

Part I: Assessment Plan

College of Health and Human Sciences
School of Interdisciplinary Health
ProfessionsHealth Sciences

B.S.

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Submitted to the University Assessment Panel by:

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1. Introduction

The historical context of the School of Interdisciplinary Health Professions (SIHP) status report for Health Sciences (BS) dates to 2009 with the full program review report and 2013 with the mid status report. In 2013, the mid-point status report for Health Sciences (BS) reflected primarily Rehabilitation program outcomes. Over the next several years, the Health Sciences major underwent significant revision and several programmatic changes including the development of the health sciences major. More specifically, in 2016, an ad hoc group of faculty from majors relevant to health sciences completed a comprehensive review of the degree requirements and curriculum, and input was also received from the Healthy Huskies/Student Advisory Committee. Based on these two sources, recommendations for the Health Sciences major were developed. In 2017-18, approved curricular changes were implemented and the Health Sciences degree underwent considerable change. In such, a full program review report was presented. Presently, and aligned with the original development (17-18), the Health Sciences program is a complex major with three emphases: (1) Pre-Physical Therapy (limited retention); (2) General Emphasis, which includes intended nursing and intended medical laboratory sciences students; and (3) Degree Completion, which transitioned from the former BGS in Health and Human Sciences (limited admission).

This document details Part I of the Assessment Plan (looking forward) and Part II of the Status report, to be submitted to the UAP to begin in AY 2022. This plan is based on the Health Sciences B.S. as it is presently configured and housed in the SIHP. This plan provides data for faculty and instructors in Health Sciences to act upon in curricular review and retention initiatives. (1) revisit and make adjustments as necessary to the curricular plan and (2) review present outcome assessments from program review (17-18).

2. Student Learning Outcomes (SLOs)

The objectives of the Health Sciences B.S. program will be to support student abilities to:

1. Integrate knowledge of interconnections between health occupations for problem-solving to improve health outcomes.
2. Demonstrate professional behaviors necessary for health careers including interpersonal communication skills, which advances collaborative practice.
3. Apply critical thinking skills and transdisciplinary approaches to address contemporary health issues.
4. Demonstrate effective oral and written communication skills necessary for health professions, patients and populations including the use of person-first language and to promote health literacy.
5. Demonstrate cultural competence by recognizing health practices of diverse populations to improve health access and outcomes.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Knowledge of interconnections between health occupations to improve health outcomes	M		M					
2. Professional behaviors including interpersonal communication skills and collaboration					M	M	M	
3. critical thinking skills and transdisciplinary approaches				S	M			M
4. oral and written communication skills				S	S			
5. cultural competence		S						
Overall	M	S	M	S	S	M	M	M
<i>Note.</i> Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome								

4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. Knowledge of interconnections between health occupations to improve health outcomes	2. Professional behaviors including interpersonal communication skills and collaboration	3. critical thinking skills and transdisciplinary approaches	4. oral and written communication skills	5. cultural competence
HSCI 310	B, D	D		B, D	
HSCI 318				D	
HSCI 350			D		
HSCI 410		P			
HSCI 455	P				
HSCI 460			P	D, P	
AHRS 200					D, P
GERO 365	D				
STAT 208/301			B, D		
AHPT		D			
HSCI 450	P				
HSCI 430					P
HSCI 490		P		P	

Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Course Embedded Assessment HSCI 410 Discussion Board/ Commentary Posting	Students will complete a written description of desirable health care professional ethics and participate in class discussion. Their written reports and postings will be evaluated on these criteria: (1) reacting to assigned reading or case scenario with positive descriptions of professional behaviors; (2) using appropriate reasoning to address questions & propose solutions; (3) supporting the class goal for a lively exchange of experiences and ideas; (4) reacting to classmates' commentaries in a respectful manner; (5) encouraging classmates to voice their opinions without fear of ridicule, and (6) using professional language and avoiding objectionable (gendered, racial or ethnic) comments.	Student interactions with classmates will be scored as satisfactory a score of meets (1) or not (0) on a scale on each of the six performances criteria on the rubric.	85% of a randomly selected sample of at least 20 students will meet the student-level target (i.e., receive a score of Meets (1) on each of the five performance criteria on the rubric).	During the last quarter of the course (routinely offered during Spring semester)	Course instructor(s) and program coordinator	2
Course Embedded Assessment HSCI 460	Students will complete a written research proposal that This paper will be evaluated on the following criteria using the VALUE rubric+ or comparable research proposal rubric; (1) critical analysis of research literature; (2) basic elements of research inquiry; and (3) integration of feedback provided on the proposal assignment. Trends in feedback provided by the instructor for	Students will score satisfactory (e.g. Meets (1) on at least half the criteria on the final draft OR student ratings of at least 80% on the research proposal rubric; and selected papers for the University Writing project.	75% of all students in one term will meet the student-level target performance criteria on the rubric or at least 80% on the final draft.	During the 2 nd half of the course and writing project.	Course instructors and program coordinator; during selected terms coordinators of the University Writing project	3, 4

