

COLLEGE OF HEALTH AND HUMAN SERVICES

ASSESSMENT TEAM REPORT, JUNE, 2013

Introduction

The College of Health and Human Services consists of 11 undergraduate programs, 12 masters programs, 1 PhD program. (Appendix A). Of those programs 50% are fully accredited by their professional organizations. Health Administration is in the process of seeking professional accreditation at this point in time. Exercise Science is in the early stages of discussing the option of seeking professional accreditation.

Student learning outcomes for those accredited programs are, therefore, consistently identified, assessed, analyzed and modified according to accreditation guidelines. The same model of identifying, assessing, analyzing and modifying based on data can begin to be used for the non-accredited programs as well.

Membership of the CHHS Assessment Team for 2012-2013

Chair- Associate Dean Barbara Scheffer

All School Directors- Chris Karshin, Michael Williams, Lynn Nybell, Colleen Croxall

Faculty Representative from each School- Chris Herman (HHP), Martha Tanicala (NURS), Jeanne Thomas (SW), Deborah Silverman (HS)

Planning Activities of the Team for 2012-2013

Initial planning for program assessment began in fall, 2012 with the creation of the University Assessment Team. All Associate Deans met monthly with Dr. Ning from IRIM to explore and design the assessment strategy with the outcome for this academic year being a report from each College at the end of June, 2013.

In order to effectively engage CHHS faculty in this assessment process a draft document was presented to the CHHS Faculty Advisory Council (FAC) for input in early November, 2012. That document described the CHHS Assessment Team, its composition and charge. CHHS-FAC approved the document as of 1-11-13 (Appendix B). CHHS-FAC then recommended the faculty membership for the team (see above for members. Dr. Tanicala is currently on sabbatical and will return in fall, 2013.

Ongoing dialogue with CHHS-FAC occurred regarding goals and objectives for the CHHS Assessment Team and the first official meeting of the Team occurred in early April, 2013. Minutes of all meetings were documented and saved. All CHHS programs appropriate for assessment (degree granting programs) were identified (Appendix A) and a template was designed for assessing program student learning outcomes. The template was revised at the May meeting and titled, "Program Plan Report" (Appendix C). Six programs were identified by the team to pilot test the Program Plan Report. Of those six, three are currently accredited and the other three are not accredited. The completed six Pilot Program Plan Reports are included in Appendix D-a,b,c,d,e, and f.

Preliminary Analysis of the Program Plan Reports of the 6 programs selected to pilot the report

Exercise Science- See Appendix D-a for Program Plan Report for this non-accredited program

List goals- *two goals listed with numerical metrics*

List student learning outcomes- *two learning outcomes listed but are not easily measurable, i.e. “demonstrate knowledge” and “effectively communicate”*

Describe assessment methods- *focus is on collecting data and comparing to outcomes. Rubrics designed to address the student learning outcomes and rubric data will be analyzed by faculty. Assessments will include a practical laboratory exam, internal and external internship evaluations, and evaluation of two papers from Writing Intensive Courses.*

Use of assessment results to improve program- *focus is on how many graduates will move on to graduate school and how well students do with writing intensive coursework as that has a significant impact on graduate school admissions and retention.*

Summarize feedback from University Assessment Team- *Pending*

Health Education- See Appendix D-b for Program Plan Report for this non-accredited program

List goals- *two goals listed with numeric metrics*

List student learning outcomes-*seven competency areas are listed that correspond to the competencies of the National commission for Health Education Credentialing (NCHCEC). Each area includes 3-7 specific competencies.*

Describe assessment methods- *Graduate Coordinators use a “Program Competencies Assessment Scale to rate students along with an electronic portfolio. Coordinators compared results of their assessments to conclude achievement of competencies.*

Use of assessment results to improve program-*faculty meet bi-monthly as well as yearly program reviews. Faculty identified four specific areas in which the program has been modified as a result of assessment.*

Summarize feedback from University Assessment Team- *Pending. Feedback from the 2011 Peer Review team at EMU indicated all assessment criteria for instructional effectiveness and accountability had been met by the Master’s program.*

Health Administration- See Appendix D-c for Program Plan Report for this non-accredited program

List goals-*Four goals listed with a broad perspective.*

List student learning outcomes-*Eight outcomes identified focusing on multiple skills sets from communication to policy issues to applying theory to practice, to collaboration, to embracing multiple perspectives of the health care system and securing appropriate employment. Not easily assessed but appropriate.*

Describe assessment methods- *Assessment methods include writing assignments, case analyses, research projects, developing policy papers and addressing proposed healthcare regulations. Additional assessment tools include written tests, oral presentations, supervised internships, self assessments, team projects, peer evaluations, and threaded discussions in on-line content.*

Use of assessment results to improve program- *Based on earlier assessments of the need for writing, a formalized writing intensive course was added to the curriculum. Ongoing assessment identified that students were not taking the course until the end of the program. Faculty are exploring strategies to encourage/require students to take the course at the beginning vs the end of the program of study. Faculty are planning on more collaboration within the program to better assess student outcomes. They are also*

seeking accreditation for the master's program and certification for the undergraduate program.

