

2019 Health Sciences Major (HESC) Assessment Plan

The HESC major is more directly career-focused than most Hendrix majors. It provides students with the preparatory curriculum to pursue post-baccalaureate careers in health professions such as Physical Therapy, Physicians' Assistant, Occupational therapy, Chiropractic and Nursing. We also have a few students prepare for medical school with this major.

All Health Sciences majors take a common suite of seven core courses plus four elective courses, two of which must be at the 300-level or higher. Because two of the core courses are 400-level, students must take a minimum four upper level courses. Students are also required to complete at least one internship prior to the second semester of their Senior year to gain hands-on experience in a health care field of their choice.

HEALTH SCIENCES LEARNING GOALS

Health Sciences majors will:

- 1) Apply analytical tools to answer relevant questions regarding the role of science in health and society.
- 2) Connect theory from coursework with practice from a hands-on, in-depth experience in the health science field of their choice.
- 3) Articulate the relationship between health science and the liberal arts.
- 4) Develop intellectual and practical skills necessary to prepare for post-graduate pursuits.

ASSESSMENT PLAN

The career-focused nature of the Health Sciences major allows for a practical set of assessment measurements. By the end of their Junior year, students must have arranged for an internship or research experience that will allow them to gain extensive hands-on experience in their choice of health science fields. This experience includes a written report (that serves as part of the Capstone) and the students also make an oral presentation of their experience during Senior Seminar. Students are also required to interview two professionals in separate health care fields and integrate interviewee responses and career insights into the paper and presentations during Senior Seminar. The major core courses, internship requirement, and capstone (which is completed through enrollment in senior seminar) scaffold to fulfill the four major learning goals.

LEARNING GOAL 1

Apply analytical tools to answer relevant questions regarding the role of science in health and society.

Students who successfully complete the following core courses should achieve this learning goal:

- PSYC 290 *Statistics* or MATH 215 *Statistical Analysis*
- BIOL 205 & 215 *Anatomy & Physiology I & II*
- PSYC 240 *Childhood & Adolescence* or PSYC 245 *Adult Development & Aging*

Instructors of each of the courses listed above will determine the best assessment to use.

LEARNING GOAL 2

Connect theory from coursework with practice from a hands-on, in-depth experience in the health science field of their choice.

To assess this learning goal the department will:

- Evaluate successful completion of the student's required internship through reflections required by the Hendrix Faculty/Staff internship sponsor.
- Implement a rubric for both the paper and the presentation in Senior Seminar to assess the student's understanding of major health care paradigms and how professionals in these fields interact with the public.

LEARNING GOAL 3

Articulate the relationship between health science and the liberal arts.

To assess this learning goal the department will:

- Require courses that discuss the connection between health sciences and the liberal arts such as Cell Biology, Psychology, etc.
- Evaluate successful completion of the student's required internship through reflections required by the Hendrix Faculty/Staff internship sponsor.
- Implement a rubric for the grading of student presentations and papers in Senior Seminar.

LEARNING GOAL 4

Develop intellectual and practical skills necessary to prepare for post-graduate pursuits.

To assess this learning goal the department will:

- Evaluate successful completion of the student's required internship through reflections required by internship sponsor.
- Implement a rubric for both the paper and the presentation in Senior Seminar to assess the student's understanding of major health care practices.
- Collect data on the number of graduates with post-baccalaureate career goals in the health sciences domain.

CURRICULUM MAP FOR HESC CAPSTONE/SEMINAR

In considering how to best meet the needs of students pursuing professional experiences immediately following their Hendrix education, we designed a capstone project that is directly linked both to the learning objectives of the major and which aligns with professional skills needed for career development. The HESC capstone grade is evaluated based on three primary assignments facilitated through the senior seminar: generation of professional documents needed for attainment of graduate

work or employment and a paper and presentation based on the internship. The capstone project aligns well with the learning objectives of the HESC major as indicated in the curriculum map below.

