

# ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

**CURRENT YEAR - AY 2016-2017 (Year 4)**

DEPARTMENT or UNIT	<b>ALLIED HEALTH &amp; TECHNOLOGY ADMINISTRATION</b>
Degree/Program	<b>Bachelor of Health Science</b>
Prepared By:	
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Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to [assessment@washburn.edu](mailto:assessment@washburn.edu) by **June 30** each year.

Use size 10 font or larger.

## SECTION I

<b>2016-2017 Academic Year</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
During the 2016-2017 academic year, approval was received for BHS program expansion including the modification of admission requirements to include acceptance of non-Allied Health majors. A new faculty member was hired and will begin August, 2017. As part of the update and program expansion, the program student learning outcomes were re-evaluated. Based on that re-evaluation, we worked with BHS faculty, Department Chair, and Director of Assessment to modify PSLOs to increase measurability. Also implemented an additional PSLO to better assess the breadth of the BHS program.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
Rubrics have been added to the assessments folder on the S drive and will continue to work on updating. Clarification has been made as to which measures are assessed in which course. A plan is being developed for discussion of assessment results with BHS faculty members. A plan is also being developed for reporting to students and other external constituents.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
PSLOs have been updated and an additional PSLO has been established.

<b>2015-2016 Academic Year</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>

Jean Sanchez assumed the Program Coordinator responsibilities and Dr. Tracy Matthews was hired as a new faculty member in August, 2015. During the 2015-2016 Academic Year, the decision was made to request the removal of an Allied Health certification or other Health Care credential for admittance to the BHS program. This was based on several factors including changes in healthcare administration opportunities secondary to the Affordable Care Act, increased interest in the degree for meeting graduate degree requirements, and benchmarking other Health Services Administration program requirements. The proposal will be analyzed by the Allied Health Curriculum and Policy committee in Fall, 2015 for potential approval. If the request is approved, a new program mission and assessment will be instituted during the 2016-2017 year.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Jean Sanchez assumed the Program Coordinator responsibilities and Dr. Tracy Matthews was hired as a new faculty member in August, 2015. Based on requested program modifications (described in previous paragraph) and recommendations from the assessment committee, a new program mission and assessment are being evaluated for the 2016-2017 year.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

Yes (describe what and why below)  No

### 2014-2015 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Dr. Quaney (previous program coordinator) resigned in the 2014-2015 year so the BHS program is in a transition to a new program coordinator and a new faculty member. The program assessment will be re-evaluated during the 2015-2016 year.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Dr. Quaney (previous program coordinator) resigned in the 2014-2015 year so the BHS program is in a transition to a new program coordinator and a new faculty member. The program assessment will be re-evaluated during the 2015-2016 year.

### 2013-2014 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

In 2013-14, the BHS program underwent full review of the current PLSO's. We developed specific metrics for each PLSO to provide meaningful information related to quality of education the student receives in our program. We train students with professional degrees to ultimately move into management in healthcare. Healthcare encompasses a wide range of specialties for disability, wellness and prevention. Therefore, we focus on collaborative management styles which cross many disciplines related to public health issues.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

As stated above, we developed PLSO's with specific metrics to measure the ability of our students to integrate information related to management of public health.

## SECTION II

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.).
<b>PSLO # <u>1</u></b> Critically analyze scientific evidence underlying a healthcare problem or condition.	<b>Direct:</b> Grade B or better (benchmark 70% or better receive grade B or better) on case report in AL 480 Seminar in Healthcare.  Student completion of case report (benchmark 90%).  Student portfolio completion (benchmark 90%)	91% of the students received a B or better grade.  100% of the students completed the case report.  100% of the students completed the portfolio.	Both faculty members will be provided results when they return in August, 2017. The information has been reviewed by the department chair and will be sent to students in an email. The new advisory board will be apprised at the fall meeting.
	<b>Indirect:</b>		
<b>PSLO # <u>2</u></b> Demonstrate problem-solving skills through conceptualization and research.	<b>Direct:</b> Grade B or Better (70 &/or better) on research project in AL 480 Seminar in Healthcare.  Student completion of the research project (benchmark 90%).  Student portfolio completion (benchmark 90%)	91% of the students received a B or better grade.  100% of the students completed the research project.  100% of the students completed the portfolio.	Both faculty members will be provided results when they return in August, 2017. The information has been reviewed by the department chair and will be sent to students in an email. The new advisory board will be apprised at the fall meeting.
	<b>Indirect:</b>		

