

College of Health and Human Services

Report Year 2013-14

Submitted on June 24, 2014

Descriptor/Scope of Assessment at EMU:

Assessment at EMU has a primary focus on student learning in academic programs but also includes the assessment of services provided by student support units.

1. Summary of overall achievements in assessment (500 words).

The College of Health and Human Services has both accredited and non-accredited programs. Therefore, the CHHS Assessment Team (see Appendix A for list of members) developed an assessment strategy that provides both guidance and an assessment infrastructure for non-accredited programs, and also enables accredited programs to focus on areas of concern in preparation for upcoming reaccreditation cycles.

The CHHS Assessment Team created a three-year program assessment schedule for its 26 academic programs. The Program Evaluation Report requires programs to list assessment tools and/or strategies; identify metrics for evaluation; post results; interpret the results; and create an action plan for each SLO (accredited programs were given the option to focus on selected SLOs that require extra attention based on feedback from their accrediting bodies). A copy of the Program Evaluation Report template and the three-year evaluation schedule can be found in Appendix B. The program's submitting full reports this year included: Dietetics (UG & GR), Physical Education (UG), Occupational Therapy (GR), and Exercise Science (UG).

Each academic program was required to create and submit a curriculum map that matched SLOs to courses as well as assessment tools and strategies. Two members of the assessment team reviewed each map. A summary report providing feedback to each program was submitted to the appropriate School Director and program coordinator. The curriculum maps provide a means to determine whether the SLOs are aligned with the curriculum, and if they are being assessed appropriately. The map also provides the faculty with a tool to help determine if the curriculum is designed so that it provides a coherent set of experiences leading to the development of desired knowledge and skills.

Program coordinators took the lead on the development of the curriculum maps and the program evaluation reports. Faculty members within each respective program provided input during this process. After the review of curriculum maps, some programs were asked to make necessary modifications due to missing components, vague entries, and/or poorly matched assessment strategies and SLOs. These programs made the necessary modifications, as directed by the CHHS Assessment Team, and resubmitted their maps for further review.

2. Examples of findings in assessment through using appropriate assessment methods

The Occupational Therapy (OT) program began using “Early Concern Notes” during the winter 2014 semester. This tool is used as a means for identifying academic and professional behavioral concerns among students enrolled in the program’s fieldwork courses. Action plans were established and all but three students successfully completed these courses as a result. At-risk support plans never came to fruition, as it was determined that the early concern note process met the needs of the program. The 2013 Student Handbook was updated to strengthen the language regarding repeated early concern notes and its impact on progression through the program. The program’s action plan is as follows: (1) develop a policy for early concern note usage to establish consistent standards and facilitate student progression through the program; (2) revise early concern note to include a tracking mechanism for effectiveness of the action plan to be completed at the end of the semester; (3) faculty will report all early concern notes written during faculty meetings to allow for early concern note usage to be tracked in the MOT student retention database; and (4) monitor failures in Level II fieldwork over the next academic year to ensure that there is not a trend that might indicate curricular concerns. The OT program will also consider where they can strengthen self-awareness/self-assessment of professional behaviors, affect, body language, and voice projection to support students known as ‘quiet’ or ‘reserved’ to promote their success on Level II fieldwork.

The Coordinated Program in Dietetics (CP) is an accredited program through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) via the Academy of Nutrition and Dietetics (AND). The CP was recently awarded a full ten-year accreditation (2012-2022) with a five-year report due in 2017. Dietetic students must meet a full array of knowledge and skills to be considered “entry-level” practitioners. These are very specific and set forth by ACEND; updated roughly every 5 years. The CP plans/develops/revises the curriculum around these standards and the CP reviews all documentation (curriculum map, student learning outcomes, syllabus, activities, data etc.) on an annual basis. Based on the most recent accreditation, the CP is doing a thorough review of the data collected to determine its relevance and ability to actually determine entry-level skills. This process began winter semester 2014 with one faculty member completing a thorough review of the SLO. In May 2014, the faculty/staff will review recommendations given through the review and make changes in the data gathering process. This will continue with all data gathered by the program (i.e. surveys). ACEND/AND are requiring the profession move into the MS degree as being entry-level by 2024. The CP is currently discussing how to make this change and timeline to do so.

