

Academic Degree Programs Assessment

College of Health and Human Sciences

School of Interdisciplinary Health Professions

Health Sciences

B.S.

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1. Introduction

Begin the assessment plan with a brief introduction describing the relevant history/ evolution of the program and the program goals as they are now. Describe significant factors that help in placing the assessment plan in context (e.g., a new minor, shifting demand, market forces, the need for revised student learning outcomes, the need for more appropriate/ valid information, new accreditation standards, department organizational changes, retention issues, and the like). Readers of the assessment plan will benefit from knowing how the degree program is evolving and how the new assessment plan will strategically provide the program with actionable data.

In 2013, the mid-point status report for Health Sciences (BS) reflected primarily Rehabilitation program outcomes. Though the student learning outcomes for the major were reportedly shared between the Pre-Physical Therapy (Pre-PT) and Rehabilitation Emphases, the major lacked any faculty specifically assigned to the Pre-PT program. Faculty in the Doctor of Physical Therapy (DPT) program provided minimal oversight to Pre-PT as they were mainly occupied by the large graduate program. DPT faculty taught one required Pre-PT course for undergraduates in this major. Any fulltime Health Sciences T/TT faculty and instructors taught for Emphasis 2 the Rehabilitation programs (REHB). Since 2015, REHB faculty developed a proposal for the new Rehabilitation and Disability Services major (formerly Emphasis 2) and submitted a revised Assessment plan to APC for that degree. During this time, the Health Sciences major also underwent significant revision.

Following program prioritization efforts, we recognized the need to develop student learning outcomes appropriate for the Pre-PT Health Sciences majors, to address the retention problems for ‘pre-majors’ in the college, and to separate the BGS students in CHHS from the university-based degree. 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. Presently, the Health Sciences program is a complex major with three emphases: (1) Pre-Physical Therapy, which now has 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 and has limited admission. The Pre-PT (Emphasis 1) lacked a structure for assessment specific to that emphasis and the BGS/degree completion (Emphasis 3) followed the NIU BGS assessment cycle. The ‘pre-majors’ who had not been in degree-seeking programs as they took prerequisite coursework for admission to their intended undergraduate major (nursing or medical laboratory sciences) and had no identified SLOs. Thus, the Health Science emphases requires a new assessment plan that encompasses this revised major and each of the three emphases.

With completion of the program review document, we are submitting Part 1 of the Assessment Plan and sending this information to the UAP to begin in AY2019. This plan is based on the Health Sciences B.S. as it is presently configured and newly housed in the new School of Interdisciplinary Health Professions. This plan provides data for faculty and instructors in Health Sciences to act upon in curricular review and retention initiatives. We are in the process of building some capacity for review of the Health Sciences B.S. program. In 2017-18, the undergraduate faculty mentor model was initiated and this fall, 2 T/TT faculty and undergraduate faculty mentors have been hired for the Health Sciences programs.

Two priorities of this assessment are: (1) development of the curricular plan to achieve the revised student learning outcomes and (2) implementation of outcome assessment measures by instructional faculty.

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 skills and collaboration.
3. Apply critical thinking skills to contemporary health issues.
4. Demonstrate effective oral and written communication skills necessary for health professionals, patients and populations including use of person-first language and to promote health literacy.
5. Demonstrate cultural competence by recognizing the cultural beliefs, values, attitudes, traditions, language preferences, and 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. interconnections between health occupations to improve health outcomes	M		M					
2. professional behaviors including interpersonal skills and collaboration						M	M	
3. critical thinking skills				S				M
4. oral and written communication skills				S	S			
5. cultural competence		S						
Overall								
<i>Note.</i> Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome								

An optional, but highly encouraged curriculum map begins on the next page.

4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. interconnections between health occupations	2. professional behaviors including interpersonal skills and collaboration	3. critical thinking skills	4. oral and written communication skills	5. cultural competence
HSCI 310	B	D		B	
HSCI 318				D	
HSCI 350			D		

Course	Program Student Learning Outcomes				
	1. interconnections between health occupations	2. professional behaviors including interpersonal skills and collaboration	3. critical thinking skills	4. oral and written communication skills	5. cultural competence
HSCI 410		P			
HSCI 455	P				
HSCI 460			P	D, P	
AHRS 200					D, P
GERO 365	D				D
STAT 208 or 301			B		
Emphasis specific SLOs					
(1) AHPT 405		D			
(2) HSCI 450	P				
HSCI 430					P
(3) HSCI 430					P
HSCI 490		P		P	
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.					

5. Assessment Methods

EXPLANATION OF ASSESSMENT METHODS TABLE

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
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 with a score of Meets (3) or better on a scale of 1 to 4 on each of the six performance 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 (3) or better 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

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
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 early drafts will be monitored as gaps become apparent.	Students will score at or above the level 3 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 (i.e., receive a score of 3 or better on each 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
+ NIU sample combining written and critical thinking at https://www.niu.edu/effectiveness/files/university-writing-project-rubric.pdf						

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
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
Emphasis 1 primarily						

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
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 at U.S. 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 of management issues; (3) U.S. 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 (3) or better on a scale of 1 to 5 on each of the four performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the 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
Emphasis 2 & 3 primarily						

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Course Embedded Assessment HSCI 430 ORGAN-X assignment	Students will complete the assigned activity to demonstrate their abilities with evaluating the effectiveness of health and human services systems in meeting the needs of major ethnic groups in U.S. and the nature of health disparities between the major population and the major ethnic groups. Their work will be evaluated on the following criteria: (1) accurate knowledge of concepts or theories; (2) exploration of cultural competence; (3) cross-cultural approaches to service delivery; and (4) use of data to analyze contributing factors, disparities, and influence of systems and culture.	A student will receive a score of Meets (3) or better on a scale of 1 to 4 on each of the four performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the each of the four performance criteria on the rubric).	During the last quarter of the course (routinely offered during fall semester)	Course instructors, faculty mentors, and program coordinator	5
Emphasis 3 primarily						

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Course Embedded Assessment HSCI 490 Appreciative Inquiry and career planning	Students will review past core courses and describe a specific examples 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 (3) or better on a scale of 1 to 4 on each of the four performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on at least three of the four 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 on their learning about professional growth. This reflection paper will be evaluated 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 (3) or better on a scale of 1 to 4 on each of the three performance criteria on the rubric.	80% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better 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
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome				
	1. interconnections between health occupations	2. professional behaviors including interpersonal skills and collaboration	3. critical thinking skills	4. oral and written communication skills	5. cultural competence
Course-embedded: written reports, projects (HSCI 410*; HSCI 450)	S, D				S, D
Course-embedded: research proposal (HSCI 460*)			S, D	S, D	
Course-embedded: Discussion Board activities (HSCI 410; HSCI 430)		S, D			
Course-embedded: Capstone course+ (HSCI 490)		S, D		S, D	
Senior survey+ (AHRS 200*; HSCI 455*)	S, I				S, I
<p><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.</p> <p>* indicates a core course for all students completing a Health Sciences (B.S) degree + indicates this assessment method is tied to a specific point of time in the student's degree progress</p> <p>These assessment methods are not considered in chronological order because students can take courses in the order that meets individual learning and schedule preferences. Thus each assessment is considered summative for that particular SLO. Each of these methods will need to be implemented as none existed previously.</p>					