

Assessment Cycle 2019-2020

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	Measure	Results					
			2019	2018	2017	2016	2015	
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	6	11	14	18	19
			Mean	94.5	93.45	83.1	91.9	87.1
			Range	87-100	69-100	0-100	75-100	0-100
			%	100	91	79	94	95
			#not meeting	0	1	3	1	1
	B. ALHE 3840 service Learning project fall	100% of students will achieve a score of 70 or higher.	N	6	20	31	27	78
			Mean	90.8	93.8	91.4	93.1	90.4
			Range	80-100	74-100	0-100	0-100	0-100
			%	100	100	90	96	95
			#not meeting	0	0	3	1	4

SLO 1: Synthesize communication strategies in a healthcare environment.

Findings:

Measure A: ALHE 4900 Portfolio Project

2019: Met—100% of student achieved a 70% or higher
 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

Measure B: ALHE 3840 Service Learning Project

2019: Met—100% of students achieved a 70% or higher
 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

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Analysis: For the 2018-2019 academic year, measure A was unmet and measure B was met; however, both measures showed great improvement from previous years. Based on the 2018-2019 results, and to further efforts of continuous improvement, in AC 2019-2020 several changes were implemented for both measures. These included adding student resources, revised guidelines for the assignments, and implementing an open-resource textbook. As a result of these changes, the targets for both Measure A and Measure B were met.

Measure A: ALHE 4900 Portfolio Project: In 2019-2020 AC, the measure was met. This was the first year that the measure was met. However, there was a small sample size (n=6) for this assessment cycle. Due to the small sample size, faculty will continue to evaluate the results in the next assessment cycle to assure student achievement for this measure.

Measure B: ALHE 3840 Service Learning Project: In the 2019-2020 AC, the measure was met. The measure for this measure was met for the second year in a row. However, there was a small sample size (n=6) for this assessment cycle. Due to the small sample size, faculty wanted to evaluate the results for another assessment cycle to assure student success with this measure.

Decisions: As a result of changes implemented in 2018-2019, both measures in 2019-2020 were met. To ensure continuous improvement in the students' ability to effectively communicate in the healthcare environment, however, faculty made the decision to make some changes to the current course structures. Specifically, faculty will research additional strategies to enhance student research skills. Faculty will also implement additional video conferencing options for students to ensure they are aware of the expectations of the portfolio.

In terms of students' ability to synthesize communication strategies in the healthcare environment, evidence shows students have met the targets. Based on the results of the 2019-2020 AC results, the following actions will be implemented in the 2020-2021 AC:

- Research various strategies for student research and implement in ALHE 4900 and ALHE 3840.
- Review expectations for portfolio project (measure A) and service learning project (measure B) with students using video conferencing.

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

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Student Learning Outcome	Tool	Measure	Results					
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.		2019	2018	2017	2016	2015
			N	11	15	11	15	85
			Mean	88.5	91.3	73.5	96.7	79
			Range	60-100	50-100	0-100	95-100	0-100
			%	91	93	73	100	92
			#not meeting	1	1	3	0	7
	B. Module 2 Quiz: “Introduction to Quantitative & Qualitative Research” (ALHE 4520) fall	100% of students will achieve a score of 70 or higher.		2019	2018	2017	2016	2015
			N	11	15	11	15	85
			Mean	97.3	83.3	78.6	89.7	80.6
			Range	90-100	70-100	0-100	70-100	0-100
			%	100	100	64	87	89
			#not meeting	0	0	4	2	9

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

2019: Unmet—only 91% of students achieved a 70% or higher
 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

Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research

2019: Met—100% of students achieved a 70% or higher
 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

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Analysis: In 2018-2019, Measure A was unmet, while Measure B was met. Measure A has only been met once in 5 years for this SLO. However, measure B has been met for 2 consecutive years. To drive change for the 2019-2020 academic year, several changes were implemented for both measures. These included the revision of a course to be a multidisciplinary offering and using more online material to supplement class material. The results of these changes were that while Measure A remained unmet, the number of students not meeting the measure remained low. The results of the changes in 2018-2019 were that this measure remained met.

