

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *Arts & Sciences*
2. Department: *BA/MD Combined Degree Program*
3. Date: *04/30/17*

B. Academic Program of Study*

B.A. Health Medicine & Human Values (HMHV)

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

A. To provide students with the knowledge, skills, and principles to be exemplary medical students and physicians who serve the needs of New Mexico.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

A1. Identify and analyze health systems and the social determinants of health in the context of social and cultural diversity in New Mexico.

UNM Goals (Knowledge Skills Responsibility)

A2. Interpret data related to medicine and health and communicate in written and verbal form the results.

UNM Goals (Knowledge Skills Responsibility)

A3. Apply basic principles from biology, chemistry and physics to understanding living systems.

UNM Goals (Knowledge Skills Responsibility)

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

A4. Apply quantitative reasoning to describe or explain phenomena in the natural world.
 UNM Goals (Knowledge Skills Responsibility)

A5. Students will integrate skills and knowledge of different disciplinary perspectives in the humanities and social sciences and apply them to specific health issues.
 UNM Goals (Knowledge Skills Responsibility)

A.6 Students will be able to identify and articulate their most effective learning strategies, as well as their strengths and weaknesses as learners

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Learning outcomes	Assessment Activities
Year 1	3, 4	Direct measure: Assessment developed by faculty and administered to seniors in the spring semester. Indirect measure: End of program survey for seniors.
Year 2	1, 2, 5 and 6	1,2, and 5 Direct measures: Samples of student work from 3 out of the 6 HMHV courses Indirect measure: End of semester survey in each of the courses assessed 6: Direct measure: Learning and Study Skills Inventory
Year 3	1 and 5	Direct measure: Case study prompt developed by faculty and administered to seniors in the spring semester. Indirect measure: End of

		program survey for seniors
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2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessment@unm.edu for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*
- iii. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. This is acceptable if 1) the sample of students is chosen in a way that ensures representativeness of all of the students, and 2) the sample is large enough to achieve reasonable margins of error (confidence intervals) of the assessment measurements. If you wish to avoid calculating confidence intervals, sampling at least 30 students should be acceptable, provided the sampling is representative. To ensure the representativeness of your sample, either chose your sampled students purely at random, and/or select by courses or milestones that they all pass through. Analysis that looks at subgroups within your student population or that uses multivariate methods may require larger samples.

A1. Identify and analyze the social determinants of health and health systems in the context of social and cultural diversity in New Mexico.

What:

- 1. Direct measure: Samples of student work HMHV courses will be collected and analyzed using a rubric. Assignments will be selected for the assessment process and the rubric to evaluate them developed by the group of faculty who teach the HMHV courses. (Year 2 of the timeline)

Rubrics will rank student achievement of outcomes into one of three categories; does not meet expectations; meets expectations and exceeds expectations.

Criteria for success: 80% of students meet or exceed expectations.

Who: A random sample of 6 or 7 students' work will be drawn from each of 3 of the 6 HMHV classes. This will include students at different levels in the program as the classes span freshman through junior year. This represents about 25% of the total population of each class.

2. Direct measure: Students will respond to a case study prompt in the Spring semester of their senior year. The case study will be chosen and developed by the group of faculty who teach the HMHV courses. (Year 3 of the timeline)

Rubrics will rank student achievement of outcomes into one of three categories; does not meet expectations; meets expectations and exceeds expectations.

Criteria for success: 80% of students meet or exceed expectations

Who: A random sample of 6 or 7 students will be evaluated. This represents about 25% of the total population of the senior class.

3. Indirect measures: End of program and end of semester surveys collect data on student perceptions of their achievement of outcomes. (Year 2 and Year 3 of the timeline) Courses used to gather data for direct measure 2 will have targeted questions on the end of semester surveys to probe this SLO. The question will involve a Likert scale asking student to rank their achievement of this outcome from 1-5, where 1 is no achievement of this outcome and 5 is mastery of this outcome. This will be followed by a free-response question prompting them to explain their ranking.

Criteria for success The Likert scale average should be 3.5 or higher.

Who: All students taking the classes involved in the assessment process (up to 28 in each class with 3 classes sampled in total) and all seniors (28).

A2. Interpret data related to medicine and health and communicate in written and verbal form the results.

What:

1. Direct measure: Samples of student work HMHV courses and from Math 180 will be collected and analyzed using a rubric. Assignments will be selected for the assessment process and the rubric to evaluate them developed by the group of faculty who teach the HMHV courses. (Year 2 of the timeline)

Rubrics will rank student achievement of outcomes into one of three categories; does not meet expectations; meets expectations and exceeds expectations.

