# Degree Program Assessment Plan

**Program:** Health Sciences  
**Department:** Health Sciences and Informatics  
**College/School:** Doisy College of Health Sciences  
**Date Submitted:** November 20, 2015

**Program Goals:**
1. Prepare students for graduate education or professional employment in the area of health sciences.  
2. Graduates will be able to critically analyze health care issues.  
3. Graduates will be able to communicate issues in the health sciences.  
4. Graduates will be able to function on multi-disciplinary teams.

## Learning Outcome(s)  
Groups to be Assessed*  
Data Needed  
Measure  
D=Direct  
I= Indirect  
Who will conduct assessment?  
Timeline

### Program Goal 1: Prepare students for graduate education or professional employment in the area of health sciences

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Groups to be Assessed*</th>
<th>Data Needed</th>
<th>Measure</th>
<th>Who will conduct assessment?</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to use concepts, principles and theories that constitute the core.</td>
<td>Students</td>
<td>Research and group projects grading rubrics</td>
<td>D</td>
<td>Faculty, Program Director and Chair</td>
<td>Even years</td>
</tr>
<tr>
<td>Students will be able to discern best practices in methodology.</td>
<td>Students</td>
<td>Research and project proposal grading rubrics</td>
<td>D</td>
<td>Faculty, Program Director and Chair</td>
<td>Odd years</td>
</tr>
<tr>
<td>Students will be accepted into desired graduate programs or gainfully employed</td>
<td>Students and graduates</td>
<td>Acceptance into graduate programs and employment. Mentor notes</td>
<td>D</td>
<td>Faculty, Program Director and Chair</td>
<td>Even years</td>
</tr>
</tbody>
</table>

### Program Goal 2: Graduates will be able to critically analyze health care issues.

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Groups to be Assessed*</th>
<th>Data Needed</th>
<th>Measure</th>
<th>Who will conduct assessment?</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to apply appropriate methods to solve problems.</td>
<td>Students</td>
<td>Research proposal grading rubrics</td>
<td>D</td>
<td>Faculty, Program Director and Chair</td>
<td>Odd years</td>
</tr>
<tr>
<td>Students will be able to select and conduct appropriate analyses.</td>
<td>Students</td>
<td>SPSS lab, clinical vignettes, case studies grading rubrics</td>
<td>D</td>
<td>Faculty, Program Director and Chair</td>
<td>Even years</td>
</tr>
</tbody>
</table>

### Program Goal 3: Graduates will be able to communicate issues in the health sciences.

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*Groups to be Assessed:

1. Students  
2. Students and graduates
Students will be able to use language in written form effectively to express issues in health sciences.

| Students | Journal self-reflections, policy artifacts and oral defenses grading rubrics | I | Faculty, Program Director and Chair | Odd years |

Students will employ terminology in effective oral (or discussion) communication in the health sciences.

| Students | Oral defenses grading rubrics, Peer evaluations | D | I | Faculty, Program Director and Chair | Even years |

**Program Goal 4: Graduates will be able to function on multi-disciplinary teams.**

Students will be able to design a project that incorporates a reasonable timeline to address a problem.

| Students | Life history, research proposal and health literacy projects grading rubrics. | D | Faculty, Program Director and Chair | Odd years |

Students will be able to collaborate effectively with others on team projects.

| Students | Team policy and research proposal grading rubrics | D | Faculty, Program Director and Chair | Even years |

Students will draw and defend conclusions of health science issues

| Students | Taking sides defense, policy and research proposal oral defenses grading rubrics | D | Faculty, Program Director and Chair | Odd years |

**Direct vs. Indirect Measures**

Direct measures of assessment require students to demonstrate what they have learned through an instrument, such as a paper, laboratory report, demonstration, or portfolio. This is different from indirect measures, which are proxies of what students have learned. With indirect measures, the assessment information is filtered through the student or other party. A student can tell us what they think they learned through a survey, but it is their opinion of what they learned. Indirect measures are good at revealing why and how students learned what they learned – or didn’t. Indirect measures would also include any assessments received by other groups familiar with the students’ performance.