**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: **Bachelor of Science in Health Sciences; Department of Interdisciplinary Health Sciences (IDH)**

School or College your program resides in: **School of Health Sciences**

Program Level (check all that apply):

Undergrad X

Master’s ☐

Doctoral ☐

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**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed [on their website](http://www.oakland.edu/oira). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

**Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed.

* In column 1, record your program goals as they relate your unit’s program goals.
* In column 2, record your program’s planned student learning outcomes related to each program goal.
* In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

| (1) Program Goals | (2) Student Learning Outcomes | (3) Assessment Measures |
| --- | --- | --- |
| 1. **Learn**: to provide students with foundational evidence-based knowledge in the health sciences in order to understand how human biology, behavior, society, culture, economics, ethics, and health policy interface to influence human health and disease. | SLO 1. Demonstrate a clear understanding of human biology and physiology as they relate to human health.  SLO 2. Demonstrate understanding of a range of health behavior change theories, as they apply to various behaviors in diverse populations.  SLO 3. Demonstrate understanding of a range of social systems and cultural factors that influence human health and disease.  SLO 4. Apply ethical theory and moral principles to a range of ethically challenging issues in medicine and healthcare delivery. | 1. HS 3500 Health Behavior Theories includes the assignment “Theory-based Health Behavior Change Intervention Project”. A sample of these assignments will be collected (5 per section) and individually assessed using the rubric found in the enclosed documents. (SLO 2, SLO 5; SLO 5 appears below). 2. HS 4100 Human Disease and Management is a new course in development as part of a new major, and will be added to the existing major. An assignment within this course (TBD) will be collected from each section and individually assessed using the rubric found in the enclosed documents. (SLO 1, SLO3). *Note: this course, its assessment assignment, and rubric are in development.* 3. HS 4500 Ethics in Healthcare includes the assignment “Ethical Case Analysis,” a writing-intensive research paper. A sample of these assignments will be collected (5 per section) and individually assessed using the rubric found in the enclosed documents. (SLO 4, SLO 6; SLO 6 appears below).   *Note: wherever possible, these assignments are the same as those chosen for GenEd assessments of the same courses.* |
| 1. **Practice**: to provide students with opportunities to engage in firsthand intellectual and practical experiences in the health sciences, encouraging humanistic and socially-conscious healthcare delivery, focused on the interdisciplinary nature of human health. | SLO 5. Apply principles of information, research, and health literacy to evaluate strengths and weaknesses of health information.  SLO 6. Explain and apply various ways of understanding healthcare in practice, through research, delivery, and/or personal experience (includes collaborative learning in class, placement in community work, or research work with faculty). | 1. The rubrics for HS 3500, HS 4100 and HS 4500 include components that assess these SLOs (SLO 5, SLO 6). See above for details. |
| 1. **Apply**: to graduate students with the necessary coursework, intellectual and professional skills, and practical involvement in research and/or community engagement to assure competitive applications and success in post-graduate work in healthcare. | SLO 6. Explain and apply various ways of understanding healthcare in practice, through research, delivery, and/or personal experience (includes collaborative learning in class, placement in community work, or research work with faculty).  SLO 7. Work with faculty and/or advising office to identify career goals and carry out the steps necessary to achieve those goals. | 1. To gather program-specific information about BS in Health Sciences post-graduation success, an alumni survey will be administered to former students who graduated five years or less from the date of assessment. The survey will be formatted as a Google Form, distributed via updated email contacts, and ask graduates to describe career progress and value of their education in that progress (SLO 6; SLO 7). *Note: this survey is currently in development for use here and our regular Self-Study, based heavily on the alumni survey developed for the IDH Nutrition and Dietetics Program.* 2. IDH faculty will complete a report (through a Google Form) on student involvement in their respective research and/or community engagement projects. This report includes: a brief description of the faculty member’s scholarly activities involving students, number of health sciences majors mentoring/working with that faculty member, the type of work these students are engaged in specifically, and relative nature/quality of the work produced (SLO 6, SLO 7). *Note: This report is in development in conjunction with our Self-Study.* |

