

Assessment Year: 2018-2019

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

BASAH Program Objectives

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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.

Student Learning Outcomes.

Student Learning Outcome	Tool	Benchmark	Results					
			2018	2017	2016	2015	2014	
I. Synthesize communication strategies in a healthcare environment.	A. Portfolio project (ALHE 4900) spring	100% of students will achieve a score of 70 or higher.	N	11	14	18	19	6
			Mean	93.45	83.1	91.9	87.1	95.8
			Range	69-100	0-100	75-100	0-100	85-100
			%	91	79	94	95	100
			#not meeting	1	3	1	1	0
	B. ALHE 3840 service-learning project fall	100% of students will achieve a score of 70 or higher.	N	20	31	27	78	14
			Mean	93.8	91.4	93.1	90.4	65.7
			Range					
			%					
			#not meeting					

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			Range	74-100	0-100	0-100	0-100	0-100
			%	100	90	96	95	71
			#not meeting	0	3	1	4	4

SLO 1: Synthesize communication strategies in a healthcare environment.

Findings:

Measure A: ALHE 4900 Portfolio Project

2018: Unmet—only 91% of students achieved a 70 or higher
 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

Measure B: ALHE 3840 Service Learning Project

2018: Met—100% of students achieved a 70% or higher
 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

Analysis: In the 2016-2017 and 2017-2018 academic years, neither of the two measures for this SLO were met. For the 2017-2018 assessment cycle, faculty continued to work on refining these two measures. For measure A, the guidelines and rubric were revised to provide more detail for students and for measure B, an open resource text book was utilized and the course was revised. Additionally, for both measures the benchmark was revised to coincide with the changes to the grading scale for the course and students not submitting the assignment were not included in the data set. For the 2018-2019 academic year, measure A was unmet and measure B was met. Both measures showed great improvement.

Measure A: ALHE 4900 Portfolio Project: 1-weak submission.

In looking at the results, there was only one student who scored below the benchmark. The submission by this student was weak overall. The faculty feel there are no changes necessary based on the results of the one student.

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Action Plan: Based on the results of the 2018-2019 AY results, faculty will monitor student progress on both assignments. Faculty will refine the strategies that have been added to the course in past semesters to assure students continue to demonstrate success on these measures.

Decisions:

In terms of students' ability to synthesize communication strategies in the healthcare environment, evidence shows an increase for the measures used to assess this SLO. Based on the results of the 2018-2019 AY results, the following actions will be implemented in the 2019-2020 AY:

- Evaluate strategies implemented in ALHE 4900 and ALHE 3840
- Faculty will work with students to assure understanding of expectations for ALHE 4900 Portfolio Project (measure A).
- Incorporate more electronic resources for student learning in ALHE 3840.

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

Student Learning Outcome	Tool	Benchmark	Results					
			2018	2017	2016	2015	2014	
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 70 or higher.	N	15	11	15	85	20
			Mean	91.3	73.5	96.7	79	80.85
			Range	50-100	0-100	95-100	0-100	0-100
			%	93	73	100	92	
			#not meeting	1	3	0	7	
	B. Module 2 Quiz: "Introduction to Quantitative & Qualitative	100% of students will achieve a score of 70 or higher.	N	15	11	15	85	20
			Mean	83.3	78.6	89.7	80.6	91.25
			Range	70-100	0-100	70-100	0-100	80-100
			%	100	64	87	89	100

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	Research” (ALHE 4520) fall		#not meeting	0	4	2	9	0
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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

2018: Unmet—only 93% of students achieved a 70% or higher
 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.

Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research

2018: Met—100% of students achieved a 70% or higher
 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

Analysis: In 2016-2017 AY, one of the measures for this SLO was met, and one was not and in the 2018-2018 AY, both measures were unmet. Based on the results of the 2016-2017 and 2017-2018 AY results significant revisions were made to ALHE 4520. In the 2018-2019 AY, there was an upward trend for both measures for SLO #2.

