

Health and Society BS

Program Mission Statement

Mission Statement (Full Description):

Health and Society is an interdisciplinary major that creates well-rounded students who can critically examine the research and practice of health, health care, and social determinants of health in a global context. Students engaged in this plan of study have diverse, in-depth exposure to problems related to health care promotion, planning, access, implementation and delivery around the world as well as to holistic solutions to these pressing concerns. Its major emphasis is on viewing health and health care as shaped by symbolic, material, economic, ethical and historical factors. The MISSION of the BS is to produce well-rounded graduates with the skills and knowledge needed to successfully compete for top careers in or acceptance into postgraduate studies of science, medicine, the social sciences, health care administration, and public health. This program will be offered primarily on the SMU campus, although electives may also be offered at times on the Taos campus or other locations. At this time, the program is not available asynchronously.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:

No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

No

During which academic year were students first enrolled in this program?:

Prior to AY2022-2023

Progress:

Complete

(PLO 1) Capstone Experience - Coursework/Project

Step 1A: SLO Number:

1

Commented [SS1]: Suggestions for Improvement

1. **Align with SMU's Mission:** Emphasize how the Health and Society BS program supports SMU's overarching goals, such as contributing to the university's mission of academic excellence, community service, or global leadership.
2. **Highlight Unique Features:** Include any distinctive aspects of the program, such as access to research opportunities, partnerships with healthcare organizations, or hands-on learning experiences that set it apart from similar programs.
3. **Clarify Graduate Impact:** Specify how the program's graduates will contribute to the field of health and society, whether through innovative research, policy development, or direct community impact.

Suggested Template

The mission of the **Health and Society BS program at Southern Methodist University (SMU)** is to produce well-rounded graduates who are equipped with the skills and knowledge needed to successfully compete for top careers or acceptance into postgraduate studies in fields such as **science, medicine, the social sciences, healthcare administration, and public health**. This interdisciplinary program emphasizes the critical examination of health, healthcare practices, and social determinants of health within a global context. Students engage in a diverse and in-depth exploration of issues related to **healthcare promotion, planning, access, implementation, and delivery worldwide**, as well as holistic solutions to these pressing concerns. The program places a major emphasis on understanding health and healthcare as shaped by **symbolic, material, economic, ethical, and historical factors**. In alignment with **SMU's commitment to [academic excellence, community impact, and global engagement]**, the program offers unique opportunities for **[research, experiential learning, or community-based projects]**.

Commented [SS2]: Currently, the BA and BS programs in Health and Society have the exact same Student Learning Outcomes (SLOs). While it is appropriate for both programs to share 3 or 4 core SLOs, as they both aim to provide foundational knowledge and skills in health and society, it is *required* that each program includes 1 or 2 differentiated SLOs. Differentiated SLOs would reflect the distinct focus of each degree, with the BS program emphasizing scientific rigor, quantitative analysis, and technical skills, and the BA program focusing on interdisciplinary approaches, flexibility, and broader social science or humanities perspectives. The current SLOs for the BA and BS programs in Health and Society are scored as "Developing" because they align well with foundational knowledge and skills in the field. However, the overall score has been adjusted to "Beginning" to bring attention to the need for differentiated SLOs between the BA and BS programs.

Step 1C: SLO Statement (Full Description):

Students will produce a paper/project in their Capstone course that explains at least two interdisciplinary perspectives on a health-related topic.

Step 2A: Measure:

Students will produce an original paper, project or presentation (depending on course requirements) related to interdisciplinary perspectives on health as part of their Capstone course. This will be measured by their course instructor based on the column for course instructors in the attached rubric.

Attached Files

[H&S SLO rubrics obj2&3-CapstEssays v4 \(3\) \(1\).pdf](#)

Step 2B: Type of Measure (check all that apply):

Capstone project, Presentation, Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

The average score for this measure should be a 4.0 or higher among majors. The reason for this is that lower scores indicate "partial" understanding whereas the 4 shows they are "accomplished" and the 5 is reserved for students who are "exemplary."

