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Academic Learning Compact : Health Science Professions [Effective 2012]

University of South Florida St. Petersburg.

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Academic Learning Compacts 2012 – 2013

“... to ensure student achievement in undergraduate and graduate degree programs ...”



Academic Learning Compacts

Health Science Professions

2012 – 2013

Due: May, 2013

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

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Signature Page for Academic Program

Academic Program: HEALTH SCIENCE PROFESSIONS
Melanie Riedinger-Whitmore, Biological Sciences

Chair/Coordinator: _____

Date: _20 June, 2013_____

Summary Statement – Academic Program Performance in 2012-13

Provide a summary statement about academic program performance over the previous year including high points and low points.

Data for the 2012-2013 ALCs for the Health Sciences program are still being collected, and will be evaluated prior to the beginning of the FALL 2013 semester. This program is interdisciplinary, and involves courses and faculty spread across two colleges at USFSP (College of Arts and Sciences – faculty in Psychology, Anthropology, Sociology, Geography, Biology, Journalism, Ethics; College of Business), and it also includes courses from Public Health at USF Tampa. Starting in 2014, there will be an additional concentration, Communication Sciences and Disorders, that is offered by the USFSP College of Education. This was approved in late June 2013, and will need to be integrated into the ALCS for this degree program prior to the start of the 2013-2014 academic year. Unlike most degree programs within the CAS, the Health Sciences degree program is administered by two advisory committees, an internal USFSP committee that includes faculty representatives from the various departments and colleges that contribute to this degree, and a community advisory board, with representation from the health and medical community in the Tampa Bay area. While the degree is housed within the Department of Biological Sciences, decisions concerning programmatic issues, including the ALCS, are meant to be made collectively by those faculty and programs that contribute to the degree. The Department of Biological Sciences faculty representative to the internal advisory committee, Dr. David John, has been working to coordinate the collection of data for the ALCs, and will continue to do so throughout the summer. Prior to classes, our department will schedule an advisory committee meeting to review the ALC data, integrate new ALCS for the recently approved Communication Sciences and Disorders concentration, and determine the ALCS for the 2013-2014 academic year. We will also work with the CAS College Office, to schedule a community advisory board meeting, to present program outcomes from the first two years of the degree program, and to seek recommendations from the community about program offerings.

Summary Statement – Impact of Changes Made in 2012-13

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.

The Health Sciences program is in its second year. Starting in 2014, a new concentration, Communication Sciences and Disorders, through the College of Education, will be available to Health Sciences students. Because our program is new, we have not implemented any substantive changes to the program, and our ALCs for 2011-2012 were the same ones we used for 2012-2013. We are still in the process of collecting ALC data from the 2012-2013 academic year.

There are some issues that we need to address prior to the 2013-2014 academic year.

- Coordination of student internships. Right now, students are seeking internships through the COB and through CAS (Biology program). We need better coordination of expectations and outcomes. Many students are attempting to receive credit for work experience, and our advisory committee will need to decide whether students should be allowed to receive credit for internships conducted at their current place of employment.
- Most of the current ALCs, with the exception of only a few courses, are based on elective courses, and many of these electives have a student population that includes majors from across campus. Often, only a few Health Science students might be taking these elective courses in a given semester. The advisory committee will need to determine if it would be more appropriate to create one to several required courses within each concentration, and to limit data collection to those courses that service primarily Health Sciences students. It will be difficult to make recommendations on program changes, especially at the curricular level, without being able to better assess performance of our Health Science students.

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Academic Program: Health Sciences

Person Responsible: Melanie Riedinger Whitmore

Mission of Academic Program (include URL): To meet the *critical need* of the healthcare industry in at the local, regional and national level, the Health Sciences provides a broad-based baccalaureate degree with emphasis on the business practices, liberal arts and sciences as training for entry level positions in the health care industry. This three-track B.S. degree combines important aspects of public health, biological science, ethics, and business to meet this need. More to the point, the proposed BS degree in Health Sciences directly relates to three of the four SUS 2012-2013 Strategic Goals: (1) “Access to and production of degrees” (2) “Meeting statewide professional and workforce needs,” and (4) “Meeting community needs.”

List Program Goal(s) / Objective(s):**Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.**

[Please note impact of any changes that were made as a result of 2009-10 assessment]

No.	Competency category	Competency definition and courses designed to achieve outcomes and competencies
1	Discipline knowledge	Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions. HSC 3002 Orientation to Health Sciences (3) PSY 2012 Intro into Psychological Sciences (3) ECP 3530 Economics of Health (3) FIN 3XXX Healthcare Finance (3) MAN 3XXX Healthcare Management (3) MAR 4XXX Healthcare Marketing (3)
2	Communication skills	Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate to the audience (patients, families, professional subordinates, professional colleagues, administrators). MMC 2xxx Communication Skills for Health Professionals (3)
3	Critical thinking & Ethics	Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity. MAN 3xxx Ethics in Management (3) PHI 3633 Biomedical Ethics (3)

