

**Indiana University School of Medicine
Health Professions Programs**

2012 – 13 Assessment Report

The Health Professions Programs include the *undergraduate* programs that reside within the School of Medicine. These include:

<u>Program</u>	<u>Degree Awarded</u>
Clinical Laboratory Science	B.S.
Cytotechnology	B.S.
Histotechnology	Cert., A.S.(<i>not included in the 2013 report</i>)
Paramedic Science	A.S. (<i>not included in the 2013 report</i>)
Respiratory Therapy	B.S.
Radiologic Sciences	A.S., B.S.
Radiation Therapy	B.S.

Please note that in addition to the IUPUI PRAC report each Health Professions Program is required annually to submit a report of current status to their accrediting agency. Although they vary somewhat in format per specific program accreditation guidelines most reports must include an analysis and action plan for each of the following:

- Board exam results
- Employer surveys (cognitive, affective and psychomotor domains)
- Graduate surveys (cognitive, affective and psychomotor domains)
- Attrition/retention
- Job placement

Additionally, we asked each program to assess how satisfied their program was with student advising for their Health Professions Program. Results are below:

Very Satisfied	<u>100%</u>
Adequate	_____
Needs Improvement	_____
Not satisfied	_____

**Indiana University School of Medicine
Health Professions Programs**

2012 – 13

Assessment of the Health Professions Programs Goals

Goal 1: To build upon sound principles of general education by preparing students to communicate effectively, exhibit quantitative skills, think critically, integrate and apply knowledge, exhibit intellectual depth and breadth, be intellectually adaptive, appreciate societal and cultural diversity, and apply ethical standards and values to professional practice.

Goal / Principle	Program Competency	Teaching Strategy	Measures	Benchmarks	Met/Unmet	Actions Taken	
1. Communication and Quantitative Skills	Write effectively	Papers	Scores on papers				
	Comprehend, Interpret, and Analyze Text	Case Study reports and presentations	Feedback on reports				
			Feedback on presentations				
	Demonstrate Effective oral Communication Skills	Practical Exams					
	Solve quantitative problems		Clinical Experiences	Ratings on clinical experiences	HPP will have at least 90% pass rate on completed clinical experiences	Met	None required
	Use information resources and technology for personal and professional needs		Laboratories	Student presentations at professional meetings	At least one HPP student will present or publish at Undergraduate Research Opportunities Program or at state or national level	Met	None required
			Student published papers				
			Employer surveys	For employer surveys, HPP will receive summative evaluation rating of at least 3 on a 5 point scale.	Met	None required	

Goal / Principle	Program Competency	Teaching Strategies	Measures	Benchmarks	Met/Unmet	Actions Taken
2. Critical Thinking	Use knowledge to explore new questions from multiple perspectives	Class discussions	Feedback on class participation	HPP will have at least 90% pass rate on final clinical experience	Met	None required
	Solve challenging problems	Article critiques	Scores on critiques	HPP will have at least 95% pass rate on final practical exams	Met	None required (will monitor 3 yr ave.) 100%, 93%, 100% (2013), 3 yr. mean = 98%
	Analyze complex issues, make informed decisions, evaluate decisions made	Practical Exams	Ratings on clinical experiences			
	Synthesize information to arrive at reasoned conclusions		Final Practical Exam Scores			
	Evaluate logic, validity, and relevance of information					
3. Use information and concepts from multiple disciplines in intellectual, professional and community lives	Enhance personal lives	Clinical experiences	Ratings on clinical experiences	HPP will have at least 90% pass rate on clinical experience	Met	None required
	Meet academic and professional competencies	Capstone courses	Capstone course grades			
	Further goals of society	Summative Examinations	Comprehensive Exam Scores	Average score of program cohort will be at or above national mean on total and content scores	Unmet	None required 4/5 (80%) 2013, 5/6 (83%) 2012 of programs Met benchmark, will monitor 3 yr. ave.
		Employer Surveys	Ratings on Employer Surveys	HPP will have average summative rating of at least 3 or greater (5 point scale)	Met	None required

Goal / Principle	Program Competencies	Teaching Strategies	Measures	Benchmarks	Met / Unmet	Actions Taken
4. Intellectual Depth, Breadth, and Adaptiveness	Demonstrate substantial knowledge of at least one field of study Compare / contrast approaches to knowledge in different disciplines Modify approach to issue / problem based on contexts / requirements of situations	Clinical experiences Practical Exams Capstone Courses	Ratings on clinical experiences	HPP will have at least 90% pass rate on clinical experiences	Met	None required
			Final Practical Exam Scores	HPP will have at least 95% pass rate on final practical exams	Unmet	None required (will monitor 3 yr ave.)100%,(2012) 93%, (2013)
			Summative Exam Scores	HPP will have at least 90% pass rate on final exam rate	Met	None Required
			Certification Exam Scores	Average score of program cohort will be at or above national mean on certifying exams	Unmet	None required 4/5 (80%) 2013, 5/6 (83%) 2012 of programs Met benchmark, will monitor 3 yr. ave.
			Student Job Placement	For HPP graduates seeking employment, at least 90% placed in jobs within six month of graduation	Unmet	Action may be Required (80%) 2010, (96 %) ,2011 (87%)2012, (3) year ave.) = 88% 2013 (75%)
			Employer Surveys	HPP will receive summative rating of at least 3 on a 5 point scale from employer evaluations	Met	None required
5. Society and Culture	Compare / contrast range of diversity and universality in human history Analyze and understand inter-connectedness of global and local concerns Operate with civility in a complex social world	Clinical experiences Problem-based learning exercises Expectations for professional behavior embedded in curriculum	Written papers	All HPP students follow appropriate professional code of ethics.	Met	None required
			Written exams			
			Ratings on clinical experiences			
			Graduate surveys			
			Employer surveys			

