INSTRUCTIONS

The faculty of each academic program, degree or certificate, are asked to complete this plan template during the 2019-20 academic year to guide assessment of the program-level student learning outcomes (PSLOs) during the upcoming cycle. Assessment plans are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) no later than **April 15, 2020** and should be submitted to the appropriate college and program folder in SharePoint.

A Quick Start Guide and other documentation as well as dates for live training sessions are provided on the OSPIE website. Training resources and session topics range from an overview of the new assessment process to principles and practice for student learning outcome assessment. Questions can be directed to OSPIE staff.

Reading the Quick Start Guide prior to completing the new plan template is strongly encouraged.

ABOUT THE PROGRAM

College or School (*example: College of Arts & Sciences*)	The College of Public Health
Degree Type (*example: BA or MS*)	Bachelor of Public Health
Program Name (*example: History*)	Public Health

Please provide the mission statement for the program. If one does not currently exist, provide the department or college mission statement.

As a component of Kentucky's land grant institution, the Mission of the College of Public Health at the University of Kentucky is to develop health champions, conduct multidisciplinary and applied research, and collaborate with partners to improve health for Kentucky and beyond.

(Optional) Include any additional information about the program's history, development, or structure that may be beneficial in understanding the curriculum and how student learning is assessed.

Public Health connects populations from an integrated approach of identifying behaviors that affect health and changing these behaviors; education on the science of primary prevention of disease; promoting healthcare equity, quality and accessibility; and advocating for improved healthcare systems.

ASSESSMENT CYCLE

All programs that do not have specialized accreditation and are not located in a department/college with a specialized accreditation should follow a 4-year PSLO assessment cycle. Programs that have specialized accreditation(s) or are within a college that has a comprehensive accreditation can develop an alternate PSLO and periodic review cycle in consultation with OSPIE.

Which cycle will the program being using?

☒ 4-year cycle [What does this look like?]

☐ Other (accredited programs/departments only)

If the program has selected "other" for the assessment and periodic review cycle, please append a copy of the proposed cycle and a brief justification to this plan.

ASSESSMENT COORDINATION AND RESOURCES

Individual(s) coordinating program-level student learning outcomes assessment

First and Last Name	Title/Position	Email
Sarah Cprek, MPH	Director of Undergraduate Studies	sarah.cprek@uky.edu

Other individuals providing oversight, coordination, or support for assessment

First and Last Name	Title/Position
Andrea Perkins	Director of Accreditation and Assessment

(Optional) Other utilized resources for assessment (e.g. software such as rubrics or portfolios, evaluator stipends, etc.)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list the program-level student learning outcomes (PSLOs). If applicable, indicate which, if any, outcomes are required by your specialized accreditor(s) [What is this?]. Bachelor's degree programs must also indicate which outcome(s) map to the university's GCCR (Graduation Composition & Communication Requirement). The GCCR is not a requirement for certificates, graduate, or professional programs.

Space for up to 10 PSLOs has been provided below, but this does not imply that 10 outcomes are required. Program faculty should decide the appropriate number based on the design of the curriculum. Most programs have 3-8 outcomes, depending on the length of the program. If more than 10 lines are needed, either insert more lines into the table or submit a request to OSPIE@uky.edu for a template with additional lines for PSLOs.

PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
1 Knowledge	**Demonstrate knowledge of public health from an interdisciplinary perspective.**	☐	☒
2 Evidence-based problem solving	**Show competency in ethical issues, social responsibility, and problem-solving using evidence-based concepts in core public health areas.**	☐	☒
3 Relationships	**Show competency in relationship-building and team dynamics to plan and promote public health and reduce health disparities.**	☐	☒
4 Integrated Communications	**Apply theories and concepts to communicate the interconnectedness among the physical, social, and environmental aspects of population health**	☐	☒

4

Please provide a brief description of the process used to develop or revise current PSLOs and the extent to which program faculty were involved. If applicable, provide discussion of any attempts to align PSLOs with professional or accreditation standards, employer expectations and job skills, graduate program curricula, etc. If PSLOs are taken directly from an accreditor, discuss whether (and how) the PSLO statements were reviewed by the faculty to ensure they were comprehensive.

