

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: Bachelor of Applied Sciences (BAS) in Health Services **Contact Name and Email:** Maureen Johnson
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Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

<p>a. What learning outcomes did you assess this year? If this is a graduate program, indicate the <u>Graduate Student Learning Outcome*</u> each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>Students assess community health needs and provide report (1.1) Assessed Fall 2015</p>	<p>(1) <i>Community Health Assessment:</i> Students in AHS 220 analyzed health indicators from communities and wrote a report summarizing the findings. This 2-3 page writing assignment was completed individually. Students selected one of the 10 Leading Healthy People 2020 Indicators from <u>www.healthypeople.gov</u>. In particular, each student: 1) briefly described a health problem indicating the “burden of disease” including morbidity and mortality and changes that have occurred in recent years; 2). described the course of the disease or condition using the</p>	<p>Expectation: 80% of the students complete project with a C or better</p>	<p>Only 6/15 (40%) students earned a C or better but 7 more earned a C-. One student did not complete the assignment, and one student failed because he/she did not use any citations in entire paper (plagiarism). Plan: The instructor is revamping the class over the summer (Summer 2016) but will be including this same assignment next year. More direction for the assignment will be given in future and an example paper will be available for students to explore.</p>	<p>(1)J. Rees collected and analyzed the results. (2) Results have not yet been shared with the program's faculty.</p>

	<p>concepts of incidence, prevalence and case-fatality; 3). identified at least two at-risk groups; 4). identified four options for potential interventions to address the problem. Identified the prevention level of the intervention, target group (age, gender, race) and details on the delivery of the intervention (educational strategies, programs); and 5). selected 2 to 3 that he/she identified as most effective.</p> <p>(2.) N/A</p>			
<p>2. Students compare health indicator data to health programs offered in the community (1.2)</p> <p>Not assessed</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>
<p>3. Students help identify health needs and write the needs assessment section of a grant proposals (1.3)</p> <p>Assessed Fall 2015</p>	<p>(1). Grant Proposal – Needs Assessment Section Students in AHS 414 wrote a grant proposal. The needs assessment of this assignment was used to assess this outcome.</p> <p>(2) N/A</p>	<p>80% of the students complete the evaluation section of the proposal with a C or better.</p>	<p>81% completed the needs assessment with a C or better. It was not 100% because 3 people did not complete the assignment.</p>	<p>(1) J. Rees collected and analyzed the results.</p> <p>(2) Results have not yet been shared with the program’s faculty.</p>
<p>4. Students summarize findings from health assessments and other projects (2.1)</p> <p>Assessed Fall 2015</p>	<p>(1). AHS 340 Investigation Project - In AHS 340, students worked in groups to generate a research question and collect and analyze data used to measure the variables in</p>	<p>80% of the students complete project with a C or better</p>	<p>11 out of 13 (84.62%) students completed the assignment with a C or better. Two students did not complete the assignment.</p>	<p>(1)M. Johnson collected and analyzed the results.</p> <p>(2)Results have not yet been shared with the program’s faculty.</p>

	<p>their research question. Students reported on outcomes specific to their research question. (2). N/A</p>			
<p>5. Students plan and write the goals and objectives and program description section of a grant proposal (2.2)</p> <p>Assessed Fall 2015</p>	<p>1). Grant Proposal – Goals and Objectives and Program Description Sections: Students in AHS 414 wrote a grant proposal. Students plan and write the goals and objectives and program description section of a grant proposal (2) N/A</p>	<p>80% of the students complete project with a C or better</p>	<p>81% completed the needs assessment with a C or better. It was not 100% because 3 people did not complete the assignment.</p>	<p>(1) J. Rees collected and analyzed the results. (2) Results have not yet been shared with the program’s faculty.</p>
<p>6. Students implement a community program and provide report including a reflection (3.1)</p> <p>Not assessed</p>	<p>(1). This outcome has not been measured this year. A new outcome will be established for this course.</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>	<p>This outcome has not been measured this year. A new outcome will be established for this course.</p>
<p>7. Students design a study, collect, analyze, and interpret the data (4.1)</p> <p>Assessed Spring 2016</p>	<p>(1) Research Project - In AHS 341-001, students created a brief survey and collect data from at least 10 people and they will conduct a qualitative observation and document findings. (2) N/A</p>	<p>50% of students will receive a 90% or better on the assignment.</p>	<p>50% of students received a 90% or better on the assignment.</p>	<p>(1)D. Doss reviewed and analyzed data. (2)Results have not been shared with faculty at this point.</p>
<p>8. Students design an evaluation plan for the proposed program described in the grant proposal (4.2)</p> <p>Assessed Spring 2016</p>	<p>1). Grant Proposal – Evaluation Section: In AHS 414, students wrote a grant proposal. Students plan and write the evaluation section of a grant proposal (2) N/A</p>	<p>80% of the students complete the evaluation section of the proposal with a C or better</p>	<p>77% of students completed the assignment with a C or better. Two students did not complete the assignment. Plan: Reminders will be sent out to students about due dates so they complete the assignment on time.</p>	<p>(1) J. Rees collected and analyzed the results. (2) Results have not yet been shared with the program’s faculty.</p>