	early drafts will be monitored as gaps become apparent.					
Senior student Survey Priorities for health services to improve outcomes	Survey items will be developed based on course content for HSCI 455 and AHRS 200 and items drawn from AAC&U VALUE rubrics for Integrative and Applied Learning and Intercultural Knowledge and Competence. Students will be asked to reflect on their understanding of the interconnections between health care occupations, cultural competence to improve health outcomes. Also, one global item about the impact of the program.	Students will rate at or above the level of 2 out of 4 for items related to (1) interconnections between health care occupations, (2) health practices of diverse populations, and (3) program impact on their abilities to improve health access and outcomes.	66% of students will respond to the survey request. 80% of responding students will report understanding about interconnections between occupations and diversity with regard to health outcomes during the program. 80% of responding students will report at least satisfactory level of learning about perspectives, principles, or practices on these topics.	Final semester before graduation	Program coordinator and SIHP assessment group	1, 5
Course-Embedded Assessment HSCI 450 Case Study	Students will complete assigned activities to demonstrate their abilities with (1) examination of common health and human sciences management issues, and their resolutions and (2) examination of recent attempts to US health care reforms and their possible effect on management models and practices. Assessment of these activities will include the following criteria: (1) the interconnections between health care occupations; (2) strategies for problem-solving or management issues; (3) US health care reforms potential impact on management practices for different occupations; and (4) management actions that could improve health outcomes.	A student will receive a score of meets (1) or not (0) on each of the four performances criteria on the rubric.	80% of all students will meet the student level target on each of the four performance criteria on the rubric. 2 of the 4 case studies.	During the semester, course routinely offered in spring.	Course instructor (s), faculty mentor, and academic advisor	1
Course Embedded Assessment	Students will complete the assigned activity to demonstrate their abilities with evaluating the	A student will receive a score of met (1) or not (0) on each of the 4	80% of all students will receive a score of 'Meets' (1) on each of	During the last quarter of the course, routinely offered in	Course instructor (s), faculty mentor, and program coordinator	5

HSCI 430 Organ-X assignment	effectiveness of health and human services systems in meeting the needs of major ethnic groups in US and the nature of health disparities between the major populations and the major ethnic groups. Their work will be evaluated on the following criteria: (1) accurate knowledge of concepts or theories – assessment strategies and Cross Model application/analysis; (2) exploration of cultural competence – organizational description and informal assessment; (3) cross-cultural approaches to service delivery – recommendations and resources; and (4) use of data to analyze contributing factors, disparities, and influence of systems and culture.	performance criteria.	the 4 performance criteria.	fall semester.		
Course Embedded Assessment HSCI 490 Appreciative Inquiry and career planning	Students will review past core courses and describe a specific example that reflect their learning about professional behaviors necessary for health careers. The discussion board posts on this topic will be evaluated on these criteria: (1) identify relevant courses; (2) met requirements for discussion board participation; (3) reflected on individual learning experiences; (4) included a pertinent article reference.	A student will receive a score of Meets (1) or not (0) on each of the three performance criteria on the rubric.	80% of all students will meet the student-level target on each of the three performance criteria on the rubric).	The final semester prior to graduation. Will combine data from 2 semesters if student number is less than 5.	Course instructor and program coordinator	2
Course Embedded Assessment HSCI 490 Reflection paper on learning and professional growth	Students will review past core courses and describe 2 specific examples that reflect their learning about professional growth. This reflection paper will be evaluated on these criteria: (1) reflection on prior learning; (2) application to professional field; (3) quality of writing, organization, and clarity.	A student will receive a score of Meets (1) or not on each of the three performance criteria on the rubric.	80% of all students will meet the student-level target on each of the three performance criteria on the rubric).	The final semester prior to graduation. Will combine data from 2 semesters if student number is less than 5.	Course instructor and program coordinator	4

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Formative assessments occur earlier in the curriculum and are used to see if students are on track and progressing sufficiently; **summative assessments** occur at or near the end of the curriculum and are used to see if students have successfully met the program student learning outcomes.

Direct assessments are those that compellingly and clearly measure student performance (e.g., exam score, performance assessment, direct observation). **Indirect assessments** are rough estimates and proxies of student performance (e.g., self-reports of learning, alumni perceptions, etc.).

Course	Program Student Learning Outcomes				
	1. Knowledge of interconnections between health occupations to improve health outcomes	2. Professional behaviors including interpersonal communication skills and collaboration	3. critical thinking skills and transdisciplinary approaches	4. oral and written communication skills	5. cultural competence
Course-embedded written reports/projects (HSCI 410; HSCI 450)	F, S, D				F, S, D
Course-embedded research proposal (HSCI 460)			S, D	S, D	
Course-embedded discussion board activities (HSCI 410; HSCI 450)		F,S, D			
Couse-embedded capstone (HSCI 490)		S, D		S, D	

Course	Program Student Learning Outcomes				
	1. Knowledge of interconnections between health occupations to improve health outcomes	2. Professional behaviors including interpersonal communication skills and collaboration	3. critical thinking skills and transdisciplinary approaches	4. oral and written communication skills	5. cultural competence
Senior survey (AHRS 200; HSCI 455)	S, I				S, I
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.					