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4	Civic engagement	<p>Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery (internships and research projects)</p> <p>GEB 4935: Business Strategy for Health Care Systems OR GEB 4935: International Health Care Systems (Education Abroad) OR GEB 4935: Internship – with Healthcare focus</p>	
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1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
<p>Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions.</p>	<p>1) HSC 3002 Orientation to Health Sciences</p> <p>2) PSY 2012 Intro into Psychological Sciences</p> <p>3) ECP 3530 Economics of Health</p> <p>4) FIN 3XXX Healthcare Finance</p> <p>5) MAN 3XXX Healthcare Management</p> <p>6) MAR 4XXX Healthcare Marketing</p>	<p>1) 70% of students will achieve at least 80% on a short paper about health professions.</p> <p>2) 70% of students will achieve at least 75% at least two exams.</p> <p>3) 80% of students will achieve at least a 75% grade on two exams.</p> <p>4) 80% of students will complete a risk analysis and budget for a local health care agency with at least a 75% grade.</p> <p>5) 80% of students will complete three health care management case studies with at least a 75% grade.</p> <p>6) 80% of students will complete a comprehensive marketing plan for a local health care facility with at least a 75% grade.</p>	<p>1. 97% (38 OF 39) MET EXPECTATION OF 80% ON CAREER REVIEWS.</p> <p>2. For fall and spring combined, 93% (13 of 14) students scored at least 75% on at least 2 exams</p>	<p>1. The metric will be retained</p> <p>2. This course will likely not be used as a metric for the HSP degree next year.</p>

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
<p>Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate to the audience (patients, families, professional subordinates, professional colleagues, administrators).</p> <p>OUTCOME 1: Students who have successfully completed this course will demonstrate the ability to render complex ideas related to medicine in a form understandable by laypeople.</p> <p>OUTCOME 2: Students who have successfully completed this course will demonstrate the ability to identify specific power differences between professionals and lay people as related to the language each uses. They will then be able to choose sentences structures and vocabularies that promote more egalitarian or balanced</p>	<p>MMC 2xxx Communication Skills for Health Professionals</p> <p>Please note: this course is now COM 2130 Communication Skills for Health Professionals, and was taught for the first time in SP 2012.</p>	<p>Outcome 1: Critical Assignment: The assignment that tests this outcome is the final project (25 percent of final grade), which requires students to present 40-50 examples of poor communication and to present alternatives, along with the principle the improved communication illustrates.</p> <p>Assessment: The threshold for successfully meeting this outcome is at least a 90 percent grade on the final project, which covers assignments and readings directly related to outcome 1.</p> <p>Outcome 2: Critical Assignment: Record 10-minute conversation with a friend or acquaintance. Transcribe this conversation using tools and annotation of Conversation Analysis. Analyze this rendering of the conversation against the professional power matrix provided. (Warm versus cold; authoritarians versus egalitarian.)</p> <p>Assessment: The threshold for successfully meeting this outcome is at least a 90 percent grade on Conversation Analysis project.</p>	<p>Average grade for this assignment was about 80 percent, somewhat below the threshold. Overall this assignment showed that students broadly gained the skill to identify specific miscommunications. However, most of the example they identified were general in nature rather than specific.</p> <p>Average grade for this assignment was about 70 percent, well below the threshold. The main reason for this was that several students either missed the assignment or did not follow instructions. For those who completed it according to instructions the average grade was nearly 90 percent. This suggests that the assignment needed to be laid out more clearly.</p>	<p>Give many examples of the sort they need to identify in the final project. Ask students to find examples parallel but not identical to those examples presented. Plan to assign more readings, with exercises, in the textbook, which focuses on specific types of miscommunications. Belief is that this will improve the learning value of this assignment.</p> <p>Plan to expand the scenario and supply many more details for this assignment in the coming semesters. In general, the assignment provided an effective measure but it was not explained with enough specifics.</p>

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

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Academic Learning Compacts, Updates: 2011 – 2012 (Continued)

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity.	MAN 3xxx Ethics in Management	70% of students will achieve at least 75% on a paper about ethics in management.		
	PHI 3633 Biomedical Ethics	70% of students will achieve at least 75% on a paper about ethics in medicine.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery (internships and research projects)	GEB 4935: Business Strategy for Health Care Systems OR GEB 4935: Internship – with Healthcare focus	70% of students will write a major case study to include financial and operational issues of a local or regional health care institution.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program:

Person Responsible:

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

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2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

Attachment 1
USF St. Petersburg
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
- 1.4 Enhance programs that specifically support academic excellence
- 1.5 Increase student awareness of participating in a global society

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
- 2.2 Foster institutional pride and strengthen connections within the campus community
- 2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued
- 3.2 Attract and retain a diverse student population
- 3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

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- 4.1 Create a vibrant culture of faculty research and creative scholarship
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life
- 4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling
- 5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

- 6.1 Create and obtain funding streams to support short and long term initiatives
- 6.2 Increase private and corporate funding
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community