The 24 CEPH domains are mapped to the eleven required Public Health courses in the general areas of Knowledge (SLO 1), Evidence-based problem solving (SLO 2), Relationships (SLO 3), and Integrated Communications (SLO 4). These 24 domains align with the 2016 Council on Education for Public Health (CEPH) guidelines for undergraduate education. Program faculty reviewed the statements and assisted the Director of Undergraduate Studies in curriculum mapping.

CURRICULUM MAP

Please create a map of the PSLOs to the curriculum. All required courses should be included in the left-hand column, and all PSLOs should span across the remaining columns. If desired, specific elective courses or elective "tracks" can be included (recommended). The purpose of the curriculum map is to show where each PSLO is emphasized within the curriculum. The level at which each PSLO is taught within a given course should be indicated as follows: introductory (I); reinforced (R); or mastery (M). Each PSLO should have at least an instance of I, R, and M across the curriculum, with the exception of certain graduate programs where introductory knowledge is provided at the undergraduate level. For assistance in developing a curriculum map, please visit the OSPIE website or contact the OSPIE team.

Course	PSLO1	PSLO2	PSLO3	PSLO4
Pre-Major for Pre-BPH				

September 13, 2019

CPH 201	I	I	I	I
GRN 250	I		I	
BST 230		I		I
Major Courses				
CPH 255			I	
CPH 310	R	R		
CPH 320	R		R	R
CPH 330		R		R
CPH 350	R		R	
CPH 440	R	I	R	R
CPH 476G	R	R	R	R
Culminating Courses				
CPH 455			M	M
CPH 470	M	M	M	M

I = Introduced; indicates that students are introduced to the outcome

R = Reinforced and opportunity to practice; indicates the outcome is reinforced and students afforded opportunities to practice

M = Mastery at the senior or exit level; indicates that students have had sufficient practice and can now demonstrate mastery

ASSESSMENTS

Please complete the chart below by listing each assessment on a separate row, and including the requested information. Except for outcomes that focus on students' values or beliefs, at least 1 assessment should be direct. Ideally, all outcomes should have at least 2 assessments. If available, append a copy of the assessment measure/instrument (e.g. scoring rubric or sample questions) to this report. If a goal/target has already been set or can be set for a given measure/instrument, this should be included in the table. Otherwise, the program will need to determine and specify a target/goal when results are first reported for that instrument/measure. Note: space for only 15 instruments/measures have been provided. If space for additional assessment instruments/measures are needed, either insert additional rows into the table or contact OSPIE staff to receive a customized template with additional lines.

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
Entrance Exam	1-4	Direct	The Entrance Exam will be administered to all students enrolled in CPH 201 during the first week of the semester, prior to the introduction of any major course material.	Each of the pre-major and major required courses integrates two or more of the PSLOs, and questions for each course reflect specific domain	An increase of 30% will be documented between the entrance exam and exit exam over the	CPH 201	☐

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			The exam, which was created in collaboration with BPH faculty, contains questions compiled from all pre-major and major required courses. Overall scores are compiled as an assessment of baseline knowledge in the field of public health. Course and individual question analyses are completed for a more in-depth baseline assessment.	knowledge in each of the 4 PSLOs.	course of a three-year cycle.		

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
Focus Group	1, 3-4	Indirect	Focus Groups will be conducted with all BPH students during the final two semesters in the program. These groups will be led by faculty within the college and will provide an opportunity for open discussion and debate on the strengths and weaknesses within the program. General public health knowledge and applications will be additional areas of focus during the group meetings. A digest of	Students will reflect on their experiences in each of the required courses and in the program as a whole, providing feedback on how the program fits together as a whole.		CPH 470	☐

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			group discussions will be complied and provided to the DUS for assessment purposes.				
Major Course Assessment Evaluation	1-4	Indirect	During the capstone course, students will complete both an integrated communications written and visual project with oral components. The assessment tools for this are introduced in earlier courses and used in a sequential manner within the capstone course. This ensures that students have feedback	Students will use knowledge and tools from all pre-major and major required courses to demonstrate their knowledge of and ability to apply public health core concepts to a real-life scenario, demonstrating systems-thinking and problem-solving strategies that are	A total of 85% of students will receive a Satisfactory or higher final evaluation of their visual project (based on 100-point scale) as the culminating experience in the capstone	CPH 470	☐

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			in a stepwise manner within the capstone, and progression can be demonstrated throughout the projects. The capstone is a culminating display of ability, demonstrating that the BPH graduate has competencies and is prepared to become a professional in the field of public health. The final capstone written project will be assessed by the multi-state collaborative. (Appendix C: Integrated	essential to careers in public health.	course (SLO 4).		

