

## Assessment Year: 2022-2023

### Bachelor of Applied Science in Allied Health (BASAH)

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 committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College of Nursing and School of Allied Health Mission Statement:** Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

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

#### BASAH Program Purpose

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

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

#### BASAH Program Objectives

Graduates of the BASAH program should be able to:

- Provide patient-centered care.
- Work as part of interdisciplinary teams.
- Synthesize communication strategies in a healthcare environment.

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- 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 healthcare-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.

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Student Learning Outcome	Tool	Measure	Results					
			2022	2021	2020	2019	2018	
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	4	10	4	6	11
			Mean	98.8	97.3	77.75	94.5	93.45
			Range	95-100	83-100	50-91	87-100	69-100
			%	100	100	75	100	91
			#not meeting	0	0	1	0	1
	B. ALHE 4610 Proposal Presentation (Spring)	100% of students will achieve a score of 70 or higher.	N	6	3	N/A	N/A	N/A
			Mean	79.7	90.3	N/A	N/A	N/A
			Range	55-94	77-99	N/A	N/A	N/A
			%	83	100	N/A	N/A	N/A
			#not meeting	1	0	N/A	N/A	N/A

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

#### Findings:

#### Measure A: ALHE 4900 Portfolio Project

2022: Met—100% of students achieved a 70% or higher  
 2021: Met- 100% of students achieved a 70% or higher  
 2020: Unmet—only 75% of students achieved a 70% or higher  
 2019: Met—100% of student achieved a 70% or higher  
 2018: Unmet—only 91% of students achieved a 70 or higher

#### Measure B: ALHE 4610 Proposal Presentation

2022: Unmet- only 83% of students achieved a 70% or higher  
 2021: Met- 100% of students achieved a 70% or higher.  
 2020: N/A  
 2019: N/A  
 2018: N/A

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**Analysis:** For the 2021-2022 academic year both measures were met. For 2022-2023, measure A was met and measure B was unmet

**Measure A: ALHE 4900 Portfolio Project:** This measure was met for 2021-2022. To drive improvement for 2022-2023, faculty conducted virtual meetings with students and provided example projects. In 2022-2023, the benchmark was met and the average score was 98.8%. The faculty will continue to provide brief videos to help students understand the quality and quantity of work required and expected for this assignment. To facilitate continuous improvement, faculty will continue to monitor this measure.

**Measure B: ALHE 4610 Proposal Presentation:** This measure was implemented in the 2021-2022 AC to allow for stability. This measure was met for the AC 2021-2022. To drive improvement for the 2022-2023 AC, the faculty closely monitored and made minute changes to the instructions of the assignment. In 2022-2023, this measure was unmet with one student not meeting the benchmark. In examining student scores on this measure, it was determined that lack of submission of part of the assignment was the reason for the low score.

**Decisions:** In 2021-2022 AC, this SLO was met. In 2022-2023 this SLO was unmet with Measure A met and measure B unmet. It was determined that measure B was unmet because of a failure to submit part of the assignment. Students who completed the assignment showed positive understanding of synthesis of communication strategies. To improve student outcomes for this student learning outcome, faculty will continue to implement strategies to help students understand the expectations for these assignments.

Based on the results of the 2022-2023 AC results, the following actions will be implemented in the 2023-2024 AC:

- Collect data in the fall and spring semesters for measure A to provide more evidence for decisions to improve the program and student learning.
- Continue to conduct the virtual meeting in ALHE 4900 to answer student questions and provide assistance throughout the course.
- Provide example projects for students to review in ALHE 4900.
- Continue to monitor ALHE 4610 proposal presentation as it is a new measure.

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. Research Proposal (ALHE 4520) fall	100% of students will achieve a score of 70 or higher.		<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
			N	9	9	N/A	N/A	N/A
			Mean	93.6	98.6	N/A	N/A	N/A
			Range	85-100	95-99	N/A	N/A	N/A
			%	100	100	N/A	N/A	N/A
			#not meeting	0	0	N/A	N/A	N/A
	B. Module 2 Quiz: "Introduction to Quantitative & Qualitative Research" (ALHE 4520) fall	100% of students will achieve a score of 70 or higher.		<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
			N	9	9	10	11	15
			Mean	93.3	97.8	97	97.3	83.3
			Range	80-100	90-100	90-100	90-100	70-100
			%	100	100	100	100	100
			#not meeting	0	0	0	0	0