Summarize feedback from University Assessment Team- *Pending*

Dietetics- See Appendix D-d for Program Plan Report for this accredited program. Additional documents related to their accreditation (Program Assessment Plan Matrix – Standard 7; the 31 page Learning Assessment Summary Matrix for on-going Assessment of Core Knowledge, the diagram of Systematic Program Evaluation, and professional accreditation approval letter dated May 3, 2012 from Accreditation Council for Education in Nutrition and Dietetics) are available upon request.

List goals- *Two goals identified in the documents submitted to the accrediting body*

List student learning outcomes- *Addressed in the accreditation documents*

Describe assessment methods- *Included in the accreditation documents*

Use of assessment results to improve program- *Program faculty and staff meet annually in the spring to review the curriculum map, syllabi, and assessment tools based on data related to meeting the prescribed competencies.*

Summarize feedback from University Assessment Team- *Pending*

BSW- See Appendix D-e for Program Plan Report for this accredited program. Additional documents related to their accreditation (Program Explicit Curriculum Outcome Assessment and 216 pages of their Accreditation Self Study Report) are available upon request.

List goals- *One goal is identified that embraces the commitment to empower vulnerable populations, address community issues and provide leadership. It includes a purpose statement.*

List student learning outcomes- *Ten student learning outcomes are identified to match with their professional organization's core competencies.*

Describe assessment methods- *Assessment of competencies and practice behaviors is guided by the professional organization competencies. There are at least two measures required for each behavior. Benchmarks are also established for both student performance and program improvement. Faculty assess student performance on selected "Signature Assignments in required courses. Field supervisors and students assess mastery of all practice behaviors, based on the 8-month experiential capstone field course.*

Use of assessment results to improve program- *In the process of collecting data on an assessment process this summer term. Results of the data analysis will be used to modify the assessment process and make recommendations. These recommendations will guide program change and will be repeated each fall term.*

Summarize feedback from University Assessment Team- *Pending, but very positive feedback on existing program and recommendation from the provost's office to maximize efficiency in using its available resources. Both the CHHS Dean's office and the Provost's office understand that much of the assessment process is prescribed by CSWE.*

MSW- See Appendix D-f for Program Plan Report for this accredited program. Additional documents related to their accreditation are available upon request.

List goals-Overall goal is to prepare students for advanced generalist social work

List student learning outcomes- Ten listed

Describe assessment methods- Faculty regularly assess students' mastery of each practice behavior, using at least two measures for each behavior. Programs are also required to establish benchmarks for each competency,

Use of assessment results to improve program. Pilot testing assessment tool. Expecting to begin data collection for the foundation level of the MSW program in fall 2014, and for the advanced practice/concentration level in fall 2015; data will be available for analysis and reporting in spring 2014 (for the foundation level), and in spring 2015 (for the advanced/concentration level) and will continue annually.

Summarize feedback from University Assessment Team- Pending, but very positive feedback on existing program and recommendation from the provost's office to maximize efficiency in using its available resources. Both the CHHS Dean's office and the Provost's office understand that much of the assessment process is prescribed by CSWE.

Preliminary Recommendations related to the outcome analysis of the 6 pilot program assessments

Exercise Science- Program Plan Report demonstrates attention to potential accreditation requirements. Consider more specific metrics for assessing the 2 student learning outcomes and writing competencies.

Health Education-Program Plan Report demonstrates close attention to future accreditation criteria and competencies. When describing assessment results, the last of the four cited is clearly on target, by 1) stating the data that demonstrated a problem and then 2) the change that occurred as a result of the data. Recommend continuing this format for demonstrating how the assessment "loop is closed".

Health Administration- Program Plan Report demonstrated attention to potential accreditation and certification requirements. Clearly described how assessment data initially provided rationale for adding a writing intensive course and ongoing assessment to identify where the course should be placed in the curricular plan. Recommend continuing this format for demonstrating how the assessment "loop is closed".

Dietetics- Program Plan Report could include specific examples for item 4 to demonstrate how they "closed the loop".

BSW- Program Plan Report could include examples of their "signature assignments" and examples of how they "closed the loop".

MSW-Future Program Plan Report could include examples of curricular adjustments as they are made based on new data to demonstrate "closing the loop".

Overall Summary: All programs have made a concerted effort to address the task of assessment. Those programs that are already accredited struggle with having one more document to produce in addition to the rigor of accreditation. As we move forward we need to identify strategies to avoid duplication of already extraordinary efforts required by accrediting bodies and zero in on specific examples of how we have used our assessment data to modify programs and achieve student learning

outcomes and “closing the loop” to demonstrate continuous improvement based on data related to student learning outcomes.

