Program Assessment Plan

Program: MS in Health Outcomes Research and Evaluation Sciences

Department: SLUCOR

College/School: SLUCOR

Date: 6/01/2018

Primary Assessment Contact: Dr. Leslie Hinyard

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	**Program Learning Outcomes** What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ▪ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	**Assessment Mapping** From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	**Assessment Methods** What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	**Use of Assessment Data** How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1	Effectively review, summarize, and synthesize literature.	1. We will utilize the final paper from ORES 5300 Foundations of Outcomes Research I. 2. We will utilize ORES 5320 Scientific Writing and Communication final paper.	1. We will use a rubric that is attached to assess the final papers from both courses	At the end of each academic year, SLUCOR faculty will score these artifacts using the rubric and use the data to make necessary changes. Results of these rubric evaluations will then be used by the curriculum committee. Assessments are used to identify problem areas and to make curricular changes across all courses to ensure student proficiency in all core areas. Curricular changes are documented and results of assessments and changes to curriculum are reported back to SLUCOR faculty.

2	Critically evaluate methodological designs.	1. We will utilize final paper ORES 5260 Pharmacoepidemiology. 2. We will utilize final paper from ORES 5400 Pharmacoeconomics.	1. We will use a rubric that is attached to assess the final papers from both courses	At the end of each academic year, SLUCOR faculty will score these artifacts using the rubric and use the data to make necessary changes. Results of these rubric evaluations will then be used by the curriculum committee. Assessments are used to identify problem areas and to make curricular changes across all courses to ensure student proficiency in all core areas. Curricular changes are documented and results of assessments and changes to curriculum are reported back to SLUCOR faculty.
3	Apply appropriate statistical methods.	1. We will utilize the final lab from ORES 5150 which requires students to assess, conduct, and evaluate methods common to outcomes research studies. 2. We will utilize the ORES 5950 capstone experience which requires students to identify, analyze, and interpret statistical methods specific to their own area of research interest.	1. We will use a rubric that is attached to assess the final lab paper and the capstone project.	At the end of each academic year, SLUCOR faculty will score these artifacts using the rubric and use the data to make necessary changes. Results of these rubric evaluations will then be used by the curriculum committee. Assessments are used to identify problem areas and to make curricular changes across all courses to ensure student proficiency in all core areas. Curricular changes are documented and results of assessments and changes to curriculum are reported back to SLUCOR faculty.
4	Effectively communicate study results.	1. We will utilize ORES 5320 Scientific Writing and Communication final paper. 2. We will utilize the ORES 5950 capstone project.	1. We will use a rubric that is attached to assess the final papers from both courses	At the end of each academic year, SLUCOR faculty will score these artifacts using the rubric and use the data to make necessary changes. Results of these rubric evaluations will

				then be used by the curriculum committee. Assessments are used to identify problem areas and to make curricular changes across all courses to ensure student proficiency in all core areas. Curricular changes are documented and results of assessments and changes to curriculum are reported back to SLUCOR faculty.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

   We will assess outcomes 1 and 4 next year, and then outcomes 2 and 3 the following year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   All SLUCOR faculty contributed to the development of this plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

   The SLUCOR faculty committee will review the first 4 years of program learning outcomes and then make decisions accordingly.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

MS in Health Outcomes Research and Evaluation Sciences Program Assessment Rubric

#	MS in Health Outcomes Research and Evaluation Sciences Program Learning Outcomes	High Mastery (3)	Average Mastery (2)	Low Mastery (1)
1	Effectively review, summarize, and synthesize literature.	• Uses sufficient and appropriate primary resources to describe/explain theoretical assumptions that contextualize the research question • Uses sufficient and appropriate primary resources to develop background or context for research question • Culminates with a clearly stated purpose/ research question • Theoretical background and contextual information flow seamlessly into a well stated research question that has potential to add to the professional knowledge base and is of publishable quality.	• Cites two or more primary sources to set up theoretical assumptions and develop background for research question • Research question is stated with clear and sufficient scope and focus	• No introduction or contextual information for research question • Insufficient primary resources • There is no clearly stated research question • Question does not have appropriate scope or focus
2	Apply appropriate statistical methods.	• Utilize appropriate statistical methods to analyze data in	• Most statistical methods were correctly applied but	• Some statistical methods were applied but with

		the chosen content area • Clearly describes the types of variables used • Clearly describes the outcomes of the data analysis • Display the data analysis visually using a graph, table, etc. • Factors that may have contributed to the data obtained • Implications of the data analyzed	more could have been done with the data.	significant errors or omissions.
3	Critically evaluate methodological designs.	• Original, clear, creative, and innovative • Provides thorough and comprehensive description • Flows from question and theory • Uses state-of-the-art tools, techniques, or approaches • Applies or develops new methods, approaches, techniques tools, devices, or instruments • Uses multiple methods • Analysis is sophisticated, robust, and precise • Uses advanced, powerful, cutting-edge techniques	• Appropriate for the problem • Uses existing methods, techniques, or approaches in correct and creative ways • Discusses why method was chosen • Analysis is objective, thorough, appropriate, and correct • Uses standard methods	• Lacks a method • Uses wrong (statistical) method for the problem • Uses (statistical) method incorrectly • Methods do not relate to question or theory • Is fatally flawed or has major confound • Does not describe or describes poorly (insufficient detail) • Is minimally documented Shows basic competence • Analysis is wrong, inappropriate, or incompetent

4	Effectively communicate study results.	• Results are aligned with question and theory • Sees complex patterns in the data • Iteratively explores questions raised by analyses • Results are usable, meaningful, and unambiguous • Presents data clearly and cleverly • Makes proper inferences • Provides plausible interpretations • Refutes or disproves prior theories or finding	• Links results to question and theory • Substantiates the results • Provides plausible arguments and explanations	• Results are correct but not robust • Includes extraneous information and material • Has difficulty making sense of data • Interpretation is too simplistic • Data are wrong, insufficient, fudged, fabricated, or falsified • Data or evidence do not support the theory or argument • Interpretation is too simplistic, and not objective, cogent, or inferences • Overstates the results