

Academic Programs
Annual Program Assessment Report: 2018-2019

School: School of Health Science and Professional Programs

Department: Health Professions

Program: Health Science

Department Chair: Shawn Williams

Department Assessment Coordinator: Robert Brugna

Program Coordinator: Shawn Williams

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Completed by: Shawn Williams

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- I. **Program Mission:** The Health Science major will prepare students to serve as expert, committed, culturally competent professionals with a focus on patient care, healthcare delivery, and healthcare management. This will occur through both classroom education and experiential opportunities in the workplace.

- II. **ASSESSMENT ACTIVITIES:** Please complete the table below, add rows as needed.

Institutional Learning Outcomes (ILOs)	Program Goals	Program Level Student Learning Outcomes (PSLOs)	Course(s), Section(s), N=Sample Size	Measure ¹ & Expected Level of Students' Achievement	Findings ²	Use of Results
Intellectual Discovery & Creativity: Demonstrate excellence in academic inquiry, creativity, research, collaboration and professional growth. Self-Reflection & Accountability: Reflect on their learning, identify challenges, create a plan to meet the challenges, and improve decision-making	Goal #_1__ Develop a strong knowledge base regarding biomedical science, health data and quality management, health informatics, and information technology.	# __1.1__ Exhibit basic knowledge of healthcare policy, finance and regulatory environments that influence general health care practice	HS 211, 302 and 303; Phil 308	Structured objective examination; Course Grades, Semester GPA, Cumulative GPA ~ 80% of students will achieve stated progression standards (GPA 3.0) on first attempt in 200-300 level health science courses	Within expected range	Changes needed: No Type of change: Click here to enter text.
<hr/> ¹ Direct measure is required; indirect measure is optional. E.g. AAC, RV 4.17.19 ² See Attached Grade Distribution Data – excel		# _1.2____ Synthesize concepts and principles from sciences and	HS 302 and 303 Direct: Exams, assignments, presentations, etc.	Objective structured examination; Cumulative examination;	Within expected range Indirect : Survey, focus groups, etc.	Changes needed: No Type of change: Click here to enter text.

		humanities into health science discipline.		Course Grades, Semester GPA, Cumulative GPA ~ 80% of students will achieve stated progression standards (GPA 3.0) on first attempt in 300-level health science courses		
Click here to enter text.	Goal #____ Click here to enter text.	# 1.3____ Employ information management systems and emerging technologies to deliver and coordinate care across multiple settings, and communicate health information with individuals and groups.	HPGC 201; HS 201	Written examination, Laboratory assignment, Clinical practice presentations, education material development ~ 80% of students will achieve stated progression standards (GPA 3.0) on first attempt in 200-level health science and health professions courses	Within expected range	Changes needed: No Type of change: Click here to enter text.
		# ____ Click here to enter text. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Changes needed: Choose an item. Type of change: Click here to enter text.

- III. **Data Collection and Analysis:** Based on the information above, what do the findings suggest? Describe how and when the data was collected and analyzed for each of the student learning outcome. Describe what tools were used to evaluate student work, e.g. rubrics. **Please attach rubrics used and identify level (program/course embedded).** Describe how interrater reliability was established, including number of faculty involved in the processes.

Course Grade demographic statistics were collected in collaboration with colleagues in the Institutional Research Office. Descriptive statistics are reflective of overall course grades (n =959), which include a myriad of broad-based assessment activities including, but not limited to, formatative assessment, multiple choice test standardized tests, performance assessment, standardized test and summative assessment.

Adjunct faculty were instructed to use repeatable assessment and grading practices across sections. Six courses were analyzed over three semesters (Fall 2018, Winter & Spring 2019). In the case of multi-section courses, adjuncts teaching more than one section of each course were instructed to repeat measures, as appropriate; thus addressing interrater reliability. HPGC 201 (90); HS 201 (173); HS 211 (254); HS 302 (174); HS 303 (101); Phil 308 (167) were included in the analysis.

- IV. **Action Plan:** Based on the information provided above in *Use of Results* section, describe the next steps that will be taken to ensure that the changes indicated above are actually implemented. If no changes are needed, explain why.

No immediate change is warranted – outcomes meet expectations; however, an attempt to use these results, combined with forthcoming changes in the health science discipline, for more specific programic changes will be explored. This will likely result in curriculum changes at the individual course-level and the program-level with an objective of meeting interprofessional collaboration competencies.

