

## AY 2017-2018 Assessment

Degree Program: [Bachelor of Applied Science in Allied Health](#)

College: Nursing and School of Allied Health

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**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

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### 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.

### Methodology

1. Data from assessment tools are collected and sent to the program coordinator.
2. The program coordinator enters the data into the tables for each SLO.
3. The results are shared with the BASAH Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and future plans.
4. The BASAH Assessment committee findings are discussed in the School of Allied Health faculty meetings. Additional insights and actions are added to the assessment plan as necessary.

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Student Learning Outcome	Tool	Benchmark	Results					Met/ Unmet	
			2017	2016	2015	2014	2013		
I. Synthesize communication strategies in a healthcare environment.	A. Portfolio project (ALHE 4900) spring	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	14	18	19	6	10	
			Mean	83.1	91.9	87.1	95.8	93.1	
			Range	0-100	75-100	0-100	85-100	75-100	
			%	79	94	95	100	90	
	#not meeting	3	1	1	0	1			
	B. ALHE 3840 service Learning project fall	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	31	27	78	14		
			Mean	91.4	93.1	90.4	65.7		
			Range	0-100	0-100	0-100	0-100		
			%	90	96	95	71		
#not meeting			3	1	4	4			

### SLO 1: Synthesize communication strategies in a healthcare environment.

#### Findings:

##### Measure A: ALHE 4900 Portfolio Project

2017: Unmet—only 79% of students achieved a 77% or higher.

2016: Unmet—only 94% of students achieved a 77% or higher

2015: Unmet—only 95% of students achieved a 77% or higher

2014: Met—100% of students achieved a 77% or higher

2013: Unmet—only 90% of students achieved a 77% or higher

##### Measure B: ALHE 3840 Service Learning Project

2017: Unmet—only 90% of students achieved a 77% or higher.

2016: Unmet—only 96% of students achieved a 77% or higher

2015: Unmet—only 95% of students achieved a 77% or higher

2014: Unmet—only 71% of students achieved a 77% or higher

2013: Data not available.

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### Analysis:

In the 2016-2017 AY, neither of the two measures for this SLO were met. Based on the results of the 2016-2017 AY results, the portfolio project (measure A) underwent some revision to better assess student communication. The requirements and the rubric for the assignment were strengthened. Additionally, for the service learning project (measure B), faculty began discussions for revision of the course. Through those discussions faculty identified new learning resources to be incorporated in the course. For the 2017-2018 assessment cycle, the students were not successful for the following reasons:

**Measure A: ALHE 4900 Portfolio Project:** 1-did not submit; 1-late submission; 1-weak submission.

**Measure B: ALHE 3840 Service Learning Project:** 1-did not submit; 1-partial late submission; 1-weak submission.

In looking at these results, there is no common thread for why students are not successful. As always, students who do not submit or submit late are going to negatively affect the results. In examining the results for both measures, more than half of the students were not successful due to non-submission or late submission of assignments. Faculty will continue to encourage students to submit assignments in a timely manner. However, to determine if students can communicate in a healthcare environment, students who do not submit should not be included in the data since there can be no evaluation of their communication skills. In future years, students not submitting will be excluded.

**Action Plan:** Based on the results of the 2017-2018 AY results, faculty decided to monitor student progress on both assignments. However, some changes were implemented such as a revision to the rubric for the portfolio assignment in ALHE 4900 and assessment of ALHE 3840 to identify areas for course revision. Since the results are continuing to show room for student improvement in the 2017-2018 assessment cycle, faculty discussed strategies to help students improve. Faculty will add material to both courses to help students improve their submissions for these assignments and therefore improve their communication skills. First, for measure A, the assignment guidelines and rubric will be revised. This change will be implemented to meet NSUs *Learning for Life* initiative. Additional resources such as library tutorials, how to find peer-reviewed resources, and APA format tips, will be used in the course to help support student learning. Finally, faculty will work with students through frequent emails and announcements to assure they are able to understand the expectations for the assignment.

Next, for measure B, ALHE 3840 will be revised to incorporate resources identified by faculty last year. The revision includes a textbook change to an open resource and the addition of more electronic resources. The change in the textbook will have a significant impact on the course to provide students with material that is more closely related to allied

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health professionals. The previous textbook was better suited for nursing students. The additional electronic resources will include case studies that reflect current issues in allied health practice, videos to explain difficult concepts and examples of how each assignment should be completed. Since these changes will create a learning experience that correlates to students' area of practice, it is anticipated that students will comprehend the material better. Additionally, the course will incorporate more activities for students to reflect on their learning. This will not only help to develop critical thinking skills, but communication skills as well through their writing.