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

With an average score of 4.74 from the BS students, this goal was met. 7/21 students received a 4 and the other 2/3 received a 5.

Commented [SS3]: You should include the SLOs of the attached document in here. This is not a SLO per se, this is the description of what the students do to prove their skills. You should focus on the skills that students are showcasing.

Suggested Template

Student Learning Outcomes (SLOs) Template for Capstone Project in Health and Society

By the end of their **Capstone course**, students will:

1. **Produce a paper, project, or presentation that explains at least two interdisciplinary perspectives on a health-related topic.** This includes:

- **Identification of Perspectives:** Clearly identifying and explaining at least two distinct interdisciplinary perspectives relevant to the chosen health-related topic.

- **Integration and Analysis:** Demonstrating how these perspectives provide a comprehensive understanding of the health issue.

2. **Apply a cumulative understanding of interdisciplinary/disciplinary practice.** This includes:

- **Application of Knowledge:** Using a comprehensive understanding of interdisciplinary practices to analyze or address complex health-related issues.

- **Reflection on Practice:** Articulating how different disciplines inform and shape their understanding and approach to the problem.

3. **Produce an original achievement (project or essay) in research, synthesis, creative endeavor, exploration, or other production.** This includes:

- **Originality and Innovation:** Creating work that demonstrates originality and contributes new insights, approaches, or solutions to health-related challenges.

- **Quality and Impact:** Ensuring the work is of high quality and relevant to the field of health and society.

Measure: Students will complete a paper, project, or presentation as part of their Capstone course, which will be assessed by the course instructor using a detailed rubric. The rubric will evaluate:

1. **Depth and Clarity of Interdisciplinary Analysis:**

The extent to which students explain and analyze multiple perspectives.

2. **Application of Cumulative Knowledge:** The effective application of interdisciplinary practices and integration of disciplinary insights.

3. **Original Achievement:** The creativity, quality, and relevance of the student's original project or essay.

The target is for **at least 80% of students** to achieve a score of **3 or higher** on all metrics, demonstrating strong interdisciplinary understanding, practical application, and original contributions.

Step 4C: Interpretation of Results:

This is a very high level of performance with 5 being the highest possible score and it is hard to imagine improving from here, but we do hope the number of students receiving a 4 on their capstone experience rubric will shift from 7 students total to a higher number.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

This year we will consider the rubric and how to continue to improve this metric in our advisory meeting to be held in early fall 2024.

Step 5B: Type of Action:

Additional emphasis or time on content, Redesign of activities or assignments, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty

Step 5D: Evidence of Dialogue:

We have had initial conversations with the Anthropology Department Chair (Mike Adler) and Administrator (Tiffany Powell) and met with college advisors in July 2024 to get some advice.

Present at the meeting were: Tiffany Powell, Neely Myers, Elizabeth Berk, Heather Sohara, Kate Bell-Miller, Josh Beaty, Sheumona Miller, Mike Adler

The Health and Society Advisory Committee (Pam McNulty, Nia Parson, Elizabeth Berk, Austin Baldwin, Brian Zoltowski, Elyse Singer) will then be consulted in Fall 2024 and we are in the process of scheduling that meeting with faculty and the pre-health Director (Pam McNulty).

Student classes will also be visited by faculty to advocate for the major in Fall and Spring.

Step 5E: Type of other Improvements (check all that apply):

Other

Step 5F: Other Improvements (Full Description):

The new Director of Health and Society, Neely Myers, hired new faculty members to replace lost core teaching faculty in Health and Society (Professor Carolyn Smith-Morris and Health and Society Director, Associate Professor Ann Horsburgh). Last summer we hired Lecturer Elizabeth Berk and in Fall 2023, we hired Asst. Professor, Elyse Singer. Myers was then on leave in Spring 2024. Both searches were successful and we now have enough teaching faculty to offer core classes in a more regular manner. Elizabeth Berk was also hired to help with advising and teaching loads for the Director who had to supervise and advise all 60 majors in October 2023. Berk is now under a new 3-year contract to continue supporting the program.