Planning for 2013-2014

Next meeting: September 19th, 2013 3-4 meeting, 386 Marshall (Bamboo)

Issues to be addressed:

- a. Seek input from the University Assessment Team as to the structure and information of the 2012-2013 CHHS Annual Report in order to modify for next year.
- b. Document follow up on recommendations from initial outcome analysis of student learning outcomes for the 6 pilot programs.
- c. Develop the Program Analysis & Continuous Improvement Plan (PACIP) tool to clearly and succinctly demonstrate “closing the loop” and begin this process in fall, 2013.
- d. Modify the CHHS Program Plan Report (PPR) as needed based on the pilot assessments.
- e. Finalize plan for CHHS Assessment Team meeting with Peggy Liggitt in Fall, 2013 to explore continuous improvement with assessing student learning outcomes in CHHS and strategies to manage the workload with accredited programs.
- f. Integrate CHHS Assessment Team work with CHHS Strategic Planning Directions, most likely “Targeted Growth” and “Inter-professional Collaboration”.
- g. Finalize sequences and timing to assess all CHHS programs.
- h. Determine CHHS Assessment Team role in becoming:
 - i. “Assessment Ambassadors” to our programs and across Colleges and initiating dialogue across programs and colleges.
 - ii. Mentors to help faculty focus on assessing whole programs and not just courses.
 - iii. Initiators in the development of protocols for providing feedback to programs.
 - iv. Initiators of opportunities for formal dialogue each semester or annually, e.g. designated ½ days when faculty from all Schools can share ideas about assessing and measuring student learning outcomes.
 - v. Initiators of dialogue to explore how to modify existing culture and incorporate a culture of on-going assessment into 1) DED documents; 2) hiring materials; and 3) continuing education expectations and funding for these activities.
- i. Establish meeting dates and goals for the full year for the CHHS Assessment Team
- j. Develop a process for securing and following up on the University Assessment Team feedback
- k. Develop a process for consistent input and collaboration with CHHS-FAC
- l. Develop a plan for CHHS data management of Assessment documents and consistent updating of the University data collection system related to Assessment.
- m. Engage help of the 2013, Assessment Institute participants to recruit faculty for 2014 Assessment Institute participation.
- n. Maintain documents to prepare the 2013-2015 CHHS Assessment Team Annual Report- to Provost.

Appendices:

- A. CHHS Current Degree Programs Qualifying for Assessment
- B. CHHS Assessment Team Composition and Charges

- C. CHHS Assessment Program Plan Report (PPR)
- D. Examples of Pilot Program Plan Reports
 - a. Exercise Science- not accredited
 - b. Health Education-graduate-non-accredited
 - c. Health Administration- non-accredited
 - d. Dietetics-accredited
 - e. BSW- accredited
 - f. MSW-accredited

Appendix A CHHS Current Degree Programs Qualifying for Assessment

College of Health and Human Services Degree Programs

School of Health Sciences (9 degree programs with undergraduate and graduate programs)

1. Clinical Laboratory Sciences, B.S.
2. Clinical Research Administration, M.S.
3. Dietetics and Human Nutrition, B.S. and M.S.
4. Health Administration, B.S. and M.H.A.
5. Occupational Therapy, M.O.T.
6. Public Health, B.S.
7. Therapeutic Recreation, B.S.

School of Health Promotion and Human Performance (10 degree programs with undergraduate and graduate)

1. Athletic Training, B.S.
2. Exercise Science and Physiology, B.S. and M.S.
3. Health Education, M.S.
4. Orthotics and Prosthetics, M.S.
5. Physician Assistant, M.S.
6. Physical Education, B.S. and M.S.
7. Sport Management, B.S. and M.S.

School of Nursing (3 degree programs with undergraduate and graduate)

1. Nursing, B.S.N.
2. Nursing, M.S. N.
3. Educational Studies: Nursing Education, PhD

School of Social Work (2 degree programs with undergraduate and graduate)

1. Social Work, B.S.W.
2. Social Work, M.S.W.

Appendix B CHHS Assessment Team Composition and Charges

CHHS ASSESSMENT TEAM

The CHHS Assessment Team (one of eight University teams) is being created to provide information on student learning outcomes to the Provost. The CHHS Associate Dean, Chair of the CHHS Team, is also a member of the University Assessment Team. The University Assessment Team consists of Team Chairs from all the other colleges as well as Chairs from Student Support Services, the Library, and General Education for a total of eight teams.

The initial goal in creating the CHHS Assessment Team is provide a balance of skill sets between CHHS Directors and faculty members from all Schools. Our Team will guide discussions/dialogue as well as data collection to demonstrate how our programs achieve and document student learning outcomes. This data will also provide rationale for what ever decisions are needed to improve student learning.

Because many of our programs are also professionally accredited, it is essential that we develop Assessment Team strategies and documents that incorporate accreditation standards to avoid making more work or duplicating.

FAC has reviewed and approved this document. FAC members will bring this information to their respective Faculty of the Whole Meetings in early February, 2013 to identify faculty members who would be best suited to be members of this Team. Names of eligible faculty with a brief description of how they are qualified (see qualifications below) should be submitted by each School Director to the CHHS Associate Dean by February 15, 2013. The first meeting of the CHHS Assessment Team will be called in late February, 2013 based on Team members 'availability.

