

EWU Programmatic SLO Assessment

AY 2014-15 and “Closing the Loop” for AY 2013-14

Major/Option: HSAD

Submitted by: Joyce Goff

Date: 11-2-2015

Part I – Program SLO Assessment Report for 2014-15

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
 - a. Demonstrate effective written, oral, and presentation communication skills in healthcare settings
 - b. Five core healthcare competencies are assessed through the internship.
2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

 x SLO is met, but with changes forthcoming;

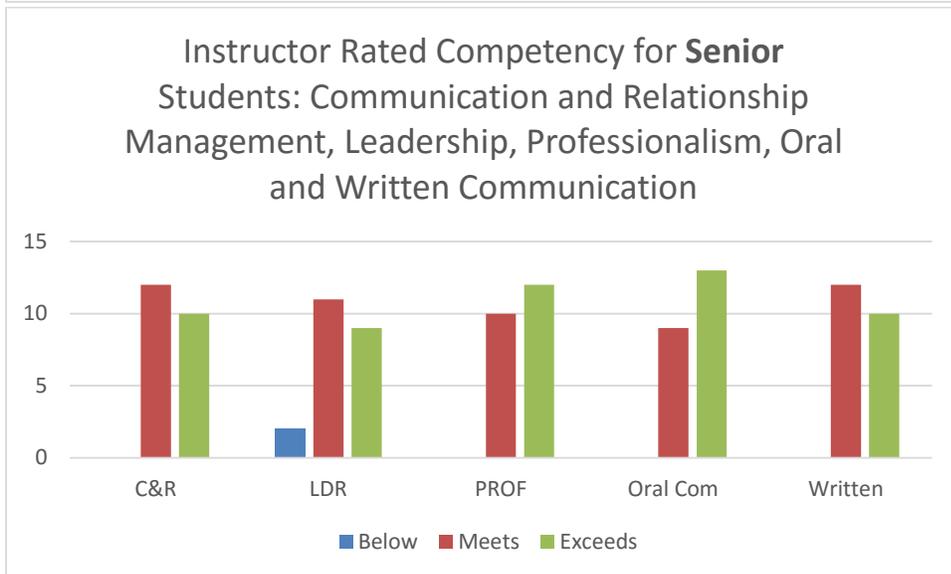
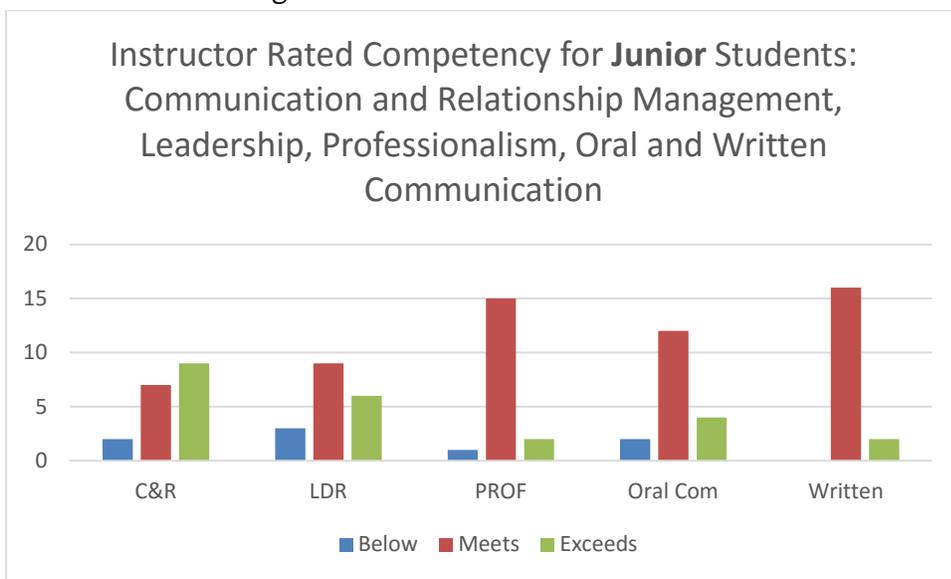
3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.
 - a. The college standardized rubric for written communication is used in all HSAD courses. Data were collected from this rubric to determine achievement of the SLO. Data below show assessment results from two senior winter quarter courses and one junior spring quarter course. The standardized rubric was selected to ensure equity.
 - b. A single instructor also completed a general assessment of program competencies to include oral and written communication on a 3-point scale: Below; Meets; or Exceeds standards. Data from single-instructor assessment was used to improve reliability.
 - c. Students also completed a self-assessment related to the SLO on a 3-point scale: Needs Improvement; Meets; or Exceeds. A student assessment was developed to gain student perspective and rating of skills.
 - d. Available scores from the above assessment methods were compiled in Excel and averages were used for comparison. **Please note, results are simple averages based on a convenience sample of available printed records and do not include adjustments for missing data.**
 - e. The five core healthcare competencies are assessed through internship and capstone. During senior internship, students demonstrate achievement of the five core healthcare competencies—this is measured throughout the course and ultimately results in a grade. The site supervisor evaluation matches the program

