

**Northwestern State University**  
**College of Nursing and School of Allied Health**

**Bachelor of Applied Science in Allied Health**

Student Learning Outcomes

Academic Year 2016-2017

**Northwestern State University Mission Statement:** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**College of Nursing and School of Allied Health Mission Statement:** Northwestern State University College of Nursing and School of Allied Health serves the people of Louisiana and in so doing improves the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

**School of Allied Health Mission Statement:** The School of Allied Health at Northwestern State University of Louisiana is dedicated to providing high quality undergraduate and graduate programs that prepare individuals for a variety of professional healthcare roles and to be conscientious, contributing members of their profession and society.

**Bachelor of Applied Science in Allied Health Purpose and Objectives:**

**BASAH Program Purpose**

To provide students with the education and skills to function as an integral part of the health care community and the opportunity for advancement in the allied health professions.

- To provide opportunities which will enhance the development of roles in the allied health professions
- To provide a foundation for allied professionals to become lifelong learners and to strive for continued professional growth

**BASAH Program Objectives**

Graduates of the BASAH program should be able to:

- Provide patient-centered care.
- Work as part of interdisciplinary teams.
- Synthesize communication strategies in a healthcare environment.
- Utilize informatics.
- Apply quality improvement.
- Demonstrate the ability to utilize research skills for the practice of evidence based healthcare.
- Utilize critical thinking skills to resolve health care related problems.

Student Learning Outcome	Tool	Benchmark	Results					Met/ Unmet	Analysis/Action		
I. Synthesize communication strategies in a healthcare environment.	A. Portfolio project (ALHE 4900)	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	Unmet	One student did not meet the benchmark for this assignment. This is similar to previous years. Faculty will continue to monitor students, but no changes are recommended now.	
	N	18	19	6	10	4	Mean	91.9			87.1
Range	75-100	0-100	85-100	75-100		%	94	95	100	90	100
#not meeting	1	1	0	1	0						
B. ALHE 3840 service Learning project	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	Unmet	One student did not meet the benchmark for this measure. This is an improvement from previous years. Faculty will continue to monitor.		
N	27	78	14			Mean	93.1			90.4	65.7
Range	0-100	0-100	0-100			%	96	95	71		
#not meeting	1	4	4								
II. Demonstrate the ability to utilize research skills for the practice of evidence based healthcare	A. Peer reviewed article critique assignment (ALHE 4520)	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	Met	Benchmark was met. This is a significant improvement from last year. Faculty will continue to monitor.	
	N	15	85	20	10	6	Mean	96.7			79
Range	95-100	0-100	0-100	70-100		%	100	92		90	100
#not meeting	0	7		1	0						
B. Module 2 Quiz: "Introduction to Quantitative and Qualitative Research"	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	Unmet	Two students did not meet the benchmark. This is an improvement from last year. The quiz was evaluated last year and content in the course was improved. While the benchmark was not		
N	15	85	20			Mean	89.7			80.6	91.25
Range	70-100	0-100	80-100			%	87	89	100		
#not meeting	2	9	0								

											met, faculty will continue to monitor student progress.
III. Utilize critical thinking skills to resolve health care related problems	A. Case study assignment (ALHE 4630)	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>		Unmet	Six students did not meet the benchmark for this measure. Four of those students did not submit the assignment at all and two students did not submit complete assignments. The four students who did not submit assignments received reminders but still failed to submit assignments. The two students who submitted incomplete assignments were aware that they did not follow the directions, but chose to only do part of the project. Based on this information, faculty felt that no changes were needed at this time. However, close examination of this measure next year will be necessary.
				N	38	39	22	11	8		
				Mean	80.6	92.9	91.8	89.1	92.75		
				Range	0-100	30-100	0-100	0-100			
				%	84	95	95	91	88		
				#not meeting	6	2	1	1	1		
	B. Leadership challenge assignment (ALHE 4600)	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>		Met	Scores improved from last year. Continue to monitor.
				N	21	31	13				
				Mean	92.9	90.1	80.3				
				Range	83-97	80-100	0-100				
				%	100	100	85				

			#not meeting	0	0	2				
IV. Utilize informatics and its role within healthcare arenas	A. Informatics project (ALHE 4230)	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	Unmet	Two students failed to meet the benchmark for this measure. However, the overall scores improved. The two students who did not meet the benchmark submitted incomplete assignments. Faculty will continue to monitor this measure.
			N	28	19	20	16	10		
			Mean	92.3	81.7	87.25	87.8	95.2		
			Range	30-100	50-100	0-100	0-100			
			%	93	95	95	94	100		
			#not meeting	2	1	1	1	0		
	B. Discussion Forum #5 "The role of technology within health care fields" (ALHE 4230)	100% of students will achieve a score of 77 or higher.		<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	Met	Scores improved from last year. Continue to monitor.
			N	28	19	20				
			Mean	99.1	91.8	88.5				
			Range	88-100	60-100	0-100				
			%	100	95	95				
			#not meeting	0	1	1				

### Summary of Decisions

- I. Synthesize communication strategies in a healthcare environment.  
Both measures for this SLO were unmet. However, in each case only one student did not achieve the benchmark. Therefore, faculty decided no changes were necessary at this time. It is expected that the outcomes for this measure will likely continue at this same level or improve.
- II. Demonstrate the ability to utilize research skills for the practice of evidence based healthcare  
One measure met the benchmark for this SLO and one did not. However, for both measures there was considerable improvement over last year's results. The course had significant changes to help improve student learning. Due to the improvements made to the course last year, faculty will monitor student progress next year to assure that the results are consistent.
- III. Utilize critical thinking skills to resolve health care related problems  
One measure met the benchmark for this SLO and one did not. For the measure not meeting the benchmark, there was a considerable downward trend. When analyzing the reasons for this downward trend, faculty determined that most of the students who did not meet the benchmark actually did not even submit the assignment. And in fact, several had quit participating in the course without resigning. Faculty made efforts to reach out to these students, but were unsuccessful. The students who did submit the assignment and did not meet the benchmark, chose to submit incomplete assignments. Faculty had considerable discussion regarding student apathy and potential solutions.

However, at this time, faculty feel there was nothing more that could have been done in regard to this measure. Faculty will continue to closely monitor this measure to determine if this was an anomaly or an indication of another problem.

IV. Utilize informatics and its role within healthcare arenas

Again, one measure met the benchmark for this SLO and one did not. While one benchmark was not met, there was significant improvement in student scores. Due to the improvements in scores, faculty will continue to monitor this measure.

Overall, faculty felt that while all benchmarks in the assessment plan are not being met, the standards that have been set are high and will not always be possible to achieve. Therefore, at this time, changes were not made. However, the measures will continue to be monitored and more aggressive action may be warranted at that time.

**Approved by:**

Dr. Dana Clawson, DNS, APRN, WHNP-BC     June 6, 2016

Dean, College of Nursing and Allied Health