

Health Science (Ind. Maj.) Annual Assessment Report

1. The Annual Assessment Meeting

Assessment was discussed on November 18th by Kristina Blake, Lindsay Burwell, Tom Stiadle, Deb Gagnon, and Alicin Welsh; April 20th, 2016 by Kristina Blake, Lindsay Burwell, and Sarah Markowitz; and April 27, 2016 by Kristina Blake, Lindsay Burwell, Deb Gagnon, Alicin, Welsh, and Nicole Pellegrino. On November 18th we discussed taking a “One Health” approach to the HS curriculum, focusing on Human, Animal, and Environmental Health throughout our HS courses. On April 20th, we discussed program goals #1 and 2 and decided to include a reflective question as part of the HS100 final to assess how we are meeting these goals. We also discussed how to assess the variety of courses within the HS major and how they fit into the One Health curriculum focus- this will be a focus for the upcoming year (see part 4).

2. Examination of Assessment Data

GOAL	OBJECTIVE	OUTCOME	TARGET COURSE/TOOL	SUCCESS?
1	1.1 Biological sciences comprehension	Final Exam	Biol114L Anatomy and Physiology I; Biol226L Genetics; Biol310L Microbiology	66% passing; 100% passing; 95% passing
2	2.1 Health Careers	Final Exam; professional interview	HS100	90% passing
	2.2 Roles in healthcare	Final Exam Part 1	HS 100	95% passing
	2.2 Professional school admissions	Career Plan; Final Exam Part 3	HS100	80% passing
3	3.1 Written Communication	Reflective Essays; Senior Thesis	HS100; HS401	95% passing; 100% passing
	3.2 Oral Communication	In class presentations; community presentation	Biol310L Microbiology; PSY 206 Health Psychology, OSC: Rural Health Program	100% passing; 100% passing; 100% passing
4	4.2 Healthcare	Essays and	Biol226 Genetics	95% Passing

	challenges	discussion of genetic technologies		
5	5.1 Ethics	Discussion of genetic technologies and short response assignment	Biol226 Genetics	90% Passing
	5.2 Technologies	Lab reports on bioinformatics and PCR; Enterotube lab	Biol226 Genetics; Biol310L Microbiology	90% Passing; 100% Passing
6	6.1 Individual behavioral competence	Final Exam	PSY 101	

6	6.2 Cultural competence	Reflective Essay	HS 100	95% passing
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6	6.3 Work collaboratively	Group project	Biol226 Genetics; Biol310 Microbiology; Biol310 Microbiology Biology; HS 401	85% Passing; 100% Passing; 100% Passing; future work
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3. Program Changes

Summarize changes that will be made to course elements-

HS 100:

For next year have students write a paragraph describing each health profession after each invited speaker.

HS195: This past Spring a tutorial course, HS195 Medical Terminology, was offered for the first (one perhaps only) time at Wells. The course offered as it was requested by Wells students, who wrote a petition asking for the course to be offered (signed by about 30 students). This course is a prerequisite for some graduate health profession programs, although most students took HS195 out of interest in the material. The course covered basic medical terminology, applied medical terminology in the literature (reading and interpreting New England Journal of Medicine articles), and applying medical terminology

in taking patient histories. Students responded very favorably to the course, and would like it to be offered again. Some students mentioned that this course, especially the “how to take a medical history” section, prepared them more than any other course for their future careers. As this course is a direct preparation for future health careers, and is part of most other HS majors, it would be ideal to continue to offer it at Wells (perhaps a 3-year rotation?).

HS401: This was the first year HS401 was taught and the course included only one student. The exploration of the thesis topic and writing of the thesis was a valuable assignment and the program goals were met by this work (see table above). However, the course needs a sharing component- this will be met when multiple students are taking the course (expected this Fall) and through a presentation to the Wells community (see action plan below). Sharing thesis work between HS seniors will promote discussion and knowledge of varying issues of health; allow students to see multiple viewpoints on issues, and focus on peer editing and revision of thesis work. A community sharing component through a presentation or poster session will be added to the course.

Biol226L Genetics: More assignments and discussions on ethics of genetic technologies will be added. A reflective essay on a genetic technology will be added.

Biol312L Molecular Biology: This fall in Biol312L students will each have a research-based project, using and learning a new method of genome editing called CRISPR. This will also cover the ethical implications of genome editing.

4. Action Plan for the Upcoming Year

Our focus for the 2016-2017 academic year:

1. Revamping the HS major, since the pre-med, pre-vet, and pre-PT tracks cannot exist without articulation agreements. We will spend the majority of our efforts on this. Can we make a HS major with a directed One Health focus?
2. How to do our current courses fit into the One Health focus? Do we need to change/reword our program goals or do goals 4, 5, and 6 sufficiently convey this focus?
3. Continued assessment of HS courses:
HS401: Determining if HS401 should be a Fall or Spring course/ should it span two semesters?
Research in the Fall, writing or presentation in the Spring?
3. Continuing to discuss where we can add HS courses. Courses in medical ethics, nutrition, terminology are of special interest to students. If separate courses cannot be added, can we further develop these topics within current courses? LB has developed a nutrition course she plans on teaching as an independent study this upcoming year.

5. Learning outcomes and objectives were added to the assessment plan.