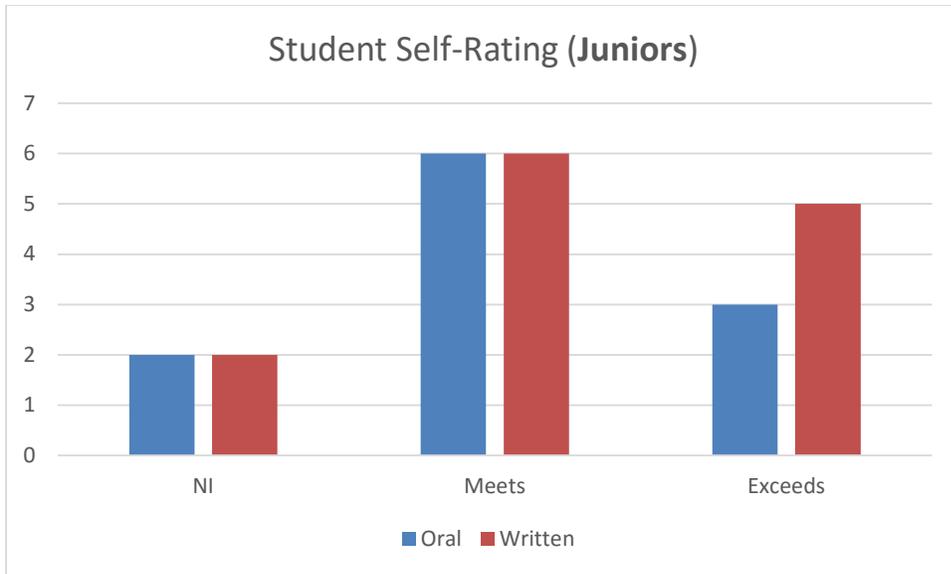
competencies (SLO's). All students enrolled in HSAD 495: Internship successfully completed the internship for the 2014-2015 academic year.

- f. Outgoing seniors meet with the advisory board to review achievement level of SLO's, effectiveness of courses and the program.
- g. Alumni are surveyed to determine satisfaction with the degree.
- h. The advisory board meets annually to reflect on the program. This meeting is scheduled in November 2015.

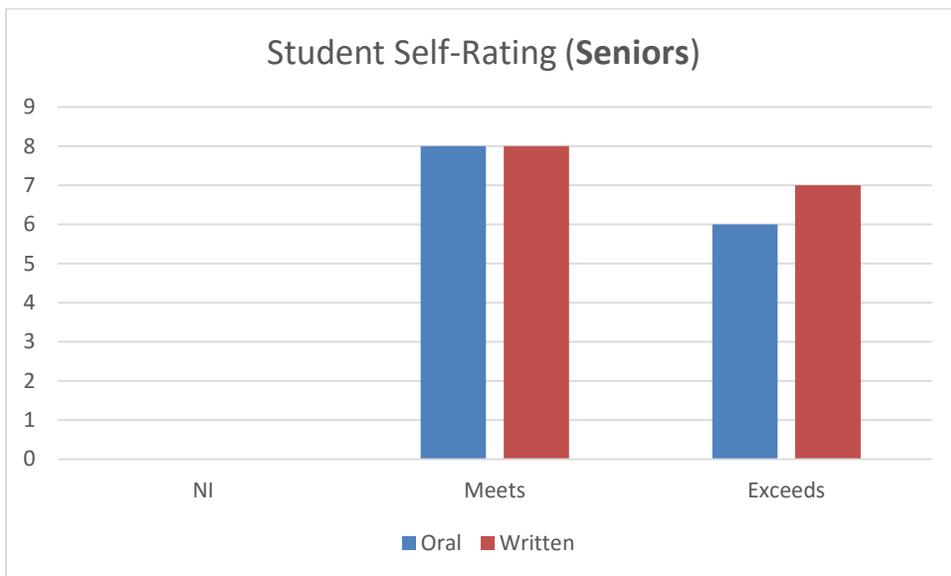
4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. Findings:





