

Assurance of Student Learning Reflection 2024-2025

<i>PCAL</i>	<i>School of Media & Communication</i>
<i>Communicating in Healthcare Graduate Certificate (0475)</i>	
<i>Kumi Ishii</i>	
Is this an online program? ☒ Yes ☐ No	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 Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Applies communication and health theories to explain factors that affect the delivery of healthcare.
Evaluation	In the previous three years, we assessed SLOs 2, 3, and 4 for 2021-2022; SLOs 1,5, and 6 for 2022-2023; and SLOs 2, 3, and 4 for 2023-2024. Thus, SLO 1 was assessed in the year of 2022-2023.
Measurement Instruments	Regarding the artifacts (5-page paper that was required to analyze the role of communication in promoting public health as well as managing health risks and crises), a single question was asked to assess this SLO using a 4-point measurement from "insufficient (1 point)," "weak (2 point)," "proficient (3 points)," and "excellent (4 points)." All identifiers were removed (student name, course name, and faculty name) from the artifacts. Each artifact was assessed by two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores was used as the final score.
Criteria & Targets	The proficient or higher score on the above rubric was considered for success. The target was set at 75%.
Results & Conclusion	Results: The result from this assessment exceeded the target of 75% and achieved 100%. Conclusions: Despite the small number of artifacts ($n = 5$), the results indicate no need for improvement at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting Fall 2025, we will offer this graduate certificate (0475: Communicating in Healthcare) with 9 credit hours: 6 required hours from communication courses and the remaining 3 hours from elective courses in public health, health care administration, and nursing programs. Accordingly, we will review SLOs, the assessment rubric, and curriculum map in Fall 2025. We expect the first assessment in 2026-2027 because the first communication course in the new curriculum will not be offered until Spring 2026 (We do not have any student in the old curriculum.)

Program Student Learning Outcome 2	
Program Student Learning Outcome	Evaluate communication behaviors in health care relationships, health care teams (multidisciplinary, interdisciplinary, and transdisciplinary), and health care organizations.
Evaluation	In the previous three years, we assessed SLOs 2, 3, and 4 for 2021-2022; SLOs 1,5, and 6 for 2022-2023; and SLOs 2, 3, and 4 for 2023-2024. Thus, SLO 2 was assessed in the years of 2021-2022 and 2023-2024.
Measurement Instruments	Regarding the artifacts (5-page paper that was required to analyze the role of communication in promoting public health as well as managing health risks and crises), a single question was asked to assess this SLO using a 4-point measurement from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” All identifiers were removed (student name, course name, and faculty name) from the artifacts. Each artifact was assessed by two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores was used as the final score.
Criteria & Targets	The proficient or higher score on the above rubric was considered for success. The target was set at 75%.
Results & Conclusion	Results: The result in 2021-2022 did not meet the goal (62.5%, $n = 8$), but the result was improved in 2023-2024 by exceeding the goal (85%, $n = 6$) Conclusions: We found that the improvement was primarily due to better alignment between the course assignment and the SLO. As we revise the SLOs for the new curriculum, it is important to ensure a strong alignment between the SLOs and course assignments.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting Fall 2025, we will offer this graduate certificate (0475: Communicating in Healthcare) with 9 credit hours: 6 required hours from communication courses and the remaining 3 hours from elective courses in public health, health care administration, and nursing programs. Accordingly, we will review SLOs, the assessment rubric, and curriculum map in Fall 2025. We expect the first assessment in 2026-2027 because the first communication course in the new curriculum will not be offered until Spring 2026 (We do not have any student in the old curriculum.)

Program Student Learning Outcome 3	
Program Student Learning Outcome	Identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.
Evaluation	In the previous three years, we assessed SLOs 2, 3, and 4 for 2021-2022; SLOs 1,5, and 6 for 2022-2023; and SLOs 2, 3, and 4 for 2023-2024. Thus, SLO 3 was assessed in the years of 2021-2022 and 2023-2024.
Measurement Instruments	Regarding the artifacts (5-page paper that was required to analyze the role of communication in promoting public health as well as managing health risks and crises), a single question was asked to assess this SLO using a 4-point measurement from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” All identifiers were removed (student name, course name, and faculty name) from the artifacts. Each artifact was assessed by two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores was used as the final score.

