

College of Health and Human Performance

Undergraduate Examples

Actions Taken to Improve Student Learning Based on Analysis of Results



Undergraduate

*Programs included:

- Family and Consumer Sciences Education (BS)
- Interior Design (BS)
- Public Health (BS)

Undergraduate Examples

- Faculty developed exercises to enhance student learning during peer critiques of each other's mock portfolios
- Curriculum updates includes more emphasis on length and depth of the unit selection, application of academic language function, and provided more specific examples for candidate in selecting their instructional supports
- Maintained a reduced number of student works necessary in a set to continue seeing positive results
- Continued to supply students with components needed for their coursework
- Students were provided with specific criteria to aid in project completion and the assignment was scheduled to be completed earlier in the semester
- Altered schedule to allow more time for students to receive and incorporate feedback into their project
- Instructor arranged one-on-one time with each group to provide feedback

Program name	Family and Consumer Sciences Education (BS)
Delivery mode	Face to Face and Online
Outcome being summarized	Appropriate Instruction - Teacher Candidates plan instruction appropriate for their students in Family and Consumer Sciences (FACS) Education (North Carolina Professional Teaching Standards IV)
Program level example	<p>The Bachelor of Science degree in family and consumer sciences (FACS) education prepares individuals to teach in middle grades and high schools; to work with the Cooperative Extension Service or other educational agencies such as career and technical education, workforce development programs, and career services; and to prepare for graduate study. FACS majors develop competency of essential concepts, career and technical skills, and problem-solving strategies within six areas: consumer economics and resource management; child development; parenting and human development; foods, nutrition, and culinary arts; fashion, apparel and textiles; and housing and interior design.</p> <p>The Family and Consumer Science Education (BS) program assesses outcomes around appropriate instruction, assessment of student learning, professional dispositions, and reflective skills. The program uses results from Tasks 1 and 3 from the edTPA, final progress from the Teacher Education Candidate Disposition form, and a paper from an early experience course.</p> <p>In order to demonstrate that teacher candidates can plan instruction appropriate for their students in Family and Consumer Sciences (FACS) Education, teacher candidates complete an edTPA Portfolio: Task 1 that includes lesson plans, instructional materials, assessments, and planning commentary (Planning for Instruction). Task 1 consists of five different criteria each measured by a specific planning rubric. The criterion for success is that 100% of teacher candidates will earn a proficient performance rating of 3 on at least four of the five rubrics.</p> <p>In 2016-17, 50% of students (n=2) earned a proficient on at least four of the five rubrics.</p> <p>In order to address this deficiency, faculty developed specific learning exercises for students to use when doing the peer critiques of each other's mock portfolios. The learning exercises were specific to each criterion expected in Task 1 Instructional Planning rather than generally following the rubrics. Since course delivery for FACS 4323 was entirely online in Fall 2017, Mediasite presentations on each task of the portfolio were developed and delivered in FACS 4323. The</p>

	<p>changes to FACS 4323 included more emphasis on length and depth of the unit selection, application of academic language function, and providing more specific examples for candidate in selecting their instructional supports.</p> <p>In 2017-18, 100% of candidates (n=2) earned a proficient performance rating of 3 on at least four of the five rubrics. Faculty noted that teacher candidates indicated that planning (Task 1) was the portion of the portfolio they felt the most comfortable with overall.</p>
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Program name	Interior Design (BS)
Delivery mode	Face to Face
Outcome being summarized	<p>Building Systems and Interior Construction (CIDA 13g). Construction Drawing - Upon graduation, students will be able to read and interpret construction drawings and documents.</p>
Program level example	<p>Our shared value of design for human needs provides a common purpose connecting the practice of interior design to the consequential issues of society (e.g., environmental degradation, human health and well-being, cultural diversity, social justice, and sustainable community). As such, the program is a catalyst for fostering connections with communities while preparing students for assuming diverse roles in professional practice. The mission of the ECU interior design program is to prepare students to be creative problem-solvers with a strong sense of social responsibility. Our program integrates aesthetics and creativity with technology and an interdisciplinary knowledge base in addressing the human condition in interior environments.</p> <p>The Interior Design (BS) program assesses outcomes around building systems and interior construction, global perspective for design, human-centered design, and design process. The program uses exams, projects, and portfolios to assess outcomes.</p> <p>In order to demonstrate that students are able to read and interpret construction drawings and documents, students produce an abbreviated set of construction documents, based on individual student designs. The criterion for success is that a minimum of 50% of students will complete 19 or more of the 24 criteria (80%) with 100% accuracy midway through completion of the project.</p> <p>In 2015-16, 59% of students completed 19 or more of the 24 criteria with 100% accuracy for project assessment midway through project completion. While the criterion was met, faculty noted the success was due in part to the curricular changes made in 2014-15. The adjustments to the course appeared to be working to improve students' skill level, as evidenced by the results. Changes made included additional time spent on content review and supplying the students with some of the components that they needed to incorporate into their drawings in order to be successful. Faculty determined a goal to increase number achieving 100% mastery of 19 criteria to 75% of course enrollment midway through project completion.</p>