### **Decisions:**

In terms of students' ability to synthesize communication strategies in the healthcare environment, evidence shows a decrease for the measures used to assess this SLO. However, much of the decrease is due to students not submitting or submitting late assignments, but there is still room for improvement. Based on the results of the 2017-2018 AY results, the following actions will be implemented in the 2018-2019 AY:

- Exclude students who do not submit assignments from data set to get an accurate assessment of student communication skills.
- Revise guidelines and rubric for ALHE 4900 Portfolio Project (measure A).
- Faculty to work with students to assure understanding of expectations for ALHE 4900 Portfolio Project (measure A).
- Revise ALHE 3840 to utilize open resource textbook.
- Incorporate more electronic resources for student learning in ALHE 3840.
- Include new reflection activities in ALHE 38040 to improve critical thinking and communication skills.

These actions will improve students' ability to synthesize communication strategies in the healthcare environment.

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Student Learning Outcome	Tool	Benchmark	Results					Met/ Unmet	
				2017	2016	2015	2014		2013
II. Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare	A. Peer reviewed article critique assignment (ALHE 4520) fall	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	11	15	85	20	10	
			Mean	73.5	96.7	79	80.85	89.3	
			Range	0-100	95-100	0-100	0-100	70-100	
			%	73	100	92		90	
	#not meeting	3	0	7		1			
	B. Module 2 Quiz: "Introduction to Quantitative & Qualitative Research" (ALHE 4520) fall	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	11	15	85	20		
			Mean	78.6	89.7	80.6	91.25		
			Range	0-100	70-100	0-100	80-100		
%			64	87	89	100			
#not meeting	4	2	9	0					

**SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.**

### Findings:

#### Measure A: ALHE 4520 Peer Reviewed Article Critique

2017: Unmet—only 73% of students achieved a 77% or higher.

2016: Met—100% of students achieved a 77% or higher

2015: Unmet—only 92% of students achieved a 77% or higher

2014: Unmet—incomplete data.

2013: Unmet—only 90% of students achieved a 77% or higher

#### Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research

2017: Unmet—only 64% of students achieved a 77% or higher.

2016: Unmet—only 87% of students achieved a 77% or higher

2015: Unmet—only 89% of students achieved a 77% or higher

2014: Met—100% of students achieved a 77% or higher

2013: Data not available.

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### **Analysis:**

In 2016-2017 AY, one of the measures for this SLO was met, and one was not. Based on the results of the 2016-2017 AY results, ALHE 4520 was updated to coincide with a new edition of the textbook used for this course. In the 2017-2018 AY, there was a downward trend for both measures for SLO #2.

**Measure A: ALHE 4520 Peer Reviewed Article Critique:** In the 2016-2017 AY, this measure was not met. Based on the results of the 2016-2017 AY results, faculty felt that a revision of the course to coincide with the new edition of the textbook would help improve these outcomes. The upward trend from last year (2016-2017) did not hold and there was a decline in meeting this benchmark in the 2017-2018 AY. For the 2017-2018 assessment cycle the students were not successful for the following reasons:

2-did not submit; 1-submitted partial assignment. These results demonstrate that it is not the content that is the issue for this measure. Students who submitted the assignment did well and met the benchmark. Based on the analysis of the 2017-2018 AY results, faculty have made the following decisions for the course and the measure. First, students not submitting the assignment will be excluded from the data set in upcoming years in order to have an accurate assessment of student learning. Additionally, the student who submitted a partial assignment did well, but only submitted one source. Therefore, faculty will continue to encourage students to submit their work in a timely manner and to pay close attention to the requirements for the assignment. Another concern identified by faculty last year was the rubric used to evaluate this assignment. Faculty will be revising the rubric to better measure student learning.

**Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research:** In the 2016-2017 AY, this measure was not met. Based on the results of the 2016-2017 AY results, faculty felt that a revision of the course to coincide with the new edition of the textbook would help improve these outcomes. There was a decline in meeting this benchmark the 2017-2018 AY. For the 2017-2018 assessment cycle the students were not successful for the following reasons:

1-did not submit; 3-scored 70%. Students not submitting the assignment will be excluded from the data set in upcoming years to have an accurate assessment of student learning. Based on the analysis of the 2017-2018 AY results, faculty first analyzed each of the test questions to ensure validity and reliability. No questions were identified as being problematic. However, it was discovered that an older version of this course was used this semester and the updated version was inadvertently not used. Faculty also discussed exploring a new measure to assess this SLO. During the upcoming year, this measure will continue to be used, but moving forward, faculty will work to identify a measure that might provide more valuable information.

