

AC 2025-2026 Assessment

Bachelor of Applied Science in Allied Health (BASAH) Program (620)

Division or Department: School of Allied Health

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Northwestern State University's (NSU) Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

NSU College of Nursing and School of Allied Health (CONSAH) Mission.

Northwestern State University's College of Nursing and School of Allied Health advances the mission of the University through innovative teaching, experiential service learning, and scholarship. The College of Nursing and School of Allied Health offers quality healthcare education to a diverse student population to achieve their goal of becoming responsible healthcare providers who improve the health of our region, state, and nation.

BASAH Program Mission Statement. The BASAH Program follows the mission of the College of Nursing and School of Allied Health.

BASAH Program Goals:

1. Provide students with the education and skills to function as an integral part of the health care community and the opportunity for advancement in the allied health professions.
2. Provide opportunities which will enhance the development of roles in the allied health professions
3. Provide a foundation for allied professionals to become lifelong learners and to strive for continued professional growth.

Methodology: The assessment process for the BASAH Program is as follows:

1. Course reports are completed by lead faculty at the end of each term in which the course is taught. Course reports include enrollment and completion data, aggregate grade distributions, relevant Student Learning Outcome (SLO) measures, actual results, and identified trends.
2. Course reports are stored electronically in the BASAH Teams Assessment folder and reviewed by the BASAH Program Director.
3. BASAH faculty review and analyze assessment results annually by calendar year. Faculty compare actual results with established expected outcomes and identify actions for the following assessment cycle.
4. Course reports and related curriculum matters are reviewed by the School of Allied Health (SAH) Program Curriculum Committee. Faculty may provide feedback regarding course delivery, student learning, assessment findings, and opportunities for improvement.

AC 2025-2026 Assessment

5. Student Learning Outcome measures, results, analyses, and decisions are incorporated into the annual BASAH Program assessment report and submitted to the CONSAH Director of Assessment, Evaluation, and Planning for review.
6. BASAH faculty review the annual assessment findings, identify needed revisions or additional actions, and forward recommendations to the SAH Program Curriculum Committee. The SAH Program Curriculum Committee reviews significant findings and discusses proposed curricular or programmatic changes.
7. The completed assessment report is submitted to the CONSAH Dean for review and approval. Following approval, the report is forwarded for institutional assessment review. Significant findings and actions requiring broader programmatic consideration are presented to the CONSAH Academic Leadership Council.

Program Assessment Note: Beginning with the 2025 assessment cycle, the BASAH Program is transitioning from an academic-year assessment cycle to a calendar-year assessment cycle for consistency across CONSAH. As a result, Spring 2025 data are included in both the AC 2024–2025 BASAH Program assessment report and the 2025 calendar-year assessment report. This overlap should be considered when reviewing trends and comparing results across assessment cycles.

Student Learning Outcomes

SLO 1. Synthesize communication strategies in a healthcare environment.

Measure 1.1. Students will demonstrate the ability to synthesize communication strategies in a healthcare environment through completion of the Portfolio Project in ALHE 4900: Directed Study. The project requires students to organize, integrate, and communicate professional experiences, educational achievements, and career goals using written and electronic communication strategies. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Portfolio Project.

Finding. Target was met.

Analysis. In 2024, the target was met. All 12 students assessed (100%) achieved a score of 70% or higher on the Portfolio Project, with a mean score of 98.2%. The results demonstrated that students were able to effectively organize and communicate information related to their professional experiences and career development.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) continued providing instructional videos and tutorials explaining portfolio requirements and expectations; 2) conducted virtual meetings to answer student questions and provide assignment guidance; 3) provided examples of high-quality portfolio projects; and 4) increased communication regarding assignment expectations and submission requirements.

As a result of these actions, in 2025, the target was met. All 11 students assessed (100%) achieved a score of 70% or higher on the Portfolio Project. Although the mean score decreased from 98.2% in 2024 to 91.8% in 2025, all students met the benchmark. The results demonstrated that students continued to effectively synthesize and communicate professional information through written and electronic formats.

