

**Allied Health Care Certificate of Applied Science (CAS)**  
**Program Level Assessment Plan**  
**October 1, 2013**  
**Approved by Assessment 12-18-13**  
**Approved by LOT 2-17-14**

**Allied Health Care CAS Mission Statement**

The mission of Eastern's Allied Health Care Certificate of Applied Science (CAS) is to provide students the skills to serve in a entry-level, support capacity within health care profession.

The program provides:

- Access to higher education throughout the College's responsibility district
- Graduates to meet current and projected regional employment needs for entry-level allied health care professions.
- Preparation for entry into Associate degree program in health careers.

**Allied Health Care CAS Program Outcomes**

- Apply basic computation skills related to allied health careers
- Appreciate the person as a holistic being for the purpose of fostering growth and development across the lifespan
- Discuss health related issues
- Demonstrate effective communication skills and computational skills.

**Assessment of Allied Health Care Goals and Course Outcomes**

Targeted Program Courses

- AH 115 Drug Dosage Calculation
- AH 210 Nutrition
- AHS 108 Medical Terminology
- PSY 214 Life-Span Developmental Psychology

The following assessment instruments and standards will be used to discern student academic achievement and course effectiveness in meeting program goals and course outcomes.

- Completion Rate/course level: At least 75% of students enrolling in paraprofessional in education courses will successfully complete the course(s). This will be determined at the end of each semester based on final grades.

Beginning in fall 2014, completion rates for AH 115 Drug Dosage Calculation and AH 210 Nutrition will be tracked. At least 75% of the students will demonstrate mastery of the course outcomes by earning at least a 70% average in each course through a variety of classroom assessments. Courses to be assessed in subsequent semesters will be determined based on the part-time evening program implementation schedule.

- Drop Rate: For spring 2014 the drop rate for AH 115 Drug Dosage Calculation and PSY 214 Life-Span Developmental Psychology. The drop rate will not exceed 30%.
- Course-level effectiveness: Course outcomes for targeted paraprofessional courses will be assessed on a cyclical basis over a three-year period. At least four outcomes from two courses will be assessed annually. Exam questions linked to course learning outcomes are included in the final examinations. Students' performance in answering these questions will be analyzed across sections and semesters. For fall 2014 AH 115 Drug Dosage Calculation and PSY 214 Life-Span Developmental Psychology will be the targeted courses. Courses to be assessed in subsequent semesters will be determined based on the part-time evening program implementation schedule.
- Graduation Rate: At least 75% of students enrolling in the Allied Health CAS will successfully complete the Certificate of Applied Science within 3 years. This will be measured by the number of graduates from the program.
- Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with the Mater Course Record Forms and among section of specific courses.
- Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.
- Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional allied health care needs.
- Enrollment Patterns: Enrollment trends will be monitored. Shifts in target courses and number of majors will trigger detailed assessment review as defined in above items. Courses to be assessed will be determined based on the Program Implementation schedule.
- Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self-reports of learning

acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness.

### **Data Collection**

Multiple methods will be used to collect appropriate data to assess student learning and success. Primary data will be analyzed to determine course level effectiveness. A secondary analysis of student records will be conducted to track student success, engagement and goal attainment. Student records selected for the secondary analysis include enrollment patterns in paraprofessional in education, course grades, drop rates, and certificate, or job attainment.

Target outcomes will be identified for evaluation over a three year cycle. Standard exam questions will be administered across multiple sections of target courses.

A secondary analysis of course evaluation will be conducted to address students' perceptions of success and satisfaction. Self-reports will provide a qualitative perspective of the students' "lived experience" in targeted program courses.

### **Data Analysis and Recommendations**

The Academic Program Director for General Education and Instruction will prepare an annual assessment report and recommendations. These reports will be provided to the Dean for Academic and Student Services, Associate Dean for Academic and Student Services, and the Learner Outcomes Team (LOT). Reports will address the student outcomes, methods of assessment, results of assessment activities and recommendations.

Assessment reports will be shared with faculty for the Paraprofessional in Education courses. The faculty and the advisory committee will be convened to determine need for programmatic change or course revision.

### **Effectiveness of Assessment Plan**

As this program grows, additional methods of assessment will be added to determine student success and effectiveness of the curriculum. The Six Fundamental Question for Conversations on Student Learning will serve as prompts for dialog in utilization of assessment data for improvement of student learning. As trends in student academic achievement are monitored, need for additional assessment activities or change in focus will become evident by applicability of results in curriculum revision.

The Higher Learning Commission (HLC) identifies six fundamental questions to guide discussions for the review of assessment in support of student learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning--- and how well?

Allied Health Care Certificate of Applied Science (CAS)								
PROGRAM OUTCOMES	AH 210	AH 115	AHS 108	PSY 214	BIO 124	ENL 101	CIS 108	Math Elective
Apply basic computation skills related to allied health careers		X						
Appreciate the person as a holistic being for the purpose of fostering growth and development across the lifespan	X		X	X				
Discuss health related issues	X	X	X	X				
Demonstrate effective communication skills and computational skills	X	X	X	X				
GENERAL EDUCATION OUTCOMES								
Demonstrate ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing.	X	X		X	X	X		
Demonstrate oral and written communication skills.					X	X		
Apply mathematical concepts in problem solving.			X					X
Demonstrate inquiry and research skills using electronic resources to acquire, process and manage information.	X	X		X	X	X	X	