Criteria & Targets	The proficient or higher score on the above rubric was considered for success. The target was set at 75%.
Results & Conclusion	Results: The result in 2021-2022 did not meet the goal (25%, $n = 8$), but the result was improved in 2023-2024 by exceeding the goal (85%, $n = 6$) Conclusions: We found that the improvement was primarily due to better alignment between the course assignment and the SLO. As we revise the SLOs for the new curriculum, it is important to ensure a strong alignment between the SLOs and course assignments.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting Fall 2025, we will offer this graduate certificate (0475: Communicating in Healthcare) with 9 credit hours: 6 required hours from communication courses and the remaining 3 hours from elective courses in public health, health care administration, and nursing programs. Accordingly, we will review SLOs, the assessment rubric, and curriculum map in Fall 2025. We expect the first assessment in 2026-2027 because the first communication course in the new curriculum will not be offered until Spring 2026 (We do not have any student in the old curriculum.)

Program Student Learning Outcome 4

Program Student Learning Outcome	Critiques the effectiveness of health communication campaigns.
Evaluation	In the previous three years, we assessed SLOs 2, 3, and 4 for 2021-2022; SLOs 1,5, and 6 for 2022-2023; and SLOs 2, 3, and 4 for 2023-2024. Thus, SLO 4 was assessed in the years of 2021-2022 and 2023-2024.
Measurement Instruments	Regarding the artifacts (5-page paper that was required to analyze the role of communication in promoting public health as well as managing health risks and crises), a single question was asked to assess this SLO using a 4-point measurement from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” All identifiers were removed (student name, course name, and faculty name) from the artifacts. Each artifact was assessed by two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores was used as the final score.
Criteria & Targets	The proficient or higher score on the above rubric was considered for success. The target was set at 75%.
Results & Conclusion	Results: The result in 2021-2022 did not meet the goal (62.5%, $n = 8$), but the result was improved in 2023-2024 by exceeding the goal (85%, $n = 6$) Conclusions: We found that the improvement was primarily due to better alignment between the course assignment and the SLO. As we revise the SLOs for the new curriculum, it is important to ensure a strong alignment between the SLOs and course assignments.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting Fall 2025, we will offer this graduate certificate (0475: Communicating in Healthcare) with 9 credit hours: 6 required hours from communication courses and the remaining 3 hours from elective courses in public health, health care administration, and nursing programs. Accordingly, we will review SLOs, the assessment rubric, and curriculum map in Fall 2025. We expect the first assessment in 2026-2027 because the first communication course in the new curriculum will not be offered until Spring 2026 (We do not have any student in the old curriculum.)

Program Student Learning Outcome 5	
Program Student Learning Outcome	Develop a well-rounded understanding of communication processes within healthcare context.
Evaluation	In the previous three years, we assessed SLOs 2, 3, and 4 for 2021-2022; SLOs 1,5, and 6 for 2022-2023; and SLOs 2, 3, and 4 for 2023-2024. Thus, SLO 5 was assessed in the year of 2022-2023.
Measurement Instruments	Regarding the artifacts (5-page paper that was required to analyze the role of communication in promoting public health as well as managing health risks and crises), a single question was asked to assess this SLO using a 4-point measurement from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” All identifiers were removed (student name, course name, and faculty name) from the artifacts. Each artifact was assessed by two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores was used as the final score.
Criteria & Targets	The proficient or higher score on the above rubric was considered for success. The target was set at 75%.
Results & Conclusion	Results: The result from this assessment exceeded the target of 75% and achieved 100%. Conclusions: Despite the small number of artifacts ($n = 5$), the results indicate no need for improvement at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting Fall 2025, we will offer this graduate certificate (0475: Communicating in Healthcare) with 9 credit hours: 6 required hours from communication courses and the remaining 3 hours from elective courses in public health, health care administration, and nursing programs. Accordingly, we will review SLOs, the assessment rubric, and curriculum map in Fall 2025. We expect the first assessment in 2026-2027 because the first communication course in the new curriculum will not be offered until Spring 2026 (We do not have any student in the old curriculum.)

Program Student Learning Outcome 6	
Program Student Learning Outcome	Understand the centrality of communication in health care administration, public health, and health behavior.
Evaluation	In the previous three years, we assessed SLOs 2, 3, and 4 for 2021-2022; SLOs 1,5, and 6 for 2022-2023; and SLOs 2, 3, and 4 for 2023-2024. Thus, SLO 6 was assessed in the year of 2022-2023.
Measurement Instruments	Regarding the artifacts (5-page paper that was required to analyze the role of communication in promoting public health as well as managing health risks and crises), a single question was asked to assess this SLO using a 4-point measurement from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” All identifiers were removed (student name, course name, and faculty name) from the artifacts. Each artifact was assessed by two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores was used as the final score.
Criteria & Targets	The proficient or higher score on the above rubric was considered for success. The target was set at 75%.