Measure A: ALHE 4520 Peer Reviewed Article Critique: In the 2016-2017 and 2017-2018 AY, this measure was not met. Faculty were diligent in assuring that changes were implemented in this course to change this negative trend. Although this measure was unmet again in 2018-2019 AY, there has been significant improvement. The average score on the assignment increased by over 17 points and only 1 student did not meet the benchmark. The student not meeting the benchmark was due to only a partial assignment being submitted.

Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research: In the 2016-2017 and 2017-2018 AY, this measure was not met. Faculty made extensive revisions to this measure to assure it coincided with the textbook as well as the intended information being assessed. In the 2018-2019 AY, this measure was met. Additionally, the average scored

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increased by over 4 points. While this is some improvement, faculty will evaluate this measure again in the next assessment cycle to assure that the positive trend continues.

Action Plan: For the 2018-2019 assessment cycle, there was significant improvement for this SLO. However, faculty feel additional strategies are necessary to continue this trend.

The ALHE 4520 Peer Reviewed Article Critique (measure A) rubric was revised to more clearly articulate expectations for the assignment. In the upcoming year, student will no longer select their own articles for this assignment. The articles will be pre-selected by the instructor to assure that they are appropriate for the critique. The ALHE 4520 Quiz—Quantitative/Qualitative Research (measure B) was revised to coincide with the current edition of the textbook. Additionally, more electronic resources were added to the course to help increase student learning and assist with developing research skills. Moving forward, faculty will be revising the course to use online open resources in place of the current textbook. While this will be a big change, it is not expected to affect the either of the measures used for the assessment of this SLO.

Decisions: In terms of students' ability to utilize research skills for the practice of evidence-based healthcare, evidence shows an increase for the measures used to assess this SLO. Based on the analysis of the 2018-2019 AY results, the following actions will be implemented in the 2019-2020 AY:

- Use pre-selected articles ALHE 4520 Peer Reviewed Article Critique (measure A) to assure content is appropriate for the assignment.
- Increase electronic resources available to students to assist with understanding research material.
- Revise course to use online open resources in place of the current textbook.

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

Student Learning Outcome		Tool	Benchmark	Results				
				2018	2017	2016	2015	2014
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 70 or higher.	N	31	21	38	39	22
			Mean	93.45	82.0	80.6	92.9	91.8
			Range	72-100	0-100	0-100	30-100	0-100

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	B. Leadership challenge assignment (ALHE 4600) fall	100% of students will achieve a score of 70 or higher.	%	100	81	84	95	95
			#not meeting	0	4	6	2	1
				2018	2017	2016	2015	2014
			N	14	37	21	31	13
			Mean	91.9	71.3	92.9	90.1	80.3
			Range	83-100	0-98	83-97	80-100	0-100
			%	100	70	100	100	85
			#not meeting	0	11	0	0	2

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

Findings:

Measure A: ALHE 4630 Case Study

2018: Met—100% of students achieved a 70% or higher
 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

Measure B: ALHE 4600 Leadership Challenge

2018: Met—100% of students achieved a 70% or higher
 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

Analysis: There was an upward trend for both measures for SLO #3 for the 2018-2019 assessment cycle and both measures met the benchmark. In the past 2 assessment cycles, these measures were not met. Based on the analysis of the last two years' results, faculty implemented several strategies. First, 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

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in posting reminders to students about upcoming due dates. Also, the rubric and instructions for the case study in ALHE 4600 was revised to help improve student understanding of the expectations.

Measure A: Case Study: For the 2018-2019 assessment cycle, there was an increase of over 11 points on the average score and all students met the benchmark. The rubric and instructions for this assignment were revised to help students better understand the expectations for this assignment. Faculty will continue to assess the changes made to the course to assure that student outcomes continue to be positive.

