

## Program-Level Assessment: *Annual Report*

**Program(s):** HEALTH SCIENCES

**Department:** Clinical Health Sciences

**College/School:** Doisy College of Health Sciences

**Date:** September 28, 2018

**Primary Assessment Contact:** Julie Wolter, Ma, RHIA, FAHIMA

1. Which program student learning outcomes were assessed in this annual assessment cycle?

PLO #1 - Students will communicate effectively to express issues in healthcare

PLO #3 – Students will demonstrate effective team skills when collaborating on healthcare projects

PLO #5 – Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

PLO #1 - **HSCI 1000** small group discussion; **HSCI 2500** life history project; **HSCI 4500** Current health topic research paper

PLO #3 - **HSCI 4500** childhood obesity project

PLO #5 – HSCI 1000 Small group discussions pertaining to ethical health care issues; **HSCI 4600** healthcare encounter role playing

No Madrid student artifacts were included.

3. How did you analyze the assessment data? What was the process? Who was involved?

**NOTE: If you used rubrics as part of your analysis, please include them in an appendix.**

See Appendix for rubric. Faculty evaluated and summarized the outcomes from the artifacts and events. The summaries were reviewed and prepared for the annual report by the program director and reviewed by the faculty for accuracy.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

PLO #1 - Findings indicate that the students achieved higher than the minimum acceptable ranking of knowledge/comprehension (85%).

There is strong evidence to support that students are ranking at the application/analysis level with some at the synthesis/evaluation level. Students in small groups and individually not only defined these behaviors during their discussions, but also

demonstrated the identified qualities of communication.

PLO #3 – Findings indicate that the students achieved higher than the minimum acceptable ranking of knowledge/comprehension (85%).

There is strong evidence to support that students are ranking at the application/analysis level and at the synthesis/evaluation level. Students in group work defined these skills during their discussions/projects, and demonstrated the identified qualities of a team.

PLO #5 – Findings indicate that the students achieved higher than the minimum acceptable ranking of knowledge/comprehension (85%).

There is strong evidence to support that students are ranking at the application/analysis level and at the synthesis/evaluation level. Students exhibited these qualities and demonstrated their understanding in the discussions/projects presented.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

PLO#1: No change is necessary at this point. Students are achieving the synthesis level on current healthcare topics.

PLO #3: The faculty will consider ways that the project will challenge the students to continue to achieve the highest level of outcomes on the rubric.

PLO #5: No change is necessary at this point.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

This was the first semester the Program in Health Sciences used these PLOs. We look forward to future assessments to improved student learning.

***IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.***

<b>Program in Health Sciences (HSCI)</b>		
Program Learning Outcome (PLO #1): Students will communicate effectively to express issues in healthcare.		
<b>Knowledge/Comprehension**</b>	<b>Application/Analysis**</b>	<b>Synthesis/Evaluation**</b>
<ul style="list-style-type: none"> <li>Identifies effective communication when expressing issues in healthcare</li> </ul>	<ul style="list-style-type: none"> <li>Develop effective communication when expressing issues in healthcare</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective communication when expressing issues in healthcare</li> </ul>

<b>Program in Health Sciences (HSCI)</b>		
Program Learning Outcome (PLO #3): Students will demonstrate effective team skills when collaborating on healthcare projects.		
<b>Knowledge/Comprehension**</b>	<b>Application/Analysis**</b>	<b>Synthesis/Evaluation**</b>
<ul style="list-style-type: none"> <li>Identifies effective team skills when collaborating on healthcare projects</li> </ul>	<ul style="list-style-type: none"> <li>Applies effective team skills when collaborating on healthcare projects</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits effective team skills when collaborating on healthcare projects</li> </ul>

<b>Program in Health Sciences (HSCI)</b>		
Program Learning Outcome (PLO #5): Students will exhibit ethical behaviors related to health sciences that are rooted in Jesuit values.		
<b>Knowledge/Comprehension**</b>	<b>Application/Analysis**</b>	<b>Synthesis/Evaluation**</b>
<ul style="list-style-type: none"> <li>Defines ethical behaviors related to health sciences rooted in Jesuit values</li> </ul>	<ul style="list-style-type: none"> <li>Examines the qualities of Jesuit values related to ethical behaviors in health sciences</li> </ul>	<ul style="list-style-type: none"> <li>Integrates the qualities of Jesuit values related to ethical behaviors in health sciences</li> </ul>