- V. **Communication:** Indicate to whom, how and when the assessment results will be (or have been) communicated to internal and external stakeholders.

BSHSc Program Director, Health Professions Department Chair and leadership in OAA and Institutional Research. An attempt use outcomes assessment as a platform for modeling program competencies with the core competencies for Interpersonal Collaborative Practice (IPEC) will be explored.

- VI. **Changes Implemented:** Describe any changes implemented as a result of assessment activities completed in the previous assessment cycle to “close the loop”. Indicate the semester in which the change was implemented and when it will be reassessed. *(Use last assessment report submitted to obtain information on what changes were recommend in the previous report).*

The prerequisites requirement for HS 303 was evolved to include include a wider-range of aging courses as a pre- or co-requisite. The application for such change has been submitted to the York College Curriculum Committee.

- VII. **Synopsis of assessment plan for upcoming academic year:** Using the *5-year plan* and this year’s findings, identify program goals and program level student learning outcomes the program will assess in the next academic year and provide rationale.

York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence ³ (Courses)	Assessment Measures ⁴	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 2: 2019-2020	Goal 2 Obtain appropriate systems-based practice tools and protocols in medical, public health, and healthcare management settings in a	2.1 Provide levels of prevention based on knowledge from theory, evidence-based practice and health science research.	HS 401, HS 402	Student professional portfolio, class assignments, role playing, observation of helping professionals in clinical practice.	80% of students will achieve stated progression standards (GPA 3.0) on first attempt in 400-level health science courses	Yes	Course Instructor & Academic Coordinator	Repeated Yearly

³ See curriculum map

⁴ Direct or Embedded (specify) is required; Indirect is optional.

	culturally competent manner							
		2.2 Apply health science coordinative processes to assist diverse client systems in a variety of settings to achieve optimal health.	HS 201, 303 and 402	Laboratory assignments, clinical and management practice, projects, presentations, written exam, observation reports, projects	80% of students will achieve minimum scores of 80% on all pertinent grading rubrics	Yes	HS Adjunct Faculty / Course Instructor	Repeated Yearly

VIII. **(Optional): Other Activities/Accomplishments:** Describe other program assessment activities related to student learning for this academic year.

[Click here to enter text.](#)

Fall 2018	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	INC	W	WD	WN	WU	Total
HPGC201: Principles of Epidemiology	2	1	10	13	6	1	3	0	0	0	0	0	1	2	0	0	1	40
HS201: Health Informatics	3	6	8	5	6	12	4	3	1	2	0	2	1	1	0	0	1	55
HS211: Marketing in Health Care	1	6	10	13	11	6	4	4	4	1	2	0	0	2	0	0	2	66
HS302: Health Policy	7	4	6	7	6	12	3	8	2	6	2	0	1	0	0	0	0	64
HS303: Nursing Home Administration	5	10	12	5	3	1	1	2	1	3	0	0	2	1	0	0	1	47
PHIL308: Healthcare Ethics	4	4	6	7	7	3	6	4	2	3	0	2	1	1	0	0	0	50

Source: CUNY IRDB

Winter 2018	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	INC	W	WD	WN	WU	Total
HS201: Health Informatics	1	1	3	1	1	3	0	2	0	1	1	3	0	2	0	1	1	21
HS211: Marketing in Health Care	0	2	3	2	6	1	2	0	2	0	2	0	0	1	0	1	0	22

Source: CUNY IRDB

Spring 2019	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	INC	W	WD	WN	WU	Total
HPGC201: Principles of Epidemiology	0	4	0	8	9	5	7	14	3	0	0	0	0	0	0	0	0	50
HS201: Health Informatics	2	15	21	12	16	7	7	4	1	1	2	3	0	4	0	1	1	97
HS211: Marketing in Health Care	6	26	35	35	33	7	5	2	6	2	4	0	0	3	1	1	0	166
HS302: Health Policy	4	28	26	15	14	7	1	6	0	3	1	3	0	1	1	0	0	110
HS303: Nursing Home Administration	12	7	3	9	7	3	6	3	1	0	2	1	0	0	0	0	0	54
PHIL308: Healthcare Ethics	8	8	13	15	14	7	11	11	7	3	2	6	0	8	2	0	2	117

Source: CUNY First as of 9/13/2019