

Part 1. General Information

Program(s) Discussed: Pre-Health Professions
Current Semester: Fall 2020
Date of Assessment Meeting(s): 10/02/2020
Participants in Assessment Meeting(s): Dr. Kathy Lee and Fr. Don Serva

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users

- Freely available
 Available upon request
 Unavailable

Off-Campus Users

- Freely available
 Available upon request
 Unavailable

Part 2. Assessment Process

2A. Learning Goals

Prompt: The Pre-Health Professions Program is an interdisciplinary program meant to guide, support, and advise students interested in a health care careers. These students are from a variety of majors; the Pre-Health Program itself offers no major degrees.

The learning goals of the Pre-Health Professions Program are 1: Acquire foundational knowledge of the human and natural worlds through completion of appropriate integrative courses and other courses which ensures academic preparation for health professional programs; 2: Understand the variety of careers in healthcare and pathways to access those careers, including program pre-requisites, standardized tests needed, and application processes and explain why the chosen career path is personally appropriate; 3: Demonstrate understanding that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking. We attempted to gather data about all 3 learning goals in the assessment cycle.

Paste your program learning goals here, then, address the following questions in a sentence or two: Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle?

2B. Measuring Learning

Prompt: In one or two paragraphs, describe your assessment process. What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

We assessed the student learning goals through two main mechanisms: the HPAC (Health Professions Advisory Committee) process and assessment of courses offered through the Pre-Health Department (PHP 121, Survey of Health Professions, PHP 124, Primary Health Care Preparation, and PHP 279 Clinical Decision Making).

HPAC is an application and interview preparation program that encourages students to gather all relevant application information, prepare a written personal statement, and prepare for medical school, dental school, or Masters of Science in Anesthesia program interviews. The first requirement for students to participate in

HPAC is attending informational sessions. This past cycle, all students who were interested in participating in HPAC (n = 33) were able to attend an informational meeting. All 33 students were then required to submit an application detailing their academic and extracurricular activities, including but not limited to, volunteer work, participation in sports, leadership activities, memberships in clubs and organizations, and research. As part of the application process, each student who applies must also submit a personal statement explaining why they have chosen their desired career path.

To address the learning goal #1, for each student, an overall GPA and a separate BCPM (biology, chemistry, physics, and math) GPA were calculated. For the most recent cohort, the average overall GPA was 3.68, with a range of 3.1 – 4.0 and the BCPM average GPA was a 3.573 with a range of 3.0 to 4.0. This establishes that students overall have satisfied learning goal #1 for the Pre-Health Program. We also attempt to gather MCAT data to assess whether students are successfully transferring that information to a standardized test. Average MCAT scores for students at JCU were 501.2 for last year's applicant cohort while the national average was 502.9. MCAT scores range from 472 – 528 with 500 being equivalent to the 50th percentile, so small differences in score can have significant impact on an applicant's success.

To address learning goals 2 and 3, all students going through HPAC were required to write a personal statement addressing their reasons for their chosen profession to be personally appropriate. The HPAC applications were also evaluated for volunteer work, clinical experiences, and cultural awareness and during the interview process, each student was asked to reflect and discuss what they had learned about these subjects. Every student had completed clinical experiences and/or volunteer work and was able to verbally articulate relevant points related to this learning goal.

An additional way that we address learning goals 2 and 3 is through surveying the students who take the Survey of Health Professions course in the spring. As part of the course evaluation process, students respond to a variety of questions relating to a) healthcare career pathways and b) the service learning, leadership, and ethical decision making required to be effective healthcare providers. When surveyed, 100% of respondents selected Agree or Strongly Agree to the statement "I have an increased understanding of the education required for one or more healthcare careers." (Learning goal 2) When asked to respond to "I understand that healthcare careers are careers of service.", "I understand that health care careers involve ethical and moral decision making processes.", and "I understand that healthcare careers are careers of constant learning.", 100% of respondents selected Strongly Agree to all 3. (Learning Goal 3)

Part 3. Findings

Prompt: Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them? Along with this report, please submit the data charts the program used during the assessment meeting.

Pre-Health students do well in expressing their views about health care careers as service careers and see to understand, at least at the basic level, the variety of patients they expect to see in their future patient population. They also do well in their courses so they learn a great deal about the natural sciences and a range of other subjects contained in JCU's core. While students generally do well in courses and have overall and BCPM GPAs that are similar to or higher than the national average when compared to other students applying to medical school, they do not perform as well on the MCAT and demonstrate a lower average than the national average.

