

Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs

University of Kentucky

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)*

Graduate Certificate in Global Health

Program Name *(example: History)*

Global Health

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

Students will gain understanding of the global burden of disease and threats to well-being. The program will enable students to make positive contributions in communities at home and across the globe.

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(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.

The Graduate Certificate in Global Health was created to prepare students to meet the growing demand for international, interdisciplinary skills in areas such as disease and injury prevention, health care, and other health-related disciplines.

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
Erin Haynes, DrPH, MS	Director of Graduate Certificate in Global Health	Erin.Haynes@uky.edu

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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.

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PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
1	Effectively communicate the health status of and burden of disease in diverse global populations	<input type="checkbox"/>	<input type="checkbox"/>
2	Analyze the determinants of global health disparities	<input type="checkbox"/>	<input type="checkbox"/>
3	Evaluate the effectiveness and impact of global health programs	<input type="checkbox"/>	<input type="checkbox"/>

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 PSLOs were informed by the Interprofessional Global Health Competencies created by an expert panel convened by the Consortium of Universities for Global Health (CUGH) in 2013 (Jogerst et al, 2015). Competencies from Domains 1-3 were synthesized to create these PLSOs.

CURRICULUM MAP

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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
CPH 776 (required) Intro to Global Public Health	I	I	I
CPH 605 (selective) Epidemiology	R	R	R
CPH 790 (selective) Water, Sanitation and Health	R	R	R
CPH 612 (selective) Infectious Disease Epidemiology	R	R	R
CPH 711 (selective) Chronic Disease Epidemiology	R	R	R
CPH 645 (selective) Food Systems, Malnutrition, and Public Health	R	R	R
CPH 648 (selective) Eliminating Health Disparities	R	R	R
CPH 561 (selective) Insects affecting Human and Animal Health	R	R	R
CPH 709 (selective) Global Health Internship	R	R	R

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

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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?
Certificate portfolio	1-3	Direct	Student-selected artifacts from courses taken for the Certificate that highlight PLSO achievement.	Provide direct evidence of learning related to each PLSO; With only 1 required course a portfolio is applicable to each student's coursework		CPH 776 + selectives	<input checked="" type="checkbox"/>

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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?
Reflective statement	1-3	Direct	A prompted written statement reflecting on attainment of PLSOs and integration of learning into career plans	Promotes synthesis and reflection on learning related to certificate PLSOs			☒
Global health competency self-confidence scale	1-3	Indirect	Pre/post self-assessment (4-point Likert scale) of global health competencies. Will use subset of questions from Domains 1-3 and 10.	Validated survey tool linked to the CUGH competencies on which PLSOs are based	Average pre/post increase in Likert score by 1 point		☒

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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 <small>(see Results Report Definition)</small>	Year(s) Reflection Report Submitted to OSPIE <small>(see Reflection Report Definition)</small>	Year(s) Action Report Submitted to OSPIE <small>(see Action Report Definition)</small>
1	Fall 2020, Spring 2021/Fall 2021, Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
2	Fall 2020, Spring 2021/Fall 2021, Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024
3	Fall 2020, Spring 2021/Fall 2021, Spring 2022	Summer 2021/Summer 2022	Summer 2023	Summer 2024

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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.

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Appendix A:

Portfolio for Global Health Graduate Certificate

Rationale: To demonstrate engaged learning in global public health leading to the achievement of the Certificate's learning objectives:

1. Effectively communicate the health status of and burden of disease in diverse global populations
2. Analyze the determinants of global health disparities
3. Evaluate the effectiveness and impact of global health programs or policies

We request that you submit an electronic portfolio of selected coursework completed as part of the Certificate. Given the variety of coursework there is no mandatory length for the portfolio.

Please include the following in the portfolio:

1. Table of contents listing the elements in the portfolio by page number
2. List of courses taken to complete the Certificate
3. Coursework:
 - a. Include at least three items to fulfill Certificate requirements.
 - b. For each of the three learning objectives listed above provide one item to substantiate your achievement of the objective.
 - c. Items could include, but are not limited to essays, term papers, presentation slides, posters, policy briefs, discussion posts, and essay exams.
 - d. Clearly indicate the course, the date the item was completed, and learning objective supported by each item.
 - e. Include the instructor feedback (scores, rubrics, comments, etc.) for each item
 - f. Your complete portfolio will have a minimum of three items.

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Appendix B. Portfolio rubric

Complete: No Yes (table of contents and three artifacts)

Adheres to directions: No Yes (≥ 1 artifact from each course and 1 artifact per learning objective)

Review each artifact (item) using the rubric.