Measure B: Leadership Challenge: For the 2018-2019 assessment cycle, there was a significant increase in meeting this benchmark. The average score improved over 20 points and all students achieved the benchmark. Last year the assignment and rubric to grade the assignment underwent significant revision. Additionally, learning materials were added to the course. A new course shell with resources for BASAH students was created to assist students throughout the BASAH program. The BASAH resources course shell now includes tutorials and other learning materials to assist students with APA format. To assure that this measure continues to remain positive, faculty will assess this outcome in the next assessment cycle.

Action Plan: The results for the 2018-2019 assessment cycle were greatly improved from the 2017-2018 assessment cycle. Faculty implemented several strategies in the last two assessment cycles to help improve the results for these measures. Faculty provide reminders and prompts to students to submit work in a timely manner. Additionally, for Measure B, faculty revised the instructions, rubric, and learning materials associated with this assignment. Moving forward, faculty will continue to evaluate the strategies that were implemented to assure that students continue to demonstrate achievement of the benchmarks. Additionally, ALHE 4600 will be revised to use online open resources in place of the current textbook. This change is not expected to affect measure B for this SLO.

Decisions: In terms of students' ability to utilize critical skills to resolve health care related problems, evidence shows a significant increase for the measures used to assess this SLO. Based on the analysis of the 2018-2019 AY results the following actions will be implemented in the 2019-2020 AY:

- Evaluate the revised instructions, rubric, and learning materials for ALHE 4600 Leadership Challenge.
- Remind students to submit work in a timely manner.
- Revise ALHE 4600 to use online open resources in place of the current textbook.

These actions will allow students to demonstrate their ability to utilize critical skills to resolve health care related problems.

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Student Learning Outcome	Tool	Benchmark	Results					Met/ Unmet	
			2018	2017	2016	2015	2014		
IV. Utilize informatics and its role within healthcare arenas	A. Informatics project (ALHE 4230) spring	100% of students will achieve a score of 70 or higher.	N	28	29	28	19	20	
			Mean	95.32	89.3	92.3	81.7	87.25	
			Range	75-100	30-100	30-100	50-100	0-100	
			%	100	94	93	95	95	
			#not meeting	0	2	2	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 70 or higher.	N	26	29	28	19	20	
			Mean	99.81	98.4	99.1	91.8	88.5	
			Range	95-100	85-100	88-100	60-100	0-100	
			%	100	100	100	95	95	
			#not meeting	0	0	0	1	1	

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

Findings:

Measure A: ALHE 4230 Informatics Project

2018: Met—100% of students achieved a 70% or higher
 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.

Measure B: ALHE 4230 Discussion 5

2018: Met—100% of students achieved a 70% or higher
 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

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Analysis: The results for the 2018-2019 assessment cycle are improved from the results for the 2017-2018 assessment cycle. For the first time in 5 years, both measures met the benchmark. Faculty feel that the changes that have been implemented in the past year have had the intended affects.

Measure A: ALHE 4230 Informatics Project: There was increase in the 2018-2019 assessment cycle and the benchmark was met. Based on the analysis of the 2017-2018 AY results, the faculty incorporated new strategies to enable students to see the connection between informatics and their health care specialties. The instructor provided more specific examples for students to follow for this project. Additionally, the instructor provided examples of case studies for students to help reinforce the connection between informatics and health care. Finally, the instructor provided 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 third assessment cycle, this measure was met. While this measure was met in the last 3 assessment cycles, 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 results, the instructor will continue with the practices that have been implemented.

Action Plan: While the results for the 2018-2019 assessment cycle the results are improved and both measures were met. However, there is still room for refinement since this is the first time that measure A has been met in the last 5 years. 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 were added, and the instructor will continue to evaluate student achievement for this measure. For the ALHE 4230 Discussion 5 (measure B), the instructor will continue with the implemented strategies.