Results & Conclusion	<u>Results:</u> The result from this assessment exceeded the target of 75% and achieved 100%. <u>Conclusions:</u> Despite the small number of artifacts ($n = 5$), the results indicate no need for improvement at this point.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Starting Fall 2025, we will offer this graduate certificate (0475: Communicating in Healthcare) with 9 credit hours: 6 required hours from communication courses and the remaining 3 hours from elective courses in public health, health care administration, and nursing programs. Accordingly, we will review SLOs, the assessment rubric, and curriculum map in Fall 2025. We expect the first assessment in 2026-2027 because the first communication course in the new curriculum will not be offered until Spring 2026 (We do not have any student in the old curriculum.)

ASL 2022-2023: Certificate in Communicating in Healthcare

CCH.SLO.1. - Applies communication and health theories to explain factors that affect the delivery of healthcare.

<i>Regarding the paper, please assess how effective the author applies communication and health theories to explain factors that affect the delivery of healthcare.</i>
☐ EXCELLENT – Rigorously applies the theories/concepts to explain factors that affect healthcare communication, illustrating a thorough understanding of the theories/concepts, illuminating corresponding factors that affect the delivery of healthcare.
☐ PROFICIENT - Clearly applies the theories/concepts to explain factors that affect healthcare communication, illustrating a good understanding of the theories/concepts, illuminating corresponding factors that affect the delivery of healthcare.
☐ WEAK – Partially applies the theories/concepts to explain factors that affect healthcare communication, and does not clearly illustrate basic understanding of the theories/concepts nor effectively illuminate corresponding factors that affect the delivery of healthcare.
☐ INSUFFICIENT - Fails to apply theories/concepts to explain factors that affect healthcare communication, failed to illustrate an understanding of the theories/concepts or illuminate corresponding factors that affect the delivery of healthcare.

CCH.SLO.5. - Develops a well-rounded understanding of communication processes within contexts that apply to healthcare including interpersonal, organizational, and intercultural.

<i>Regarding the paper, please assess how well the author develops a well-rounded understanding of communication processes within interpersonal, organizational, and/or intercultural contexts that apply to healthcare.</i>
☐ EXCELLENT - Effectively integrates scholarship that demonstrates a rigorous and well-rounded understanding of communication processes within interpersonal, organizational, and/or intercultural contexts that apply to healthcare.
☐ PROFICIENT - Integrates scholarship that demonstrates a fair understanding of communication processes within interpersonal, organizational, and/or intercultural contexts that apply to healthcare.
☐ WEAK - Minimally integrates scholarship, demonstrating cursory understanding of communication processes within interpersonal, organizational, and/or intercultural contexts that apply to healthcare.
☐ INSUFFICIENT - Fails to integrate scholarship and provides limited or inadequate understanding of communication processes within interpersonal, organizational, and/or intercultural contexts that apply to healthcare.

CCH.SLO.6. - Understands the centrality of communication in health care administration, public health, and health behavior.

<i>Regarding the paper, please assess how well the author understands the centrality of communication in health care administration, public health, and health behavior.</i>
☐ EXCELLENT – Demonstrates clear and nuanced understanding of the centrality of communication – through effective summary, description, and/or explanation - in healthcare administration, public health, and/or health behavior.
☐ PROFICIENT - Demonstrates clear understanding of the centrality of communication – through some form of summary, description, and/or explanation - in healthcare administration, public health, and/or health behavior.
☐ WEAK - Demonstrates some understanding of the centrality of communication – through cursory summary, description, and/or explanation - in healthcare administration, public health, and/or health behavior.
☐ INSUFFICIENT - Fails to demonstrate an understanding of the centrality of communication – lacks summary, description, and/or explanation - in healthcare administration, public health, and/or health behavior.

Optional - If you have additional comments or remarks about the work: _____

Artifact Identifier: _____

ASL 2023-2024: Certificate in Communicating in Healthcare

CCH.SLO.2. - Evaluates communication behaviors/processes in healthcare relationship, healthcare teams, and healthcare organizations.