	<p>In order to maintain these positive results, faculty maintained the adjustments of reduction of the number of student drawings required in the students' drawing sets, supplying the students with some of the components that they needed to incorporate into their drawings, and completion of the assignment earlier in the semester. After attending lectures reviewing basic building and casework construction, students were given a list of criteria to incorporate as they completed their construction drawings, including such things as: show plumbing fixtures on all plans but RCP, for curves, dimension start point and radius, and on all drawings, have the floor number in the title block information.</p> <p>In 2016-17, 60% of students completed 19 or more of the 24 criteria with 100% accuracy for project assessment midway through project completion. Faculty determined that students' skill level with construction documents was maintained, as evidenced by these results.</p>
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Program name	Public Health (BS)
Delivery mode	Face to Face
Outcome being summarized	Health Needs - Graduates earning a BS degree in Public Health Studies will be able to determine health needs for a specific population.
Program level example	<p>The Bachelor of Science program in Public Health Studies (BSPH) prepares graduates to improve the health of individuals and communities through theory-based best practices in health education, health promotion and disease prevention. Graduates work as vital members of health care teams in non-profit organizations, public health departments, and hospitals as well as in local, state and national governmental agencies and private corporations. The BS in Public Health Studies assesses outcomes around public health data, public health theory, health disparities, written communication, leadership, health needs, appropriate strategies, and evaluation plans. The program uses an alumni survey, course projects, and internship evaluation to assess outcomes. In order to demonstrate how students are able to determine health needs for a specific population, students in HLTH 4609 plan a public health program. The criterion for success is that 70% of the class will receive a 70% on the program plan.</p> <p>In Fall 2016 87% of the class (n=77) scored a 70% or higher. In Spring 2017, 78% of students (n=51) scored a 70% or higher. While the criterion of success was met, faculty noted that students struggle with summarizing and discussing the data in terms of what it means to describe priorities for change in health needs.</p> <p>To address students' needs, faculty altered the course schedule to allow more in-time feedback from instructor so that as the project builds, students have more time to incorporate feedback to help them appropriately summarize population health needs. The instructor provided one on one time with each group to provide feedback.</p> <p>2017-18 results showed that the students met the criterion for success with 100% of students scoring a 70% or higher in both fall and spring semesters. Faculty noted that the one on one time with the instructor discussing feedback helped students understand the data and how to use it to determine health needs.</p>

College of Health and Human Performance Graduate Examples

Actions Taken to Improve Student Learning Based on Analysis of Results



Graduate

*Programs included:

- Substance Abuse (Certificate)
- Birth through Kindergarten (MAEd)
- Marriage and Family Therapy (MS)
- Medical Family Therapy (PhD)
- Social Work (MSW)

Graduate Examples

- Clarified APA requirements
- Faculty revised an assignment in a methods course to give students more opportunity to think about, explain, and apply their knowledge in a professional setting
- Added reading assignments and adopted a more in depth case review assignment to address cultural humility
- Program director instructed students on how to incorporate new information into their case review papers throughout the program
- Added a rubric to ensure students were addressing six critical areas in their assignments
- Faculty created a timeline for different paper components and added many opportunities for students to receive feedback throughout the assignment
- For the summer course, faculty prepared and made available information prior to the start of the summer session
- Online instructors also held an in-person Q&A for enrolled students