Team Composition:

Chair: Associate Dean who is responsible to:

- 1) call and conducting meetings of the Team,
- 2) provide clerical support (with the help of IRIM) for the activities of the Team,
- 3) share work of the Team with the CHHS-FAC
- 4) facilitate action on the recommendations of the Team,
- 5) serve as a liaison between the CHHS Assessment Team and the University Assessment Team
- 6) submit the annual CHHS Assessment Team report to the Provost every June.

Assessment Team Members:

Director from each School with responsibility to consider all input from the Team and collaborate with other School Directors in considering Team recommendations focused on improving the quality of student learning outcomes within the School or Program.

One faculty member from each School selected by the Chair to provide a balanced skill set related to the qualifications listed below:

1. At least two years in a tenure track position (required)
2. Experience in assessing/evaluating multiple learning modalities, i.e. face to face, on-line, field experiences, clinical experiences, simulation laboratory, etc. (not all required but a balance of skills will be available on the Team)
3. Commitment to participate in the University Faculty Development Workshops related to assessment (required)
4. Commitment to be an active member for three years (required)
5. Commitment to provide School with regular feedback regarding the work of the committee (required)
6. Experience as a current or past member of the School's Curriculum Committee (preferred)

Initial Charge to CHHS Assessment Team: (February, 2013 – April, 2013)

1. Meet with the Faculty Development Center (FDC) Director to identify potential workshops/training sessions that would be useful the Team members/.
2. Determine an electronic process for data collection and presentation of data.
3. Establish a timeline for when and which program assessment data is due to the Team each year.
4. Determine a timeline for sharing data and outcomes with CHHS Faculty Advisory Council (FAC).
5. Begin to document existing accreditation requirements related to assessment of student learning outcomes.
6. Begin to compare existing accreditation requirements with existing assessment processes (collecting data, analyzing data, making evidence-based recommendations) and tools used by accredited programs in each School.
7. Begin to document existing assessment processes (collecting data, analyzing data, making evidence-based recommendations) and tools used by non-accredited programs.
8. Prepare a 2-3 page report (based on a template provided by the University Assessment Committee) to the Provost by June 30, 2013.

Ongoing Charge to CHHS Assessment Team: (August, 2013 and beyond)

1. Meet 1-2 times a semester to review documents related to assessment of student learning outcomes across selected (based on a rotating schedule created by the Team) Schools and programs in the College.
2. Participate in dialogue across Schools and programs and Faculty Development Center (FDC) to enhance student learning outcomes
3. Collaborate across programs to identify evidence-based strategies to enhance student learning outcomes across all Schools and programs in the College.
4. Explore options for 1) providing rewards for outstanding assessment processes and student learning outcomes and 2) sharing results of the Team's work and program work with all faculty.
5. Explore options for developing both disciplinary and cross disciplinary coaching in use of evidence-based assessment practices.
6. Identify strategies for merging assessment of student learning outcome data with existing accreditation standards/requirements to facilitate accreditation/re-accreditation processes.
7. Continue to document existing assessment practices and changes in assessment practices based on review of the evidence/data provided about student learning outcomes.
8. Prepare, with help of Chair, the annual report due to the Provost each June.

Appendix C CHHS Assessment Program Plan Report (PPR)**CHHS Assessment Program Plan Report**

Program (School): _____

Accrediting Body (Do Not Abbreviate): _____

Year of Most Recent Reaccreditation: _____ Year of Next Reaccreditation: _____

Year of Most Recent EMU Program Review: _____

Expected Year of Next EMU Program Review: _____

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers.)

1. List the goals for this program:
2. List the student learning outcomes for this program:
3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)
4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.
5. Summarize the feedback received from the University Assessment Team.

Appendix D-a Exercise Science Assessment Program Plan Report (PPR)

CHHS Assessment Program Plan Report

Program (School): _____ Exercise Science (HPHP) _____

Accrediting Body (Do Not Abbreviate): _____ N/A _____

Year of Most Recent Reaccreditation: _____ N/A _____ Year of Next Reaccreditation: _____ N/A _____

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers.)

1. List the goals for this program:

1. Eighty percent of students will place in the highest possible score range on their internal and external culminating Internship evaluations
2. Seventy-Five percent of graduating students will obtain placement in the graduate program of their choosing (Physician Assistant, Physical Therapy, etc.)

2. List the student learning outcomes for this program:

1. Students will demonstrate knowledge and the application of necessary skills for completing a practical experience in a health-related setting.
2. Students will communicate effectively in writing when discussing topics related to the discipline.
3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)

Since Exercise Science is not an accredited program, the faculty met and determined the most appropriate student learning outcomes and assessment methods. The Exercise Science program will assess its student learning outcomes (SLOs) by collecting data that will assist in determining whether specific outcomes aligned with key program courses and experiences are being met. Using rubrics that address the two SLOs for the non-accredited Exercise Science program, program faculty will analyze student work and performance, to determine if students have sufficiently satisfied the student learning outcomes set by the program, school, and college. Specifically, the following course components will be used for assessment for SLO 1:

- Laboratory practical exam results from our Laboratory Techniques (SPMD 410) course
- Internal (EMU) and external (internship site evaluation completed by the site supervisor) for our internship experience (SPMD 480) will be assessed to address the first student learning outcome.