Goal / Principle	Program Competencies	Teaching Strategies	Measures	Benchmarks	Met / Unmet	Actions Taken
6. Values and Ethics	Make formal and principled choices in conflicting situations / foresee consequences of choices	Class discussions	Ratings on clinical experiences	HPP will have at least 90% pass rate on clinical experiences	Met	None required
		Case study reports	Employer surveys			
	Recognize importance of aesthetics in personal lives and to society	Clinical experience	Critical incident reports	HPP will receive summative rating of at least 3 or better on 5 point scale for employer evaluations	Met	None required

Goal #2: To provide undergraduate degree programs that offer education related to the provision and management of health services by the various health professions.

Goal / Principle	Program Competencies	Teaching Strategies	Measures	Benchmarks	Met / Unmet	Actions Taken
1. To provide undergraduate degree programs	Complete certificate or degree programs	Capstone courses	Final Course Grades	HPP will have at least 90% graduation rate	Met	None required
		Clinical experiences	Comprehensive Exams	HPP will have at least 90% pass rate on clinical experiences	Met	None required
	Obtain credentials required for practice	Final Practical Exams				
		Certification Exam Scores	Average score of program cohort will be at or above national mean on certification exam	Unmet	None required 4/5 (80%) 2013, 5/6 (83%) 2012 of programs Met benchmark, will monitor 3 yr. ave.	

Goal #3: To contribute to the advancement of knowledge through research

Goal / Principle	Program Competencies	Teaching Strategies	Measures	Benchmarks	Met / Unmet	Actions Taken
1. Advance knowledge through research	Conduct literature review	SOM provides opportunity to participate in research endeavors	Peer reviewed articles	HPP faculty will complete or participate in at least four measures.	Met	None required
	Collect data		Platform presentations			
	Analyze data	IU provides opportunity to participate in research skill development	Poster presentations			
	Present results	Book chapters				
	Conduct research	Grants submitted				
		CD-ROM				
		Textbook				
Abstracts						
		Other journal articles				

Goal #4: To provide continuing education for health professions practitioners wishing to further their career development

Goal / Principle	Program Competencies	Teaching Strategies	Measures	Benchmarks	Met / Unmet	Actions Taken
1. Provide continuing education for practicing professionals	Engage in life long learning	Provide programs that are approved by professional organization continuing education program Provide programs that meet needs of practitioners	Number of CE units offered	HPP faculty will provide at least one program annually	Met	None required
	Engage in activities that promote career development			HPP faculty will provide at least 5 external lectures annually	Met	None required
				Participant evaluation ratings will be above average.	Met	None required

Goal #5: To foster the development of lifelong habits for scholarship and service among faculty and students.

Goal / Principle	Program Competencies	Teaching Strategies	Measures	Benchmarks	Met / Unmet	Actions Taken
1. Encourage life long habits of service among faculty	Participate in service activities at all levels of professional and/or community life	Seek / accept membership on committees Seek / accept leadership roles	Performance indicator reports	At least 70 % of HPP faculty will participate in service / leadership activities	Met	None required
2. Encourage life long habits of service among students	Participate in service in profession or community	Pursue membership in professional Organizations	Student reports of service Graduate surveys	At least 10 % of professional students will participate in service activities	Met	None required
3. Provide faculty with opportunity to participate in scholarly or creative activities	Participate in continuing education Present academic instruction informed by current research and body of knowledge Participate in scholarly or creative activity Participate in patient education	SOM provides opportunity to participate in continuing education programs SOM provides opportunity to participate in scholarly or creative activities	Performance indicator reports	At least 50% of HPP faculty will participate in scholarly activity	Met	None required
4. Provide students with opportunity to participate in scholarly or creative activities	Participate in scholarly or creative activity with HPP faculty	Capstone projects	Final course project	At least 50% of B.S. students in final year will be involved in scholarly or creative activity	Met	None required

Summary

Our Report should provide credible evidence that we are assessing our programs, that we have deliberate and ongoing processes in place for performing these assessments, and that we are using the results to guide improvements in our programs. Examples of the kinds of information that each program collects is detailed below:

- Findings from PUL or other learning outcomes data collected in the last year, with a particular emphasis on data that show significant changes from previous years or that reveal possible areas to target for improvement
- Any new student learning outcomes or assessment processes put in place during the last year
- Recent or proposed course or program changes to address areas of concern revealed by assessment results.

For 2012 – 2013 The Clinical Laboratory Science Program (CLS) submitted the following addendum to their PRAC Summary Report highlighting a new assessment strategy for their capstone project.

The CLS program did not make any dramatic changes in program structure or content. However, it needs to be acknowledged that the faculty and the CLS Advisory Committee review each course yearly, checking to ensure that student satisfaction survey results are good and documenting actions taken when improvement is needed. In addition, each instructor evaluates lecture and lab content each year and makes any needed updates or revisions.

Based on questions/comments/concerns from both students and faculty from the 2011-12 year, the faculty changed the sequencing and grading of the assignments involved with the CLS student spring semester capstone project. This capstone project is just one component of our course PATH C412 Topics in Clinical Laboratory Science. We are currently moving through the capstone project oral presentations with our 2012-13 students and finding that the changes we made last year are a big improvement in most areas. We are also finding that a little more “tweaking” of grading parameters, etc. need to be made. So, this process is ongoing.....