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**Action Plan:** Last year (2016-2017 assessment cycle), there was improvement for this SLO and faculty felt the improvements were due to the course revision that had occurred. This year (2017-2018 assessment cycle), there was a decline and it was discovered the older version of the course had been inadvertently used. Therefore, faculty feel that the revised course would provide better student outcomes. Since this course is offered multiple times a year, faculty have already begun to use the correct version of the course again. However, it is a concern that student research skills be improved. Based on the analysis of the 2017-2018 AY results, faculty have been continuing to meet to identify ways to improve ALHE 4520 to increase student research skills.

The ALHE 4520 Peer Reviewed Article Critique (measure A) rubric will be revised to more clearly articulate expectations for the assignment. The ALHE 4520 Quiz—Quantitative/Qualitative Research (measure B) will be revised to coincide with the current edition of the textbook. Additionally, more electronic resources will be added to the course to help increase student learning and assist with developing research skills. Also, faculty will explore a new measure to provide a better assessment of student research skills.

### **Decisions:**

In terms of students' ability to utilize research skills for the practice of evidence-based healthcare, evidence shows a decrease for the measures used to assess this SLO. Again, some of the decrease is due to students not submitting or submitting late assignments, but there is still room for improvement. Based on the analysis of the 2017-2018 AY results, the following actions will be implemented in the 2018-2019 AY:

- Exclude students who do not submit assignments from data set to get an accurate assessment of student research skills.
- Revise rubric for ALHE 4520 Peer Reviewed Article Critique (measure A) to better measure student learning.
- Revise ALHE 4520 Quiz—Quantitative/Qualitative Research (measure B) to correlate with the current edition of the textbook.
- Increase electronic resources available to students to assist with developing research skills.
- Explore a new measure to replace measure B and provide more information related to student research skills.

These actions will improve students' ability to utilize research skills for the practice of evidence-based healthcare.

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Student Learning Outcome	Tool	Benchmark	Results					Met/ Unmet	
				2017	2016	2015	2014		2013
III. Utilize critical thinking skills to resolve health care related problems	A. Case study assignment (ALHE 4630) spring	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	21	38	39	22	11	
			Mean	82.0	80.6	92.9	91.8	89.1	
			Range	0-100	0-100	30-100	0-100	0-100	
			%	81	84	95	95	91	
	#not meeting	4	6	2	1	1			
	B. Leadership challenge assignment (ALHE 4600) fall	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	37	21	31	13		
			Mean	71.3	92.9	90.1	80.3		
			Range	0-98	83-97	80-100	0-100		
%			70	100	100	85			
#not meeting	11	0	0	2					

### SLO 3: Utilize critical thinking skills to resolve health care related problems.

#### Findings:

##### Measure A: ALHE 4630 Case Study

2017: Unmet—only 81% of students achieved a 77% or higher.

2016: Unmet—only 84% of students achieved a 77% or higher

2015: Unmet—only 95% of students achieved a 77% or higher

2014: Unmet—only 95% of students achieved a 77% or higher

2013: Unmet—only 91% of students achieved a 77% or higher

##### Measure B: ALHE 4600 Leadership Challenge

2017: Unmet—only 70% of students achieved a 77% or higher.

2016: Unmet—only 100% of students achieved a 77% or higher

2015: Unmet—only 100% of students achieved a 77% or higher

2014: Unmet—only 85% of students achieved a 77% or higher

2013: Data not available.

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### **Analysis:**

There was a downward trend for both measures for SLO #3 for the 2017-2018 assessment cycle. In the 2016-2017 assessment cycle, these measures were not met. Based on the analysis of the 2016-2017 AY results, faculty determined it would be necessary to work to improve results for this outcome. Specifically, faculty were concerned with student apathy and unwillingness to submit all assignments and/or to submitting assignments in a timely manner. Faculty have been diligent in posting reminders to students about upcoming due dates. This has had some, but not complete success.