With new strengths in staffing, the new Director is now ready to revisit the major in this tenth year of a successful program in the year ahead.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

No action recommended in the previous cycle due to abrupt departure of former Director, Ann Horsburgh, last Spring so that no action plans were generated. A new Director started in Fall 2023, Neely Myers, and then she was on leave Spring 2024 and Chairing the search committees, but new progress is underway.

Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

(PLO 2) Writing in the Major

Step 1A: SLO Number:

2

Step 1C: SLO Statement (Full Description):

Students will produce an essay demonstrating how at least two different disciplines inform our critical, holistic understanding of health or health care research and interventions.

Commented [SS4]: This slo is very center in the description of the assignment essay, and in should be center around the skills that the students acquire. For example>

By the end of the program, students will be able to produce well-organized, clearly written, and evidence-based papers that effectively communicate complex health and society concepts to both academic and professional audiences. This includes:

- Content and Analysis:** Writing that demonstrates a deep understanding of health and society topics, integrating interdisciplinary perspectives and using appropriate evidence to support arguments.

- Organization and Structure:** Papers that are logically structured, with clear introductions, coherent arguments, and well-articulated conclusions that follow the conventions of academic writing in the health and society field.

- Style and Mechanics:** Writing that is free of grammatical and syntactical errors, adheres to discipline-specific style guidelines (e.g., APA or Chicago), and uses language that is precise, professional, and appropriate for the intended audience.

Assessment: Students' writing will be evaluated through a series of assignments, including research papers, policy briefs, and reflective essays. A detailed rubric will be used to assess content depth, organizational structure, and writing mechanics, with a target of at least **80% of students** achieving a score of **3 or higher** on all rubric dimensions.

Step 2A: Measure:

Students will be assessed using the designated column of the attached rubric.

Attached Files

[H&S SLO rubrics obj2&3-CapstEssays v4.pdf](#)

[Capstone Essay Artifact 1.pdf](#)

[Capstone Essay Artifact 2.pdf](#)

[H&S SLO rubrics obj2&3-CapstEssays MASTER 2023-2024.pdf](#)

Step 2B: Type of Measure (check all that apply):

Capstone project, Rubric, Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

The average score for this measure should be a 4.0 or higher among majors. The reason for this is that lower scores indicate "partial" understanding whereas the 4 shows they are "accomplished" and the 5 is reserved for students who are "exemplary."

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

All students met the goal of being accomplished or higher. The average for the BS was a 4.68. Only 6/19 received a 4 and the rest received 5s indicating excellence.

Step 4C: Interpretation of Results:

Our goal was met and exceeded.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

The goal was met; however, for next year we plan to look over the rubric as part of our advisory meetings to see if it is adequately assessing the major.

Step 5B: Type of Action:

Redesign of activities or assignments, Curriculum revision, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5D: Evidence of Dialogue:

We have had initial conversations with the Anthropology Department Chair (Mike Adler) and Administrator (Tiffany Powell) and met with college advisors in July 2024 to get some advice.

Present at the meeting were: Tiffany Powell, Neely Myers, Elizabeth Berk, Heather Sohara, Kate Bell-Miller, Josh Beaty, Sheumona Miller, Mike Adler

The Health and Society Advisory Committee (Pam McNulty, Nia Parson, Elizabeth Berk, Austin Baldwin, Brian Zoltowski, Elyse Singer) will then be consulted in Fall 2024 and we are in the process of scheduling that meeting with faculty and the pre-health Director (Pam McNulty).

Attached Files

[Notes from Advisors Meeting.docx](#)

Step 5E: Type of other Improvements (check all that apply):

Other

Step 5F: Other Improvements (Full Description):

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2024. Both searches were successful and we now have enough teaching faculty to offer core classes in a more regular manner. Elizabeth Berk was also hired to help with advising and teaching loads for the Director who had to supervise and advise all 60 majors in October 2023. Berk is now under a new 3-year contract to continue supporting the program.

