

**This plan provides the PLO/SLO assessment plan for AY 2022-2025**

**Name of the program:** \_\_BS Health Sciences/Health & Wellness

**Plan for AY 2022-2023, 2023-2024, 2024-2025** \_\_\_\_\_

**Expected date of submission 6/30/2022**

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To ensure NYIT's CPI process meeting *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.* in this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning **for each degree programs**. Reports should address the following points:

**Program's Student Learning Outcome Assessment Plan**

1. PLO: State/update each degree program's learning outcomes.
  1. Describe how the social, cultural, economic, political, and biological environments affect personal & community health.
  2. Identify and apply the basic concepts of biology, chemistry, physics, and math as they apply to the health science
  3. Describe the U.S. health profile, including key indicators, determinants, disparities, access to health services, historical and contemporary trends and implications
  4. Identify/utilize culturally competent strategies and practices that respect the cultural, social, religious, racial, and ethnic diversity of the patient and family regarding health and disease.
  5. Formulate plans for maximizing wellness and prevention of chronic disease.

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6. Describe standards, ethics, and expectations of health professional communities as well as challenges faced in this area.
7. Describe/use an array of technologies relevant to specific health areas that support the process of inquiry and its outcomes, communication, information management and patient care.
8. Compose written and oral presentations, using correct professional terminology, in areas regarding the interaction of health with legal issues, economics, business and information systems.
9. Evaluate health promotion programs from social, workforce, financial, regulatory, technological, and organizational viewpoints

2. Matrix: provide/update the assessment matrix that indicate which learning outcomes are assessed in which set of courses. The original matrix is here:

	1	2	3	4	5	6	7	8	9
HSCI 190	x		x				x	x	
HSCI 195	x	x		x		x	x	x	
HSCI 210		x					x	x	
HSCI 410		x		x	x	x	x	x	x
HSCI 415		x		x	x	x	x	x	x
HSCI 420	x		x	x		x		x	
HSCI 425							x	x	x
HSCI 430	x		x	x		x	x	x	x
NTSI 201	x	x	x	x	x		x	x	

3. METHOD: Describe the method of assessment, and measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: direct learning outcome assessment is required. Both direct and indirect assessment are strongly recommended.

*Direct measuring instruments include but not limited to: course assignment, portfolios, internships evaluation, capstone course work, thesis, research project, standardized tests, etc.*

*Indirect measuring instruments include but not limited to: Student survey, interview, alumni survey, employer survey, focus group, students' reflection, etc.*

**AY 2022-2023**

Outcome 2 - Identify and apply the basic concepts of biology, chemistry, physics, and **math** as they apply to the health science

- Direct Measure: In HSCI 195: Professional and Cultural Issues in Healthcare, 80% of the students will achieve at least an 80 on the *Public Health Data* assignment. This will demonstrate that the student is able use proportions and rates to quantify morbidity and mortality and describe the frequency of diseases relative to the size of the population in which they occurred. Additionally, students will be able to create charts and graphs that clearly illustrate and compare disease incidence and prevalence among populations.

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### Outcome 4 - Formulate plans for maximizing wellness and prevention of chronic disease

- Direct Measure: In NTSI 201: Introduction to Clinical Nutrition, 80% of the students will achieve at least an 80 on the *Pediatric Obesity* assignment. This will demonstrate that the student understands nutrient and disease pathophysiology and is able to recommend appropriate dietary changes, which will optimize health and prevent disease.
- Indirect Measure Outcomes 1-9: Exit Survey. Students are asked in this survey if they perceive that all program learning outcomes are reached. Indirect Measure Outcomes 1-6: Exit Survey. Students are asked in this survey if they perceive that all program learning outcomes are reached. At least 80% of students will report that they achieved each of the program goals on Exit Survey.

### AY 2023-2024

- **Outcome 3:** . Describe the U.S. health profile, including key indicators, determinants, disparities, access to health services, historical and contemporary trends and implications
- **Final Paper and Presentation: 20%**
- The final paper is due on **April 22, 2021 at 8:00 a.m. by online submission only** ,
- within the class Blackboard shell. **Papers will be accepted in Word format only** . Each
- student will be given 10-15 minutes to present a summary of the key points of the paper
- on a class date assigned after 4/22/21. The selection of a topic is from
- <https://www.healthypeople.gov/> - listed below are examples of topics from Healthy
- People 2020 in Table 1.2 from the textbook. Once the topic is selected from Healthy
- People 2030, contact a state/local health department or other
- non-governmental/governmental agency devoted to the study of your public health issue
- to find out what steps they are taking to accomplish the Healthy People 2030 goal you
- have chosen.
- The paper is approximately 5 pages (excluding title page, tables, graphics, and
- references), double-spaced, Times New Roman 12 Font, using appropriate citation and