Decisions:

In terms of students' ability to utilize informatics and its role within healthcare arenas, evidence shows an increase for the measures used to assess this SLO and the benchmarks were both met. Faculty will continue with the implemented strategies and evaluate student achievement to assure that the benchmarks are met. Based on the analysis of the 2018-2019 AY results, the following actions will be implemented in the 2019-2020 AY:

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- Continue to add examples and electronic resources for assignments.
- Provide detailed instructor feedback.
- Continue to remind students to submit work in a timely manner.

These actions will continue to allow students to demonstrate the ability to utilize informatics and its role within healthcare arenas.

Summary of 2018-2019 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 an increase in achievement for all the SLOs for the BASAH program this year with only two measures being unmet. Last year, the decision was made to exclude students who do not submit assignments from the data for analysis. This has provided a much clearer picture of student learning. Additionally, while the results are promising, there are still areas that can continue to be refined and improved.

There were many changes that were implemented in the program that provided positive results. First, faculty decided last 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 moved to a traditional 10-point scale for the last 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 were adjusted to coincide with the grading scale. These changes have allowed the program to gain a better understanding of student learning in relation to the SLOs. While the results have been positive, the faculty remain cautiously optimistic. Faculty will continue with the strategies that were implemented and evaluate students to assure the measures continue to be met or are improved.

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Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results.

Continuous improvement has always been a focus for the program. With the focus of continuous improvement there have been numerous changes that have been implemented throughout the program 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 2018-2019 assessment cycle related to the student learning outcomes for the BASAH program:

- SLO 1: Synthesize communication strategies in a healthcare environment.
 - Revised guidelines and rubric for ALHE 4900 Portfolio Project (measure A).
 - Faculty to worked with students to assure understanding of expectations for ALHE 4900 Portfolio Project (measure A).
 - Revised ALHE 3840 to utilize open resource textbook.
 - Incorporated more electronic resources for student learning in ALHE 3840.
 - Included 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.
 - Revised rubric for ALHE 4520 Peer Reviewed Article Critique (measure A) to better measure student learning.
 - Revised ALHE 4520 Quiz—Quantitative/Qualitative Research (measure B) to correlate with the current edition of the textbook.
 - Increased electronic resources available to students to assist with developing research skills.
- SLO 3: Utilize critical thinking skills to resolve health care related problems.
 - Revised instructions, rubric, and learning materials for ALHE 4600 Leadership Challenge.
 - Added additional instructional materials to ALHE 4600 regarding APA format and references.
- SLO 4: Utilize informatics and its role within healthcare arenas
 - Add examples and electronic resources for assignments.
 - Provide more detailed instructor feedback.

Plan of Action Moving Forward.

Based on the evidence provided from the 2018-2019 assessment plan, the BASAH program will make the following changes for continuous program improvement in the 2019-2020 AY and beyond:

- SLO 1: Synthesize communication strategies in a healthcare environment.
 - Continue to evaluate strategies implemented in ALHE 4900 and ALHE 3840
 - Faculty will continue to work with students to assure understanding of expectations for ALHE 4900 Portfolio Project (measure A).

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- Continue to incorporate more electronic resources for student learning in ALHE 3840.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
 - Use pre-selected articles ALHE 4520 Peer Reviewed Article Critique (measure A) to assure content is appropriate for the assignment.
 - Increase electronic resources available to students to assist with understanding research material.
 - Revise course to use online open resources in place of the current textbook.
- SLO 3: Utilize critical thinking skills to resolve health care related problems.
 - Continue to evaluate the revised instructions, rubric, and learning materials for ALHE 4600 Leadership Challenge.
 - Continue to remind students to submit work in a timely manner.
 - Revise ALHE 4600 to use online open resources in place of the current textbook.
- SLO 4: Utilize informatics and its role within healthcare arenas
 - Continue to add examples and electronic resources for assignments.
 - Provide detailed instructor feedback.
 - Continue to remind students to submit work in a timely manner.