With new strengths in staffing, the new Director is now ready to revisit the major in this tenth year of a successful program in the year ahead.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

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Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

(PLO 3) Research Analysis and Interpretation (ANTH 3306)

Step 1A: SLO Number:

3

Step 1C: SLO Statement (Full Description):

As part of course requirements (ANTH 3306), majors will interpret the results of standard health research from an interdisciplinary perspective in an exam question.

Step 2A: Measure:

This outcome will be measured by a question on an exam designed by the instructor to elicit these perspectives in a way that is relevant to that year's course materials for ANTH 3306.

Commented [SS5]: This is center around what students do to prove the slo, not the skills.

By the end of the program, students will be able to conduct comprehensive research analysis and effectively interpret data related to health and society issues. This includes:

- Data Collection and Analysis:** Demonstrating the ability to analyze and interpret both qualitative and quantitative data using appropriate research methods relevant to health and society.

- Application of Theoretical Frameworks:** Applying interdisciplinary theories and concepts to analyze research findings, drawing meaningful connections between data and broader health and societal issues.

- Evidence-Based Conclusions:** Formulating well-reasoned, evidence-based conclusions and recommendations that address research questions and contribute to the understanding of health and society dynamics.

Measure: Students' research skills will be assessed through a comprehensive exam designed to evaluate their understanding and application of research analysis and interpretation. The exam will include:

- Multiple-choice questions** assessing knowledge of research methods and basic data analysis concepts.

- Data interpretation problems** where students analyze provided data sets, interpret findings, and explain the significance and implications for health and society.

- Essay questions** requiring students to apply theoretical frameworks to analyze a health-related research scenario and draw evidence-based conclusions.

Target: The goal is for **at least 80% of students** to achieve a score of **3 or higher** on all rubric criteria, with a customizable option to adjust performance expectations based on program objectives or specific course needs.

Attached Files

[H&S SLO rubrics obj4-Core3306.pdf](#)

[H&S Weave Information 2023-2024.xlsx](#)

Step 2B: Type of Measure (check all that apply):

Essay exam, Rubric

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

The average score for this measure should be a 4.0 or higher among majors. The reason for this is that lower scores indicate "partial" understanding whereas the 4 shows they are "accomplished" and the 5 is reserved for students who are "exemplary."

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

Of the 36 students scored this year, 4 received a score of 'accomplished' and 32 received a 5 or "exceptional."

Step 4C: Interpretation of Results:

The students are performing at a level that exceeds expectations for improvement.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Because all targets are being met, we will meet in the Fall to determine whether or not the assessments are still meeting our goals. In the meeting, we will share results with program faculty to see if there is anything to consider in the ways this has been assessed in the past.

Step 5B: Type of Action:

Redesign of activities or assignments, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5D: Evidence of Dialogue:

We have had initial conversations with the Anthropology Department Chair and Administrator and met with college advisors in July 2024 to get some advice.

Present at the meeting were: Tiffany Powell, Neely Myers, Elizabeth Berk, Heather Sohara, Kate Bell-Miller, Josh Beaty, Sheumona Miller, Mike Adler

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Student classes will also be visited by faculty to advocate for the major in Fall and Spring.

Step 5E: Type of other Improvements (check all that apply):

Other

Step 5F: Other Improvements (Full Description):

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Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

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Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

(PLO 4) Data Collection and Organization

Step 1A: SLO Number:

4

Step 1C: SLO Statement (Full Description):

Students will complete external questions directly related to the courses they enrolled in (e.g., Statistics, Research Methods in Anthropology (ANTH 3345)) to meet this program requirement.

Step 2A: Measure:

An exam is given to students with relevant questions to answer depending on which methods course they took, which is then assessed for adequate demonstration of that skill set.

Attached Files

[H&S SLO rubrics obj5-CoreMthds.pdf](#)

[H&S Weave Information 2023-2024.xlsx](#)

[BS ANTH 3345 Data Collection Artifact.pdf](#)

Commented [S56]: Please describe what are the Student Learning Outcomes that you want the students to achieve by the end of the program. This is a description of how students are assessed.