**Measure A: Case Study:** For the 2017-2018 assessment cycle, this measure remained unmet, and students were not successful for the following reasons:

2-did not submit assignment; 1-submitted assignment late; 1-submitted incomplete assignment. Students not submitting the assignment accounted for 50% of the students who were unsuccessful. In upcoming years, students not submitting the assignment will be excluded from the data set to provide an accurate assessment of student learning. In analyzing the results for this measure, there was no issue identified since the low scores on the assignment were due to being submitted late or incomplete.

**Measure B: Leadership Challenge:** For the 2017-2018 assessment cycle, there was a significant decline in meeting this benchmark. The students were not successful for the following reasons:

6-did not submit assignment; 5 scored below 77. Again, students not submitting the assignment were a factor in the results. Students not submitting the assignment will be excluded from the data set in upcoming years in order to have an accurate assessment of students' ability to employ critical thinking skills with regard health care related problems. Faculty will continue to stress the importance of submitting assignments. However, there were several other issues identified. In looking at the students who scored below the 77, the most common errors were not understanding the assignment requirements (4 of 5), not including the required number of references (4 of 5), writing mechanics/APA format (4 of 5). Due to the numerous student deficiencies identified, it is clear that the assignment needs revision. First, the instructions will be refined to provide more clarity. Second, the rubric will be redesigned to provide students with more information regarding the expectations for the assignment. This year the course was taught by 2 different faculty—1 full-time faculty member and 1 adjunct. In looking at how the current rubric was applied to the assignment, it was evident that it was interpreted differently by the 2 faculty. This is another demonstration of the need to revise the rubric to provide more detail and clarity—for faculty and students. Finally, material will be added to the module to provide more instruction regarding appropriate references and correct APA format.

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**Action Plan:** While the results for the 2017-2018 assessment cycle are not the same as the 2016-2017 assessment cycle, one of the main issues identified for both assessment cycles was students not submitting work. Based on the analysis of the 2017-2018 AY results, faculty will continue to provide reminders and prompts to students to submit work in a timely manner, but these students will be excluded from the data in upcoming years. This will help faculty to get an accurate assessment of student learning. Additionally, for Measure B, an action plan will be implemented to improve the instructions, rubric, and learning materials associated with this assignment.

### **Decisions:**

In terms of students' ability to utilize critical skills to resolve health care related problems, evidence shows a decrease for the measures used to assess this SLO. Some of the decrease is due to students not submitting or submitting late assignments, but there were other issues identified as well. Based on the analysis of the 2017-2018 AY results the following actions will be implemented in the 2018-2019 AY:

- Exclude students who do not submit assignments from data set to get an accurate assessment of student critical thinking skills.
- Revise instructions, rubric, and learning materials for ALHE 4600 Leadership Challenge.
- Add additional instructional materials to ALHE 4600 regarding APA format and references.
- Continue to remind students to submit work in a timely manner.

These actions will improve students' ability to utilize critical skills to resolve health care related problems.

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Student Learning Outcome	Tool	Benchmark	Results					Met/ Unmet	
				2017	2016	2015	2014		2013
IV. Utilize informatics and its role within healthcare arenas	A. Informatics project (ALHE 4230) spring	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Unmet
			N	29	28	19	20	16	
			Mean	89.3	92.3	81.7	87.25	87.8	
			Range	30-100	30-100	50-100	0-100	0-100	
			%	94	93	95	95	94	
	#not meeting	2	2	1	1	1			
	B. Discussion Forum #5 “The role of technology within health care fields” (ALHE 4230) spring	100% of students will achieve a score of 77 or higher.		2017	2016	2015	2014	2013	Met
			N	29	28	19	20		
			Mean	98.4	99.1	91.8	88.5		
			Range	85-100	88-100	60-100	0-100		
%			100	100	95	95			
#not meeting	0	0	1	1					

### SLO 4: Utilize informatics and its role within healthcare arenas.

#### Findings:

##### Measure A: ALHE 4230 Informatics Project

2017: Unmet—94% of students achieved a 77% or higher

2016: Unmet—93% of students achieved a 77% or higher

2015: Unmet—only 95% of students achieved a 77% or higher

2014: Unmet—only 95% of students achieved a 77% or higher.

2013: Unmet—only 94% of students achieved a 77% or higher

##### Measure B: ALHE 4230 Discussion 5

2017: Met—100% of students achieved a 77% or higher

2016: Met—100% of students achieved a 77% or higher

2015: Unmet—only 95% of students achieved a 77% or higher

2014: Unmet—only 95% of students achieved a 77% or higher

2013: Data not available.