College of Health and Human Performance

Graduate Examples

Actions Taken to Improve Student Learning Based on Analysis of Results



Graduate

Graduate Examples

- A new textbook was adopted to be more accessible for the shortened summer session and the assignments and rubrics were revised accordingly
- Instructors utilized a teaching strategy for small and large group discussions
- Instructors posed thought-provoking questions about readings to help students distinguish, appraise, and integrate research-based knowledge
- Supplemental readings of case studies and reviews of journal articles were incorporated to better aid assessing disorders and addiction
- Videos were utilized to reinforce how to use diagnostic and assessment tools
- During their internships, students reviewed cases with their clinical supervisor to see how clinicians develop diagnoses in the practice setting

*Programs included:

- Substance Abuse (Certificate)
- Birth through Kindergarten (MAEd)
- Marriage and Family Therapy (MS)
- Medical Family Therapy (PhD)
- Social Work (MSW)

Program name	Substance Abuse (Graduate Certificate)
Delivery mode	Face to Face and Online
Outcome being summarized	Acquiring knowledge and skills to work with clients who are drug users/abusers.
Program level example	<p>The Substance Abuse Graduate Certificate assesses outcomes around implementing substance abuse interventions and acquiring knowledge and skills to work with clients who are drug users/abusers. The program uses exam scores to assess each outcome. In order to demonstrate that students acquired knowledge and skills to work with clients, students submit one page reflective summaries analyzing the journal articles and case vignettes to ensure understanding of the material and means for the instructor to assess for understanding. The criterion for success is that 80% of students enrolled in SOCW 6800 will score 70% or higher on the 15 practice questions for assessing for diagnosing. In 2015-16, 90% of students scored 85% or higher. While the criterion was met, faculty noted more opportunities to improve student outcomes to better prepare students for the state licensing exam.</p> <p>In order to maintain the positive result, during the 2016-17 year faculty included supplemental readings of additional case vignettes focused on assessing for substance use disorders, students engaged in reviewing current journal articles related to diagnosing and assessing substance use addiction. Also additional videos demonstrating how to use diagnostic and assessment tools were implemented to reinforce student learning. Students were also able to review actual cases with the clinical supervisor in their internships to as a way to better see how clinicians develop diagnoses in the practice setting.</p> <p>2016-17 results show that 90% of students scored 80% on the diagnostic questions, thus exceeding the criterion of a score of 10%. Faculty noted that students reported on their exit interview that they felt better prepared and more confident in their understanding of assessment and that the reflective summaries were of higher quality.</p>

Program name	Birth through Kindergarten Education (MAEd)
Delivery mode	Face to Face and Online
Outcome being summarized	Knowledge of Birth through Kindergarten Education - Students will demonstrate how they utilize or apply BK knowledge in their professional life.
Program level example	<p>The MAEd in Birth through Kindergarten Education (BK) is designed for advanced study for individuals who already hold teaching licenses in BK. The goals of the MAEd in Birth through Kindergarten Education are: to help teachers develop and achieve advanced competencies in professional education, early childhood education subject matter, and issues related to diversity; to prepare teachers to become leaders in the discipline; to provide opportunities through courses, research, and practicum experiences for students to gain rigorous preparation in the latest research, trends, and issues in the field; and to enable students to apply theoretical, philosophical, and research data to professional practice. Attention is given to the discovery and application of knowledge and research.</p> <p>The MAEd in Birth through Kindergarten assesses outcomes around action research, knowledge of birth through kindergarten education, and practice informed by research. The program uses course assignments to assess each outcome. In order to demonstrate how students utilize or apply BK knowledge in their professional life, students submit reflection papers in two of their courses (HDFS 6991 and HDFS 6402). The criterion for success is that 85% of candidates will score 13 or higher out of 15 points on the reflection paper in HDFS 6691 and that 85% of students will score 45 or higher out of 50 on the reflection paper in HDFS 6402.</p> <p>In 2015-16, 75% of students scored 13 point or above on the reflection paper in HDFS 6691 and 100% of students scored 45 or higher on the reflection paper in HDFS 6402. While the criteria was met for HDFS 6402, faculty noted that students needed additional support in APA in the completion of these reflection papers intended to demonstrate students' knowledge of the major tenants of the theories and how the theories can be applied to their own professional life. The criterion for success was not met for HDFS 6691. Faculty noted that the choice of specialty strand (autism, assistive technology, etc.) corresponded with depth and articulation of student responses and that not all students could articulate this relationship or the intersectionality between increased knowledge in BK with their gains in knowledge from their respective specialty strands.</p>

