**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: **Bachelor of Science in Health Systems**

School or College your program resides in: **SHS**

Program Level (check all that apply):

Undergrad **x**

Master’s ☐

Doctoral ☐

Date Plan Submitted:

Current Assessment Contact Representative (& E-mail): [cpapadimitriou@oakland.edu](mailto:cpapadimitriou@oakland.edu) Dr. Christina Papadimitriou

Current Department or Program Chair (& E-mail): [lucarell@oakland.edu](mailto:lucarell@oakland.edu) Dr. Jennifer Lucarelli

Current Dean (& E-mail): [kevinball@oakland.edu](mailto:kevinball@oakland.edu) Dr. Kevin Ball

**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.
  + 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 students’ learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

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| **(1) Program Goals** | **(2) Student Learning Outcomes** | **(3) Assessment Measures** |
| **1. Apply** ethical, professional, collaborative, and culturally-sensitive behaviors within communities & healthcare settings. | **1.a. Describe** and **Explain** appropriate professional behaviors and ethical practice across healthcare practice settings  **1.b. Compare** various health behaviors from a variety of models | 1. Collect assignments from HS 3300 Interdisciplinary Knowledge Applications I & HS3310 Interdisciplinary Knowledge Applications II. These assignments are still in formation because these are new courses and therefore a rubric is not available at this time. Overall, these are going to be process assessments, e.g. written reflection statements, as well as written short research and service learning reports that should apply and integrate information learned throughout the program to explore a particular student topic of interest.  2. Survey alumni to track whether they apply these skills in their professional work. We will conduct an alumni survey every 3 years to solicit impressions from alumni regarding the relevance of this program to their professional lives. |
| **2. Integrate** knowledge and skills from multiple scientific perspectives to solve health and healthcare problems. | **2.a. Identify** different scientific and lay perspectives on health topics  **2.b. Use** different perspectives to describe and frame solutions to healthcare problems | 1. Collect assignments (reflections & forum posts) from course HS 3310 Interdisciplinary Knowledge & Service Learning (II). See above for details on this.  2. Conduct a town hall gathering with seniors of the program. We will organize a town hall once a year to solicit feedback from the junior and senior class members. During the town hall, juniors and seniors will have a chance to formally and informally evaluate the program: students will interact with faculty and School/ unit administrators to ask questions, report concerns, offer suggestions, and exchange ideas about how to improve the program. They will also complete a formal evaluation of the program (via a google form or paper survey). We have not yet created this survey. |
| 3. Locate, **critically analyze**, and **apply** data in a manner that supports evidence-based healthcare practice. | **3.a. -Conduct** literature reviews  **3.b. Articulate** research topics and **appraise** evidence in written course assignments | 1. Collect assignment from HS 4100 Disease Management & Healthcare. This assignment is not yet formulated because this is a new course and therefore a rubric is not currently available. We expect that the assignment will be a written document that uses the method of literature review to find, appraise and apply scientific evidence on a given disease management and treatment. The faculty assessment committee will design a universal rubric that faculty who teach this course will use. |
| **4. Communicate** effectively with laypersons and healthcare professionals on a variety of health and healthcare related topics. | 4.a. **Learn & apply** health behavior theories & dissemination tools  **4.b. Produce** dissemination projects | 1. Collect samples of dissemination products from HS 3320 Dissemination of Health Information and Research to evaluate how well they communicate health topics by using the rubric found in the CDC’s [Simply Put guidelines.](https://www.cdc.gov/healthliteracy/pdf/simply_Put.pdf) Every year we will randomly collect at least 10 or no more than ⅓ of students’ dissemination products for this assessment. The faculty assessment committee will evaluate these samples using the aforementioned CDC rubric. |

**Step 4: Participation in Assessment Process**

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| **Who Will Participate in Carrying Out the Assessment Plan** | **What Will Be Their Specific Role/s** |
| A faculty assessment committee, made up of 3 full time and part time/ adjunct instructors, will carry out the assessment. The committee will be led by the coordinator or director of the major. Faculty will rotate 3 year terms. Every effort will be made to include non-SHS faculty who teach in this major. | Evaluate and summarize student performance on the identified assessment assignments (per above) as well as student feedback offered via formal and informal means (per above).    Make recommendations for improvement (if needed) |
| B.S. in Health Systems Coordinator/Director | Lead the committee; collect, organize and evaluate assessments; suggest changes to curriculum; work with faculty teaching courses to adjust course content and delivery as necessary. |
| IDH Chair | Review assessments results/report with B.S. in Health Systems Coordinator/Director; 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?

