

I. **SUMMARY OF ASSESSMENT** (suggested length of 1-2 pages)

A. **Program Learning Outcomes (PLO) [under quarter system]**

PLOs: Students graduating with a Health Sciences Bachelor's Degree from California State University, East Bay will be able to:	ILO Alignment
1 Integrate and synthesize knowledge from general education courses and courses in the biological, physical, social and health sciences.	1, 6
2 Communicate effectively to solve problems in health sciences	2
3 Work effectively in teams, partnerships and larger groups toward accomplishing goals in health care.	4
4 Apply ethics and professional standards to interactions with colleagues, supervisors and staff, diverse and multicultural clients, and with the general public.	3, 5
5 Evaluate scientific and policy research to solve problems in the health sciences.	1, 6

B. **Program Learning Outcome(s) Assessed**

One PLO was assessed in 2017:

- Work effectively in teams, partnerships and larger groups toward accomplishing goals in health care (PLO 3).

C. **Summary of Assessment Process**

**Instrument(s):** CATME Smarter Teamwork Survey (Lowry et al. 2014)

**Sampling Procedure:** 100% survey data

**Sample Characteristics:** Students who completed HSC 3300 and 3350 in AY 2017 – 2018

**Data Collection:** Completed CATME surveys submitted by individuals in these two courses

**Data Analysis:** Means and standard deviation of scores in overall teamwork scores and within five domains (contributing to the team's work, interacting with teammates, keeping the team on track, expecting quality, having related knowledge, skills & abilities) were calculated, along with p-values for one-sided t-tests to determine statistically-significant differences between HSC 3300 (introduction to team work) and HSC 3350 (practice of team skills).

Loughry ML, Ohland MW, Woehr DJ. Assessing teamwork skills for assurance of learning using CATME team tools. *Journal of Marketing Education*. 2014;36(1): 5-19.

#### D. Summary of Assessment Results

HSC 3300 (8 sections; n = 253)

	Contributing to the Team's Work	Interacting with Teammates	Keeping the Team on Track	Expecting Quality	Having Related Knowledge, Skills and Abilities	Overall Average
Average Scores	4.14	4.14	4.09	4.17	4.22	4.15
Standard Deviation	1.00	0.87	0.96	0.91	0.88	0.93

HSC 3350 (3 sections; n = 104)

	Contributing to the Team's Work	Interacting with Teammates	Keeping the Team on Track	Expecting Quality	Having Related Knowledge, Skills and Abilities	Overall Average
Average Scores	4.28	4.35	4.25	4.30	4.28	4.29
Standard Deviation	0.85	0.81	0.91	0.84	0.85	0.85

P-Values for one-sided T-Tests, comparing HSC 3300 to HSC 3350, to assess statistically significant improvements in teamwork across different teamwork domains by assuming unequal variances and comparing the two means across classes.

	Contributing to the Team's Work	Interacting with Teammates	Keeping the Team on Track	Expecting Quality	Having Related Knowledge, Skills and Abilities	Overall Average
P-Values	0.105	0.017	0.070	.105	.278	0.09

#### Main Findings

The Department's goal is to Per the Department aim to increase performance in team work

from an introductory course to one where these skills are practiced (part of a three-course sequence); improvements were seen in overall scores from HSC 3300 to HSC 3350, although these differences were not statistically different. Similarly, all scores across the five domains increased. A statistically-significant improvement was observed in how students rated each other in regard to their abilities to interact with teammates ( $p < 0.05$ ). Similarly, students also performed better at keeping the team on track, although this was only statistically significant at  $p < 0.10$ .

### **Recommendations for Program Improvement**

In general, students exhibited high capacity to engage in team work, with baseline scores all above 4 on a 5-point scale; these scores improved as students were able to practice the skills learnt in an introductory course. Because team work is an inherently-valuable skills required of all health professionals, it is important that these attributes be introduced early in the curriculum and be practiced in regular, increasingly-challenging contexts and environments. Accordingly, with the transformation of the Health Sciences curriculum upon semester conversion, the focus on problem-based learning introduces and reinforces such competencies in both theoretical and practical situations as evidence in the three core courses required in the both the first-year seminar (HSC 100) and the third and fourth years of students' enrollment in the major (HSC 315, HSC 400, and HSC 499).

### **Next Step(s) for Closing the Loop**

Assessment of these new courses for this PLO (carried over from the quarter to semester curricula) is critical. The Department of Health Sciences plan to assess this PLO early in the implementation of the transformed curriculum.

### **E. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

Given the important of assessing team work in the transformed Health Sciences Degree Program, this will be the first PLO assessed in the forthcoming academic year. This is consistent with the five-year plan submitted to the University upon semester conversion.