

Undergraduate Academic Assessment Plan 2012-13

**Bachelor of Health
Science
Health Science Major**

**College of Public Health
and Health Professions**

**Stephanie Hanson
shanson@php.ufl.edu**

Contents

Mission Statement	3
Student Learning Outcomes (SLOs)	3
Curriculum Map	5
Assessment Cycle Chart	6
Methods and Procedures.....	6
Assessment Oversight.....	7

Health Science

College of Public Health and Health Professions

Undergraduate Academic Assessment Plan

Mission Statement

The Bachelor of Health Science Program has two majors – health science and communication sciences and disorders – that are ideal for students who want to work in health care. The mission of the Bachelor of Health Science degree program is to provide an academic foundation in health science for students planning on entering a health profession and/or working in a health care setting. The courses are designed to provide strong core skills in preparation for advanced education in a variety of health careers. All students learn about critical aspects of disease and disability, healthy functioning, contemporary public health challenges and opportunities, professional communication, the scientific bases of health care knowledge, critical thinking, and ethical and professional issues associated with our complex health care system.

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 statement of the Bachelor of Health Science programs is aligned with this by its goals to prepare undergraduate students for post-baccalaureate graduate and professional health programs. This unit clearly supports the University mission by educating students in health related research, the scientific bases of health care, and the art and science of professional health care.

Student Learning Outcomes (SLOs)

Health Science: <https://catalog.ufl.edu/ugrad/current/publichealth/alc/health-science.aspx>

Please note: The SLOs below have been revised. The new SLOs have been approved to be published in the 2013-2014 University Undergraduate Catalog.

Content Knowledge:

1. Describe key elements of the U.S. health care system.
2. Comprehensively describe major chronic illnesses and disabilities.
3. Describe core functions of public health.
4. Apply knowledge and application of core bioethical principles to contemporary health issues.
5. Develop appropriate professional behaviors for health careers.

Critical Thinking:

6. Develop and apply critical analysis skills to contemporary health issues.

Communication:

7. Apply effective basic communication skills for health professionals.

Curriculum Map

Program: Health Science

College of Public Health and Health Professions

Key: **I**ntroduced

Reinforced

Assessed

Courses SLOs	HSA 3111	HSC 3057	HSC 3502	HSC 3661	HSC 4184	HSC 4558	HSC 4608L	HSC 4652L	OTH 3416	PHC 4101	RCS 4415L	Additional Assessments
Content Knowledge												Degree Candidate exit Survey
#1	I,R						R					BHS Capstone Exam
#2			I,R			I,R			I,R	I,R		BHS Capstone Exam
#3			I			I				I,R		BHS Capstone Exam
#4								I,R				BHS Capstone Exam
#5					R		R	R			I	BHS Capstone Exam
Critical Thinking												Degree Candidate exit Survey
#6		I					I,R, A Course assignments graded based on a rubric			I		BHS Capstone Exam
Communication												Degree Candidate exit Survey
#7				I,R, A Course assignments graded based on a rubric			R	R			I	BHS Capstone Exam

Assessment Cycle

Program: Health Science College of Public Health and Health Professions

Analysis and Interpretation:

June - August

Improvement Actions:

September - October

Dissemination:

Completed by October 30th

Assessment Cycle Chart

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
#3		X	X	X	X	X	X
#4		X	X	X	X	X	X
#5		X	X	X	X	X	X
Critical Thinking							
#6			X	X	X	X	X
Communication							
#7			X	X	X	X	X

* Using data from new assessment measures.

Methods and Procedures

Please note: The assessment measures below have been revised. The new measures have been approved and will be implemented in the 2015-2016 academic year. Students enter the BHS program as juniors therefore students entering the program under the new SLOs in 2013-2014 will be assessed as seniors in 2015-2016.

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Describe key elements of the U.S. health care system.	BHS Capstone Exam	Exam score
Comprehensively describe major chronic illnesses and disabilities.	BHS Capstone Exam	Exam score
Describe core functions of public health.	BHS Capstone Exam	Exam score
Demonstrate knowledge and application of core bioethical principles to contemporary health issues.	BHS Capstone Exam	Exam score
Develop appropriate professional behaviors for health careers.	BHS Capstone Exam	Exam score
Develop and apply critical analysis skills to contemporary health issues.	BHS Capstone Exam	Exam score
Demonstrate effective basic communication skills for health professionals.	BHS Capstone Exam	Exam score

Current Direct Assessment Measures

Capstone Exam – Instructors of core BHS classes submit questions evaluating student competence in core content knowledge, critical thinking and communication skills. This exam is designed to measure student competence in all 7 SLOs. The exam is administered to graduating senior students at the end of the spring semester. Student scores are examined for patterns of performance that might indicate issues with the curriculum. An overall test score of 72% or better is expected.

Student Performance – Measures of student performance in specific classes directly related to competence in critical thinking (SLO #6) and communication skills (SLO #7). Individual student grades in HSC 4608L: Critical Thinking and HSC 3661: Therapeutic Communication are collected at the end semester in which the class is taught. The academic records of students who do not pass with a C or better are examined for patterns that might indicate issues with the curriculum.

Revised Direct Assessment Measures for 2015-2016

Designated assignments in core classes will be placed in an individual student capstone portfolio. The portfolio entries will evaluate all 7 of the revised SLOs. Each revised SLO will be represented by at least one portfolio entry. The student's portfolio will be evaluated spring semester of the senior year by a faculty committee using a previously agreed upon grading rubric.

Indirect Assessment Measures

Student Survey – Degree candidates complete an on-line survey that requires students to rate their perceived competence in each student learning objective. The student rates their agreement on a 1 to 5 (Strongly Disagree to Strongly Agree) Likert Scale. Average scores of 3 (Neutral) or better are expected.

Graduation rates – numbers of students graduating, time to degree and graduating GPA.

Employment or acceptance to graduate or professional school – these data are collected from student survey responses.

Procedures

Individual student performance in courses specific to SLO #6 and SLO #7 are collected at the end of the semester in which the class is taught. The capstone exam is administered to graduating senior students and the degree candidate student survey is completed at the end of spring semester. Indirect measures, such as graduation rate and time to degree are assessed every year after spring graduation.

Student graduation data, student performance on the capstone exam, and the results of the student survey are collated by the program directors of the BHS program. The analysis and interpretation of these data takes place over the summer semesters, and is presented to the BHS faculty late summer or early fall. The development of an action plan is completed in the fall for implementation the following spring or subsequent fall.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Stephanie S. Hanson	PHHP Deans Office	shanson@phhp.ufl.edu	273-6377
Joanne J. Foss	Director, Health Science	jfoss@phhp.ufl.edu	273-8477