

Comprehensive Assessment Plan: Health Science/PUBH

<i>When SLO will be assessed</i>	<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course where SLO is assessed</i>	<i>Assessment activity/ assignment used to measure SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
2017-2018	Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Information literacy and research skills	2a. Access and identify evidence-based information sources relevant to specific health issues	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2019	Revision of curriculum, course content, assignments, and/or exams
2017-2018	Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.	Information literacy and research skills	2b. Analyze statistical, epidemiological and qualitative data to promote population health.	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2019	Revision of curriculum, course content, assignments, and/or exams
2018-2019	Demonstrate intellectual literacy through the acquisition of knowledge and the development of competence in disciplinary perspectives and interdisciplinary points of view	Understanding of theories and research-based health interventions	1a. Describe major theories associated with health science and public health.	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2020	Revision of curriculum, course content, assignments, and/or exams

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2018-2019	Demonstrate intellectual literacy through the acquisition of knowledge and the development of competence in disciplinary perspectives and interdisciplinary points of view	Understanding of theories and research-based health interventions	1b. Describe the steps involved in planning, implementing and evaluating research-based health interventions.	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2020	Revision of curriculum, course content, assignments, and/or exams
2019-2020	Evaluate the significance of how differing perspectives and trends affect their communities	Professional, ethical and reflective practice with diverse populations	3a. Apply theories, research findings and best practices to promote health with diverse communities.	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2021	Revision of curriculum, course content, assignments, and/or exams
2019-2020	Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems	Professional, ethical and reflective practice with diverse populations	3b. Analyze ethical issues that arise in the field of health science and public health.	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2021	Revision of curriculum, course content, assignments, and/or exams

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2020-2021	Communicate clearly, effectively, and persuasively, both orally and in writing	Communication skills	4a. Make effective oral presentations taking into account diverse stakeholders.	HESC 475	Oral Presentation of final research project	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	the UG Assessment Committee will collect, analyze and interpret SLO data	Fall 2022	Revision of curriculum, course content, assignments, and/or exams
2020-2021	Communicate clearly, effectively, and persuasively, both orally and in writing	Communication skills	4b. Write effectively taking purpose and audience into account.	HESC 495	Capstone Assessment	Rubric	Percentage of students scoring at or above proficiency (3.0 on a 4.0 scale)	HESC 495 instructors will collect data; the UG Assessment Committee will analyze and interpret SLO data	Fall 2022	Revision of curriculum, course content, assignments, and/or exams

ILO's: Institutional Learning Objectives

PLO's: Program Learning Objectives

SLO's: Student Learning Objectives

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