

PhD in Health Services Research Academic Assessment Plan

College of Public Health and Health Professions

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric	Error!
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Academic Assessment Plan for PhD in Health Services Research

College of Public Health and Health Professions

A. Mission

The mission of the University of Florida has as its defining and distinguishing characteristics research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. The mission of the College is to preserve, promote, and improve the health and well being of populations, communities, and individuals. The PhD program in Health Services Research provides doctoral level training within the College, in order to conduct inquiry that will inform government officials, corporate leaders, clinicians, health plan managers, and others making decisions about complex health-related problems and issues. The program is a multidisciplinary field examining the use, cost, quality, accessibility, delivery, organization, financing, and outcomes of health care services where students learn to apply research methods and scientific knowledge to the study of health services organizations and systems.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Students will achieve Competency in the Theory and Methods of Health Services Research	Student performance on Qualifying Examination	On campus
	2. Students will identify important components of the health care system and contributors to individual and population health.	Student Performance on Qualifying Examination	
Skills	3. Students will be able to identify important health services research questions, obtain relevant data, and conduct analyses to test conceptually driven hypotheses.	Student will successfully defend their dissertation	On campus
Professional Behavior	4. Students will understand and demonstrate ethical conduct of research.	Students will complete HIPAA and IRB training and have no IRB or HIPAA violations.	On campus

C. Research

Students are required to conduct original research for their dissertation and successfully defend their dissertation proposal and final dissertation. All students are required to present their dissertation research orally at the bi-monthly Department Research Seminar. Additionally, all students are expected to present their own research or research conducted with a faculty member, either orally or as a research poster, at local and national research conferences.

D. Assessment Timeline

PhD in Health Services Research
College of Public Health and Health Professions

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge	Qualifying Exam (Year 2)	Dissertation Defense (Variable - After Year 2)	HIPAA and IRB Training (Annually)
#1	X		
#2	X		
Skills			
#3		X	
Professional Behavior			
#4			X

E. Assessment Cycle

Assessment Cycle for:
PhD in Health Services Research
College of Public Health and Health Professions

Qualifying Exams: June of 2nd Year
 Program Modifications: Completed by Summer A
 Dissemination: Completed by Summer B

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
Skills							
#3		X	X	X	X	X	X
Professional Behavior							
#4		X	X	X	X	X	X

F. Measurement Tools

Indirect Assessments

We evaluate our program yearly gathering and analyzing data including indirect measures such as admission, enrollment and application means, graduation and retention rates, and employment placement.

Direct Assessment Measures

Qualifying Exams – In order for PhD students in Health Services Research to advance to candidacy, students must pass a qualifying exam that typically takes place after the 2nd year of coursework. Students complete an in-class written exam that covers each of the core competencies in health services research and must receive a passing grade for each competency. Students are also required to successfully pass an integrative exam that requires them to design a study to evaluate a health policy. PhD program faculty meet as a committee to determine whether answers for each competency are passing.

Dissertation Defense – Upon passing the Qualifying Exams, students must prepare and defend a dissertation topic that demonstrates that the proposed research is significant, addresses an important gap in our knowledge, and can be adequately addressed with available data and research methods. Once a student successfully defends their dissertation topic, they are admitted to Candidacy and then are required to complete the proposed research and defend their final dissertation research.

Procedures

All faculty members from the PhD program meet yearly during the summer semester to review Qualifying Exam answers as well as the curriculum and individual student performance on coursework. At this meeting the Program Director presents summary data from the measures listed above, and action plan for any concerns is formed by the faculty group. Improvement plans are implemented by faculty and staff as warranted by the plan.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Jeffrey Harman	HSRMP	jharman@ufl.edu	352-273-6060

Rubric for Use in Dissertation Defense

Criteria	Needs Improvement	Satisfactory
1. Problem Definition: Delineates the area of proposed research. (SLO#1, SLO#2, SLO#3)		
2. Literature: Demonstrates sound knowledge of the research area and its literature. (SLO#1, SLO#2, SLO#3)		
3. Quality of oral communication: Communicates mathematical ideas clearly and professionally in oral form (SLO#1, SLO#2, SLO#3)		
4. Quality of written communication: Communicates mathematical ideas clearly and professionally in written form. (SLO#1, SLO#2, SLO#3)		
5. Prepared for research: Demonstrates capability for independent research in the area of study, preparedness in core disciplines relevant to research, and ability to complete research in the proposed area. (SLO#1, SLO#2, SLO#3)		
6. Context: Places the proposed research area into a larger context, and, where appropriate, discusses potential applications. (SLO#1, SLO#2, SLO#3)		

Passing

is by approval of the supervisory committee with the committee recommending ways for the candidate to improve those areas needing attention.