AC 2025-2026 Assessment

Decision. In 2025, the target was met, with 100% (11/11) of students achieving a score of 70% or higher on the Portfolio Project.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue providing instructional videos and tutorials addressing assignment expectations; 2) continue conducting virtual meetings to support student success; 3) provide examples of high-quality portfolio projects; and 4) increase communication regarding assignment requirements and deadlines.

These actions will strengthen students' ability to organize, synthesize, and communicate professional information effectively while continuing to advance the cycle of improvement.

Measure 1.2. Students will demonstrate the ability to synthesize communication strategies in a healthcare environment through completion of the Quality Management Presentation in ALHE 4610: Introduction to Health Care Quality. The presentation requires students to communicate healthcare quality-improvement concepts, present evidence-based information, and deliver professional presentations using appropriate communication strategies. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Quality Management Presentation.

Finding. Target was met.

Analysis. In 2024, the target was met. All 5 students assessed (100%) achieved a score of 70% or higher on the Quality Management Presentation, with a mean score of 84%. The results demonstrated that students were able to communicate healthcare quality-management concepts and present information effectively.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) continued using a two-part submission process to improve assignment completion; 2) provided examples of successful presentations; 3) clarified assignment expectations and grading criteria; and 4) expanded data collection to include both spring and fall semesters.

As a result of these actions, in 2025, the target was met. All 10 students assessed (100%) achieved a score of 70% or higher on the Quality Management Presentation. The mean score increased from 84% in 2024 to 99.2% in 2025. The results demonstrated strong student achievement in professional communication and presentation of healthcare quality-management concepts.

Decision. In 2025, the target was met, with 100% (10/10) of students achieving a score of 70% or higher on the Quality Management Presentation.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue using the two-part submission process; 2) continue providing examples of successful presentations; 3) continue clarifying assignment expectations and grading criteria; and 4) continue collecting data from both spring and fall semesters.

These actions will strengthen students' ability to communicate healthcare information effectively, deliver professional presentations, and synthesize communication strategies

AC 2025-2026 Assessment

within healthcare environments, thereby continuing to advance the cycle of improvement.

SLO 2. Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.

Measure 2.1. Students will demonstrate the ability to utilize research skills for the practice of evidence-based healthcare through completion of the Research Proposal in ALHE 4520: Research in Healthcare. The assignment requires students to identify a healthcare-related problem, review and evaluate relevant literature, synthesize evidence, and develop a research proposal using evidence-based principles. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Research Proposal.

Finding. Target was met.

Analysis. In 2024, the target was met. All 10 students assessed (100%) achieved a score of 70% or higher on the Research Proposal, with a mean score of 96.6%. The results demonstrated that students were able to locate, evaluate, synthesize, and apply evidence to address healthcare-related problems.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) continued refining ALHE 4520 based on faculty assessment and student feedback; 2) incorporated additional interactive learning activities to strengthen understanding of evidence-based practice concepts; 3) expanded the use of online open-access research resources; and 4) increased communication regarding assignment requirements and deadlines.

As a result of these actions, in 2025, the target was met. All 12 students assessed (100%) achieved a score of 70% or higher on the Research Proposal. Although the mean score decreased from 96.6% in 2024 to 85.3% in 2025, all students successfully met the benchmark. The results demonstrated continued achievement of research and evidence-based practice competencies.

Decision. In 2025, the target was met, with 100% (12/12) of students achieving a score of 70% or higher on the Research Proposal.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue refining ALHE 4520 based on faculty assessment and student feedback; 2) continue incorporating interactive learning activities related to research and evidence-based practice; 3) expand the use of online research resources; and 4) continue emphasizing assignment completion and participation.

These actions will strengthen students' ability to evaluate evidence, apply research findings, and utilize evidence-based practice principles in healthcare settings, thereby continuing to advance the cycle of improvement.

Measure 2.2. Students will demonstrate the ability to utilize research skills for the practice of evidence-based healthcare through completion of the Introduction to Quantitative and Qualitative Research Quiz in ALHE 4520: Research in Healthcare. The assessment evaluates students' understanding of research methodologies, research

AC 2025-2026 Assessment

terminology, and the application of quantitative and qualitative research concepts in healthcare. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the quiz.

Finding. Target was met.