<p>9. Students write a paper and present it addressing a specific challenge and possible solution (5.1)</p>	<p>(1.) Health Policy Brief- In AHS 444, students wrote a health policy brief which includes the following elements:</p> <ul style="list-style-type: none"> a. Description of a selected public health, health administration or health services issue (e.g. Meaningful Use, HIPAA, ACA, etc.) b. Explanation of the importance of this issue c. Identified need for change d. Identified solution to leverage change (with explanation) e. Necessary resources (human, financial, partnerships, other) f. Resources (sources of information) <p>Presentation – Students will prepare a Power Point presentation of their Health Policy packet (project with multiple components) as though they were proposing it to stakeholders.</p> <p>(2)N/A</p>	<p>80% of the students receive a C or better on the paper</p>	<p>For the Health Policy Brief, 14/16 (88%) scored a C or better on the assignment. Plan: Although the goal was met, the plan is to include a rough draft of the brief, providing detailed feedback on the overall effectiveness in hopes of raising the number of students scoring a B or higher. Students presented this brief as “parts” of a whole but did not include key revisions in these parts in the final document.</p> <p>For the Health Policy Brief Presentation, 10/16 (63%) scored a C or better on the assignment. Did not meet goal. Plan: place more emphasis on presentation style and power point techniques to effectively present outcomes.</p>	<p>(1)K. Berlin collected and analyzed the results.</p> <p>(2) Results have not yet been shared with the program’s faculty.</p>
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* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

Part Two

As a result of the assessment process for the Bachelor of Applied Sciences (BAS) in Health Services program, the following points have been noted:

- 1.) Although the outcomes for the BAS in Health Services program are similar to those of the Health Sciences program, program faculty members stress the importance of delivery of content to online students. The collection of data has made it apparent several of the outcomes are not appropriate for the courses to which they are assigned. These outcomes are as follows:
 - Outcome 1.2: Students compare health indicator data to health programs offered in the community
 - Outcome 2.1: Students summarize findings from health assessments and other projects
 - Outcome 3.1: Students implement a community program and provide report including a reflection

- 2.) In light of the discoveries made from the assessment of the current outcomes, the following changes will be made:
 - The program director will work with program faculty to revise or completely change the outcomes for AHS 340, 360, and 444 so that they will be more compatible with the assessment measurement of these courses
 - The program director will communicate with program faculty about the learning outcomes earlier in the academic year

- 3.) For the 2016-2017 year, the focus will be to follow up with program faculty to ensure that they are aware of the learning outcomes of the course (particularly in cases for which different faculty are teaching the courses and may not have knowledge of the established outcomes). Furthermore, the partial or full revision of the previously mentioned outcomes (1.2, 2.1, and 3.1) will be a priority for next year's assessment.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BAS in Health Services Date: 7.26.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input checked="" type="checkbox"/> Outcomes were identified <input checked="" type="checkbox"/> Some of the outcomes are specific, measurable, program outcomes. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input checked="" type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were

<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p>	<p>assessed in this cycle.</p> <p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.</p>
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				<input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected. <input type="checkbox"/> Some data are being analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input checked="" type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important

	plans.	<input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

The outcomes are generally clear and measurable, but do you think they represent the most important things students should know/be able to do by the time they graduate? I ask because outcomes 2, 3, and 4 appear to be narrow course outcomes rather than broad program outcomes. Can you revise these so that they describe the higher-level skills students need to be able to conduct research and write grants? Also, some of the “outcomes” actually are methods. For example, for #9 (write and present a paper), I suspect the outcome really is that students will be able to analyze a significant health issue and make recommendations for its solution. Last, please list only those you did assess in the current cycle.

2. Measures & Performance Goals

The program uses five discrete, varied measures (total of eight) including a report, grant proposal, group research project, survey development/delivery, and health policy brief. Complete details are provided for most of them so that I can clearly see their connection to the outcomes. Standards for performance appear appropriate, though no evidence is shared to indicate that rubrics are used to assess performance, which suggests assessment does not result in the identification of specific strengths and weaknesses. When grades are used as performance benchmarks, I always look to see if the program has created a “key” that correlates performance to points since this suggests that 1) the grade really does reflect students’ attainment of the outcome; and 2) students receive detailed feedback that will help them improve. Last, keep in mind that you will need to develop an indirect assessment measure.

3. Results

Students assessed in this cycle met the goals associated with five of the eight measures (some are used twice). The review noted plans to address the areas for which the goals were not met. What about item #7/4.1?

4. Engagement & Improvement

Data have been collected by multiple faculty but not shared yet. Be sure to provide an update on this conversation in next year’s report. While Part Two is brief, it provides some important information: The program seeks to ensure that online and face-to-face students have comparable learning experiences; it reviews learning outcomes regularly; and it recommends changes based on assessment information. Be sure to say more about student performance overall, as well as about the impact of previously implemented changes. Are you seeing improvement in student learning? If so, why? If not, why?

I look forward to learning more about your assessment program next year!