<p><b>PSLO # <u>3</u></b> Integrate communication skills through oral and/or written presentations.</p>	<p><b>Direct:</b> Grade B or Better (70 &amp;/or better) on in-service project in AL 480 Seminar in Healthcare. Student completion of the in-service project (benchmark 90%).</p> <p>Student portfolio completion (benchmark 90%)</p>	<p>97% of the students received a B or better grade.</p> <p>100% of the students completed the in-service project.</p> <p>100% of the students completed the portfolio.</p>	<p>Both faculty members will be provided results when they return in August, 2017. The information has been reviewed by the department chair and will be sent to students in an email. The new advisory board will be apprised at the fall meeting.</p>
	<p><b>Indirect:</b> Student completion of reflection project (benchmark 90%)</p>	<p>100% of the students completed the reflection project.</p>	
<p><b>PSLO # <u>4</u></b> Demonstrate ability to adapt to a changing healthcare environment.</p>	<p><b>Direct:</b> Student portfolio completion (benchmark 90%)</p>	<p>100% of the students completed the portfolio.</p>	<p>Both faculty members will be provided results when they return in August, 2017. The information has been reviewed by the department chair and will be sent to students in an email. The new advisory board will be apprised at the fall meeting.</p>
	<p><b>Indirect:</b> Student completion of reflection project (benchmark 90%) in AL 480 Seminar in Healthcare.</p>	<p>100% of the students completed the reflection project.</p>	

**Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.**

Based on previous data, the BHS faculty members have continued to embed the Mabee research librarian to assist with query-based searches for gathering of scientific evidence to assist with completion of PSLO 1 and 2. We updated existing PSLOs 1-3 to increase measurability and added PSLO 4 in 2016-2017 to better assess overall data in order to improve student learning.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Emails will be sent to students and the new advisory board will be apprised in the fall, 2017 meeting.

**2015-2016 Academic Year**

<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<p><b>PSLO #1</b> Demonstrate critical analysis of scientific evidence underlying a healthcare problem or condition from case report.</p>	<p><b>Direct:</b> Grade B or better (benchmark 70% or better receive grade B or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)</p>	<p>94% of the students received a B or better grade. 100% of the students completed the project.</p>	<p>The 9-month faculty member (Dr. Tracy Matthews) will be apprised of this when she returns to campus in August. As part of the new BHS plan, an advisory board will be organized for introduction in the 2016-2017 year. Those members will be apprised in Fall 2016 as well.</p>
<p><b>PSLO #2</b> Demonstrate problem-solving skills through conceptualization, research material and presenting an inservice.</p>	<p><b>Direct:</b> Grade B or Better (70 &amp;/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)</p>	<p>94% of the students received a B or better grade. 97% of the students completed the project.</p>	
<p><b>PSLO #3</b> Enhancement of communication skills through oral and/or written presentations of their final project.</p>	<p><b>Direct:</b> Grade B or Better (70 &amp;/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)</p>	<p>97% of the students received a B or better grade. 97% of the students completed the project.</p>	
<p><b>Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.</b></p>			

Based on previous data, the BHS faculty member have continued to embed the Mabee research librarian to assist with query-based searches for gathering of scientific evidence to assist with completion of PSLO 1. We plan to add additional PSLOs in 2016-2017 to better assess overall data in order to improve student learning.
Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.
As part of the new BHS plan, an advisory board will be organized for introduction in the 2016-2017 year. Those members will be apprised in Fall 2016 as well.

*Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.*

2014-2015 Academic Year			
Program Student Learning Outcomes Assessed for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, and stakeholders.
<b>PSLO # <u>1</u></b> Demonstrate critical analysis of scientific evidence underlying a healthcare problem or condition from case report.	<b>Direct:</b> Grade B or Better (70 &/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)	95% of the students received a B or better grade. 100% of the student completed the project.	The new faculty member will be apprised of this information once she begins 8/1/15.
<b>PSLO # <u>2</u></b> Demonstrate problem-solving skills through conceptualization, research material and presenting an inservice.	<b>Direct:</b> Grade B or Better (70 &/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)	100% of the students received a B or better grade. 100% of the students completed the project.	
<b>PSLO # <u>3</u></b> Enhancement of communication skills through oral and/or written presentations of their final project.	<b>Direct:</b> Grade B or Better (70 &/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)	95% of the students received a B or better grade. 100% of the student completed the project.	

