

Academic Program Outcomes and Assessment Plan
BS in Health Science

Colorado State University - Pueblo

Fall 19 to Spring 22

Primary Contact: Carol Foust carol.foust@csupueblo.edu

Coordinator of Health Science: Carol Foust carol.foust@csupueblo.edu

Health Science Mission

Health Science – The mission of the Bachelor of Science in Health Science is to prepare students for jobs in public health and other allied health careers as well as prepare students for admission to the undergraduate BSN degree and graduate school in a variety of health science related degree such as the Master of Science in Nursing, Master of Science in Athletic Training, Master of Public Health, Master of Occupational Therapy, Doctorate of Physical Therapy, and completion of a four year degree from a two year allied health degree and many others.

Student Learning Outcomes for Health Science

The BS in Health Science Student Learning Outcomes are as follows.

Student Learning Outcome
1. Summarize and synthesize information relevant to assessing and improving population health and healthcare issues;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the health science fields of interest;
4. Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting;
6. Successfully enter into a health science related career or into a graduate program;

Assessment of BS in HS Student/Program Outcomes

Student level assessment will take place in individual courses through a variety of methods. The Health Science curriculum map details the specific courses and types of assessment used for each outcome at the individual student and course level.

If more than 20% of the students in each emphasis do not successfully achieve (standard score of 70% or better) a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented.

The student outcomes are measured and assessed through several techniques:

- program case study assessments and end of program examination (measures outcomes 1, 2, 3, 4)
- internship/field experience portfolios and projects (measures outcomes 1, 2, 3, 4, 5)
- internship/field experience and site supervisor evaluations (measures outcome 1, 3, 5)

- student exit surveys (measures outcome 1)
- Employer/Internship/field site surveys and Advisory Committee outcomes (measures 1, 3, 4, 5)

End of program exams will be, or will be representative of, the professional certification exams in each emphasis area. Case study questions will be developed by the faculty and Advisory Committee (made up of professional in the HS field). The end of program exam will be completed during an appropriate field based course at the end of the course of study but before graduation. The HS curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program's Student Outcomes.

Assessment Cycles, Analysis, Reporting and Improvement

- Graduating students are asked to complete an anonymous exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation (measures program effectiveness from student's perspective).
- Employer/Internship/Field Experience supervisor surveys are collected every three years (measures program effectiveness for employer's perspective).
- The Advisory Committee will meet every three years to review the three year cycle report and make suggestions for program improvement (measures program effectiveness from expert perspective).
- Assessment reports will be provided to the departmental Advisory Committee and the faculty. The faculty will meet yearly in the fall semester regarding the assessment information and will plan for future assessment and make suggestions for any possible changes for program improvement.
- Assessment materials will be collected yearly, (except the employer/internship/field experience supervisor surveys and advisory feedback), and analyzed and reported on a three year cycle as follows:
 - Cycle 1 (2019-2020):
 - I. Exit examination scores
 - IV. Student end of program surveys
 - Cycle 2 (2020-2021):
 - II. Case study assessments
 - III. Advisory Committee feedback
 - Cycle 3 (2021-2022):
 - IV. Internship project paper, portfolio, evaluation
 - V. Employer/Internship surveys

Additional Information Regarding Program Assessment Activities

- In addition to course assessment, which is inherent in the core/option requirements, prior to receiving clearance for graduation, each HS major must complete a case study assessment, take an exit examination, and prepare a portfolio which includes:
 - Cover letter with resume
 - Copy of transcripts
 - Supervisor recommendation letters from practicum and/or internship or professional positions
 - Career vision, mission, goals, philosophy (minimum of 2 pages documented)
 - A self-evaluation of your proficiency; what are your strengths and weaknesses
 - Samples of classroom and/or practical work product – (at least 4 examples including written and oral communication)
 - Summary sheet of experience by setting, populations, clock hours, program content, and job tasks
 - Site supervisor evaluation
 - Credentials (any certifications, licenses, degrees, etc.)

- Expected Graduation Requirements; All departmental majors are required to:
 - Complete an option of study with a cumulative GPA of 2.5 or higher;
 - Earn a minimum grade of “C-” in all prerequisite and major courses;
 - Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C” or higher is achieved;
 - Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
 - The above four criteria are checked through DARS during the graduation planning process and must be met before the graduation planning sheet is submitted.