- 0 = does not apply at all, 1 = weakly applies, 2 = moderately applies, 3 = strongly applies

Learning Objectives	Professional Documents	Paper Based on Internship and Interviews	Presentation Based on Internship and Interviews
Develop professional documents and adapt them for use in different post-graduate pursuits	3	0	0
Network with health science professionals and reflect on the interaction regarding career paths	1	3	3
Effectively communicate complex ideas to diverse audiences through written and oral formats	2	3	3
Connect experiences from internships, interviews, coursework to their role as future health science professionals	3	3	3

Annual Assessment Plan

Each year the department will:

- Have graduating seniors complete an exit survey regarding their experience with the major which will include student reflections on the following: what courses and experiences have contributed to the student's career goals; what could be improved at Hendrix to help future students better prepare for career goals; what the student could have done differently to be better prepared for their career goals.
- Collect data on the total number and success rates of students who apply to the various graduate and professional programs in the health sciences domain.
- Plan to review the senior survey annually and make adjustments such that a majority of our majors are consistently attaining their post-graduate goals in health care such as attending professional programs (Occupational Therapy School, Nursing School, etc.). We realize that we are early on in this process and will need to make adjustments each year for the time being. Once a consistency is reached, we will review the surveys every two years and make adjustments accordingly.

Grading Rubric for HESC Capstone Presentation

Spring 2019-2020

	Unacceptable (below standards)	Acceptable (meets standards)	Good (occasionally exceeds)	Excellent (exceeds standards)	Score
CONTENT					
Introduction and Learning Goals (15 pts)	Does not adequately convey topic or key areas of interest. Does not describe subtopics to be covered in presentation No mention of internship site or location. No mention of why choose internship. No learning goals. 1-6 pts	Conveys topic, but not key areas of interest. Describes subtopics to be covered. Doesn't include internship site or why choose internship. Learning goals present but not clearly stated. 7-10 pts	Conveys topic and key areas of interest. Clearly delineates subtopics to be covered. Includes internship site and why choose internship but minimally described. Learning goals are present and clearly stated. 11-13 pts	Strong introduction of topic's key areas of interest. Clearly delineates subtopics to be covered. Includes internship site and why choose internship- clearly described and ties in with rest of introduction. Learning goals are clearly stated. 14-15 pts	
Internship (15 pts)	Project description is not specific or is incomplete. 1-4 pts	Project description is missing pertinent information. 5-10 pts	Project description is adequate but minimal information provided. 11-14 pts	Project description contains appropriate level of detail and is clearly presented. 15 pts	
Interviews (15 pts)	No specific description on interviews or incomplete. Minimum interviews of 2 not met. 1-6 pts	Pertinent information is missing from interview and no insight into what was gained from experience. 7-10 pts	Interview description is adequate but minimal information provided. 11-13 pts	Full description of what interviewees said and what gained from interview. 2 interviews 14-15 pts	
Discussion (15 pts)	Does not include summary and discussion of professional, academic or personal growth Does not mention learning goals. 1-4 pts	Omits summary and discussion of one of the following: professional, academic, or personal growth Does not mention learning goals or present any connection between health sciences and liberal arts. 5-10 pts	Summarizes and then discusses all of the following: professional, academic, or personal growth Incomplete discussion of learning goals and how liberal arts education connects to health sciences. 11-13 pts	Summarizes and then fully discusses all of the following: professional, academic, or personal growth Insightful discussion of learning goals and internship. Clearly identifies and explains the relationship between health sciences and their liberal arts education. 14-15 pts	