Analysis. In 2024, the target was met. All 10 students assessed (100%) achieved a score of 70% or higher on the Introduction to Quantitative and Qualitative Research Quiz, with a mean score of 91.3%. The results demonstrated that students possessed foundational knowledge of research methodologies and evidence-based healthcare concepts.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) continued refining ALHE 4520 as an interdisciplinary course serving both nursing and allied health students; 2) incorporated additional interactive learning activities; 3) expanded access to online educational resources; and 4) increased communication regarding course expectations and assignment completion.

As a result of these actions, in 2025, the target was met. All 12 students assessed (100%) achieved a score of 70% or higher on the quiz. The mean score increased from 91.3% in 2024 to 97.5% in 2025. The results demonstrated strong student understanding of quantitative and qualitative research concepts and continued achievement of evidence-based practice competencies.

Decision. In 2025, the target was met, with 100% (12/12) of students achieving a score of 70% or higher on the Introduction to Quantitative and Qualitative Research Quiz.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue refining ALHE 4520 based on faculty assessment and student feedback; 2) continue incorporating interactive learning activities; 3) continue using online educational resources; and 4) continue emphasizing assignment completion and engagement.

These actions will strengthen students' understanding of research methodologies and support their ability to utilize research skills for evidence-based healthcare practice, thereby continuing to advance the cycle of improvement.

SLO 3. Utilize critical thinking skills to resolve healthcare-related problems.

Measure 3.1. Students will utilize critical-thinking skills to resolve healthcare-related problems through completion of the Case Study Assignment in ALHE 4630: Healthcare Organization and Management. The assignment requires students to analyze healthcare-related problems, evaluate relevant information, identify appropriate solutions, and apply critical-thinking strategies to support decision-making. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Case Study Assignment.

Finding. Target was not met.

Analysis. In 2024, the target was met. All 4 students assessed (100%) achieved a score of 70% or higher on the Case Study Assignment, with a mean score of 74.5%.

AC 2025-2026 Assessment

The results demonstrated that students were able to analyze healthcare-related problems and apply critical-thinking skills to identify appropriate solutions.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) continued conducting video conferences to increase student engagement and clarify assignment expectations; 2) provided additional research resources and learning materials; 3) reviewed assignment guidelines and grading criteria; and 4) increased communication regarding assignment completion requirements.

As a result of these actions, in 2025, the target was not met. Of the 12 students assessed, 10 students (83%) achieved a score of 70% or higher, while 2 students (17%) scored below the benchmark. Review of the results indicated that the two students who did not meet the benchmark failed to complete portions of the assignment. Although most students met the benchmark and the mean score increased from 74.5% in 2024 to 77.4% in 2025, the expected outcome required 100% of students to achieve a score of 70% or higher; therefore, the target was not met.

Decision. In 2025, the target was not met, with 83% (10/12) of students achieving a score of 70% or higher on the Case Study Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise assignment guidelines and rubrics to improve clarity and alignment; 2) increase communication regarding assignment expectations and deadlines; 3) monitor student progress throughout the course; and 4) continue collecting data across spring, summer, and fall semesters to provide additional evidence for program improvement.

These actions will strengthen students' ability to analyze healthcare-related problems, apply critical-thinking skills, and develop evidence-based solutions, thereby continuing to advance the cycle of improvement.

Measure 3.2. Students will utilize critical-thinking skills to resolve healthcare-related problems through completion of the Leadership/Critical Thinking Challenge Assignment in ALHE 4600: Teamwork and Leadership Challenges for the Healthcare Professional. The assignment requires students to analyze leadership and teamwork challenges, evaluate alternative approaches, and apply critical-thinking skills to resolve healthcare-related issues. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. All 8 students assessed (100%) achieved a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment, with a mean score of 96.5%. The results demonstrated that students were able to apply leadership concepts and critical-thinking skills when addressing healthcare-related challenges.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) reviewed and revised assignment guidelines to improve clarity; 2) reviewed grading rubrics to ensure alignment with assignment

AC 2025-2026 Assessment

expectations; 3) incorporated additional interactive learning activities; and 4) provided additional clarification and instructional resources related to leadership decision-making.

As a result of these actions, in 2025, the target was met. All 15 students assessed (100%) achieved a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment. The mean score was 91.1%, demonstrating continued achievement of the expected outcome.

