**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: MS in Interdisciplinary Healthcare Systems

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

Program Level (check all that apply):

Undergrad ☐

Master’s ☐XX

Doctoral ☐

Date Plan Submitted:

Current Assessment Contact Representative (& E-mail): Melissa Reznar, reznar@oakland.edu

Current Department or Program Chair (& E-mail): Amanda Lynch, lynch3@oakland.edu

Current Dean (& E-mail): Kevin Ball, kevinball@oakland.edu

**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). 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).

**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.
	+ SLOs should be written using observable and measurable verbs (e.g. write, state, explain, apply, demonstrate, etc.) as opposed to verbs that are difficult to observe directly (e.g. learn, know, etc.).
* 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.

Student Learning Outcomes

## Learning outcomes

1. Demonstrate knowledge of health care systems, patient care models and evidence based practice guidelines
2. Apply the impact of social determinants of health on patient health risks, clinical presentation and outcomes, and interactions with health care systems and professionals.
3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment
4. Plan and implement a research or quality improvement project tailored to a health care setting or organization
5. Demonstrate effective communication and decision making processes focused on patient-centered care within interdisciplinary health care team settings
6. Develop health recommendations or interventions to improve health care services based on quality improvement data and evidence-based research

| (1) Program Goals |  (2) Student Learning Outcomes | (3) Assessment Measures |
| --- | --- | --- |
| 1.Prepare students with professional skills and knowledge to address challenges in patient care outcomes and health care delivery services | 1. Demonstrate knowledge of health care systems, patient care models and evidence-based practice guidelines3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment6. Develop health recommendations or interventions to improve health care services based on quality improvement data and evidence-based research | Capstone Final Presentation and Report |
| 2.Prepare students to apply ethical, professional, collaborative, and culturally-sensitive behavior during interdisciplinary team decision making | 2. Apply the impact of social determinants of health on patient health risks, clinical presentation and outcomes, and interactions with health care systems and professionals.4. Plan and implement a research or quality improvement project tailored to a health care setting or organization | HS 6300 Team Final Project and PresentationFinal Capstone Project and Report |
| 3.Prepare students with effective communication skills to disseminate health research and quality improvement information to a variety of stakeholders | 5. Demonstrate effective communication and decision-making processes focused on patient-centered care within interdisciplinary health care team settings 3. Apply research and best practice recommendations to critically evaluate health care delivery services and patient treatment | HS 6300 Team Final Project and Presentation |

**Step 4: Participation in Assessment Process**

| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| --- | --- |
| Graduate Program Coordinator and Faculty teaching HS 6300 and HS 6500IDH CT | Program coordinator will 1) collect assessments from faculty (if program coordinator is teaching these courses), the Department Chair will collect assessments, 2) collect and summarize stakeholder and faculty evaluations, and 3) distribute (with the assistance of the IDH CT) and summarize alumni survey |

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

A. How will you analyze your assessment data?

The following direct and indirect measures will be collected and quantitatively and qualitatively analyzed.

**Direct Measures**

Final Grades on the Capstone project (both written and oral report). Learning Objectives 1-4 will be operationalized within the assessment for the written report to stakeholders and the presentation.

Final team-based project in HS 6300. Students will be evaluated on their performance in in-class interdisciplinary simulation and their reflection of their experiences within their practicum.

**Indirect Measures**

Stakeholder and faculty evaluations of Capstone project presentations. These evaluations will be given during the presentation to get stakeholder and faculty perspectives on students’ achievement of specific components of the learning objectives including oral and written communication skills.

Alumni surveys on perceived effectiveness of the program. Approximately one-year after graduation the program coordinator will send a survey to program alumni to gather information on employment and their evaluation of how well the master’s program prepared them for their current roles and responsibilities.

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

**Program Improvement**

1. Evaluation of student performance on final projects will occur each year with an assessment of areas students are mastering and areas needing improvement. As needed, course content, instructions, or activities will be modified. Discussions will occur with faculty teaching core courses regarding student mastery of content to identify strengths and weaknesses in course content and activities.
2. Evaluations of student Capstone project will be used to assess student mastery of learning objectives and will NOT be used in grading assignments. These evaluations will focus on communication and dissemination of information, as well as overall content; results of the evaluations will be shared with students, for feedback and used in curricular discussions with faculty.
3. Alumni survey data will be used to determine overall satisfaction with programmatic content; feedback will be used in discussions of curriculum and individual course projects.

**Step 6: Submit Assessment Plan**

Send completed form electronically to ternes@oakland.edu.