

Unit Name: CHHS

ASSESSMENT SUMMARY

Fall 2009-Spring 2010

What are the student learning outcomes in your unit?

Rather than specific learning outcomes, the following information conveys assessment of overall program outcomes. Though there are distinct professional programs in CHHS, programs have outcomes in common related to the following:

Communication

Dental: The ability to recognize the roles of the dental health team and function as a team member through effective interpersonal communication *and*, The ability to respond to the needs of the patients through effective interpersonal communication and respect the rights of others

Nursing: An effective communicator who is able to share accurate information.

Radiologic Sciences: To graduate individuals who demonstrate, clinical competence, effective communication skills, critical thinking and problem solving skills, and professional values

Health Information Technology: To provide educational experiences designed to prepare students to achieve the domains, sub-domains, and tasks for Registered Health Information Technicians as described by the American Health Information Management Association and for entering a career as a health information technician.

Ethical Behavior

Dental: The ability to respect members of the dental health team and function as a valuable and cooperative team member *and*, The ability to respond to the needs of the patients through effective interpersonal communication and respect the rights of others

Nursing: An individual who practices within an ethical and legal framework of the nursing profession

Radiologic Sciences: To graduate individuals who demonstrate, clinical competence, effective communication skills, critical thinking and problem solving skills, and professional values.

Health Information Technology: To be prepared to use ethical practices, students are provided opportunities to gain knowledge and engage in activities that enable them to develop awareness and concern for how their actions affect other people.

Competent Practitioner

Dental: The ability to provide or perform a particular, but complex, service or task *and*, The ability to evaluate and identify conditions of that service or task

Nursing: A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings

Radiologic Sciences: To provide the medical community with individuals qualified to perform diagnostic imaging or therapy procedures.

Health Information Technology: To prepare competent entry level health information technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

To provide the healthcare community with individuals qualified to effectively carry out the functions of the health information management (HIM) discipline.

Life-long Learning

Dental: The ability to value continual learning, professional development and self-evaluation and personal goals

Nursing:

Radiologic Sciences: To involve students in professional continuing education activities in an effort to instill a desire for lifelong learning.

Health Information Technology: To prepare the students for effective citizenship, students are provided opportunities to become active citizens, promoting the exercise of human and civil rights, and an appreciation for diversity.

Which outcome did you assess this academic year?

The outcome assessed universally in the CHHS programs is one of **competence in the practice of the profession**. Subsumed under clinical competency is **critical thinking**.

How did you assess their skills before, during and/or at the end of the semester/ academic year?

- Licensure examination scores and clinical competency assessments (by direct observation, preceptor evaluation, student self evaluation, and examinations) are primary means of assessing this outcome; these assessments/examinations also assesses a graduates abilities related to **critical thinking**.
- Other ways that CHHS programs assess achievement of student outcomes related to clinical competence are
 - Clinical performance evaluations by faculty and by students (self-evaluation)
 - Exit surveys (student self-evaluation of outcome achievement)
 - Employer surveys
 - Patient surveys (dental hygiene)

Please summarize the data you have collected this semester/academic year.

Dental:

- The second year dental hygiene students completed patient and radiographic requirements with at least 89% accuracy in the fall semester
- The second year dental hygiene students completed patient and radiographic requirements with at least 93% accuracy in the spring semester
- The first year dental hygiene students completed patient and radiographic requirements with at least 85% accuracy in the spring semester
- The first year dental hygiene students completed patient and radiographic requirements with at least 87% accuracy in summer I semester
- 95% of the second year dental hygiene students passed National Board Examination (national benchmark 95.9%)
- 90% of the second year dental hygiene students passed the clinical portion of the North East Regional Examination
- 95% of the second year dental hygiene students passed the computerized portion of the North East Regional Examination

Nursing:

- National Council Licensure Examination (NCLEX) results for 2009 were 96% pass rate (national benchmark 88.4%).
- Preceptor Evaluation (Clinical preceptor assessment of senior student achievement of program outcomes): May 2009 and December 2009- 100% of the students received a ranking of 3 or above on a 1-4 rank scale.
- ATI standardized content examinations in all semesters—students required to score at Proficiency

Level 2 or above (national norms).

Radiologic Sciences:

- Overall course average for the final course grade in the capstone clinical course (R290) for the Class of 2009 was 89.7%. This has been benchmarked at 85%.
 - Overall course average for the communication skills assessment section of the final capstone clinical course (R290) for the Class of 2009 was 90.5%. This has been benchmarked at 85%.
 - Overall course average for the professional skills assessment section of final capstone clinical course (R290) for the Class of 2009 was 89.7%. This has been benchmarked at 85%.
- Overall participation for the Class of 2009 in professional development activities and community service activities was 97.4% and 100% respectively. These have been benchmarked at 90%.

• **ARRT National Credentialing Exam-Radiography Program**

	# of	% Pass on	% Pass	
<u>Class of</u>	<u>Grads</u>	<u>1st Attempt</u>	<u>To Date</u>	<u>Average Mean Scale Score</u>
2009	39	100	100	86.2

The 2009 USA average was a 91.4% pass rate with an average mean scaled score of 84.8.

Health Information Technology:

- The program has experienced thus far with the 2010 graduates, a 100% pass rate on the national registry examination. National average is 73%.
- Employer satisfaction rate with graduates employed was over 95%. Target national benchmark is 85%.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected.

Dental:

None.

Nursing:

- The Curriculum Committee of the School developed a new plan for the senior year given that fall of 2010 will be the third year of a planned three year enrollment expansion. Data for implementing this change in the senior year included number of students, increasing tightness for clinical spots, and hospitals limiting clinical section size to eight. In addition, a new clinical contract was secured with Ingalls Hospital in IL to provide additional clinical sites for the increased number of students and, of equal importance to provide the increased number of Capstone students with individual preceptors.

Radiologic Sciences:

- The faculty meets annually to review the Assessment Plan and Data to determine if changes are needed in the curriculum, program goals, policies and/or procedures to best meet the program's desired outcomes. During the annual meeting held in May, 2010, the faculty reviewed the program curricula, goals and all of the program's policies and procedures. We made significant changes to the program's attendance and tardy policies for clinical course work.

Health Information Technology:

- The faculty meets annually each summer to review all assessment data and determine if changes are

needed based on desired outcomes. Faculty continues to identify the need to increase actual electronic health care record data, and use real cases for all experiences. The Virtual Lab now in place contains these actual cases which are more beneficial for student learning than simulations. Student learning experiences need development in ICD-10-CM before nationwide implementation . Curriculum changes are planned for 2011-12 to increase and strengthen coding and classification experiences and content for the ICD-10-CM and ICD-10-PCS systems, which will be implemented in the US on October 1, 2013.