Suggested Example>

By the end of the program, students will be able to design and implement effective data collection strategies and apply appropriate data analysis techniques to address health and society research questions. This includes:

- Data Collection:** Demonstrating proficiency in designing research instruments (e.g., surveys, interviews, observational protocols) and collecting reliable and valid qualitative or quantitative data in a health and society context.

- Data Analysis:** Applying relevant data analysis techniques, such as [statistical methods, thematic analysis, or mixed-methods approaches], to interpret findings and draw meaningful conclusions that inform health and societal issues.

- Ethical Considerations:** Ensuring ethical research practices in data collection and analysis, with sensitivity to cultural, social, and ethical implications.

Measure: Students' data collection and analysis skills will be assessed through [research projects, case studies, or data-driven assignments]. Performance will be evaluated using a rubric on a **5-point scale**:

- 5 – Exemplary:** Demonstrates exceptional skill in designing and implementing data collection strategies, with flawless data analysis and insightful, well-supported conclusions.

- 4 – Strong:** Effectively designs and implements data collection, with robust analysis and well-reasoned conclusions, showing minor areas for improvement.

- 3 – Competent:** Adequate data collection and analysis, but with some gaps in methodology, clarity, or the depth of conclusions.

- 2 – Developing:** Limited ability to design or implement effective data collection; analysis lacks depth, with unclear or unsupported conclusions.

- 1 – Unsatisfactory:** Inadequate data collection and analysis, with significant flaws in methodology or unsupported conclusions.

Target: The goal is for **at least 80% of students** to achieve a score of **3 or higher** on all rubric criteria. Performance targets can be adjusted to align with program goals and specific course requirements.

[BS STAT 2331 Data Collection Artifact.pdf](#)
[BS MATH 1337 Data Collection Artifact.pdf](#)

Step 2B: Type of Measure (check all that apply):

Objective Quiz or Exam ,Rubric,Other

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

The average score for this measure should be a 4.0 or higher among majors. The reason for this is that lower scores indicate "partial" understanding whereas the 4 shows they are "accomplished" and the 5 is reserved for students who are "exemplary."

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

The BS students averaged a score of 4.58/5 for their Data collection score. On the rubric score, all scores were at 4 and above. On the course score, all students but 1 out of 22 (less than 10%) received a score above a 4.

Step 4C: Interpretation of Results:

The target for this course has been met and the students scores are reflecting a strong performance in this area. I also appreciate that the one score who did not do well on one aspect (receiving a 2.3/5) had a 4 on their other evaluation, indicating that a variety of assessment approaches were used effectively to capture different aspects of performance.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Results have been met and so it seems that we need to set new targets for program improvement, which is something the H and S Faculty Advisory council will discuss this Fall.

Step 5B: Type of Action:

Redesign of activities or assignments, Curriculum revision, Program leadership involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5D: Evidence of Dialogue:

We have had initial conversations with the Anthropology Department Chair and Administrator and met with college advisors in July 2024 to get some advice.

Present at the meeting were: Tiffany Powell, Neely Myers, Elizabeth Berk, Heather Sohara, Kate Bell-Miller, Josh Beaty, Sheumona Miller, Mike Adler

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Step 5E: Type of other Improvements (check all that apply):

Other

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contract to continue supporting the program.
With new strengths in staffing, the new Director is now ready to revisit the major in this tenth year of a successful program in the year ahead.

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Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

PG 1 - Strengthening and Streamlining the Major Based on 10 Years of Reflection

Step 1A: PG Number:

1

Step 1C: PG Statement (Full Description):

The Health and Society program will initiate enrollments of majors in the fall term of 2014 and reach 50 majors by the end of the spring term of 2017. After that, it will maintain 60 majors in the program each year. [Note: We recognize this is out of date as a PLO under the new rules and will be revising in the year ahead.]

Step 2A: Measure:

Program evaluation at the end of each spring semester will assess the number of majors enrolled.