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

**Findings:**

**Measure A: ALHE 4520 Research Proposal**

2022: Met—100% of students achieved a 70% or higher

2021: Met—100% of students achieved a 70% or higher

2020: N/A

2019: N/A

2018: N/A

**Measure B: ALHE 4520 Quiz—**

**Qualitative/Quantitative Research**

2022: Met—100% of students achieved a 70% or higher

2021: Met—100% of students achieved a 70% or higher

2020: Met—100% of students achieved a 70% or higher

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

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

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**Analysis:** In 2021-2022, both measures were met with 100% of student scoring a 70% or higher. Looking at the results for both measures this year, it would appear that students are doing well in terms of this SLO. Measures A and B were both met with all students meeting the benchmark.

**Measure A: ALHE 4520 Research Proposal:** Due to continued changes intended to help improve student learning, the previous measure was adapted in 2021-2022 AC to a written research proposal. In 2021-2022, this measure was met with 100% meeting the benchmark. To drive improvement in the 2022-2023 AC, the faculty refined the measure based on student feedback. In 2022-2023, the measure was met with a 93.6% average.

**Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research:** In 2021-2022, this measure was met. To drive continuous improvement for the 2022-2023 AC, the faculty incorporated additional online resources into the course. In 2022-2023 AC the benchmark was met with a 93.3% average. Thus far, it appears that the redesigned course and new learning materials have increased student engagement and student learning.

**Decisions:** In 2021-2022, this SLO was met. For the 2022-2023 assessment cycle, the results for measure B remained consistent with last year's results. Measure A was a new measure implemented in 2021 and all students thus far have met the benchmark. The BASAH Assessment Committee carefully reviewed these results and determined that no major modifications were needed for this SLO. Since this course is being used by Nursing for assessment purposes, this course will continue to be revised. Faculty are closely evaluating this course from semester to semester to make additional improvements.

In terms of students' ability to utilize research skills for the practice of evidence-based healthcare, evidence shows positive results with both measures met. Based on the analysis of the 2022-2023 AC results, the following actions will be implemented in the 2023-2024 AC:

- Continue to refine ALHE 4520 based on faculty assessment and student feedback. This course is interdisciplinary for nursing and allied health majors, and substantial data is being collected and assessed due to the number of students in the course.
- Incorporate interactive activities to assist students in meeting course objectives.
- 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					
			2022	2021	2020	2019	2018	
III. Utilize critical thinking skills to resolve healthcare-related problems	A. Case study assignment (ALHE 4630) spring	100% of students will achieve a score of 70 or higher.	N	4	8	10	22	31
			Mean	97.5	97.6	90.3	92.72	93.45
			Range	90-100	90-100	78-99	75-100	72-100
			%	100	100	100	100	100
			#not meeting	0	0	0	0	0
	B. Leadership/Critical thinking challenge assignment (ALHE 4600) fall	100% of students will achieve a score of 70 or higher.	N	8	9	10	15	14
			Mean	93.75	88.3	85.6	87.5	91.9
			Range	50-100	23.33-100	70-98	75-97	83-100
			%	88	89	100	100	100
			#not meeting	1	1	0	0	0

### SLO 3: Utilize critical thinking skills to resolve healthcare-related problems.

#### Findings:

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

2022: Met—100% of students achieved a 70% or higher  
 2021: Met—100% of students achieved a 70% or higher.  
 2020: Met—100% of students achieved a 70% or higher  
 2019: Met—100% of students achieved a 70% or higher  
 2018: Met—100% of students achieved a 70% or higher

##### Measure B: ALHE 4600 Leadership/Critical Thinking Challenge

2022: Unmet- Only 88% of students achieved a 70% or higher  
 2021: Unmet—only 89% of students achieved a 70% or higher.  
 2020: Met—100% of students achieved a 70% or higher  
 2019: Met—100% of students achieved a 70% or higher  
 2018: Met—100% of students achieved a 70% or higher

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**Analysis:** In 2021-2022, measure A was met, and measure B was unmet. In the 2022-2023 AC, measure A was met and measure B was unmet. Faculty have continued to implement changes to ensure student success. Video conferences have been implemented and research resources have been added to assist students.