The second student learning outcome will be assessed through newly developed writing rubrics that will be applied to the program's writing intensive courses. Rubrics for the following course components will be used:

- SPMD 380 final paper discussing the behavioral aspects of sports medicine (i.e. Sport Psychology)
- SPMD 431 literature review (a paper discussing a disease topic of the student's choosing and the disease's relationship (if any) with exercise)

Some of the exercise science faculty members have worked closely with both the University Writing Center and the Office of Academic Assessment over the past few years, obtaining the skills and resources necessary to assess the writing proficiency of students, which is crucial for graduate school preparation. Faculty have already completed an internal rubric assessing the Internship program and will spend Summer and early Fall of 2013 completing two additional necessary rubrics: 1) A new version of our laboratory techniques practical exam grading rubric and 2) A universal rubric that can be used for writing assignments within our program.

4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.

The program goals, student learning outcomes, and subsequent assessment methods will be focused on our program's two greatest concerns. The first concern is maintaining a strong acceptance rate into various graduate programs, as over 50% of our majors are either pre-professional students or have graduate ambitions within the discipline. Secondly, after considering our program's growth and graduate/professional school trends, faculty agree that assessing the quality of discipline-related writing among our students is essential for improving their overall graduate school and career preparation.

5. Summarize the feedback received from the University Assessment Team.

Appendix D-b Health Education Assessment Program Plan Report (PPR)

CHHS Assessment Program Plan Report

Program (School): School Health Promotion and Human Performance- Health Education

Accrediting Body (Do Not Abbreviate): None

Year of Most Recent Reaccreditation: N/A Year of Next Reaccreditation: N/A

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers).

1. List the goals for this program:

- Seventy-five percent of Health Education Masters students who sit for the CHES exam will be awarded the CHES credentials.
- Seventy- five percent of Health Education Masters students will obtain a Health Education position within six months of graduation.

2. List the student learning outcomes for this program: (These are competencies identified by the National Commission for Health Education Credentialing- NCHEC)

Area I : Assess Needs, Assets, and Capacity for Health Education

- 1.1 Plan assessment process
- 1.2 Access existing information and data related health
- 1.3 Collect qualitative and/or quantitative data related to health.
- 1.4 Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health
- 1.5 Examine factors that influence the learning process
- 1.6 Examine factors that enhance or compromise the process of health education
- 1.7 Infer needs for health education based on assessment findings.

Area II: Plan Health Education

- a. Involve priority populations and other stakeholders in program planning.
- b. Develop goals and objectives.
- c. Select or design strategies and interventions.
- d. Develop a scope and sequence plan for delivery of health education.
- e. Assess factors that affect implementation.

Area III: Implement Health Education

- 3.1 Implement a plan of action.
- 3.2 Monitor implementation of health education.
- 3.3 Train individuals involved in the implementation of health education.

Area IV: Conduct evaluation and research related to Health Education

- 4.1 Develop evaluation/research plan.
- 4.2 Design instruments to collect evaluation/research data
- 4.3 Collect and analyze evaluation/research data
- 4.4 Interpret results of the evaluation/research.
- 4.5 Apply findings from evaluation/research.

Area V: Administer and Manage Health Education

- 5.1 Manage fiscal resources (Advance level, not entry level)
- 5.2 Obtain acceptance and support for programs
- 5.3 Demonstrate leadership
- 5.4 Manage human resources
- 5.5 Facilitate partnership in support of health education

Area VI: Serve as a Health Education Resource Person

- 6.1 Obtain and disseminate health-related information.
- 6.2 Provide training.
- 6.3 Serve as a health education consultant.

Area VII: Communicate and Advocate for Health and Health Education

- 7.1 Assess and prioritize health information and advocacy needs.
- 7.2 Identify and develop a variety of communication strategies, methods and techniques.
- 7.3 Deliver messages using a variety of strategies, methods and techniques.
- 7.4 Engage in health education advocacy.
- 7.5 Influence policy to promote health
- 7.6 Promote the health education profession.

3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)

Once our graduate students have completed their project or thesis and the electronic portfolio, the Health Education Program Coordinator and the Coordinator of the Health Education Graduate Program evaluate both of these items. Each Coordinator uses the Program Competency Assessment form (see scale below) to rate the skill level of each student in meeting each of the health education competencies. Additionally, the electronic portfolio includes artifacts that serve as evidence that the student has achieved the competency. The Coordinators reviewed their results and used a consensus process when needed.

The following detailed scaled is used to assess the student's demonstrated abilities.

1 = student seems to need additional instruction about this (lacks evidence for mastery of all the entry level subcompetencies).

2 = student can do this with help (evidence of mastery of only one or two of the entry level subcompetencies).

3 = student demonstrates that he/she can do this (evidence of mastery of the majority of entry level subcompetencies).

4 = student demonstrates that he/she can do this with ease (and provides evidence of mastery of all entry level subcompetencies).

5 = student demonstrates that he/she can teach this to others (provides evidence of mastery of all entry level subcompetencies and provides description of teaching ability within the electronic portfolio reflections).

4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.