Measure A: ALHE 4520 Peer Reviewed Article Critique: As a result of changes, this measure was unmet in 2019-2020. In the last 5 years, this measure was met only one time. However, many changes have been implemented to improve student outcomes related to this measure. During 2018-2019 AC, only 1 student did not meet the measure, due to not including all of the required components in the assignment. The same is true for 2019-2020 AC. Faculty have worked to improve student success related to this measure, and there have been improvements with only one student each year in the last two years not meeting the measure. For the spring semester of 2020, the course has been completely redesigned to create an interdisciplinary course that will include allied health and nursing students. These changes are expected to have a positive impact on student learning.

Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research: As a result of implemented changes, this measure was met in the 2019-2020 AC. Faculty had redesigned the course to eliminate the use of a textbook and are now using online resources exclusively to present the content. It appears that students AC be more engaged with the learning materials that are being used to present this material and therefore students have shown continued improvement related to this measure.

Decisions: For the 2019-2020 assessment cycle, there was some improvement for this SLO. To drive continuous improvement for this SLO, however, the faculty have decided to make some additional changes. First, the course has been redesigned to create an interdisciplinary course that is intended to include nursing and allied health students. The redesign and inclusion of other healthcare disciplines necessitated changes to course. Some assignments were revised or eliminated. Additionally, the nursing programs use measures from this course to evaluate SLOs for their programs as well.

The ALHE 4520 Peer Reviewed Article Critique (measure A) will be eliminated. Another assignment has been chosen to evaluate this SLO for the 2020-2021 A.C In the next assessment cycle, the poster or presentation assignment for the course will be used to assess student learning. Faculty felt that this new assignment would be a good reflection of student ability to use research skills for evidence-based practice. The ALHE 4520 Quiz—Qualitative/Quantitative Research

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(measure B) will continue to be used to measure this SLO. In the course redesign, this measure is now assessed in module 6 in the course. As was stated earlier, the content for this module is presented using online resources that are intended to engage students while learning the material.

In terms of students' ability to utilize research skills for the practice of evidence-based healthcare, evidence shows similar results to last year with one measure being unmet and one met. Based on the analysis of the 2019-2020 AC results, the following actions will be implemented in the 2020-2021 AC:

- Revise ALHE 4520 to become interdisciplinary course for nursing and allied health majors.
- Use new measure (poster or presentation) for measure A.
- Use additional online open resources.

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	Measure	Results					
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.		2019	2018	2017	2016	2015
			N	22	31	21	38	39
			Mean	92.72	93.45	82.0	80.6	92.9
			Range	75-100	72-100	0-100	0-100	30-100
			%	100	100	81	84	95
			#not meeting	0	0	4	6	2
	B. Leadership challenge assignment (ALHE 4600) fall	100% of students will achieve a score of 70 or higher.		2019	2018	2017	2016	2015
			N	15	14	37	21	31
			Mean	87.5	91.9	71.3	92.9	90.1
			Range	75-97	83-100	0-98	83-97	80-100
			%	100	100	70	100	100
			#not meeting	0	0	11	0	0

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

Findings:

Measure A: ALHE 4630 Case Study

2019: Met—100% of students achieved a 70% or higher
 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

Measure B: ALHE 4600 Leadership Challenge

2019: Met—100% of students achieved a 70% or higher
 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

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Analysis: In 2018-2019, both measures were met. Despite positive results, however, and to ensure continued improvement, faculty implemented several changes for the 2019-2020 cycle. Faculty had implemented several strategies to help improve student achievement in relation to using critical thinking to resolve healthcare problems. The strategies included frequent video conferences throughout the course to remind students of assignment expectations and to remind students to submit assignments in a timely manner. Further, the guidelines were revised, and rubrics were updated to improve student understanding of expectations. Faculty feel that the changes made have been successful and will evaluate the data next year to assure that students continue to show achievement using critical thinking to resolve healthcare problems. The results of these changes had a direct impact on the students' ability to utilize critical thinking skills to resolve health care related problems