**Step 4: Participation in Assessment Process**

**PROCESS DESCRIPTION AND RATIONALE**

Given the complexity of interdisciplinary approaches to health and healthcare, the BS in Health Sciences incorporates numerous SLOs (as detailed above). To assess them all requires a number of different measures and considerable time investment. Given the effort this involves, each assessment cycle, we will assess a subset of SLOs using the corresponding measures – rotating by agreement among IDH faculty as discussed in faculty meetings, with preference given to assessing SLOs missed in previous cycles. At least three (3) SLOs will be assessed each cycle, incorporating at least two (2) assessment measures (at least one of which will be direct assessment of student performance - as required).

PLEASE NOTE: A number of our assessment tools are “in development” given the needs of the department to conduct a Self-Study, numerous GenEd assessments, and this UAC assessment over the coming years. Further, curricular development is leading us to re-examine our core required classes for the major and add HS 4100 to their requirements in order to better meet SLO and student needs. To the degree possible, we want the work done for UAC, the Self-Study, and GenEd assessment to be consistent, parallel, and less time intensive. Our efforts, we hope, will future proof our work for ongoing assessment across all required university policies and procedures.

| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| --- | --- |
| All IDH faculty teaching assessed courses (HS 3500, HS 4100, HS 4500) will be asked to provide randomized samples of student work from their sections during the assessment cycle. | Randomly select samples of the above-described assignments as relevant (5 per assignment per section) and provide these assignments to the faculty assessment committee. |
| A faculty assessment committee, made up of 3 IDH faculty (either full time or special instructors), will carry out the assessment. The committee will be led by the program coordinator. Faculty committee members will rotate each assessment cycle. | Determine which SLOs to be assessed during the current cycle; evaluate individual student performance on the identified assessment assignments (per above) using enclosed rubrics; tabulate and analyze findings, including student surveys and faculty reports (per above); make recommendations for improvement (as needed). |
| B.S. in Health Sciences Program Coordinator | Correspond with UAC; lead the committee; collect, organize and evaluate assessments; suggest changes to curriculum; disseminate findings from the assessment to faculty; work with faculty teaching assessed courses to adjust course content and delivery as necessary from assessment results. |
| Interdisciplinary Health Sciences Department Chair | Review assessments results/report with program coordinator; make changes, as needed, to the curriculum with coordinator’s input. |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

1. Analysis will follow the completion of enclosed rubrics, faculty reports, and student surveys (as relevant for the assessment cycle).
2. Course rubric scores: Scores will first be read individually to identify any outlying results in specific sections and/or instructors. Problematic sections will lead to further discussions to address potential problems therein. Next, all rubric scores will tabulated and averaged. Rubrics are on a 4-point scale. An SLO will be deemed as satisfactorily achieved if it receives an average score of 3 or more.
3. Faculty reports: This assessment is qualitative in nature. As an indirect assessment measure, no particular performance expectation is placed here, though the assessment process will allow us to identify opportunities for increasing student research and/or community engagement alongside IDH faculty.
4. Alumni survey: Results from this survey will first be read individually to identify relative success and room for improvement of the ultimate result of our educational degree (i.e. career placement; next steps; use of the degree). Results will be tabulated, with percentages and averages calculated. Results of career destinations, additional education, and employment will be summarized. Additional analysis is in development based on completion of the alumni survey.

B. How will you use results to improve your program?

Findings from the assessment will be discussed among faculty members during faculty meetings, as well as our yearly faculty retreat. The findings will suggest areas of our course content that need attention and identify areas where we can build on our strengths and improve on the realization of SLOs. IDH faculty reports and alumni survey results provide feedback to guide further these improvements. In particular, SLOs class assessments resulting in a score below 3 will warrant special attention and direct improvement. Areas for improvements will include, but may not be limited to: improving course content and/or the assessed learning activities, seek and/or develop additional resources for improving content delivery and student performance, examining pre-requisite courses, and open frank discussions among faculty teaching the same courses to share ideas, facilitate guest lecturing, and foster collaborative approaches to course content.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).