Commented [S57]: Reading this report, I think this department is actively working in at least 2 Program Goals:

•Increase Enrollment in the Health and Society BS Program

Description: Develop and implement strategies to increase enrollment in the Health and Society BS program by attracting a diverse pool of students with a strong interest in health, social determinants, and interdisciplinary health studies.

•Outcome: Achieve a 10% annual increase in enrollment over the next three years.

•Strategies:

- Enhance outreach and recruitment efforts by partnering with high schools, community colleges, and career fairs.
- Improve program visibility through targeted social media marketing, website updates, and virtual open houses.
- Highlight unique program features, such as interdisciplinary coursework, hands-on research opportunities, and potential career paths in public health, healthcare administration, and policy.
- Measure: Track enrollment numbers annually to monitor growth and adjust strategies as needed to meet enrollment targets.

•Enhance Curriculum Quality and Alignment with Program Assessments

Description: Strengthen the curriculum by ensuring that course content aligns with key learning outcomes and assessment methods, providing students with a comprehensive and cohesive educational experience.

•Outcome: Conduct annual curriculum reviews and update courses to align more closely with Student Learning Outcomes (SLOs), including skills in data analysis, interdisciplinary research, and health policy understanding.

•Strategies:

- Conduct regular faculty reviews of curriculum alignment with assessments to ensure that assignments and exams accurately measure SLOs.
- Gather feedback from students, alumni, and advisory board members to identify areas for curriculum improvement.
- Introduce applied and experiential learning components, such as case studies, health data analysis projects, and policy simulations, that align with assessments and industry expectations.
- Measure: Conduct pre- and post-assessment evaluations for key courses to track improvements in curriculum alignment with assessments. Aim for 85% of courses to show alignment between curriculum content, SLOs, and assessment measures by the end of each academic year.

Commented [S58]: How did this program do since 2017?????

Attached Files

[Dedman College Majors and Minors - April 2024.xlsx](#)

Step 2B: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

The Health and Society program will reach and maintain 60 majors within each academic year.

Commented [SS9]: Timeframe?

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

We had 59 unique majors enrolled in the program across the year indicating that the cap was nearly met (98.33%).

Step 4C: Interpretation of Results:

These are strong results and are an improvement in enrollments as we work to strengthen the new program with new faculty and advertising.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

As we reach our ten year anniversary, my plan is to re-evaluate and re-design program level outcomes to better align with university expectations, student needs, and recent institutional reporting requirements over the next 3-5 years.

While this information appears in other areas of the report, to summarize the Director will:

- Meet with Health and Society Advisory Committee twice per year to evaluate all components of the program that need to be revisited;
- Update the program Mission Statement, PLOs, and POs to align with institutional requirements
- Determine the necessity of maintaining two tracks --the BA and BS tracks
- The Director will meet with pre-health and college pre-major advisors to update requirements for admission, application timeline, and pre-requisites;
- The Director will redesign and simplify the Health and Society admissions process to better preserve the cap and reduce student and advisor burden;
- The Director will meet with the transfer students advisor to update requirements for transfer students;
- The Director will initiate better student advertising with class visits by H and S faculty

Step 5B: Dialogue Participants (check all that apply):

Administrator ,Committee, Faculty, Staff, Student

Step 5C: Evidence of Dialogue:

We have had initial conversations with the Anthropology Department Chair and Administrator and met with college advisors in July 2024 to get some advice.

Present at the meeting were: Tiffany Powell, Neely Myers, Elizabeth Berk, Heather Sohara, Kate Bell-Miller, Josh Beaty, Sheumona Miller, Mike Adler

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Student classes will also be visited by faculty to advocate for the major in Fall and Spring.

Step 5D: Type of other Improvements (check all that apply):

Advertising and marketing campaigns ,APR recommendations, Enhanced recruitment effort, Other

Step 5E: Other Improvements (Full Description):

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Not applicable for this cycle (explain in Step 6A)

Progress:

Complete