The health education faculty have bi-monthly meetings and are engaged in continuous dialogue about improving the program. In addition to this assessment piece, we also conduct a yearly program evaluation that includes entering and graduating students. As the competencies are updated, we continually address our curriculum to ensure that all areas are being addressed by our courses. Examples of how we have used the results of these assessments to improve our program are as follows;

- Results indicated both a need and desire for more applied experiences. A service-learning component has been added to HLED 564 (Health Education for Diverse Populations) and 570 (Health Education Assessment). In 562 (Health Education Program Planning) and 575 (Implementation and Administration of Health Education Programs), we worked closely with the Health Educators in the Wellness Center on campus to provide those students with more hands on experiences.
- Each course is devoting time to being more explicit with helping students identify the competencies addressed to better prepare them for their capstone seminar. The form that is being used in their capstone course, HLED 695, is distributed in all of their other courses in order for students to reflect on their competencies as they are being met.
- Students are being encouraged to complete an internship in lieu of their 3 hour elective in order to obtain more hands on experience. The Health Education program is engaged in ongoing dialogue about including an internship as an option with the project and thesis or as a required course.
- Currently, few of our students are achieving a 5 on the evaluation scale- “Student demonstrates that he or she can teach this to others.” Upon reflection it has been determined that not only is this an advanced level competency more suitable for those that have been in the field for a few years, but it is also not a skill that is taught or required as a program student learning outcome. Therefore, as we have updated our assessment strategy to be more in line with program student learning outcome objectives.

5. Summarize the feedback received from the University Assessment Team.

“The Health Education Program submitted a very thorough assessment report. Student work is analyzed based on competencies from the National Commission for Health Education

Credentialing. An excellent assessment system is in place that includes a strong plan for faculty discussion to continuously improve the program and student learning. “

Additional comments included;

“The Health Education program focuses on 7 outcomes. The rationale includes an explanation that the outcomes align with the standards set forth by the National Commission for Health Education Credentialing”

““The program is using the updated competencies to inform any changes to their program”

“Clearly, the faculty in this program area are committed to their assessment plan. They have bi monthly meetings that can be used to develop action plans.”

Appendix D-c Health Administration Assessment Program Plan Report (PPR)

CHHS Assessment Program Plan Report

Program (School): Health Administration Program

Accrediting Body (Do Not Abbreviate Not accredited

Year of Most Recent Reaccreditation: _____ Year of Next Reaccreditation: _____

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers).

1. List the goals for this program:

- To prepare students to be informed citizens with specialized knowledge of health care and health care systems and to establish high levels of communication and critical thinking in Program graduates.
- To provide both an historical and technical foundation from which individual contributions and career development can be confidently made within the field of health care services.
- To instill an informed perspective on the need for health care systems and services to be inclusive and diverse in response to populations that are served and special populations in need.
- Increase the amount of student learning in the community to integrate theory and practice.

2. List the student learning outcomes for this program:

By the time students graduate from the HLAD Program, they should be able to:

- Demonstrate positive oral and written communication skills
- Articulate an overall understanding of the US healthcare system
- Critically analyze healthcare theory
- Apply theory to practice
- Identify and describe the political, economic, social and technical factors impacting the health care system
- Interact with culturally diverse populations
- Work cooperatively as a team member
- Obtain employment that is commensurate with their education and experience.

3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)

Assessment of Student Learning outcomes:

- Demonstrate positive oral and written communication skills
 - Students are required to complete a writing intensive course.
 - In addition to the writing intensive course, students have various writing assignments in almost all of the Health Administration courses, except for the Finance Course. Written work includes responding to threaded discussion questions for online courses, conducting case analyses, writing research papers, developing research projects, developing policy papers and responding to proposed healthcare regulations.
 - Oral communication is assessed through classroom discussions and formal oral presentations.
- Articulate an overall understanding of the US healthcare system
 - This is assessed throughout the curriculum in written (tests, papers, case studies) and oral formats (class discussions and presentations)
- Critically analyze healthcare theory
 - This is assessed throughout the curriculum in written (tests, papers, case studies) and oral formats (class discussions and presentations)
- Apply theory to practice
 - Students complete 480 hours of supervised internship where they have an opportunity to apply theory to practice. Site supervisors evaluate the students mid-term and at the end of the internship.
 - Student conduct self-assessments in the seminar that runs concurrently with the internship.
- Identify and describe the political, economic, social and technical factors impacting the health care system
 - This is assessed throughout the curriculum in written (tests, papers, case studies) and oral formats (class discussions and presentations)
- Interact with culturally diverse populations
 - EMU is a culturally diverse milieu and students have the opportunity to interact with diverse populations in the classroom and during their internship. Assessment of interaction can be done through the classroom through observations, discussions, participation in team assignments and also in the internship.
- Work cooperatively as a team member
 - In various courses, students are expected to participate in groups, either in class assignments or outside the classroom assignments. Assessment of team participation in the classroom is done through observation. Outside the classroom, assessment is conducted by peer evaluation and

self-evaluation. In online courses, participation can be assessed through student interaction in threaded discussion.

