

College of Health and Human Services
Report Year: 2014-15
Submitted on June 12, 2015

Assessment of student learning at EMU is a primary focus, but also includes the assessment of services provided by units that support student learning.

1. In addition to the primary goal of assessing student learning, list other 2014-15 unit goals that support assessment of student learning (these can be direct, indirect or operational).
 - a. Hired a data analyst to assist programs (accredited and non-accredited) in the analysis of data, and the preparation of data reports.
 - b. Offered a workshop for CHHS faculty and lecturers to learn more about how CANVAS can be used to assess students and programs.
 - c. Promoted the attendance and participation of program faculty in the Fall Assessment Forum.

2. Summarize the accomplishments your unit made during 2014-15 toward assessing student learning, as your primary goal.
 - a. Program directors/coordinators generally take the lead on program assessment/accreditation activities. However, all faculty work collaboratively on identifying how students are to be assessed in the classroom, as well as identifying metrics for assessing the program.
 - b. Two academic programs completed the re-accreditation process. The Occupational Therapy program has been re-accredited until 2022. The Social Work program's site visit took place in March (a decision is expected in Fall 2015).
 - c. The following programs submitted evaluation reports to the CHHS Assessment Team for review: Sport Management (UG and GR), Athletic Training, Clinical Laboratory Sciences, Health Education (GR), Health Administration (UG and GR), and Orthotics and Prosthetics.

3. Provide 2-3 descriptive examples from your unit activities that highlight how you assessed student learning.
 - a. The Orthotics and Prosthetics program in the School of Health Promotion and Human Performance has undergone a significant modification to its curriculum and its assessment plan. This is a result of the program being placed on probation by its accrediting body in August 2013. An amended report was submitted to the accrediting body in April 2014 highlighting many of these changes. In June 2014, the program was taken off of probation. The report submitted this year to the CHHS Assessment Team includes evidence of the effectiveness of the some of the changes made to how the program assesses SLOs. One example is highlighted below:

One SLO stated the desire for students to 'demonstrate entry-level skills as orthotist-prosthetist.' A combination of assessment tools would be used to measure this rather broad SLO (i.e., quizzes, exams, patient-model encounters, projects, and the comprehensive exam). The comprehensive exam is a new component implemented this year. The goal was for a 95% pass rate. In fact, 100% of the students passed the exam. The program's interpretation of this result was that the comprehensive exam

- was not rigorous enough, nor sufficiently comprehensive to assure competence of the graduates. Therefore, a new comprehensive exam has been created with input from the faculty, advisory council, and the program director. This examination will simulate the certification exam process. There will be a written exam and a practical section with various stations where students will be required to perform common O&P tasks. This will serve as a comprehensive review of the previous two years, and prepare them for their residencies and subsequent certification examinations.
- b. The Clinical Laboratory Science program aims to prepare medical laboratory scientists who demonstrate entry level knowledge in the technical skill performance and decision making processes. A series of laboratory practicals are conducted for second admit students. The metric used by the program to assess their students' technical skill performance is that they must pass all lab practicals with a 70% or above. The results of the analysis indicated that all but three students met this goal. The program's interpretation of this result is that most students are capable of performing under pressure basic skills required in the laboratory. The action plan is to give the three students an early concern note regarding their performance on the laboratory practicals. In addition, these students would be given the opportunity to review and revisit lab practicals at a later time. The program believes that given the students previous performance in the class/lab, these students, when given a second chance, will show progress and be successful.
4. Discuss what your unit learned from the 2014-15 efforts of assessing student learning and how it will use the findings to improvement the program(s), unit, and opportunities for students to learn.
 - a. In general, non-accredited programs struggle with the concept, and the need for program assessment. The Dean's office and the CHHS Assessment Team are committed to providing assistance to these programs. We believe that the use of external reviewers/mentors will help these programs better understand the importance of student and program assessment, as well as provide insight on affective assessment strategies.
 - b. Additional professional development opportunities are needed by faculty to identify more affective ways to assess students and programs. There are some great strategies being used in the college. We need to provide forums where these strategies can be shared with one another.
 5. As you turn toward next year (2015-16), what goals have emerged that your unit plans to focus on in the upcoming year?
 - a. Plan additional assessment workshops that focus on classroom assessment strategies.
 - b. Organize opportunities for program coordinators to meet and discuss successes and challenges in program assessment.

- c. Choose at least two non-accredited programs to undergo an external review process.
- d. Plan the next steps in the college's continuing efforts to solidify a program assessment strategy.
- e. Create an award for faculty achievements/contributions towards assessment.

Updated 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
		RN-BSN
		BSN
		MSN
		Nurse Practitioner

Social Work

2013-14	2014-15	2015-16
		BSW
		MSW

CHHS Assessment Team Members
2014-2015

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

Linda Myler, Assistant Professor, School of Nursing

Jodi Schumacher, Assistant Professor, School of Health Promotion and Human Performance

Christine Karshin, Associate Dean, Chair