Conclusion & Future Direction (15 pts)	Does not summarize major points; Does not include the impact of internship on career plans 1-5 pts	Includes some of major points; Mentions impact of internship on career plans 6-9 pts	Strong review of key points; Discusses impact of internship on career plans 10-12 pts	Strong and thorough review of key points; Insightful discussion of impact of internship on career plans 13-15 pts	
Question & Answer (15 pts)	Shows little knowledge by answering with little or no detail or elaboration; little engagement with audience 1-9 pts	Shows adequate knowledge by answering with few details or some elaboration; 10-14 pts	Shows full knowledge by answering with explanations and elaboration; engages with the audience 15 pts		
MECHANICS					Score
Slides/Visual Aids (2.5 pts)	Do not connect to presentation; are messy, hard to read or lacks color; too busy or too many words (distracting to audience) 0.5 pts	Somewhat connect to presentation; mostly neat, easy to read and colorful/attractive 1-1.5pts	Connect directly and reinforce presentation; mostly neat, easy to read, and colorful/attractive 2-2.5 pts		
Flow (2.5 pts)	Uses several distracting pauses and many verbal fillers (uhm, uh, er) 0.5 pts	Uses several distracting pauses and some verbal fillers 1-1.5 pts	Flows smoothly without pauses or verbal fillers 2-2.5 pts		
Volume & Clarity (2.5 pts)	Speaks too quickly, mumbles and volume too low 0.5 pts	Mumbles some, speaks too quickly some, volume too low some 1-1.5 pts	Audience can hear and understand speaker 2-2.5 pts		
Eye contact (2.5 pts)	Very little or no eye contact 0.5 pts	Makes eye contact with some people in room 1-1.5 pts	Makes eye contact with people in all parts of the room 2-2.5 pts		

Grading Rubric for HESC Resume

	Needs Improvement	Good/Acceptable (meets standards)	Excellent (exceeds standards)	Score/Comments
Format and Appearance	<ul style="list-style-type: none"> • Too short or too long • Difficult to read/visually distracting • Inconsistent use of font/spacing • Inappropriate use of design elements • Section titles absent or ineffective (0-1.5 pts) 	<ul style="list-style-type: none"> • Appropriate length • Minor issues with font/spacing • Appropriate use of design elements • Could be easier to read (2 - 4 pts) 	<ul style="list-style-type: none"> • Appropriate length for level of experience • Easy to read/scan • Consistent font/spacing • Consistent and effective use of design elements • Section titles clearly listed and easy to find (4.5 – 5 pts) 	
Organization	<ul style="list-style-type: none"> • Contact information incomplete or absent • Titles, organizations and dates missing • Ineffective ordering of section titles • Section titles do not highlight experience • Not in reverse chronological order (0-1.5 pts) 	<ul style="list-style-type: none"> • Contact information listed at top • Titles, organizations and dates inconsistent • Section titles or ordering may need improvement • Inconsistent use of reverse chronological order (2 - 4 pts) 	<ul style="list-style-type: none"> • Contact information clearly listed at top • Most important information in top third of page • Titles, organizations, dates, headings clearly listed • Sections ordered in order of importance • Experiences in reverse chronological order (4.5 – 5 pts) 	
Content	<ul style="list-style-type: none"> • Graduation date and/or degree not listed • No use of action words • No accomplishments described • Not targeted for position (0-1.5 pts) 	<ul style="list-style-type: none"> • Education section complete • Some effective action words; perhaps some weak words • Accomplishments not well developed • Keywords somewhat targeted for position (2 - 4 pts) 	<ul style="list-style-type: none"> • Complete and thorough education section • Use of strong action verbs • Accomplishment oriented • Keywords used for targeted position (4.5 – 5 pts) 	
Overall	More than three errors and does not meet sufficient requirements of a standard resume (0-1.5 pts)	Overall, is a sufficient resume with few errors, but could benefit from minor modifications (2 - 4 pts)	Overall, meets most criteria for an excellent resume with no spelling or grammar errors (4.5 – 5 pts)	

