

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)*

Master 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.

To apply comprehensive health approaches to better understand and to help reduce burdens and disparities of health problems on individuals, families, and communities.

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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 degree is a professionally based application of theory and problem-solving to promote reduction of health disparities and increase population awareness of health concerns within communities.

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 be 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 Wackerbarth, PhD	MPH Director	sbwack0@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? <small>(Undg degrees only)</small>
1	Utilize evidence-based approaches to solve Public Health problems	<input type="checkbox"/>	<input type="checkbox"/>
2	Design planning and management methods to promote health	<input type="checkbox"/>	<input type="checkbox"/>
3	Discuss policy in public health	<input type="checkbox"/>	<input type="checkbox"/>
4	Communicate audience-appropriate public health content	<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.

Because the MPH is a professional program, its learning outcomes are viewed as competencies. A competency is intended to reflect essential and enduring knowledge, skills, and attributes (values, dispositions) that constitute an integrated learning experience. These overall learning outcomes are required as a reflection of student learning regardless of concentration area.

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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
CPH 603	I			
CPH 605	I			
CPH 621				I
CPH 643	R	I		
CPH 650		R	I	
CPH 672		M	R	

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

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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?
Course level assignments	1 - 4	Direct	Assignments from each core course have been selected based on competency requirements provided by CEPH. These assignments will be scored using a rubric to	The course assignments are directly linked to the competencies that roll up into the program outcomes. Assessing the assignments allow for insight into competency development.		CPH 603, 605, 621, 643, 650, 672	<input type="checkbox"/>

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			assess competency attainment.				
Capstone Defense	1-4	Direct	The capstone is the culminating experience at the end of the curriculum that ties together the competencies selected by the student and faculty advisor.	The capstone product and capstone defense allows for measurement of selected competencies that roll up into the program outcomes.		CPH 608	<input type="checkbox"/>
Completion rates	1-4	Indirect	CEPH requires an 80% completion rate within the max time to degree.	Monitoring these rates not only satisfies our accrediting body, but allows for insight into the rigor of the program.		N/A	<input type="checkbox"/>

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Alumni survey on competency	1-4	Indirect	The alumni survey measures student competency self-assessment and opinion of fit and rigor.	This not only satisfies the accrediting body requirements, but allows for insight into student opinion and evaluation of competency and program value and development.		N/A	<input type="checkbox"/>

*With Specific sub-competencies by concentration.

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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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4	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.