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- referencing guidelines. Papers will be accepted as a Word document only (attach below).
- PDF or any other format will not be accepted.
- Format for the paper :
  - 1. Introduction – 1 page explaining the topic and the public health problem and what steps have been taken to address the problem.
  - 2. Body of the paper – 3-4 pages explaining
    - a. Healthy People 2030 goal,
    - b. Primary, Secondary and Tertiary prevention goals,
    - c. Plans made by the health department/agency that you contacted to attain the Healthy People goal.
    - d. How the plans are being implemented?
    - e. In what timeframe will these goals be achieved?
    - f. What are any interfering factors in attaining the goals?
  - 3. Conclusion – 1 page summarizing and explaining any problems you see. Add any additional intervention suggestions you may have, and future implications. ● References – you must cite at least 3 different references. They should include peer-reviewed scientific journal articles, reputable websites (not Wikipedia), or a book.
    - ● Use APA Formatting and Style Guide:
    - <http://owl.english.purdue.edu/owl/resource/560/01/> .
- Grading Rubric for Final Paper and Presentation :
  - **Depth and Content of Topic 50%**
    - ● Novel, appropriate idea that is well thought out and includes required information described above
    - ● All key elements of the assignment are covered in a substantive way
    - ● The content is comprehensive, accurate, and/or persuasive.

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- ● Major points are stated clearly; are supported by specific details, examples, or analysis and are correctly referenced.
- ● **Organization of Presentation/Quality of Delivery 20%**
- ● Organization, Visuals, Logic and Clarity (Flow): Each topic logically follows the objective, and sentences are well-connected and meaningful. Transition sentences are used appropriately. There is a comprehensive introduction and a conclusion that summarizes the main points made in the paper. The paper is laid out with effective and correct use of headings.
- ● **APA Format 10%**
- ● Spelling, Grammar and References: The paper, including the title page, headers and references follow APA guidelines for format. Citations of original works within the body of the paper follow APA guidelines. Headings are used effectively and properly formatted per APA standards. Reference list is in APA format. Paper meets length guideline of not more than 5-6 pages.
- ● Rules of grammar, usage, and punctuation are followed. Spelling is correct. Tone is appropriate and clear. Sentences are well-constructed, with consistently strong, varied sentences and transitions are logical and maintain flow of paper.
- ● **Individual Delivery and Open Ended Discussion 10%**
- ● Demonstrated preparedness
- ● Tone of voice and confidence
- ● Facilitation/encouragement of questions and answers
- ● Ability to answer relevant questions
- ● **Responsibility and Preparedness 10%**
- ● Each student will be asked to comment on other student's participation. Oral
- ● **Outcome 6:** Describe standards, ethics, and expectations of health professional communities as well as challenges faced in this area. In HSCI 420 Biomedical Ethics, at least 80% of students will achieve at least an 80 on the final annotated portfolio. For this project, students

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compile two of their most interesting and/or thought-provoking initial discussion posts from the ethics topics discussed over the semester. They include a critical introduction to the portfolio and a brief introduction to each of initial discussion posts (no more than one paragraph each). Students describe why they chose to include these particular topics rather than others. In conclusion, students provide a reflective critique of their evolution of thought throughout the course.

- Indirect Measure Outcomes 1-9: Exit Survey. Students are asked in this survey if they perceive that all program learning outcomes are reached. Indirect Measure Outcomes 1-6: Exit Survey. Students are asked in this survey if they perceive that all program learning outcomes are reached. At least 80% of students will report that they achieved each of the program goals on Exit Survey.

### AY 2024-2025

- **Outcome 9:** Evaluate health promotion programs from social, workforce, financial, regulatory, technological, and organizational viewpoints. In HSCI 430 Health Care Payment Systems, 80% of the student will get at least an 80 cumulative grade on the Case Studies Analysis Discussion Board Assignments (40% of the course) utilizing the Health Policy Management: A Case Study Approach textbook, and include information from Sultz and Young, in conjunction with weekly instructions provided.
- **Direct Measure Outcome 7:** Describe/use an array of technologies relevant to specific health areas that support the process of inquiry and its outcomes, communication, information management and patient care. In HSCI 410: Senior Practicum, 80% of students will get at least an 80 on the final student Integration of Concepts Paper: Applying Concepts. Integrated concepts of aging, disability, environment, sensitivity, and universal design will be included in this paper. References supporting the research for this assignment must be included. Students will create a PowerPoint and post in Studio. Classmates will be required to comment on at least one classmate Assignment details will be posted in Canvas.
- Indirect Measure Outcomes 1-9: Exit Survey. Students are asked in this survey if they perceive that all program learning outcomes are

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reached. Indirect Measure Outcomes 1-6: Exit Survey. Students are asked in this survey if they perceive that all program learning outcomes are reached. At least 80% of students will report that they achieved each of the program goals on Exit Survey.

4. Timeline of the PLO assessment: for example:

	2022-2023	2023-2024	2024-2025
1			
2	x		
3		x	
4	x		
5			
6		x	
7			? HSCI 410?
8			
9			x

5. Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes  
 Dr. Mindy Haar, department chair will present the CPI plan to faculty at the outset of each academic year and review the plan and expectations for data collection. Faculty teaching designated courses each semester will be briefed on what information must be collected and the timeline for submission. Drs. Haar and Mongiello will be responsible for data collection and result analysis against expected outcomes.



**II. Brief description of how the plan is shared and communicated with all faculty members in the department**

Drs. Haar and Mongiello are the fulltime members of the program but results will be shared with all part-time faculty members at a meeting which will take place each semester. When benchmarks are not met, Dr. Haar will work with the faculty member to pinpoint areas for improvement in coursework.

*Last updated 2/11/22*