	<p>To address student needs in APA, faculty added additional instruction in HDFS 6402 on APA requirements and created an assignment that had students review and reflect APA citations. To address the deficiency in the reflection paper for HDFS 6991, faculty revised an assignment in a methods course earlier in the program to allow students to begin thinking about, explaining, and applying their BK curriculum planning choices in a professional setting.</p> <p>2016-17 results showed that students met the criterion of success with 85% of students scored a 13 or higher on the reflection paper in HDFS 6691. Faculty noted that the assignment revisions improved students understanding of curriculum choices. The curriculum assignment was tweaked in the methods course (CDFR 6503), such that students had to apply and explain how their chosen curriculum could be modified to suit the requirements of both typically and atypically developing children. Thus, furthering students' knowledge in the field of BK, which prides itself to serve "ALL" children with and without disabilities in their own classroom and natural surroundings. In 2016-17, the criteria of success was not met for reflection paper in HDFS 6402 with 70% of students scoring 45 points or higher. Faculty noted that APA citations improved; however, students made more grammatical errors and did not complete thoughts.</p>
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Program name	Marriage and Family Therapy (MS)
Delivery mode	Face to Face
Outcome being summarized	Knowledge - Students will examine the historical and contemporary theoretical foundations in the MFT field.
Program level example	<p>The mission of the master's (MS) in Marriage and Family Therapy (MFT) program at ECU is to prepare Marriage and Family Therapists who are well grounded in systems theory and its application to clinical procedures. The MFT (MS) program assesses outcomes around knowledge, practice, diversity, research, ethics, and student achievement in the MFT field. The program uses case review assignments, exams, and papers to assess outcomes. In order to demonstrate that students acquire knowledge of the historical and contemporary theoretical foundations in the MFT field, students are required to complete a Case Review Assignment, over multiple semesters, in HDFS 6415, 6416, and 6417. The criterion for success is that 83% of students will satisfactorily pass each of the assignments by receiving at least 80% of the available points on each rubric.</p> <p>In 2015-16, 83% of the students satisfactorily completed and passed the Case Review Assignment in HDFS 6415, 6416, and 6417. While the criterion was met, faculty determined for the Case Review Paper (HDFS 6415, 6416, and 6417) that students need to consider the epistemological view, as informed by culture of identification, of their clients lived experience and the manner in which it impacts the course of therapy.</p> <p>In order to maintain the positive result, during the 2016-17 year faculty added in a reading for HDFS 6409 class that focused on cultural humility in therapy and expanded the case review assignment to include a greater emphasis on cultural humility in HDFS 6415, 6416, and 6417. Also, students received instruction from the program director on how to incorporate the new information into their case review papers for each course.</p> <p>In 2016-17, 83% of the students satisfactorily completed and passed the Case Review Assignment. In HDFS 6415, 6416, and 6417. The faculty have determined that the changes help to sustain the satisfactory results.</p>

Program name	Social Work (MSW)
Delivery mode	Face to Face and Off-Campus Instructional Site
Outcome being summarized	Critical Thinking - Students in the MSW program will distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
Program level example	<p>The mission of the master of social work at ECU is to educate students for knowledgeable and competent practice, to encourage the development of high standards of personal and professional achievement, and to have appreciation for human diversity. The school provides a research and technological base for students to participate in research to enhance professional activities.</p> <p>The Master of Social Work (MSW), assesses outcomes around professional relationship: intervention, critical thinking, research informed practice, responsive leadership, and engagement. The program uses exams, assignments, and internship evaluations to assess outcomes. Students complete a Theory Application project in SOCW 5001 to demonstrate critical thinking and to distinguish, appraise, and integrate multiple sources of knowledge and practicum wisdom. The criterion for success is that 80% of students will earn at least a 4 out of 5 points on the scoring rubric for this item.</p> <p>In 2016-17, 86.6% of students scored a 4 or higher on the rubric. While the criterion was met, faculty noted that the online format and reading for the summer session needs to be refined to facilitate student learning of this outcome in the shortened summer session. Faculty also noted that a comparison of student learning did not reveal any differences between the face-to-face and online sections.</p> <p>To address student needs, faculty instructing the online summer course had the syllabus and class information prepared and available for students prior to the beginning of summer session. Instructors also held an in-person question/answer forum for those enrolled in the online course. A more accessible textbook was also adopted for the shortened online summer session that offers 5 online quizzes to support student learning. The assignment and rubric were revised. Additionally, the instructor in the fall/spring semesters utilized a teaching strategy for small and large group discussions. Following readings, the instructor posed “what, how, and why” questions for students to distinguish, appraise, and integrate research-based knowledge.</p>