2019/2020 HPAC Data is attached with names removed for student privacy.

Bulk MCAT data is attached.

Part 4. Planned Changes to the Assessment System

4A. Changes to the Assessment System

Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures

reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

Assessment could be improved by a more thorough examination the volunteer, clinical, and cultural activities that JCU students are participating in. We are currently working on a way to digitize the HPAC application process so that in the future, we will be able to quantify the number of hours that students are investing in these activities to see if any trends appear. This could lead to improved advising strategies for students interested in healthcare careers and would bring more focus to learning goal number 3.

4B. Changes to the Program in Response to Data

Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

In light of the consistent data regarding MCAT scores of JCU students falling below the national average, I have begun work to bring MCAT preparation support to JCU students. I have contacted MCAT preparation companies to gather information about affordable programs that we can implement on campus for students who need standardized test prep support. This would include MCAT, DAT and GRE support.

We are also in the process of digitizing the HPAC application process. This should be helpful as it will allow the program to more accurately gather quantifiable data regarding students' service, clinical, and diversity experiences.

Part 5. Institutional Assessment Committee Interactions

5A. Feedback from IAC

Prompt: Briefly summarize the feedback you received from the Institutional Assessment Committee about your last report.

Overall, the program received positive comments from the committee. The committee suggested "utilizing other faculty who frequently teach students in the program to provide their assessments of students". As part of the HPAC process, students must submit evaluation forms completed by faculty members from which they have taken courses. This has helped to provide additional information about students but has not been quantified. The Pre-Health Program is limited in the ability to perform extensive analyses utilizing data from multiple faculty across departments as it is managed by a single full time staff member without administrative support. The addition of Fr. Serva to the office last fall has benefitted the program and we are finding ways to utilize Fr. Serva's abilities more efficiently. The committee also suggested narrowing learning goal 3 – While difficult, we have started this work and Fr. Serva and I will be working on this moving forward.

5B. Response to Feedback

Prompt: Briefly describe how your program has made use of the feedback.

We have continued to provide excellent support and services to our pre-health professions students.

5C. Request for Feedback

Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

None at this time.

Part 6. Evidence

6A. Of Changes

Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

Dr. Lewandowski has been teaching his course PHP 124 Primary Healthcare Preparation and utilized the course evaluation forms as directed by the university. However, there seems to have been a technical error as the evaluation forms from the last time he taught this course do not seem to be available. Anecdotally, while enrollment for the course is low, students report learning extremely beneficial information and sharpening critical thinking skills in his course. He is currently teaching this course and course evaluations will be completed at the end of the semester.

We have also developed and implemented an additional course offered through the Pre-Health Professions Program – PHP 279 Clinical Decision Making, Ethics, and Justice taught by Dr. Andrew Trew, a biomedical ethicist. This course contributes to the core as it satisfies the Issues in Social Justice component. We will be gathering additional feedback from students regarding this course.

6B. of Impact of Changes

Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

A future report would be more appropriate for this section.

6C. Academic Program Review Action Plan Update

Prompt: If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

The Pre-Health Professions Program underwent Academic Program Review in 2018/2019.

Recommendations made by the review team:

Distribute tasks to a broader range of individuals

Father Serva joined the office from another institution last fall and spent the first year getting adjusted to JCU. He was able to participate in advising and served on some HPAC committees. Pre-Health has worked with Assistant Provost Pat Mullane to develop a Pre-Health professional development program which provides students support in interviewing etiquette and writing personal statements.

Eliminate Pre-Health Minor and certification (or at least determine whether it has value)

A committee has been formed and has met to evaluate the Pre-Health Minor. Interest in the minor remains high and the committee felt the minor could be revised to make it viable. The minor is currently being revised and rewritten so that students will be able to complete it. The committee will meet again in late fall or early spring to review the rewritten minor and determine if the changes are sufficient for the continuation of the minor or if the minor should be eliminated.

Reflection on diversity experience as a requirement

A more thorough analysis of the information gathered as part of the HPAC process will provide insight into students' diversity experiences. These types of experiences are critical for students to understand the broad range of patients they will encounter in the future.