to end. Succinct strategy provided coherently supported by data on the chosen objective.	Concepts are generally Connected, and supported by secondary data to show the state of progress made in achieving the chosen objective. Still able to observe how the student develops during the learning process.	Little or no analysis and poorly integrated. No data presented to show the progress made in achieving the chosen objective or goal areas.	No analysis is demonstrated, merely copying and pasting primary source data tables and not fully intergrating in the work.	
Presentation	Slides are professionally prepared with tables, charts and pictures. Coherent flow if information linking different sections of the talk. Presenter manages time efficiently, maintains eye contact with audience, show mastery of slides, and professionalism in handling audience questions.	Presentation professionally prepared with tables, charts, and pictures. Information not well coordinated. Presenter evidently seen struggling to communicate well prepared slides, and audience questions not well handled.	Presentation poorly organized filled with text mostly from the term paper. Presenter uses numerous technical jargons not easily understood by lay audience, mostly reading slides or notes, and audience questions not well handled.	Presenter only reading slides without discussing them.	
Format & Professionalism	Writing is well focused; arguments and perspectives are precisely defined; coherent in developing an insightful idea is demonstrated. Paper well cited using APA referencing format, and few to no typos or grammatical errors.	Arguments and perspectives are clearly stated; some indication of efforts to organize the paper but not deep enough to be very insightful. Paper cited using APA referencing format, and few typos or grammatical errors.	Do not show any original thinking or perspectives; chaotic on organization and presentation of ideas. Paper not cited with many typos and grammatical errors. Abstract not provided.	Basic structure of the paper is not met.	