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### **Analysis:**

The results for the 2017-2018 assessment cycle are similar to the results for the 2016-2017 assessment cycle. In the 2016-2017 AY, Measure A was unmet, while Measure B was met. Based on the analysis of the 2016-2017 AY results the faculty revised the instructions to the ALHE 4230 Informatics Project to provide more guidance to the student as to what to include in this assignment. This provided marginal improvement, but the 2017-2018 results indicated that there was room for improvement. With some adjustments in the instructions and resources provided, faculty feel that the benchmarks can be met in the upcoming year.

**Measure A: ALHE 4230 Informatics Project:** While there was slight increase in the 2017-2018 assessment cycle in the percentage of students who achieved a 77% or higher on this project, the measure remained unmet. The students were not successful for the following reasons:

One of the students who scored below the 77% threshold did not submit a PowerPoint presentation, which accounted for 50% of the overall grade. The other student submitted a poorly prepared PowerPoint presentation that did not address many of the requirements of the presentation. Also, the second student plagiarized portions of the research paper, which accounted for 50% of the overall grade.

While most students successfully submitted both the research paper and PowerPoint portions of the project, the faculty member will place a greater emphasis on the inclusion of both parts of the project in upcoming semesters. Also, while most students scored above the 77% threshold, it was discovered that many of the students still missed portions of either the research paper or PowerPoint. Specifically, several students did not address the case study portion of research paper, which is meant to have students apply real-world examples of how informatics improved their individual allied health specialty. Also, many students failed to incorporate technology links within their PowerPoints, which was one of the requirements of the presentation. Based on the analysis of the 2017-2018 AY results, the faculty will incorporate new strategies to enable students to see the connection between informatics and their health care specialties. First, while a generic PowerPoint is provided for students to use as an example, the instructor will provide more specific examples for students to follow for this project. Second, the instructor will provide examples of case studies for students to help reinforce the connection between informatics and health care. Finally, the instructor will provide strategies of the types of technology links to include in the presentation (YouTube, websites, etc.) and instructions on how to embed these links into the presentation themselves.

**Measure B: ALHE 4230 Discussion 5:** For the second assessment cycle, this measure was met, with 100% of the students scoring a 77% or above on this discussion forum.

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While this measure was met in the 2017-2018 assessment cycle, it is important to consistently emphasize its importance in connecting the role of informatics and health care. This discussion forum asks the student to consider his/her individual specialty and how the uniqueness would affect the implementation of a hospital-wide informatics system. This discussion is meant to provoke thought among the students; both in terms of their specialties, and by understanding the perspectives of fellow students working in different health care specialties. Based on the analysis of the 2017-2018 AY results and the need to ensure continuous improvement in healthcare using informatics, the instructor will do two things. First, in the weeks leading to this discussion, the instructor will emphasize how informatics is used in health care, and how informatics systems are implemented in the health care setting. Also, the instructor will provide examples of how the uniqueness of different specialties can affect that implementation. Second, the instructor will provide feedback after the discussion directing the students to better understand the interdependence of informatics and the different health care specialties, with a particular acknowledgment of how some specialties may present obstacles to the implementation of an informatics system, and how those obstacles can be overcome.

**Action Plan:** While the results for the 2017-2018 assessment cycle are similar and slightly improved over the 2016-2017 assessment cycle, there is still room for refinement. For this measure, students not submitting or submitting work late was not an issue. However, to be consistent throughout the assessment these students will be excluded from the data in upcoming years. This will assure an accurate assessment of student learning. For the ALHE 4230 Informatics Project (measure A), specific examples of requirements for the project, resources to improve student comprehension of informatics, and electronic resources will be added. For the ALHE 4230 Discussion 5 (measure B), the instructor will provide more instruction prior to the assignment and more detailed feedback on submissions.

### **Decisions:**

In terms of students' ability to utilize informatics and its role within healthcare arenas, evidence shows a slight increase for the measures used to assess this SLO. However, faculty felt some minor improvements are warranted in order to completely meet the benchmark. Based on the analysis of the 2017-2018 AY results, the following actions will be implemented in the 2018-2019 AY:

- Exclude students who do not submit assignments from data set to get an accurate assessment of student understanding of informatics.
- Add examples and electronic resources for assignments.
- Provide more detailed instructor feedback.
- Continue to remind students to submit work in a timely manner.

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These actions will improve students' ability to utilize informatics and its role within healthcare arenas.