We will designate a faculty assessment committee that will be responsible for assessing this program. The committee will be led by the coordinator or director, and report to all IDH faculty and the Chair of IDH. Committee members will summarize assessments results and share with IDH faculty to discuss next steps. Since this program engages with OU faculty outside of the School of Health Sciences, the assessment committee or the coordinator will arrange annual meetings to review and solicit feedback from all faculty (full, part, and adjunct) who teach in the program. These meetings will be in the form of annual retreats and will last 2-4 hours. The committee or coordinator will suggest changes (if any) to the curriculum, and report to the Chair of IDH. We hope that during annual retreats we can invite student representatives to voice their views about the program and how it may be improved to meet their needs.

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

Results of the assessment will be used to improve course content or learning activities, as identified in the assessment.

This degree program is based on 5 cores or pillars: Science of the Body, Social Sciences, Healthcare Systems & Leadership, Information Literacy, and Knowledge Application. The courses in the Knowledge Application core (HS 3310, HS 3320, HS 3300, HS 4100) are the ones that we will target for program assessment. These are all new courses and have been approved by the SHS COI. Assessment rubrics are in preparation and pending. These courses will be taught during the senior year of students’ plan of study. We will provide these rubrics before the first report is due to the UAC. (See below for a table that maps this information)

We will gather and analyze assessment data from the 4 program goals stated above (see column 1 under “apply”, “Integrate”, “critically analyze”, and “communicate”) to identify areas of improvement. For instance, conducting rigorous literature reviews of the peer-reviewed literature is important and foundational to all of our program goals. If we identify that students are unclear how to conduct them, or cannot identify reliable sources, or cannot apply and translate scientific information in their written reports/ papers, then we will need to adjust course content and come up with a plan that aligns this important skill within multiple courses and disciplines represented in this program.

Town hall gatherings (per above) will be an additional form of data collection and we will use information gathered from them (formal and informal) to identify areas of improvement that we can respond to relatively quickly. For example, students may suggest service learning opportunities that we were unaware of and we could reasonably quickly adjust to meet student needs. Or, there may be resource needs that we were not explicitly offering but would easily pivot to support such as scientific writing tutors or modules.

Below is a map of how the program goals and courses align. the courses that in bold are the ones we will use to assess the program:

Table xx: BS in Health Systems Course map based on assessment goals

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| **(1) Program Goals** | **(2) Student Learning Outcomes** | **(3) Sample of Corresponding Courses** |
| Apply ethical, professional, collaborative, and culturally-sensitive behaviors within a community & healthcare setting. | -Explain appropriate professional behaviors and ethical practice across healthcare practice settings  -Compare various health behaviors from a variety of models | 1. PHIL 1320 Intro to Ethics in Health Professions 2. HS 4500 Ethics in Healthcare 3. WHP 2800 Health Literacy 4. **HS 3300/10 Interdisciplinary Kn. & Service Learning** 5. HS 3440 Intro to Community Engagement 6. PH 4750 Global Health & Social Issues 7. WHP 4850 Population Health, Health Policy, Healthcare Delivery |
| Integrate knowledge and skills from multiple scientific perspectives to solve health and healthcare problems. | -Identify different scientific and lay perspectives on health topics  -Use different perspectives to describe and frame solutions to healthcare problems | 1. **HS 3300/10 Interdisciplinary Kn. & Service Learning** 2. HS 2250 Research Methods 3. MIS 3010 Survey Management IS 4. HS 4100 Disease Management & Healthcare 5. POM 3000 Survey of OM 6. HS 3450 Leadership in Healthcare 7. PH 4750 Global Health & Social Issues 8. WHP 4850 Population Health, Health Policy, Healthcare Delivery |
| Locate, critically analyze, and apply data in a manner that supports evidence-based healthcare practice. | -Conduct literature reviews  -Articulate research topics and appraise evidence in written course assignments | 1. HS 2250 Research Methods 2. **HS 4100 Disease Management & Healthcare** 3. SOC/ HS 3430 SOC of health & medicine 4. MIS 3010 Information Systems |
| Communicate effectively with laypersons and healthcare professionals on a variety of health and healthcare related topics. | -Learn & apply health behavior theories & dissemination tools  -Produce dissemination projects | 1. WHP 2800 Health Literacy 2. **HS 3320 Dissemination & Performance** 3. HS 3500 Health Behavior Theories 4. HS4100 Disease Management & Healthcare |

**Step 6: Submit Assessment Plan**

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