2013-2014 Academic Year			
Program Student Learning Outcomes Assessed for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, and stakeholders.

<p><b>PSLO # <u>1</u></b> Demonstrate critical analysis of scientific evidence underlying a healthcare problem or condition.</p>	<p><b>Direct:</b> Grade B or Better (70 &amp;/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)</p>	<p>83% of the students received a B or better grade. 90% of the students completed the project.</p>	<p>Provided statistics to the Chair. Fulltime faculty and adjuncts discussed the data and implications for students.</p>
<p><b>PSLO # <u>2</u></b> Demonstrate problem-solving skills through conceptualization, research material and presenting an inservice.</p>	<p><b>Direct:</b> Grade B or Better (70 &amp;/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)</p>	<p>90% of the students received a B or better grade. 100% of the student completed the project.</p>	
<p><b>PSLO # <u>3</u></b> Enhancement of communication skills through oral and/or written presentations of their final project.</p>	<p><b>Direct:</b> Grade B or Better (70 &amp;/or better) Student completion of the project (benchmark 90%) Student portfolio (benchmark 90%)</p>	<p>82% of the students received a B or better. 100% of the students completed the project.</p>	

## SECTION III

### 2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

In fall of 2016, PSLOs 1-4 were assessed through the new portfolio assignment in AL 480 Seminar in Healthcare. One student completed in independent study project that was an internship with administration at Lawrence Memorial Hospital. That project was completed as part of the development of the internships that will now be required for students who do not have an allied health background or healthcare credentials. In 2017-2018, the internship will become part of a separate section of AL 480 Seminar in Healthcare.

### 2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

During this year there were no new experiences assessed however as part of the new plan for 2016-2017, an internship opportunity will be incorporated as an additional experience.

### 2014-2015 Academic Year

**Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?**

Yes (describe what and why below)  No

Changed X to A in AL 480 under curriculum map.

**Describe how faculty members were involved in using assessment data to improve student learning.**

As this was a transition year, new program coordinator and faculty member were not involved in this process.

**Describe how stakeholders are engaged in your assessment plan and process.**

As this was a transition year, new program coordinator and faculty member were not involved in this process.

### **2013-2014 Academic Year**

**Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?**

     Yes (describe what and why below)        X   No

**Describe how faculty members were involved in using assessment data to improve student learning.**

The BHS faculty met and discussed the PLSO results. As a group, we agreed upon changes into curriculum which would assist students in meeting the PLSO. For example, to improve the learning for PLSO 1, students need to understand how to run a query-based search of scientific evidence databases. This is a new skill for most of the students. Therefore, we decided to utilize two strategies. An instruction video was recorded which showed the student a series of steps to perform to run the database search. Then, we embedded the Mabee Research Librarian into the online course to assist the students in executing their database searches should they have specific problems.

**Describe how stakeholders are engaged in your assessment plan and process.**

We met with the faculty for the associate degree programs in Allied Health and discussed the gaps in knowledge for approaching critical analysis for health research.

## **SECTION IV**

### **2016-2017 Academic Year**

**In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?**

All BHS faculty will meet in fall and spring to be sure that our assessment methods are appropriate with regard to the BHS program expansion, in particular. Based on what we learn through assessment and recommendations from the new advisory board (and others), we will make changes as appropriate. We will continue to work with the assessment committee and director of assessment to insure a comprehensive assessment plan is in place for the BHS program.

### **2015-2016 Academic Year**

**In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?**

The BHS faculty and department chair will be meeting to make modifications to the current assessment plan based on planned changes to program admittance requirements. Based on what we have learned through assessment and on recommendations from the assessment committee, we will add additional PSLOs and direct/indirect measures for analyzing each of them. Current PSLOs will also be modified to comply with recommendations.



**2014-2015 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

As this was a transition year, new program coordinator and faculty member were not involved in this process.

**2013-2014 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

To improve the learning for PLSO 1, students need to understand how to run a query-based search of scientific evidence databases. This is a new skill for most of the students. Therefore, we decided to utilize two strategies. An instruction video was recorded which showed the student a series of steps to perform to run the database search. Then, we embedded the Mabee Research Librarian into the online course to assist the students in executing their database searches should they have specific problems.

**2014-2015 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

The new BHS Program Coordinator and Faculty member will be meeting in 2015-2016 to evaluate all aspects of the assessment plan.

**2013-2014 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Continue with our current plan.

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***Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.***