### **Summary of 2017-2018 Assessment for the Bachelor of Applied Science in Allied Health (BASAH)**

The assessment of the student learning outcomes for the BASAH program revealed some useful results. There was a decrease in achievement for 3 of the 4 SLOs for the BASAH program this year. However, an important take away from this analysis was that the data was not providing a clear picture of student achievement or non-achievement since students who were submitting assignments late or not at all were included in the data set. Moving forward, students who do not submit assignments will be excluded from the data for analysis. It is important to note, that even if those students were excluded this year, there were still many areas identified for improvement.

While this year's results are certainly not stellar, there are still many changes that have been implemented in the program that are expected to have a positive result. First, faculty decided this year that the grading scale for the ALHE program needed to be revised. The original 7-point grading scale was implemented at the inception of the program. This was the grading scale that is used for the Bachelor of Science in Radiologic Sciences (BSRS) program—the first program in the School of Allied Health. The BSRS program is an entry level program for entrance into the field of radiologic technology. The grading scale for that program is more stringent because students are being prepared for a certification exam upon completion of the program. Since the BASAH program is a completion program and students are already certified healthcare professionals, the more stringent grading scale is not necessary. Therefore, the BASAH program will be moving to a traditional 10-point scale for the next assessment cycle.

Along with the change in the grading scale, the BASAH assessment committee decided to reexamine the benchmarks for the SLOs for the assessment plan. Again, the original benchmarks were based on the 7-point grading scale with the 77% representing the lowest C possible. With the new grading scale, the lowest C would be a 70%. Therefore, the benchmarks will be adjusted to coincide with the grading scale.

### **Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results**

As always, continuous improvement is a focus for the program. With the focus of continuous improvement there have been numerous changes that have been implemented throughout the program in an attempt to positively affect student learning. Most of these changes were brought about through the assessment process. Below are some examples of the changes that have occurred during the 2017-2018 assessment cycle related to the student learning outcomes for the BASAH program:

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- SLO 1: Synthesize communication strategies in a healthcare environment.
  - ALHE 4900 Portfolio Project rubric revised to better evaluate students' communication.
  - Identified student learning resources for ALHE 3840 course revision.
  - More written assignments added to courses throughout the program to improve written communication.
  - Narrated PowerPoint assignments added to some courses to provide students with experiences giving oral presentations.
  - Additional resources focused on identified deficiencies related to communication have been added to courses.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
  - Updated ALHE 4520 to coincide with revised textbook.
  - Added tutorials on database search methods.
  - Added electronic resources for learning about peer reviewed resources.
- SLO 3: Utilize critical thinking skills to resolve health care related problems.
  - Reflection assignments have been added to several courses to help students reflect on their learning and improve critical thinking skills.
  - Added reminders to help students with submitting assignments on time.
- SLO 4: Utilize informatics and its role within healthcare arenas
  - Revised instructions for ALHE 4230 Informatics Project to help students understand requirements.
  - Provided electronic resources describing how informatics is used in various allied health fields.
  - Added recorded lectures describing informatics terms and concepts.

### Plan of Action Moving Forward

Based on the evidence provided from the 2017-2018 assessment plan, the BASAH program will make the following changes for continuous program improvement in the 2018-2019 AY and beyond:

- SLO 1: Synthesize communication strategies in a healthcare environment.
  - Revise guidelines and rubric for ALHE 4900 Portfolio Project (measure A).

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- Faculty to work with students to assure understanding of expectations for ALHE 4900 Portfolio Project (measure A).
- Revise ALHE 3840 to utilize open resource textbook.
- Incorporate more electronic resources for student learning in ALHE 3840.
- Include new reflection activities in ALHE 38040 to improve critical thinking and communication skills.
  
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
  - Revise rubric for ALHE 4520 Peer Reviewed Article Critique (measure A) to better measure student learning.
  - Revise ALHE 4520 Quiz—Quantitative/Qualitative Research (measure B) to correlate with the current edition of the textbook.
  - Increase electronic resources available to students to assist with developing research skills.
  - Explore a new measure to replace measure B and provide more information related to student research skills.
  
- SLO 3: Utilize critical thinking skills to resolve health care related problems.
  - Revise instructions, rubric, and learning materials for ALHE 4600 Leadership Challenge.
  - Add additional instructional materials to ALHE 4600 regarding APA format and references.
  - Continue to remind students to submit work in a timely manner.
  
- SLO 4: Utilize informatics and its role within healthcare arenas
  - Add examples and electronic resources for assignments.
  - Provide more detailed instructor feedback.
  - Continue to remind students to submit work in a timely manner.