



Program Name	Date Completed
BAS Health Sciences and Administration	5/6/25
Report Completed By	Report Contributors
Tina Twilleger	Bethany Kies-Bolkema Carol Foust
Brief Statement of Program Mission and Goals	
<p>This online applied bachelor's degree is open to aspiring students who currently hold an AAS, AGS or AS degree in a healthcare, allied health, or public health fields. Students will learn complementary, communication, technical and administrative skills necessary to enhance their preparation for working in these industries. Choosing a health science BAS degree prepares students for a robust and versatile advanced career in a large interdisciplinary healthcare arena. Graduates have many career options in a variety of settings such as schools, hospitals, government agencies, private or community agencies, or in non-profit groups. Graduates will be able to return to higher level and/or administrative positions in their original allied healthcare fields such as radiology, nuclear imaging, physical therapy assistant, medical assisting, emergency medication technicians, etc.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
<p>Possess content knowledge and skills necessary for their perspective fields of study; 2.Exhibits the ability to read and interpret scientific research with application of the scientific methods, statistics, study design and reporting;</p> <p>Evaluate and integrate critical concepts and skills acquired in the BAS program to common professional problems in the fields of interest;</p> <p>Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting;</p> <p>Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
Spring 2021



C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)

We may want to include a peer assessment on the first draft of the papers.

Also we may want to provide more information on formatting and encourage students to accept the librarian for help on references and health principles/theory. For the paper our students need to work on format and proper referencing as well as thinking about a plan for evaluating their project ahead of time.

D. How were the recommendations for change acted upon?

Peer assessment was added to the HS 494 fieldwork course for the BAS for their research and fieldwork papers. The scores for the papers in both classes have increased.

E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

This allowed students to have clearer guidance on what is expected from the SLO. It allows reporting on specific areas of outcomes in written and oral communication that will provide feedback as to how students struggle with written and oral communication.

Enter Table I Closing the Loop Comments Below

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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<p>1. Possess content knowledge and skills necessary for their perspective fields of study</p> <p>2. Exhibits the ability to read and interpret scientific research with application of scientific methods, statistics, study design and reporting.</p> <p>3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to solve common problems in the fields of interest.</p> <p>4. Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.</p> <p>5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.</p>
B. Semester and year this SLO was reported on prior to this cycle.
Spring 21
C. Describe the assessment method for this SLO.
Student fieldwork evaluations and final papers.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
Senior level BAS in HSA students. We assessed 11 students.
E. Expected proficiency level and proportion of students who should reach this level.
<p>The internship/field experience evaluation has a specific question regarding knowledge and skills based on a 5 point scale. Students are expected to score at least a 3.5/5. The supervisor survey was based on a scale of 5. Students are expected to score at least a 3.5/5.</p> <p>The paper rubric is included – we will now report our scores on the paper by section to determine what areas students may be struggling in.</p>



F. Assessment results and number of students who met proficiency level.
<ul style="list-style-type: none"> • 11 students were assessed on the final paper. The average overall grade was 96.4%. • The final evaluation from the site supervisor was submitted for 13 students with an average of 100% for all students. Some students had more than 1 site supervisor. • None of the students received a low or below average ability on any of the outcomes in the evaluation.
G. Describe what results indicate about student performance.
<ul style="list-style-type: none"> • When reviewing the rubric for the paper, the weakest area was the prompt asking students to "describe in detail a specific situation in which one or more health science principles were applied and assess the effectiveness of those principles." • For the portfolio, the most common areas of weakness were the inclusion of relevant certifications or training and the presentation of strong examples of academic work.
H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
<ul style="list-style-type: none"> • The BAS students are almost exclusively allied health professionals working in a health sciences job. We would like to encourage the student to determine additional certifications that would help them move into a higher level professional position, which is the primary reason students are in the program. • Review the curriculum and determine the courses that require written and oral communication to assess if we need to add more training and application in this area. Perhaps we may want to consider having the students complete a video presentation so we can better assess their oral communication since the program is completely online. • For the paper our students need to work on format and proper referencing as well as thinking about a plan for evaluating their project ahead of time. The peer review has been a help for that also. • We would also like to align the class with the assessments by implementing a formatted paper example for the students.

Enter Table II AY 2025 Assessment Comments Below

Intern name _____ Rubric for 494 Final Paper

1. List the goals, ethics, or values which the agency seeks through their health science program and indicate a few of the means by which these goals are realized 5 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	5 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	2-3 points
Does not follow guidelines, numerous errors, etc.	1 or less points



**Academic Program Assessment
AY 2024-2025**

2. Describe the organization of the agency or department in which he/she is working. Supplement this description with an organizational chart. What processes, if any, exists in the community/facility to further cooperation among various agencies/departments interested in health science? What part does the department play in these cooperative efforts? Describe the community/clientele—socio-economic conditions, education level, and general attitude toward receiving services 10 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	9-10 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	7-8 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

3. Describe, in detail, a certain situation in which one or more specific principles or theories of health science were put into practice. To what extent were these principles effective? 10 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	9-10 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	7-8 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

4. Describe in detail an actual experience he/she has had in conducting an activity or project. Analyze his/her efforts and indicate what changes he/she would affect in his/her behavior if he/she were to do the whole thing over again, explaining how such changes would affect the activity. 10 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	9-10 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	7-8 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

5. How could the present program/department/activity be improved? Submit an organized plan for future improvement of this specified program/activity or department. 5 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	5 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	2-3 points
Does not follow guidelines, numerous errors, etc.	1 or less points

6. What efforts are being made by the department or organizations to evaluate various aspects of its work? 5 pts. _____

Fully describes the topic, provides examples, APA referencing, no spelling or grammatical errors.	5 points
Mostly describes the topic, some examples, APA referencing, few spelling or grammatical errors.	3-4 points
Somewhat describes the topic, no references, some spelling or grammatical errors.	2-3 points
Does not follow guidelines, numerous errors, etc.	1 or less points



7. Format, grammar, syntax, spelling, writing style adheres to the 4-6 page limit.

15 pts. _____

Follows all guidelines in syllabus, no spelling or grammatical errors, complex/technical writing.	14-15 points
Follows most guidelines, APA referencing, few spelling or grammatical errors, less complex style.	12-13 points
Follows most guidelines, no references, some spelling or grammatical errors, simple writing style.	10-11 points
Does not follow guidelines, numerous errors, poor writing style, etc.	9 or less points

8. Support the contents of the paper with professional references that detail evidence of why the content, programs or initiatives delivered by this agency are appropriate. Use APA Style 10 pts. _____

Follows all guidelines in syllabus, APA referencing, no spelling or grammatical errors at least 8 sources.	9-10 points
Follows most guidelines, APA referencing, few spelling or grammatical errors.	7-8 points
Follows most guidelines, no references, some spelling or grammatical errors.	5-6 points
Does not follow guidelines, numerous errors, etc.	4 or less points

Total ____ / 70

note: points are taken off for late assignments