

Program-Level Assessment: Annual Report

Program(s): Investigative and Medical Science (IMS)

Department: Clinical Health Sciences (CHS)

College/School: Doisy College of Health Sciences

Date: 09/25/2018

Primary Assessment Contact: Minh Kosfeld, PhD, MLT(ASCP)^{CM}

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

- PLO #2: Students will communicate accurate medical sciences content with others
- PLO #5: Students will act with professional integrity.

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

- PLO #2: **BLS 4610** Research Design, Critique & Presentation- evaluations of student oral presentation describing a research project.
 - PLO #5: **BLS 4120** Medical Biochemistry II- evaluation of student participation in a professional training session.
- 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.

- PLO #2: These data come from aggregated observations collected by the instructor and analysis by the Program Director.
 - PLO #5: These data come from corresponding quiz questions following a professional training session and subsequent data analysis by the Program Director.
- See the rubric attached in the Appendix.

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 #2: 100% of students were able to present laboratory-focused medical science content, meeting the standard for "Introduce". More than 85% of these students were also able to present a critical analysis of their project, meeting the standard for "reinforce". The program target for this PLO is that an average of 85% will achieve the ranking of "reinforce" or higher. This target was met
- PLO #5: 100% of students were able to identify professional behavior appropriate in a healthcare setting, meeting the standard for "Introduce". More than 85% of these

students were able to associate professional behaviors with outcomes, achieving the ranking of “competent” according to the corresponding assessment rubric.

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?

Even though the data show that the program targets were met, they are limited in that they don't show the % of students achieving the “Master” ranking. Thus, the following adjustments will be implemented in spring 2019 and reassessed according to the assessment calendar provided in the corresponding Program Assessment Plan.

- PLO #2: the instructor will modify the assessment criteria to include the evaluation of students' ability to respond to questions proficiently.
- PLO #5: the instructor will include a group activity in the professional training session to give the students an opportunity to demonstrate professional behaviors.

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 is the first time these PLOs have been evaluated. Any necessary changes will be made at the end of the following year's assessment.

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

Appendix

Program Learning Outcome (PLO #2): Students will deliver a clear description of a medical sciences project.		
Introduce	Reinforce	Master
<ul style="list-style-type: none"> • Identify the required elements when presenting a medical science project. 	<ul style="list-style-type: none"> • Deliver an oral presentation that demonstrates a critical analysis of a medical science project 	<ul style="list-style-type: none"> • Defend the analysis of a medical science project proficiently when questioned
Program Learning Outcome (PLO #5): Students will act with professional integrity.		
Introduce	Competent	Master
<ul style="list-style-type: none"> • Identifies professional behavior that is appropriate in a healthcare setting 	<ul style="list-style-type: none"> • Develops interpersonal skills that promote professional collegiality 	<ul style="list-style-type: none"> • Demonstrates professional behaviors toward peers

Introduce = Knowledge/Comprehension
 Reinforce = Application/Analysis
 Master = Synthesis/Evaluation