**Measure A: Case Study:** In the 2021-2022 AC, this measure was met. To drive continuous improvement for the 2022-2023 AC, the faculty reviewed and revised the guidelines and rubric to assure congruence and clarify expectations of the assignment. A video was also added to describe the case study and project to provide students with a better understanding of the assignment. In 2022-2023, the benchmark was met with an average score of 97.5%.

**Measure B: Leadership/Critical Thinking Challenge:** In the 2021-2022 AC, this measure was unmet with 88% meeting the benchmark. One student was below the benchmark. To drive continuous improvement in 2022-2023 AC, the faculty reviewed and revised the guidelines and rubric for the assignment to assure congruence and clarify the expectations. In 2022-2023, the benchmark was unmet with one student falling below the benchmark. In examining students who scored lower on this measure, it was found that the assignment was submitted with missing components.

**Decisions:** In 2021-2022, this SLO was unmet with measure A met and measure B unmet. Based on the results of the 2022-2023 AC results and to drive continuous improvement in this SLO, faculty will continue to monitor student progress on both assignments. The BASAH Assessment Committee determined some changes were needed for improvement. First, for measure A, videos will be updated each semester to ensure student understanding of the assignment, and the guidelines and rubric will be evaluated. Second, for measure B, the guidelines and rubric will be revised to be more descriptive to help students understand the expectations for the assignment. Also, the rubric will be revised to correlate more closely with the guidelines for the assignment.

Evidence shows that Measure A was met and measure B was unmet. Upon evaluation, it was determined that one student submitted the assignment with missing components. Based on the analysis of the AC 2022-2023 results, the following actions will be implemented in the AC 2023-2024:

- Include more resources and interactive activities in ALHE 4630 to engage students.
- Correlate the rubric for ALHE 4600 Leadership Challenge with guidelines for the assignment.
- Collect data in the spring and summer for measure A to provide more evidence to make decision to improve the program and student learning.



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

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.		<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
			N	10	11	15	12	28
			Mean	94.7	92.8	87.3	95.25	95.32
			Range	80-100	45-100	37-100	71-100	75-100
			%	100	91	87	100	100
			#not meeting	0	1	2	0	0
	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.		<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
			N	10	11	15	13	26
			Mean	98.6	100	98.6	100	99.81
			Range	85-100	100	79-100	100	95-100
			%	100	100	100	100	100
			#not meeting	0	0	0	0	0

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

#### Findings:

#### Measure A: ALHE 4230 Informatics Project

2022: Met—100% of students achieved a 70% or higher

2021: Unmet—91% of students achieved a 70% or higher

2020: Unmet—87% of students achieved a 70% or higher

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

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

#### Measure B: ALHE 4230 Discussion 5

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2022: Met—100% of students achieved a 70% or higher  
2021: Met—100% of students achieved a 70% or higher  
2020: Met—100% of students achieved a 70% or higher  
2019: Met—100% of students achieved a 70% or higher

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

**Analysis:** In 2021-2022, measure A was unmet and measure B was met. Similar results were reported in 2022-2023 AC with measure A unmet and measure B met.

Faculty implemented video conferencing for more student interaction and provided project examples to help students understand the expectations for the assignments. In 2021-2022, measure A was unmet and measure B was met. Similar results are reported for 2022-2023 with measure A unmet and measure B met. Measure A showed a slight decrease in scores with only one student not meeting the benchmark.

**Measure A: ALHE 4230 Informatics Project:** In 2021-2022, this measure was unmet with 91% of students meeting the benchmark. One student scored below the benchmark. However, overall scores were still high for this assignment. To drive continuous improvement in 2022-2023 AC, the faculty added a video and created a checklist for this assignment to fully explain the project. In 2022-2023, this measure was met with an average score of 94.7%.

**Measure B: ALHE 4230 Discussion 5:** In 2021-2022, this measure was met. In an effort for continuous improvement for 2022-2023, the faculty posted frequent reminders to remind students about the due dates for this discussion. In 2022-2023, this benchmark was met and the average score was 98.6%.