Measure A: Case Study: For the 2019-2020 AC, and as a result of 2018-2019 changes, the measure was met. Despite these encouraging results, and in an effort to drive continuous improvement, faculty decided to implement multiple video conference dates throughout the course to ensure students fully understood the expectations of the assignment.

Measure B: Leadership Challenge: For the 2019-2020 assessment cycle, this measure was met for the second year. Results were similar to the results of the 2018-2019 assessment cycle. Faculty are happy with the progress that has been made for this measure. In an effort to drive continuous quality improvement in the course, however, ALHE 4600 is undergoing a redesign and more clarification and links will be added to help with student understanding.

Decisions: Based on the results of the AC 2019-2020 results, and to drive continued improvement in this SLO, faculty will add several components to the course. First, faculty will add synchronous video conferences throughout the semester to ensure that students are fully aware of assignment expectations. These video conferences also serve a method of student engagement throughout the course. Further, these video conferences will be recorded for students who are unable to attend. Faculty will also seek new scenarios for case studies to ensure that students are using the most current literature available regarding healthcare leadership and management. Also, faculty will research prior continue to monitor student progress on both assignments.

In terms of students' ability to utilize critical skills to resolve health care related problems, evidence shows that both measures were met demonstrating student achievement for this SLO. Based on the analysis of the AC 2019-2020 results the following actions will be implemented in the AC 2020-2021:

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- Add synchronous video conferences throughout the course to ensure that students are fully aware of assignment expectations and to allow for more student engagement. These video conferences will be recorded for students unable to attend live sessions.
- Faculty will implement new scenarios for case studies that reflect the most current literature in healthcare leadership and management.

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

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Student Learning Outcome	Tool	Measure	Results					
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.		2019	2018	2017	2016	2015
			N	12	28	29	28	19
			Mean	95.25	95.32	89.3	92.3	81.7
			Range	71-100	75-100	30-100	30-100	50-100
			%	100	100	94	93	95
			#not meeting	0	0	2	2	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.		2019	2018	2017	2016	2015
			N	13	26	29	28	19
			Mean	100	99.81	98.4	99.1	91.8
			Range	100	95-100	85-100	88-100	60-100
			%	100	100	100	100	95
			#not meeting	0	0	0	0	1

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

Findings:

Measure A: ALHE 4230 Informatics Project

2019: Met—100% of students achieved a 70% or higher
 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

Measure B: ALHE 4230 Discussion 5

2019: Met—100% of students achieved a 70% or higher
 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

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Analysis: In 2018-2019, both measures for SLO 4 were met for the second year in a row. At that time, faculty felt that the changes that had been implemented in the previous assessment cycles had the intended effects. To continue to drive positive changes regarding this important assessment, however, faculty continued to implement changes. Specifically, for Measures A and B, faculty provided more project examples within the courses and additional online resources to help with student understanding.

Measure A: ALHE 4230 Informatics Project: As a result of the changes in 2018-2019 AC, this measure was met in the 2019-2020 AC. These results are similar to the results from the previous two assessment cycles and are thought to be the product of continued refinement of the assignment.

Measure B: ALHE 4230 Discussion 5: As a result of changes in the 2018-2019 AC, this measure was met in the 2019-2020 AC. These results are similar to the results of the previous four assessment cycles and are thought to be the product of continued refinement of the assessment tool.

Decisions: The results for the 2019-2020 assessment cycle are consistent with the results from the 2018-2019 assessment cycle. In addition to the strategies implemented in previous years, and to assure continued student achievement in relation to this student learning outcome, however, faculty have decided to implement additional methods of student engagement for this SLO.

