

2019 ASAHP Annual Conference

**STARS: A Model for Allied Health
Program Assessment**

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OUTLINE

- ★ Definition and philosophy of assessment
- ★ University assessment infrastructure and methodology
- ★ Five steps of the STARS assessment approach
- ★ Relationship of the STARS model to an academic program evaluation plan
- ★ Program stakeholder response

FAMU'S Definition of Assessment

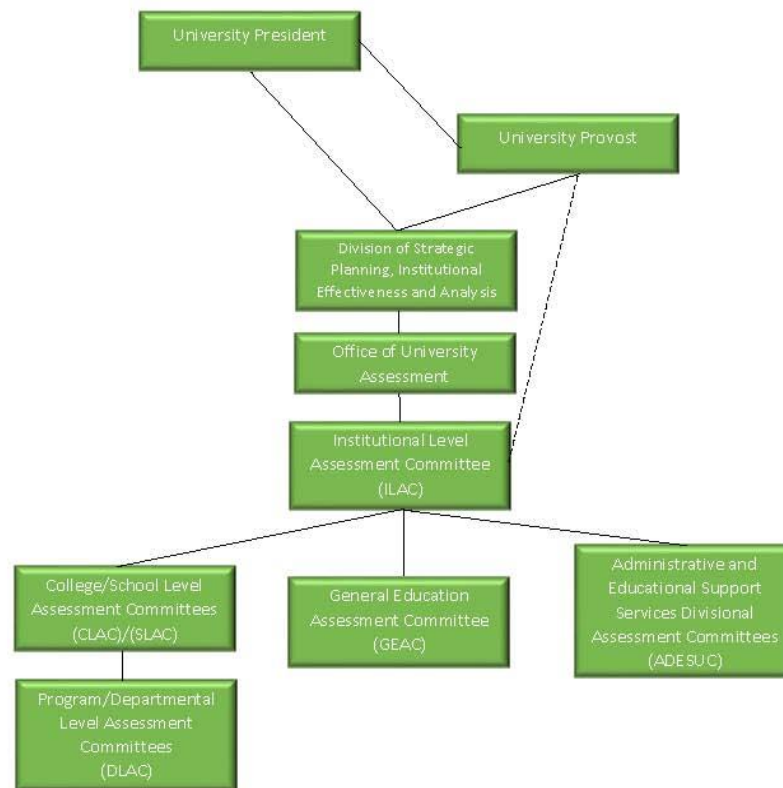
Florida A&M University (FAMU) chooses to define assessment as *"the systematic process of documenting and analyzing the effectiveness of the teaching and learning processes to ensure that the expectations and standards are met in fulfilling the mission of FAMU. The process includes monitoring and enhancing the administrative and educational support structure that leads to the continuous quality improvement of FAMU's faculty, staff, and student programs and services."*

FAMU's Philosophy of Assessment

The philosophy of assessment at FAMU is

“to foster a culture of continuous improvement of program offerings and support services to ensure student success and institutional effectiveness.”

FAMU's Assessment Infrastructure



School of Allied Health Sciences

- Divisions (undergraduate, graduate, and certificate programs)
 - Cardiopulmonary Science - 1
 - Health Care Management - 2
 - Health Informatics and Information Management - 3
 - Health Science - 4
 - Occupational Therapy - 1
 - Physical Therapy - 1
 - Plus the Dean's/School's level assessment plan - 1*
- Total assessment plans for each academic year = 13

The STARS Model



Effective Fall 2014

STARS Five Steps

Step 1: Strategic and Student Learning

Start with strategic and student learning outcomes that are aligned to institutional mission/goals

Step 2: Target Performance Levels

Target both direct and indirect performance levels that are aligned to appropriate measures

Step 3: Analysis and Review of Results

Analyze and review performance data

Step 4: Reflect on Results

Reflect on results in relation to outcome

Step 5: Strengthen Programs and Services

Strengthen programs/services through continuous improvement

It's a data driven culture right now!



Ways Faculty Participate in Assessment

- ★ Know their program's assessment plan and claim ownership!
- ★ Communicate the importance of assessment to other faculty, students, and staff.
- ★ Discuss results with students and staff.
- ★ Implement strategies for improvement.
- ★ Revise learning outcomes, as needed.
- ★ Attend assessment workshops, seminars, roundtables.
- ★ Participate in division's assessment meetings.

Other Key Points

- ★ Faculty meetings include assessment as a standing agenda item. Minutes reflect total faculty collaboration.
- ★ Assessment plans are reviewed and approved at the division level before submission to the school level.
- ★ Evidence (data/documents) for inclusion in the division's assessment files:
 - ★ agenda, minutes
 - ★ instruments, survey results, spreadsheets, samples of student work
 - ★ communications

If it wasn't documented, it wasn't done!

LiveText → Nuventive Improvement Platform

- ★ Web-based assessment system that supports a culture of data-informed, goal-aligned performance
- ★ Ability to monitor all planning initiatives in real-time, submit evidence, and generate reports used to inform decision making and improve student learning outcomes
- ★ Assessment coordinators in each academic program have been trained how to use the system and enter data

Dean's Level Assessment Outcomes

- ★ Maintained at the school level, not at the program level
- ★ Linked to the University mission and strategic plan
- ★ Outcomes identified in six areas corresponding with the “scorecard”
 - ★ Leadership
 - ★ Student Success
 - ★ Faculty
 - ★ Research, Scholarship, and Creative Activities
 - ★ Outreach and Community Service
 - ★ Licensure Pass Rates

Assessment can promote alignment and compliance with internal and external accountability standards!

- ★ Board of Governors Performance Metrics
- ★ Board of Governors Performance Metrics
- ★ President's Goals
- ★ University's Strategic Plan
- ★ School's Strategic Plan
- ★ School Scorecard
- ★ Program Accreditation Standards

Relationship of STARS Model to an Academic Program Evaluation Plan

SIMILARITIES:

- ★ Measurable goals established annually
- ★ Goals compatible with institution's mission and strategic plan
- ★ Results used for program planning, evaluation, and improvement

Relationship of STARS Model to an Academic Program Evaluation Plan

DIFFERENCES:

- ★ Terminology - “close the loop,” direct vs. indirect measure
- ★ Statement of goals/outcomes written in “student/graduate” terms
- ★ Process involves all levels of the institution – program, school, university
- ★ Information in annual assessment reports is public knowledge

Stakeholder Response

- ★ Sustains accountability to internal and external stakeholders by emphasizing the importance of systematically planning, implementing, analyzing, documenting, and reflecting on the results to improve student outcomes
- ★ Fosters a culture of continuous improvement to ensure student success and institutional effectiveness
- ★ Means of sharing good news and making informed decisions regarding change
- ★ Supports the University's mission of "excellence with caring"

The End



Questions or Comments?



THANK YOU!