Doisy College of Health Sciences
Saint Louis University
Academic Program Assessment Plan

Academic Degree Program	**Investigative and Medical Science (IMS)**
Academic Department	**Clinical Health Sciences (CHS)**
	12/07/2017

			Assessment Methods		Use of Assessment Data		
PLO #	**Program Learning Outcome (PLO)**	**Assessment Mapping/Tool(s)**	**	**Program Target**	**Assessment Data Collection & Initial Data Analysis/Person(s) Responsible**	**Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work**	**Timeline (any 12-month period is acceptable)**
PLO #1	Students will demonstrate Jesuit values to promote service in the medical sciences.	**1. BLS 1100** Foundations of Medical Laboratory Science / A reflection paper describing volunteer service	D	1. An average of 85% of students will achieve the ranking of "introduce" or higher using corresponding assessment rubric.	1.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		1. Every academic year that ends with an odd number.
		2. BLS 4411 Fundamentals of Immunology / A reflection paper describing additional volunteer service	D	2. An average of 85% of students will achieve the ranking of "reinforce" or higher using corresponding assessment rubric.	2.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		2. Every academic year that ends with an odd number.

PLO #2	Students will deliver a clear description of a medical sciences project.	**1. BLS 1100** Foundation of Medical Laboratory Science / Student presentation of Urinalysis case **2**. **BLS 4610** Research Design, Critique & Presentation / An oral presentation describing a research project	D D	1. An average of 85% of students will achieve the ranking of "introduce" or higher using corresponding assessment rubric. 2. An average of 85% of students will achieve the ranking of "reinforce" or higher using corresponding assessment rubric.	1.Data Collection/ Course Instructor Data Analysis/ IMS Program Director 2.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		1. Every academic year that ends with an even number. 2. Every academic year that ends with an even number.
PLO #3	Students will critically evaluate data in the medical sciences.	**1**.**BLS 1150** Foundation of Medical Laboratory Science / Identifying and counting different types of blood cells **2**. **BLS 4210** Hematology / Diagnosing a blood disorder based on blood cell quantity and morphology	D D	1. An average of 85% of students will achieve the ranking of "introduce" or higher using corresponding assessment rubric. 2. An average of 85% of students will achieve the ranking of "reinforce" or higher using corresponding assessment rubric.	1.Data Collection/ Course Instructor Data Analysis/ IMS Program Director 2.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		1. Every academic year that ends with an odd number. 2. Every academic year that ends with an odd number.
PLO #4	Students will apply clinical knowledge to interpret medical sciences data to develop a	**1**. **BLS 1100** Foundation of Medical Laboratory Science / Discussion of a chemistry case study	D	1. An average of 85% of students will achieve the ranking of "introduce" or higher using corresponding assessment rubric.	1.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		1. Every academic year that ends with an odd number.

	differential diagnosis.	**2.BLS 4120** Medical Biochemistry I / Solving a chemistry case study	D	2. An average of 85% of students will achieve the ranking of "reinforce" or higher using corresponding assessment rubric.	2.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		2. Every academic year that ends with an odd number.
PLO #5	Students will act with professional integrity.	**1.BLS 1100** Foundation of Medical Laboratory Science / Chemistry ethics case study assignment	D	1. An average of 85% of students will achieve the ranking of "introduce" or higher using corresponding assessment rubric.	1.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		1. Every academic year that ends with an even number.
		2.BLS 4120 Medical Biochemistry II / Participate in a professional training session in preparation for an interview for post-graduate school	D	2. An average of 85% of students will achieve the ranking of "competent" or higher using corresponding assessment rubric.	2.Data Collection/ Course Instructor Data Analysis/ IMS Program Director		2. Every academic year that ends with an even number.

Assessment Rubric (12/15/2017)

Investigative and Medical Science (IMS)		
Clinical Health Sciences (CHS)		
Program Learning Outcome (PLO #1): Students will demonstrate Jesuit values to promote service in the medical sciences.		
Introduce	Reinforce	Master
• Defines Jesuit values. • Identifies ways to promote Jesuit values in the health professions.	• Recognizes the impact of the application of Jesuit values by health professionals.	• Integrates Jesuit values in the performance of healthcare service activities.
Program Learning Outcome (PLO #2): Students will deliver a clear description of a medical sciences project.		
Introduce	Reinforce	Master
• Identify the required elements when presenting a medical science project.	• Deliver an oral presentation that demonstrates a critical analysis of a medical science project	• Defend the analysis of a medical science project proficiently when questioned
Program Learning Outcome (PLO #3): Students will critically evaluate data in the medical sciences.		
Introduce	Reinforce	Master
• Identifies laboratory testing that would be appropriate to diagnose a given condition	• Analyze the results of the laboratory tests	• Proposes additional data to aid in further evaluation

Program Learning Outcome (PLO #4): Students will apply clinical knowledge to interpret medical sciences data to develop a differential diagnosis.		
Introduce	Reinforce	Master
• Recognize abnormal clinical data	• Determine clinical relevance of the abnormal clinical data.	• Accurately diagnose disease
Program Learning Outcome (PLO #5): Students will act with professional integrity.		
Introduce	Competent	Master
• Identifies professional behavior that is appropriate in a healthcare setting	• Develops interpersonal skills that promote professional collegiality	• Demonstrates professional behaviors toward peers

Introduce = Knowledge/Comprehension

Reinforce = Application/Analysis

Master = Synthesis/Evaluation