<i>Regarding the paper, please assess how well the author integrates scholarship to critically evaluate communication behaviors and/or processes in healthcare relationship, healthcare teams, and healthcare organizations.</i>
EXCELLENT - Effectively integrates scholarship to provide an outstanding evaluation of ☐ communication behaviors and/or processes in healthcare relationship, healthcare teams, and healthcare organizations.
PROFICIENT - Integrates scholarship to provide an effective evaluation of communication ☐ behaviors and/or processes in healthcare relationship, healthcare teams, and healthcare organizations.
WEAK - Partially integrates scholarship to provide a cursory evaluation of communication ☐ behaviors and/or processes in healthcare relationship, healthcare teams, and healthcare organizations.
INSUFFICIENT - Fails to integrate scholarship and provides a minimal evaluation of ☐ communication behaviors and/or processes in healthcare relationship, healthcare teams, and healthcare organizations.

CCH.SLO.3. - Identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.

<i>Regarding the paper, please assess how effective the author identifies communication variables (including culture, technology) that affect communicating in healthcare contexts.</i>
EXCELLENT - Demonstrates excellence and proficiency in describing, explaining, or ☐ identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
PROFICIENT - Demonstrates acceptable proficiency in describing, explaining, or ☐ identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.
WEAK - Demonstrates partial proficiency in describing, explaining, or identifying ☐ communication variables (including culture, technology) that affect communicating in healthcare contexts.
INSUFFICIENT - Fails to demonstrate minimal proficiency in describing, explaining, or ☐ identifying communication variables (including culture, technology) that affect communicating in healthcare contexts.

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CCH.SLO.4. - Critiques the effectiveness of health communication campaigns.

<i>Regarding the paper, please assess how well the author integrates scholarship to critique the effectiveness of health communication campaigns.</i>
EXCELLENT - Effectively integrates scholarship in a way that demonstrates excellent ☐ critique of the effectiveness of health communication campaigns.
PROFICIENT - Integrates scholarship in a way that demonstrates proficient critique of the ☐ effectiveness of health communication campaigns.
WEAK - Minimally integrates scholarship and demonstrates cursory critique of the ☐ effectiveness of health communication campaigns.
INSUFFICIENT - Fails to integrate scholarship and provides minimal critique of the ☐ effectiveness of health communication campaigns.

Optional - If you have additional comments or remarks about the work: _____

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CURRICULUM MAP TEMPLATE

Program name:	Communicating in Healthcare Graduate Certificate Program (#0475)
Department:	Communication
College:	PCAL
Contact person:	Dr. Jieyoung Kong
Email:	Jieyoung.Kong@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

Learning Outcomes:

LO1: Analyze and apply communication and health theories to help explain factors that affect the delivery of health care.

LO2: Evaluate communication behaviors in health care relationships, health care teams (multidisciplinary, interdisciplinary, and transdisciplinary), and health care organizations.

LO3: Identify communication variables (i.e. culture, technology) that affect communicating in health care contexts.

LO4: Critique the effectiveness of health communication campaigns.

LO5: Develop a well-rounded understanding of communication processes within contexts that apply to healthcare including interpersonal, organizational, and intercultural.

LO6: Understand the centrality of communication in health care administration, public health, and health behavior.

Course Subject	Number	Course Title	Learning Outcomes					
(Core Courses)			LO1:	LO2:	LO3:	LO4:	LO5	LO6
COMM	523	Health Communication	I/R	I/R/A	I/R	I	I/R/M/A	I
COMM	553	Health Communication Campaign	I/R/M/A		I/R/A	I/R/A	I/R	I/R/A
(Restricted Elective Courses)								
COMM	528	Communication in the Nonprofit Sector	I/R	I/R			I/R	
COMM	564	Crisis Communication	I		I/R	I/R	I/R	I/R
COMM	578	Seminar in Interpersonal Communication	I/R	I/R			I/R	
COMM	581	Applied Organizational Communication		I/R	I/R		I/R	
COMM	586	Process of Group Communication		I/R	I/R		I/R	
COMM	590	Intercultural Communication		I/R	I/R		I/R	
HCA	540	Health Care Organization and Management	I/R		I	I/R	I	I/R
HCA	541	Strategic Management & Marketing of Health Service	I/R	I/R	I		I	I/R
PH	548	Community Health Organization	I	I/R	I	I	I/R	I/R
PH	578	Health Disparities	I/R		I/R	I/R		I/R
PH	580	Introduction to Public Health			I/R			I/R
PH	581	Applied Methods in Public Health Practice/Field Epidemiology	I/R		I/R	I/R	I/R	I/R
PH	587	Health Behavior	I/R			I/R		I/R
NURS	501	Nursing, Politics and Health Policy			I/R	I/R		I/R
NURS	528	Leadership and Management in Nursing Administration	I/R	I/R	I/R		I/R	I/R