Total Points: _____/20 points

Grading Rubric for HESC Capstone Paper

Spring 2019-2020

	Unacceptable (below standards)	Acceptable (meets standards)	Good (occasionally exceeds standards)	Excellent (exceeds standards)	Score
Introduction and Learning Goals (~1-2 pgs)	Does not adequately convey topic or key areas of interest. Does not describe subtopics to be covered in paper. No mention of internship site or location. No mention of why choose internship. No learning goals. (1-6 pts)	Conveys topic, but not key areas of interest. Describes subtopics to be covered. Doesn't include internship site or why choose internship. Learning goals present but not clearly stated. (7-8 pts)	Conveys topic and key areas of interest. Clearly delineates subtopics to be covered. Includes internship site and why choose internship but minimally written. Learning goals are present and clearly stated. (9-10 pts)	Strong introduction of topic's key areas of interest. Clearly delineates subtopics to be covered. Includes internship site and why choose internship- clearly written and ties in with rest of introduction. Learning goals are clearly stated and appropriate to experience. (11-12 pts)	/12 pts
Internship (~2-3 pgs)	Project description is not specific or is incomplete. (1-6 pts)	Project description is missing pertinent information. (7-8 pts)	Project description is adequate but minimal information provided. (9-10 pts)	Project description contains appropriate level of detail and is clearly presented. (11-12 pts)	/12 pts
Interviews (~2-3 pgs)	No specific description on interviews or incomplete. Minimum interviews of 2 not met. (1-6 pts)	Pertinent information is missing from interview and no insight into what was gained from experience. (7-8 pts)	Interview description is adequate but minimal information provided. (9-10 pts)	Thorough description of what interviewees were asked and how they responded. Clearly identifies what was gained from interview. 2 interviews minimum (11-12 pts)	/12 pts
Discussion (~4-6 pgs)	Does not include summary and discussion of professional, academic or personal growth Does not mention learning goals. Ignores some required questions in capstone handout (1-13 pts)	Omits summary and discussion of one of the following: professional, academic, or personal growth. Does not mention learning goals, interviews or health science-liberal arts relationship. Ignores one or more required questions in capstone handout (14-17 pts)	Summarizes and then discusses all of the following: professional, academic, or personal growth. Incomplete discussion of learning goals, internship, interviews; incomplete description of how liberal arts education connects with health sciences. Answers briefly all questions in capstone handout (18-21 pts)	Summarizes and then fully discusses all of the following: professional, academic, or personal growth Insightful discussion of learning goals, internship, interviews, and clearly identifies and explains a relationship between health sciences and their liberal arts education. Answers all questions in capstone handout thoroughly (22-24 pts)	/24 pts

Conclusion (~1-2 pgs)	Does not summarize major points in paper Does not include the impact of internship or interviews on career plans (1-6 pts)	Includes some of major points of paper Mentions impact of internship and interviews on career plans (7-8 pts)	Strong review of key points of paper. Discusses impact of internship and interviews on career plans (9-10 pts)	Strong and thorough review of key points of paper. Insightful discussion of impact of internship and interviews on career plans (11-12 pts)	/12 pts
Format/ Grammar	Paper is poorly organized and difficult to read, does not flow logically, many transitions are unclear or nonexistent. Grammatical errors or spelling and punctuation substantially detract from paper. Word choice is informal in tone and writing is choppy. Writing lacks clarity and conciseness. (1-3 pts)	Most material is clearly related to topic/key areas of interest but may not be well organized. Very few grammatical, spelling, or punctuation errors interfere with reading the paper. Word choice occasionally informal in tone. Writing has a few awkward or unclear transitions. (4-6 pts)	Paper is generally well organized and easy to follow. All material clearly related to topic/areas of interest, paper is logically organized with clear transitions. Writing is mostly clear but may lack conciseness. Grammatical errors or spelling and punctuation are rare and do not detract from paper. (7-9pts)	Paper is coherently organized and easy to follow. All material clearly related to topic/areas of interest and integration of material is clear. Strong transitions. Writing is clear and concise. Paper is free of grammatical, spelling, and punctuation errors. (10-12 pts)	/12 pts
References and Citations (if present)	References - no attempt to cite evidence (plagiarism)*. Points will only be taken away if applicable in this section. Failure to cite work will result in a minimum of a 50 point reduction.				

*Plagiarized papers will be referred to the Academic Honesty Committee.

_____Title page (2 pts)

_____Defined abbreviations/acronyms (2 pts)

_____Length of paper 10-12 pages (5 pts)

_____Followed instructions in format section of handout (7 pts)

Total Paper Score: _____ / 100 pts