Criteria for success: 80% of students meet or exceed expectations.

Who: A random sample of 6 or 7 students' work will be drawn from each of 3 of the 6 HMHV classes. This will include students at different levels in the program as the classes span freshman through junior year. This represents about 25% of the total population of each class. The scores from an assessment question on a Math 180 exam will be also be used and all students in the program who take Math 180 will be assessed.

2. Indirect measures: End of program and end of semester surveys collect data on student perceptions of their achievement of outcomes. (Year 2 and Year 3 of the timeline) Courses used to gather data for direct measure 2 will have targeted questions on the end of semester surveys to probe this SLO. The question will involve a Likert scale asking student to rank their achievement of this outcome from 1-5, where 1 is no achievement of this outcome and 5 is mastery of this outcome. This will be followed by a free-response question prompting them to explain their ranking.

Criteria for success The Likert scale average should be 3.5 or higher.

Who: All students taking the classes involved in the assessment process (up to 28 in each class) and all seniors (up to 28).

A3. Apply basic principles from chemistry and physics to understanding living systems.

What:

Direct measure: End of program assessment developed by faculty teaching the Basic Sciences and math sequence. Overall score and scores on particular concept areas will be collected. (Year 1)

Criteria for success: 80% of students score at least 50% on the assessment.

Who: All seniors (up to 28 students)

Indirect measure: End of program surveys collect data on student perceptions of their achievement of outcomes. (Year 1 of the timeline) The question will involve a Likert scale asking student to rank their achievement of this outcome from 1-5, where 1 is no achievement of this outcome and 5 is mastery of this outcome. This will be followed by a free-response question prompting them to explain their ranking.

Criteria for success The Likert scale average should be 3.5 or higher.

Who: All seniors (up to 28).

A4. Apply quantitative reasoning to describe or explain phenomena in the natural world.

Direct measure: End of program assessment developed by faculty teaching the Basic Sciences and math sequence. Overall score and scores on particular concept areas will be collected. (Year 1)

Criteria for success: 80% of students score at least 50% on the assessment.

Who: All seniors (up to 28 students)

Indirect measure: End of program surveys collect data on student perceptions of their achievement of outcomes. (Year 1 of the timeline) The question will involve a Likert scale asking student to rank their achievement of this outcome from 1-5, where 1 is no achievement of this outcome and 5 is mastery of this outcome. This will be followed by a free-response question prompting them to explain their ranking.

Criteria for success The Likert scale average should be 3.5 or higher.

Who: All seniors (up to 28).

A5. Students will integrate skills and knowledge of different disciplinary perspectives in the humanities and social sciences and apply them to their future paths as physicians.

Direct measure: Case study prompt developed by faculty and administered to seniors in the spring semester. The rubric to evaluate them developed by the group of faculty who teach the HMMV courses. (Year 3 of the timeline)

Rubrics will rank student achievement of outcomes into one of three categories; does not meet expectations; meets expectations and exceeds expectations.

Criteria for success: 80% of students meet or exceed expectations.

Who: A random sample of 6 or 7 students' work. This represents about 25% of the total population of each class.

A6. Students will reflect upon their learning process and experiences and identify and articulate their most effective learning strategies, as well as their strengths and weaknesses as learners.

Direct measure: (Year 2 of the timeline) Learning and Study Strategies Inventory (LASSI). The LASSI measures 10 subscales: Anxiety, Attitude, Concentration, Information Processing, Motivation, Selecting Main Ideas, Self-Testing, Using Academic Resources, Test Strategies, and Time Management. Each of these scales is primarily related to one of three of the components of strategic learning: skill, will and self-regulation. The LASSI is administered to entering freshmen and to seniors in their final semester. We will report the pre-program and post program results for the cohort who are currently seniors.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy**...in the interest of improving student learning.*
3. *How, when, and to whom will recommendations be communicated?*

Assessment data will be gathered either by instructors of specific courses or by the assessment sub-group of the Committee for Curriculum and Student Progress (CCSP) depending on whether the assessments are administered in a specific course, or in one of the program meeting times for the student cohorts. The HMMV subgroup of the CCSP

will meet to analyze, interpret and provide initial recommendations for outcomes 1, 2 and 5 in the years in which data is collected for these outcomes. The Basic Sciences and Math subgroup of the CCSP will meet to analyze, interpret and provide initial recommendations for outcomes 3 and 4 in the years in which data is collected for these. Both subgroups will report out to the full CCSP group in the Fall semester following completion of the first three year cycle.

The assessment sub-group will be responsible for monitoring and coordinating recommended changes which will be implemented by HMHV and Basic Sciences and Math subgroups, and individual faculty.