**Decisions:** In 2021-2022, this SLO was unmet with measure A unmet and measure B met. The results for the 2022-2023 assessment cycle show an increase in this SLO with both measures met. Based on the analysis of the 2022-2023 AC assessment cycle, faculty will implement the following strategies for AC 2023-2024:

- Post examples of good quality projects for measure A to help students understand the expectations.
- Post frequent reminders for all assignments in ALHE 4230 to assist students in meeting deadlines.
- Collect data in the spring and fall to provide more evidence to make decisions to improve the program and student learning

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

### Summary of 2022-2023 Assessment for the Bachelor of Applied Science in Allied Health (BASAH)

During the 2022-2023 AC the BASAH program continued to make adjustments as the year progressed to address student learning. However, overall, there were some decreases in terms of achievement of the SLOs established by the program. SLO 2 and SLO 4 were met this year. Improving from only one SLO met in 2021-2022.

For SLO 1, one measure was met and one measure was unmet. For SLO 2 both measures were met. SLO 3 was unmet with only one measure unmet. Finally, SLO 4 both measures were met.

While these results are not ideal, the faculty are confident that strategies can be implemented in 2023-2024 to improve all SLOs for the BASAH program. Additionally, faculty felt that the strategies implemented in the 2022-2023 AC were not entirely unsuccessful. Although there were some decreases and unmet measures, there were many circumstances outside of faculty control that could have had a detrimental effect on student learning. Overall, the decreases were small and could be improved with some changes to assist students. Faculty will use strategies that were implemented in 2022-2023 and add to those for continued improvement.

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

Continuous improvement has always been and will continue to be 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 faculty are confident that strategies can be implemented in 2023-2024 to improve all SLOs for the BASAH program. Additionally, faculty felt that the strategies implemented in the 2022-2023 AC were not entirely unsuccessful. Although there were some decreases and unmet measures, there were many circumstances outside of faculty and student control were brought about through the assessment process. Below are some examples of the changes that have occurred during the 2022-2023 assessment cycle related to the student learning outcomes for the BASAH program:

- SLO 1: Synthesize communication strategies in a healthcare environment.
  - Implemented strategies to improve student research in ALHE 4900.
  - Conducted virtual meetings to discuss expectations for portfolio project (measure A).
  - Used proposal presentation in ALHE 4610 for measure B.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
  - Revised ALHE 4520 to become an interdisciplinary course for nursing and allied health majors.

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- Incorporated interactive activities to assist students in meeting course objectives.
- Added additional online open resources.
- SLO 3: Utilize critical thinking skills to resolve healthcare-related problems.
  - Added video conferences throughout the course to ensure that students are fully aware of assignment expectations and allow more student engagement.
  - Implemented more interactive activities in ALHE 4600 and ALHE 4630 to assure continued student success.
  - Added additional clarification and links to ALHE 4600 for the leadership challenge to improve student understanding.
- SLO 4: Utilize informatics and its role within healthcare arenas.
  - Conducted periodic video conferencing to provide guidance to students and to allow for more student engagement.
  - Provided project exemplars for students to have a better reference for quality projects.

### Plan of Action Moving Forward

Based on the evidence provided from the 2022-2023 assessment plan, the BASAH program will make the following changes for continuous program improvement in the 2023-2024 AC and beyond:

- SLO 1: Synthesize communication strategies in a healthcare environment.
  - Collect data in the fall and spring semesters for measure A to provide more evidence for decisions to improve the program and student learning.
  - Continue to conduct virtual meetings in ALHE 4900 to answer student questions and help throughout the course.
  - Provide example projects for students to review in ALHE 4900.
  - Continue to monitor ALHE 4610 proposal presentation as it is a new measure.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
  - Continue to refine ALHE 4520 based on faculty assessment and student feedback. This course is interdisciplinary for nursing and allied health majors, and substantial data is being collected and assessed due to the number of students in the course.
  - Incorporate interactive activities to assist students in meeting course objectives.
  - Use additional online open resources.
- SLO 3: Utilize critical thinking skills to resolve healthcare-related problems.
  - Include more resources and interactive activities in ALHE 4630 to engage students.
  - Correlate the rubric for ALHE 4600 Leadership Challenge with guidelines for the assignment.

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- Collect data in the spring and summer for measure A to provide more evidence to make decisions to improve the program and student learning.
- SLO 4: Utilize informatics and its role within healthcare arenas.
  - Post examples of good quality projects for measure A to help students understand the expectations.
  - Post frequent reminders for all assignments in ALHE 4230 to assist students in meeting deadlines.
  - Collect data in the spring and fall to provide more evidence to make decisions to improve the program and student learning.