Decision. In 2025, the target was met, with 100% (15/15) of students achieving a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue reviewing assignment guidelines and rubrics for alignment and clarity; 2) continue incorporating interactive learning activities; 3) provide additional instructional support related to leadership decision-making; and 4) monitor student performance to identify opportunities for improvement.

These actions will strengthen students' ability to apply leadership principles and critical-thinking skills when resolving healthcare-related problems, thereby continuing to advance the cycle of improvement.

SLO 4. Demonstrate competency in the use of information technology applications in healthcare.

Measure 4.1. Students will demonstrate competency in the use of information technology applications in healthcare through completion of the Informatics Project in ALHE 4230: Health Informatics. The project requires students to utilize healthcare information systems, access and interpret healthcare data, and apply health informatics principles to support healthcare decision-making and improve healthcare delivery. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Informatics Project.

Finding. Target was met.

Analysis. In 2024, the target was met. All 13 students assessed (100%) achieved a score of 70% or higher on the Informatics Project, with a mean score of 91.2%. The results demonstrated that students were able to utilize healthcare technologies, analyze healthcare information, and apply informatics concepts within healthcare environments.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) added an instructional video to explain project requirements and expectations; 2) developed a project checklist to guide students through assignment completion; 3) conducted periodic video conferences to provide guidance and increase student engagement; and 4) provided project exemplars to help students better understand expectations for high-quality work.

As a result of these actions, in 2025, the target was met. All 11 students assessed (100%) achieved a score of 70% or higher on the Informatics Project. The mean score increased from 91.2% in 2024 to 93.2% in 2025. The results demonstrated continued student achievement in the application of healthcare information technologies and informatics principles.

AC 2025-2026 Assessment

Decision. In 2025, the target was met, with 100% (11/11) of students achieving a score of 70% or higher on the Informatics Project.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue providing instructional videos and project checklists; 2) continue conducting periodic video conferences to support student learning and engagement; 3) continue providing project exemplars; and 4) continue collecting data during the spring and fall semesters to provide additional evidence for program improvement.

These actions will strengthen students' ability to utilize healthcare information technologies, analyze healthcare data, and apply informatics principles in healthcare settings, thereby continuing to advance the cycle of improvement.

Measure 4.2. Students will demonstrate competency in the use of information technology applications in healthcare through completion of Discussion Forum #5, "The Role of Technology Within Health Care Fields," in ALHE 4230: Health Informatics. The discussion forum requires students to evaluate the role of technology in healthcare delivery, analyze the impact of healthcare information systems, and communicate the importance of informatics in contemporary healthcare practice. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on Discussion Forum #5.

Finding. Target was met.

Analysis. In 2024, the target was met. All 13 students assessed (100%) achieved a score of 70% or higher on Discussion Forum #5, with a mean score of 100%. The results demonstrated that students were able to evaluate the role of technology and healthcare information systems within healthcare environments.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) continued posting frequent assignment reminders; 2) clarified discussion expectations and grading criteria; 3) increased communication regarding assignment deadlines; and 4) continued reinforcing the relevance of healthcare technology and informatics within professional practice.

As a result of these actions, in 2025, the target was met. All 12 students assessed (100%) achieved a score of 70% or higher on Discussion Forum #5. The mean score remained at 100%, demonstrating sustained student achievement and continued mastery of course expectations.

Decision. In 2025, the target was met, with 100% (12/12) of students achieving a score of 70% or higher on Discussion Forum #5.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue posting frequent assignment reminders; 2) continue clarifying discussion expectations and grading criteria; 3) continue increasing communication regarding assignment deadlines; and 4) continue collecting data during the spring and fall semesters to provide additional evidence for program improvement.

AC 2025-2026 Assessment

These actions will strengthen students' understanding of healthcare technology, information systems, and informatics applications while supporting effective communication regarding the role of technology in healthcare delivery, thereby continuing to advance the cycle of improvement.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

Analysis of the 2024 assessment results led BASAH faculty to implement multiple improvements during the 2025 assessment cycle. These actions occurred at the course, assignment, communication, grading, and assessment levels and were intended to clarify expectations, improve student engagement, strengthen assignment completion, and provide more consistent evidence of student achievement.