3. Examples of using assessment findings to make (1) decisions and (2) improvements to programs.

The Physical Education Teacher Education (PETE) major was recently revised. The revised major goes into effect fall 2014. The measures and data presented in the program’s evaluation report represent the 2013-14 academic year while the program was in transition from the old plan of study to the new plan of study. The program piloted a PETE Movement

Science Competency Exam to assess the following SLO: *Teacher candidates will contribute to an EMU PETE movement science competency cumulative mean score of 75% (NASPE standard 1.1-5)*. No students participating in the pilot achieved a score of 80% or higher in each sub-category. The exam served as a pilot test for content validity. It was given to a convenience sample of students enrolled in a course that is typically taken at the end of the teacher candidate's program of study. The data that was obtained will assist the program in establishing a more valid and reliable instrument as the PETE major moves forward into a second-admit candidacy process during the 2014-15 academic year. The results also indicated that teacher candidates are not reviewing movement science concepts taught earlier in the plan of study as they progress through the major. The program's action plan is as follows: (1) the exam will be reconfigured based on the outcome of the pilot test during the summer; and (2) the exam will become a requirement for official, continued candidacy status in the PETE major following the first full year of candidacy status instead of being administered at the end of the program of study.

The Exercise Science program created a comprehensive rubric for the Internship's case study report and presentation. This report is a cumulative paper that provides an introduction to the site environment and staff, describes their experiences in their role as a student intern, and summarizes the learning experience. Each student is also required to give a 12-minute oral presentation that summarizes their internship experience to his or her peers and program faculty. The results of the analysis showed that 100% of the students scored a 96% or greater on their case study report and presentation. Regardless of the positive outcome from this assessment, the program faculty have decided on an action plan to incorporate a process that will enable them to collect midterm feedback from the employer and internship supervisors to ensure the students' performance is consistently high throughout this semester-long, pre-professional experience.

The CHHS Assessment Team will review this past year's assessment process when it reconvenes in September. We will be welcoming two new members, and we will be open to their ideas and suggestions for improvement. The Team will encourage programs to update their curriculum maps as modifications to their program take place, and we will provide continued support to the programs scheduled to submit their Program Evaluation Reports in the coming years.

Appendix A

CHHS Assessment Team Members 2013-2014

Lynn Nybell, Director, School of Social Work
Colleen Croxall, Director, School of Health Sciences
Michael Williams, Director, School of Nursing
Chris Herman, Director, School of Health Promotion and Human Performance
Jeanne Thomas, Professor, School of Social Work
Debi Silverman, Assistant Professor, School of Health Sciences
Martha Tanicala, Associate Professor, School of Nursing
Christine Karshin, Associate Dean, Chair

Appendix B

Program Evaluation Report

Enter the name of your program here

Sample

SLO	Students will demonstrate group leadership skills appropriate for a health-care setting.
Assessment Tool(s)	Case Study rubric; Simulation Lab Peer Evaluation form
Metrics	70% or more of students will score an 8 out of 10 on the case study rubric 85% or more of the students will score a 2 or higher on a 3-point scale (1= does not meet expectations, 2= meets expectations, 3=exceeds expectations) on the peer evaluation form
Results	75% of the students scored at least 8 points on the case study rubric 80% of the students scored at least a 2 on the peer evaluation form
Interpretation	The students were adequately prepared for the case study that focused on individual role assignments during a differential diagnosis group discussion among health care providers. Students correctly interpreted that the dynamics of the group discussion were professional and necessary for a positive outcome. Regarding the simulation, the peer evaluators indicated that some of their peers were acting too passively during the simulation activity.
Action Plan	A focus for upcoming simulation activities will be on passive vs. assertive communication between and among professionals in a health-care setting. Students will review video and complete a self-evaluation of their leadership skills.

CHHS Program Assessment Schedule

HPHP

2013-14	2014-15	2015-16
Exercise Science (UG)	Athletic Training	Physician Assistant
Physical Education (UG)	Orthotics and Prosthetics	Physical Education (GR)
	Health Education (GR)	Exercise Physiology (GR)
	Sport Management (GR)	Community Health
	Sport Management (UG)	

Health Sciences

2013-14	2014-15	2015-16
Dietetics (UG)	Clinical Laboratory Sciences	Therapeutic Recreation
Dietetics (GR)	Health Administration (UG)	Clinical Research & Admin.
Occupational Therapy	Health Administration (GR)	Public Health

Nursing

2013-14	2014-15	2015-16
	MSN	RN-BSN
	Nurse Practitioner	BSN

Social Work

2013-14	2014-15	2015-16
		BSW
		MSW