In 2019-2020, faculty will implement periodic synchronous video conferences with students to ensure that students are fully aware of the expectations of the project. These video conferences will be recorded for students unable to attend the live conference. Further, faculty will post exemplars of previous projects to ensure students have a better understanding of that constitutes a quality project. Continue with the implemented strategies and evaluate student achievement to assure that the measures continue to be met. Based on the analysis of the 2019-2020 AC results, the following actions will be implemented in the 2020-2021 AC:

- Participate in multiple, synchronous video conferencing to provide guidance to students and to allow for more student engagement.
- Provide project exemplars for student to have a better reference for quality projects.

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

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Summary of 2019-2020 Assessment for the Bachelor of Applied Science in Allied Health (BASAH)

The assessment of the student learning outcomes for the BASAH program showed progress that has been made as well as areas that need continued improvement. Three of the four student learning outcomes met the measures for the program. There was only one measure that did not meet the measure. SLO 1 was met for the first time in 5 years this year. Additionally, SLO 3 and SLO 4 has consistent results from the previous year. SLO 2 had one measure that did not meet the measure.

Faculty implemented targeted strategies for measures that did not meet the measure in the previous assessment cycle. For SLO 1, SLO 3, and SLO 4 these strategies resulted in achievement of the measures for the measures. Faculty will continue to use the strategies that were used and evaluate the student learning outcomes to confirm student success in relation to these student learning outcomes. Faculty are optimistic that students will have success in the future for these student learning outcomes. However, faculty will implement new approaches to secure student achievement of unmet measures and maintain or improve attainment of measures that were met.

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 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 2019-2020 assessment cycle related to the student learning outcomes for the BASAH program:

- SLO 1: Synthesize communication strategies in a healthcare environment.
 - Evaluation of previous strategies implemented in ALHE 4900 and ALHE 3840.
 - Provided students with clear explanations of expectations for ALHE 4900 portfolio project.
 - Continued incorporation of electronic resources for student learning in ALHE 3840.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
 - Used pre-selected articles ALHE 4520 Peer Reviewed Article Critique (measure A) to assure content was appropriate for the assignment.
 - Increased electronic resources available to students to assist with understanding research material.
 - Revised course to use online open resources in place of the current textbook.
- SLO 3: Utilize critical thinking skills to resolve health care related problems.
 - Evaluated the revised instructions, rubric, and learning materials for ALHE 4600 Leadership Challenge.
 - Reminded students to submit work in a timely manner.
 - Revised ALHE 4600 to use online open resources.

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- SLO 4: Utilize informatics and its role within healthcare arenas
 - Added examples and electronic resources for assignments.
 - Provided detailed instructor feedback.
 - Reminded students to submit work in a timely manner.

Plan of Action Moving Forward. Based on the evidence provided from the 2019-2020 assessment plan, the BASAH program will make the following changes for continuous program improvement in the 2020-2021 AC and beyond:

- SLO 1: Synthesize communication strategies in a healthcare environment.
 - Research various strategies for student research and implement in ALHE 4900 and ALHE 3840.
 - Review expectations for portfolio project (measure A) and service learning project (measure B) with students using video conferencing.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
 - Revise ALHE 4520 to become interdisciplinary course for nursing and allied health majors.
 - Use new measure (poster or presentation) for measure A.
 - Use additional online open resources.
- SLO 3: Utilize critical thinking skills to resolve health care related problems.
 - Add synchronous video conferences throughout the course to ensure that students are fully aware of assignment expectations and to allow for more student engagement.
 - Add updated scenarios for case study assignments. These updated scenarios will be reflective of current healthcare leadership and management literature.
- SLO 4: Utilize informatics and its role within healthcare arenas
 - Add synchronous video conferencing to provide guidance to students and to allow for more student engagement.
 - Provide project exemplars for student to have a better reference for quality projects.