Communication and Professional Presentation

Virtual meetings, instructional videos, tutorials, assignment examples, and clearer instructions were used to support student success in the ALHE 4900 Portfolio Project and ALHE 4610 Quality Management Presentation. These strategies helped students synthesize communication approaches, organize professional information, and present healthcare quality concepts effectively. Both SLO 1 measures met the expected outcome in 2025.

Research and Evidence-Based Healthcare

Continued refinement of ALHE 4520: Research in Healthcare was guided by faculty assessment and student feedback. Interactive learning activities, online open-access resources, and increased communication regarding course expectations supported student learning. Both research measures met the expected outcome in 2025, demonstrating continued achievement in research methods and evidence-based healthcare concepts.

Critical Thinking and Healthcare Problem-Solving

Video conferences, research resources, clarified assignment expectations, and rubric review supported critical-thinking assignments in ALHE 4630 and ALHE 4600. The Leadership/Critical Thinking Challenge Assignment met the expected outcome in 2025. The Case Study Assignment did not meet the target because two students failed to complete portions of the assignment. This finding reinforced the need for clearer expectations, closer progress monitoring, and increased communication regarding assignment completion.

Health Informatics and Technology

Instructional videos, project checklists, periodic video conferences, project exemplars, frequent reminders, and clarified discussion expectations were incorporated into ALHE 4230. Both health informatics measures met the expected outcome in 2025, demonstrating student competency in applying informatics concepts and communicating the role of technology in healthcare delivery.

Assessment and Data Collection

The BASAH Program transitioned from an academic-year assessment cycle to a calendar-year assessment cycle beginning with the 2025 assessment report. Data collection was expanded across course offerings to provide more complete evidence for

AC 2025-2026 Assessment

program improvement. The 2025 assessment process also identified the need to continue strengthening consistency in assignment expectations, rubric alignment, student reminders, and data collection across applicable semesters.

Overall Evidence of Improvement

Students met the established target for seven of the eight measures reported in 2025. Evidence of improvement included sustained achievement in communication and presentation skills, continued strong performance in research and evidence-based healthcare, achievement on the Leadership/Critical Thinking Challenge Assignment, and sustained achievement in health informatics. The one unmet measure was associated with incomplete assignment submissions rather than evidence of a broader deficiency in student learning. Collectively, these findings demonstrate the continued use of assessment results to strengthen student learning and advance the cycle of improvement.

Plan of Action Moving Forward

Based on analysis of the 2025 assessment results, BASAH faculty will implement the following actions during the 2026 assessment cycle to strengthen student learning, improve assignment completion, and continue the cycle of improvement.

Communication and Assignment Support

Virtual meetings, instructional videos, tutorials, assignment examples, and increased communication regarding expectations and deadlines will continue to support student success. The two-part submission process for the Quality Management Presentation will also be retained to promote completion of all required assignment components.

Research and Evidence-Based Healthcare

ALHE 4520 will continue to be refined based on faculty assessment and student feedback. Interactive activities and additional online open-access resources will be incorporated, and communication efforts will be increased to support completion of all required research assignments and assessments.

Critical Thinking and Problem-Solving

Assignment guidelines and rubrics for the Case Study Assignment and Leadership/Critical Thinking Challenge Assignment will be reviewed and revised to improve clarity, alignment, and consistency. Communication regarding expectations will be increased, student progress will be monitored throughout the course, and data collection across applicable semesters will continue to provide additional evidence for program improvement.

Health Informatics and Technology

Instructional videos, project checklists, project exemplars, frequent assignment reminders, and clarified grading expectations will continue to support student learning in ALHE 4230. Data will also continue to be collected during the spring and fall semesters to evaluate student achievement and inform future improvements.

AC 2025-2026 Assessment

Expected Impact

These actions are expected to improve assignment clarity, increase student engagement, reduce incomplete submissions, strengthen consistency in grading and expectations, and enhance the usefulness of assessment data. The planned actions will also support students' ability to synthesize communication strategies, utilize research skills, apply critical-thinking skills, and demonstrate competency in health informatics.

Collectively, these actions will strengthen student learning, improve consistency in assessment practices, and support continued improvement in the BASAH Program.