- Obtain employment that is commensurate with their education and experience
 - Evidence of this is self-report by students.

4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.

What I described above are methods to assess student-learning outcomes, not results. We have had considerable discussion in our HLAD program regarding certain outcomes that we judged needing modification. One of those areas is the first, developing positive communication skills. We developed the Writing Intensive Course, which we encourage students to take at the start of the Program. Since its inception, faculty has noted improved writing in the assignments for the ensuing courses. However, some students are waiting till their senior year; so we are discussing the process to have students take the course at the start of the HLAD and not the end.

Individual faculty assesses their students' performance and develops systems to identify areas of their courses that need to be continued, strengthened or eliminated. We have not evaluated our student assessments, as a group.

The HLAD Program plans to seek accreditation for the MHA program and certification for the Undergraduate Program. As we work toward these goals, there will be significant dialog about Program goals, objectives and assessment of Student-Learning outcomes.

5. Summarize the feedback received from the University Assessment Team.

Not applicable.

Appendix D-d Dietetics Assessment Program Plan Report (PPR)
(All attachments available upon request)

Program (School): Coordinated Program in Dietetics/School of Health Sciences

Accrediting Body (Do Not Abbreviate): Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics

Year of Most Recent Reaccreditation: 2012 Year of Next Reaccreditation: 2022 with 5 year report due 2017 and a pass rate improvement plan due 2015

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers.

1. List the goals for this program:
See attachment 1
2. List the student learning outcomes for this program:
See attachment 2
3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)
See attachment 2
4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.

The assessment results are reviewed with faculty/staff. Content areas within the program meet to discuss courses and competencies including assignments etc. to determine if changes are needed based on assessment. This is done annually in spring; the curriculum map, syllabi and assessment tools are updated.

See attachment 3
5. Summarize the feedback received from the University Assessment Team.
Please clarify?
6. Additional Information for the Coordinated Program in Dietetics.
Accreditation Self-Study; Response from ACEND; Our response are on-site and available for review. Accreditation Letter- See attachment 4

Appendix D-e BSW Assessment Program Plan Report (PPR)

CHHS Assessment Program Plan Report

Program (School): __Bachelor of Social Work – BSW (Social Work)_____

Accrediting Body (Do Not Abbreviate): _Council on Social Work Education_(CSWE)___

Year of Most Recent Reaccreditation: __2007?_____ Year of Next Reaccreditation: __2015_____

Year of Most Recent EMU Program Review: __2010-2011_____

Expected Year of Next EMU Program Review: _2014-2015_____

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers).

1. List the goals for this program:

The EMU School of Social Work is committed to the empowerment of impoverished, oppressed, vulnerable, and under-served populations; the creation of social welfare policy based on a strengths perspective; the advancement of community problem solving; and leadership in organizations and communities.

The purpose of the BSW program is to prepare students for entry level positions in the profession, and/or for further study.

CSWE requires all BSW and MSW programs to define benchmarks of success for their students' attainment of the Core Competencies (see below). EMU's SSW faculty will define these benchmarks at our initial faculty meeting in the fall 2013 semester. It is likely that the faculty will define 80% of the BSW students attaining 80% of the possible score/measure for each competency measure as our benchmark of success. Other Michigan BSW and MSW programs use similar benchmarks.

2. List the student learning outcomes for this program:

Social Work Core Competencies (as specified by the CSWE in 2008):

- 1) Identify as a professional social worker & conduct oneself accordingly
- 2) Apply social work ethical principles to guide professional practice
- 3) Apply critical thinking to inform & communicate professional judgments
- 4) Engage diversity & difference in practice
- 5) Advance human rights and social and economic justice
- 6) Engage in research-informed practice and practice-informed research
- 7) Apply knowledge of human behavior & the social environment

- 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 9) Respond to contexts that shape practice
- 10) Engage with individuals, families, groups, and communities
 - Assess with individuals, families, groups, organizations, and communities
 - Intervene with individuals, families, groups, organizations, & communities
 - Evaluate with individuals, families, groups, organizations, & communities

3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)

The 10 Core Competencies are reflected in 42 Practice Behaviors, also specified by CSWE. All BSW programs are required to regularly assess students' mastery of each practice behavior, using at least two measures for each behavior. Programs are also required to establish benchmarks for each competency, and use students' performance against these benchmarks to guide program improvement.

The EMU BSW program uses field supervisors' and students' ratings of mastery of the practice behaviors during their final semester in the program, as well as students' performance on selected Signature Assignments in required courses. Signature Assignments are common across all sections of a required course.

4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.

We are pilot testing this assessment process during the Summer 2013 semester. The SSW outcome assessment coordinator (Professor Jeanne Thomas) will analyze the results and provide a report to the SSW faculty in September 2013; the report will include any recommended changes in the assessment process, and recommendations regarding benchmarks. The report will be a catalyst for discussion about steps for improving students' performance.

This analysis-report-discussion-improvement cycle will be repeated each fall.