	<p>In 2017-18, 95% of students achieved a 4 or higher on the rubric. Faculty noted that the revised assignment and rubric allowed for a more reliable and intentional assessment of the outcome. The instructor during the fall/semester semesters noted that students' understanding of the nuance of research-based knowledge and practice wisdom was reinforced by the new teaching strategy. Faculty also noted that the data obtained in both the face-to-face and online classes, showed that students grasped this outcome.</p>
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Program name	Medical Family Therapy (PhD)
Delivery mode	Face to Face
Outcome being summarized	Practice - Ability to translate MFT knowledge, empirical support, and skills into a variety of healthcare and academic contexts, specifically through collaborative and integrated care, behavioral health care, research/program evaluation, supervision, and leadership.
Program level example	<p>The mission of the doctoral program in Medical Family Therapy (MedFT) is to advance students' learning in the areas of research, theory, clinical practice, leadership, supervision, and teaching in order to prepare and qualify them to pursue employment as researchers, educators, administrators, and/or clinicians in the field of medical family therapy. The MedFT (PhD) program assesses outcomes around knowledge, practice, diversity, research, ethics and student achievement. The program uses papers, projects, presentations, case analysis, manuscripts, and documentation of supervision hours to measure success of outcomes.</p> <p>In order to demonstrate that students have the ability to translate Marriage and Family Therapy (MFT) knowledge, empirical support, and skills into practice, students submit a class facilitation project in HDFS 7409, an advanced relational/systematic theory paper in HDFS 8404, and a philosophy of supervision paper in HDFS 7502. The criterion for success is 100% of students must achieve an 86% pass rate on criteria within the rubrics for the Class Facilitation Project (CDFR 7409-taught every other year), Advanced Relational/Systemic Theory Paper (CDFR 8404-taught every year), and the Philosophy of Supervision paper (CDFR 7502-taught every other year) which require an ability to apply collaborative and integrated care that is relevant to the practice of clinical care, supervision, and /or leadership in MedFT.</p> <p>In 2016-17, in HDFS 7409 Class Facilitation Project resulted in 100% passing (P) (n=10) with 80% achieving a high pass (HP) with an "A" grade. Results from the HDFS 8404 MedFT Theory Paper requirement resulted in 100% P (n=6). HDFS 7502 was not taught this reporting cycle. While the criterion was met, faculty noted based on student performance additional time can be spent on how to successfully complete the projects in all three courses.</p> <p>In order to maintain the successful results, in HDFS 7409 faculty added a rubric to ensure students address the following in their assignments: MedFT knowledge, empirical support, and skills verbally into at least one specialty healthcare</p>

context, highlighting collaborative and integrated behavioral health care, research/program evaluation, and leadership opportunities. In HDFS 8404 the faculty implemented an outline and timeline for the paper to help students with pacing and integrating instructor feedback prior to their final draft. This appeared to be the area across the graded papers where students needed greatest improvement. In HDFS 7502 when taught during the next reporting cycle, the paper will be introduced for 90 minutes in the second class of the semester, students will be able to continue submitting drafts prior to the deadline, the instructor will re-review the assignment, and rubric at mid-semester with specific lessons and small assignments that attend to each segment of the rubric, and offer re-writes for points back after the deadline.

In HDFS 8404, 2017-2018 results from the "Advanced Relational/Systemic Theory Paper" demonstrated 100% HP and in HDFS 7502, results from the "Supervision Philosophy Paper" demonstrated 55% HP; 45% P, thus meeting their criterion for success. HDFS 7409 was not taught in this reporting cycle. Faculty noted for HDFS 8404 all students completed this requirement with a HP indicating that the draft procedure was successful in helping students demonstrate competency with this practice outcome. Faculty noted for HDFS 7502 the improvements in scoring performance are very likely due to the actions taken (improved rubric, revised instructions, examples of quality papers and focused content areas) to remediate deficiencies in student performance on the paper.