

**Oakland University Assessment Committee
Assessment Plan Template**

Step 1: Basic Information

Program Name: **MS in Medical Sciences**

School or College your program resides in: **Oakland University William Beaumont School of Medicine**

Program Level (check all that apply):

Undergrad
Master's
Doctoral

Date Plan Submitted: **01/17/24**

Current Assessment Contact Representative (& E-mail): **Victoria Lucia, lucia@oakland.edu**

Current Department or Program Chair (& E-mail): **Douglas Gould, djgould@oakland.edu (until January 26, 2024 then Sarah Lerchenfeldt, lerchenfeldt@oakland.edu)**

Current Dean (& E-mail): **Christopher Carpenter, cfcarpen@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](#). 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.

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

(1) Program Goals	(2) Student Learning Outcomes	(3) Assessment Measures
<ul style="list-style-type: none"> • Foster critical thinking and scientific research skills. • Prepare students that have mastered the oral and written communication skills required to participate in health-related endeavors and convey the results of scholarly work. • Prepare students for advanced 	<ul style="list-style-type: none"> • Apply basic science concepts to patient care • Develop and conduct a research study, critically analyzing study results and applying to patientcare and articulating study results to scientific/medical and lay communities • Obtain positions related to hospital administration, healthcare consulting, pharmaceuticals, biomedical sciences education and research & development in Michigan, nationally, and 	<ul style="list-style-type: none"> • Student performance on examinations • Evaluation of Capstone research project • Publication and presentations resulting from research • Exit survey of students completing the program • Career placement record of program graduates

(1) Program Goals	(2) Student Learning Outcomes	(3) Assessment Measures
careers in health and biomedical sciences. <ul style="list-style-type: none"> Foster compassionate commitment to equity in community and public health and embrace ethical treatment of others. 	internationally	

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	Collection of data and writing assessment report
Director of Graduate Studies	Annual review of program outcomes
OUSB School of Medicine Curriculum Committee	Annual review of program outcomes

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

A. How will you analyze your assessment data?

The graduate program coordinator will annually collect and review program outcomes data for reporting to the OUSB Director of Graduate Studies and the OUSB School of Medicine Curriculum Committee. The majority of the coursework in the Medical Sciences curriculum is the first two years of the Doctor of Medicine curriculum Program of Study. OUSB School of Medicine courses are annually evaluated by the OUSB Office of Medical Education and the M1/M2 Curriculum subcommittee of the OUSB Curriculum Committee, based on data collected and compiled by the OUSB office of Medical Education. Course and program outcomes are compared to other OUSB courses and national outcomes reported from other schools of medicine by the American Association of Medical Colleges. Because of the small number of students participating in the program, feedback from student input (especially the exit interview and survey) will be important to the evaluation process.

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

Based on Feedback from the Director of Graduate Studies and the Curriculum Committee, program modifications or alterations in program administration or content delivery will be proposed by the program faculty to the Curriculum Committee (and Graduate Council if necessary) for approval.

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.