NI=Needs Improvement



NI: Needs Improvement

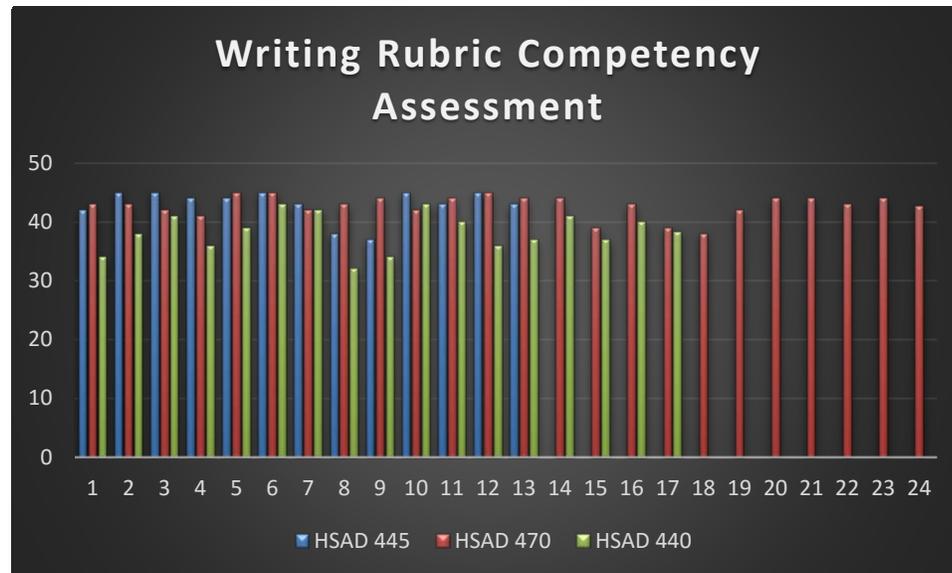
Analysis of findings:

100% of student scores in the sample met or exceeded written and oral communication standards by the senior year. A small percentage of juniors did not meet oral communication standards, but this is to be expected as students improve their skill through participation in the curriculum.

Writing Rubric (further detail):

The writing rubric rates Conventions, Structure and Organization, Clarity, Application of Knowledge, Readability, Tone, Following Directions, Components and Reference Sheet per APA Style.

A score of 32 or above indicates overall competence in writing. Writing rubrics from three courses were gathered from Winter and Spring 2015 with the following results:



5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

Plans to improve student learning based on these findings include:

1. Continuation of current oral and written communication assessment and teaching techniques.
2. Examine potential assessment methods and analyses of the five core healthcare competencies.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Plan to hold monthly curriculum and program meetings to determine:

1. Best methods to continue oral and written communication assessment (i.e. load into Canvas for ease and accuracy of data collection).
2. Best assessment and tracking methods related to 5 core healthcare competencies.
3. Implement above by Fall 2016.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
 - a. Improve rigor in data collection.
 - b. Define and determine assessment methods for additional SLOs to make findings more explicit (i.e. meeting five core healthcare competencies).

NEW: PART II – CLOSING THE LOOP

FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

1. **Student Learning Outcome(s)** assessed for 2013-14

Demonstrate effective written communication in healthcare settings
Integrate the five core healthcare competencies in an internship in a healthcare setting

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

Implementation of standardized syllabi
Implemented a student self-assessment using a 3-point scale.
Implemented an instructor assessment of student achievement using a 3-point scale.
Continued use of the university-wide writing rubric.
Continued use of Student Internship
Continued use of Senior Capstone.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

Implementation of the student self-assessment and instructor assessment of students using a 3-point scale provided increased information related to the measurement of student progress in achieving the SLO related to oral and written communication.

Overall, by the senior year, all graduating students achieved at least the competent level in oral and written communication.

Based on student feedback to the advisory board, the research class was moved from the senior to the junior year in 2014-2015. This change will be reviewed this year.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

Monthly meetings are planned to determine best assessment and teaching methods related to the ongoing measurement of the SLO's. An increased focus on how to measure and reflect achievement of SLO's related to the five core healthcare competencies is planned.

Contracts with outside agencies have been developed related to curriculum planning and tracking and for internship management. These databases are expected to be fully functioning by Fall 2016.