5. Summarize the feedback received from the University Assessment Team.

In response to the most recent EMU Program Review, both the BSW and MSW programs were commended on the basis of instructional quality, integration between the experiential and didactic components, and student and faculty community engagement. Advice from the provost's office focused on the School's need to maximize efficiency in using its available resources.

Appendix D-f MSW Assessment Program Plan Report (PPR)

CHHS Assessment Program Plan Report

Program (School): __Masters of Social Work – MSW (Social Work)_____
 Accrediting Body (Do Not Abbreviate): _Council on Social Work Education_(CSWE)____
 Year of Most Recent Reaccreditation: __2007____ Year of Next Reaccreditation: __2015____
 Year of Most Recent EMU Program Review: __2010-2011_____
 Expected Year of Next EMU Program Review: _2014-2015_____

NOTE: Programs holding specialized accreditation should attach a copy of their most recent self-study and site team evaluation report. These programs can refer the reader to the report/self-study in order to complete this form. Please make references as specific as possible (i.e., cite specific report sections, items, and/or page numbers).

1. List the goals for this program:

The EMU School of Social Work is committed to the empowerment of impoverished, oppressed, vulnerable, and under-served populations; the creation of social welfare policy based on a strengths perspective; the advancement of community problem solving; and leadership in organizations and communities.

The purpose of the MSW program is to prepare students for advanced generalist work in one of three areas of concentration (services to children and families; services to the aging; services to individuals with mental illness/chemical dependency).

CSWE requires all BSW and MSW programs to define benchmarks of success for their students' attainment of the Core Competencies (see below). MSW programs must further define advanced practice behaviors for any areas of concentration offered. EMU's SSW faculty will define these benchmarks at our initial faculty meeting in the fall 2013 semester. It is likely that the faculty will define 80% of the MSW students attaining 80% of the possible score/measure for each competency measure as our benchmark of success. Other Michigan BSW and MSW programs use similar benchmarks.

2. List the student learning outcomes for this program:

Social Work Core Competencies (as specified by the CSWE):

1. Identify as a professional social worker & conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform & communicate professional judgments
4. Engage diversity & difference in practice
5. Advance human rights and social and economic justice

6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior & the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage with individuals, families, groups, and communities
 - Assess with individuals, families, groups, organizations, and communities
 - Intervene with individuals, families, groups, organizations, & communities
 - Evaluate with individuals, families, groups, organizations, & communities

Faculty members affiliated with the three areas of concentration have identified advanced practice behaviors, or are in the process of doing so. A list of the advanced practice behaviors for the services to the aging concentration, with the plan for assessing them, is attached.

Similar documents for the other two concentrations will be provided when they are available.

3. Describe the methods used to assess attainment of student learning outcomes. Provide as much detail as possible. (If the accrediting body provides direction about how student learning outcomes are to be attained, briefly explain how.)

The 10 Core Competencies are reflected in 42 Practice Behaviors, also specified by CSWE. All MSW programs are required to regularly assess students' mastery of each practice behavior, using at least two measures for each behavior. Programs are also required to establish benchmarks for each competency, and use students' performance against these benchmarks to guide program improvement.

Faculty members affiliated with the three areas of concentration have identified advanced practice behaviors, or are in the process of doing so. A list of the advanced practice behaviors for the services to the aging concentration, with the plan for assessing them, is attached.

Similar documents for the other two concentrations will be provided when they are available.

4. Describe how the assessment results described above are used to improve the program. Provide as much detail (including timelines & persons responsible) as possible.

We are pilot testing this assessment process using the BSW program during the Summer 2013 semester. The SSW outcome assessment coordinator (Professor Jeanne Thomas) will analyze the results and provide a report to the SSW faculty in September 2013; the

report will include any recommended changes in the assessment process, and recommendations regarding benchmarks.

After making any necessary changes in the process for the MSW program Foundation level, we will begin data collection in fall 2013 for the Foundation level of the MSW program¹. Data will be available for analysis and reporting in spring 2014.

Realistically, we will be prepared to begin data collection for the advanced practice/concentration level of the MSW program in fall 2014; data will be available for analysis and reporting in spring 2015.

This analysis-report-discussion-improvement cycle will be repeated each fall.

5. Summarize the feedback received from the University Assessment Team.

In response to the most recent EMU Program Review, both the BSW and MSW programs were commended on the basis of instructional quality, integration between the experiential and didactic components, and student and faculty community engagement. Advice from the provost's office focused on the School's need to maximize efficiency in using its available resources.

¹ Students can enter the MSW program at two alternate entry points. Students who do *not* have an undergraduate major in social work complete a Foundation level (2 years long at EMU, as a part-time program). The purpose of the Foundation level is to provide the knowledge, skills, and values encompassed in a BSW program. During this period, students master the core competencies; we will assess students' mastery of these competencies for these students as we will for the BSW program.

Upon completion of the Foundation level, the student moves into the advanced practice/concentration level of the program (2 years long at EMU, as a part-time program). New students who have a BSW as their undergraduate degree enter the MSW program at this advanced practice/concentration level. As noted above, the faculty affiliated with the mental illness/chemical dependency and the services to children & families concentrations are currently specifying the advanced practice behaviors and how they will be assessed.