Artifact:	Course:		
Learning objective: 1 2 3	Date artifact completed:		
	Competency level		
	Beginning	Progressing	Mastery
Relevance to learning objective	Unrelated to objective	Related to objective: topically appropriate AND some cognitive relevance	Achieves objective: topically and cognitively appropriate
Communication quality	Frequent grammatical errors AND/OR poor organization or formatting	Rare grammatical errors AND/OR limited issues with organization or formatting	Well written, formatted, and organized
Evidence of critical thinking	Descriptive content only	Explanatory; demonstrates synthesis of information	Analytic or Evaluative; synthesis plus cause/effect OR inference OR critique

Overarching assessment of learning objective achievement

Learning Objective	At least one artifact demonstrates:
Effectively communicate the health status of and burden of disease in diverse global populations	<input type="checkbox"/> Relevant artifactual evidence (Mastery level) <input type="checkbox"/> Quality communication (Mastery level) <input type="checkbox"/> Evidence of critical thinking (Progressing level)
Analyze the determinants of global health disparities	<input type="checkbox"/> Relevant artifactual evidence (Mastery level) <input type="checkbox"/> Quality communication (Mastery level) <input type="checkbox"/> Evidence of critical thinking (Mastery level)
Evaluate the effectiveness and impact of global health programs	<input type="checkbox"/> Relevant artifactual evidence (Mastery level) <input type="checkbox"/> Quality communication (Mastery level) <input type="checkbox"/> Evidence of critical thinking (Mastery level)

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Appendix C

Global Health Graduate Certificate: Reflection Statement

Rationale: Reflection is a purposeful activity in which you analyze your own learning and experiences to develop new understanding and appreciation.

Please write a 750 to 1000-word reflective statement that addresses the following:

- How has Certificate-related learning changed your global perspective?
- What have you learned and does your learning align with the Certificate's learning objectives (see list below)?
- What learning experiences did you particularly value and why?
- How will you use skills obtained from Certificate coursework in the future?
- What should be done differently to better support your learning?

Your reflection will be reviewed by College of Public Health faculty and assessed for its adherence to the stated reflection guidelines, writing quality, and reflective effort. We will use the content of your reflection to evaluate the performance of the Certificate and inform improvements to the curriculum.

Global Health Graduate Certificate Learning Objectives

1. Effectively communicate the health status of and burden of disease in diverse global populations
2. Analyze the determinants of global health disparities
3. Evaluate the effectiveness and impact of global health programs or policies

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Appendix D

Reflection Rubric

Student name:

Date submitted:

Adheres to guidelines		No Does not address prompts OR does not follow length requirements	Yes Addresses prompts AND follows length requirements (
Writing quality	Poor Frequent (2 or more per paragraph) grammar or syntax errors AND/OR poorly organized	Adequate Occasional (1 or fewer per paragraph) grammar or syntax errors AND acceptable organization	Excellent Rare (3 or fewer in document) grammar or syntax errors AND well organized
Reflective effort	Poor Does not address prompt OR reflections lack detail / evidence of insight	Adequate Addresses prompts AND reflections are detailed with evidence of insight	Excellent Addresses prompts AND reflections are detailed with evidence of substantial insight and growth

Did student achieve Certificate learning objectives as evidenced by self-reflection? No Yes

Please briefly justify your response.

Opportunities identified for improving Certificate curriculum:

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Appendix E

Global Health Competency Self-Confidence Survey

To be administered by Qualtrics or other online survey tool on admission to Global Health Certificate program and on completion of required coursework.

Survey represents a subset of validated questions¹ that represent Certificate learning objectives.

	Not confident at all	Somewhat confident	Mostly confident	Completely confident
I can describe the basic causes of morbidity and mortality and their variations between high, middle or low income regions.				
I can describe the efforts to reduce health disparities in global health.				
I can describe the major models or systems of health care and where a specific community fits in these systems and the effect it has on the health of the people.				
I can describe the major trends and influences in the global availability and movement of health care workers.				
I can list the major social, economic and structural determinants of health, their effects on access and quality of health services, relationship to mortality and morbidity generally and in specific populations.				
I can describe how cultural context influences perceptions of health and disease generally and in specific communities.				
I can describe the roles and relationships of the major entities influencing global health and development.				
I am able to identify and evaluate potential causes (micro and macro) of marginalization and inequity related to global health.				

¹ Stuhl Miller C and Tochar B. Global Health Competency self-confidence scale: tool development and validation. Global Health: Science and Practice. 2018