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			Communications Rubric—Written; Appendix D: Integrated Communications Rubric—Visual)				
Exit Exam	1-4	Direct	The Exit Exam will be administered as the final examination for the capstone course. Students will complete this course during their final semester of study and will therefore be a culminating knowledge assessment for the BPH program. The exam, which was created in collaboration with BPH	Each of the pre-major and major required courses integrates two or more of the PSLOs, and questions for each course reflect specific domain knowledge in each of the 4 PSLOs.	An increase of 30% will be documented between the entrance exam and exit exam over the course of a three-year cycle. A total of 85% of students	CPH 470	☐

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			faculty, contains questions compiled from all pre-major and major required courses. Overall scores are compiled as an assessment of cumulative knowledge in the field of public health at the conclusion of the program. Course and individual question analyses are completed for a more in-depth final assessment.		will achieve at least a 70% or higher score on the Exit Exam (SLO 1-3).		
Alumnus One-year Post Graduation	2-4	Indirect	In coordination with the Alumni Coordinator, students will be contacted and surveyed	Assess the needs of the ever-changing workforce and student preparedness	A total of 85% of all students will report that they found	N/A	☐

13

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			one year post graduation about their current profession or graduate/professional school status and reflections on the benefits of the curriculum for preparation for their current position.	for careers or additional education.	the curriculum beneficial training for future work in a public health profession and /or graduate or other professional program as recorded on the Alumni Survey.		

ASSESSMENT REPORTING CYCLE

Please complete the chart below by providing the requested information for each learning outcome. Note: space for up to 10 PSLOs has been provided. If space for additional PSLOs are needed, either insert additional rows into the table or contact the OSPIE staff to receive a customized template.

PSLO #	Semester/ Year(s) Data Collected	Year(s) Results Submitted to OSPIE (see Results Report Definition)	Year(s) Reflection Report Submitted to OSPIE (see Reflection Report Definition)	Year(s) Action Report Submitted to OSPIE (see Action Report Definition)
Example	*Fall / 2020*	*Summer 2021*	*Summer 2023*	*Summer 2024*
1	Years 1-2 (Fall 2020-Spring 2022)	Year 2 (Summer 2022)	Year 3 (Summer 2023)	Year 4 (Summer 2024)
2	Years 1-2 (Fall 2020-Spring 2022)	Year 2 (Summer 2022)	Year 3 (Summer 2023)	Year 4 (Summer 2024)
3	Years 1-2 (Fall 2020-Spring 2022)	Year 2 (Summer 2022)	Year 3 (Summer 2023)	Year 4 (Summer 2024)
4	Years 1-2 (Fall 2020-Spring 2022)	Year 2 (Summer 2022)	Year 3 (Summer 2023)	Year 4 (Summer 2024)

FEEDBACK AND SUPPORT ON PSLO ASSESSMENT PLAN

Each program has the option of receiving formative feedback on its new or revised PSLO assessment plan from OSPIE staff members. OSPIE staff can provide suggestions for improvement to learning outcome statements, overall assessment plan design, curriculum mapping, standard setting, individual assessment tools, etc. If your program would like to receive feedback on its assessment plan, please indicate below:

☒ Yes, we would like to receive feedback.

☐ No thank you, not at this time.

If there are questions the program director or faculty did not have the opportunity to ask prior to submission of the PSLO assessment plan, and you would like to schedule a brief consultation with OSPIE staff, please indicate below:

☐   Yes, we would like to schedule an individual or group consultation.

☒   No thank you, not at this time.