

Academic Degree Programs Assessment

Assessment Plan

College of Health and Human Sciences

School of Interdisciplinary Health Professions

Rehabilitation & Disability Services

Bachelor of Science

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1. Introduction

The Bachelor of Science degree in Rehabilitation & Disability Services prepares students as social service professionals who specialize in working with people with disabilities. Students are trained in medical aspects of disability, basic counseling skills, assistive technology, job placement and accommodations, and exposed to array of rehabilitation services available to persons with disabilities. Students use these skills to obtain employment in a variety of work settings including for profit job placement firms, group homes, nonprofit agencies that provide vocational and residential services to persons with disabilities, and related agencies. The curriculum also provides a pathway to several careers that require a graduate degree including Occupational Therapy and Rehabilitation Counseling.

Prior to fall 2017, the rehabilitation services curriculum existed as an emphasis under the Bachelor of Science in Health Sciences degree. The NIU Program Prioritization Task Force categorized the Bachelor of Science in Health Sciences degree as a Candidate for Enhancement and, to enhance the degree, recommended that the Rehabilitation Services emphasis be transformed into its own program. So, at the recommendation of the Task Force, the Bachelor of Science in Rehabilitation & Disability Services was proposed by program faculty in fall 2016 and approved for the 2017-2018 catalog.

In addition to becoming a stand-alone degree program, the program has experienced many personnel and administrative changes. There are four full-time tenure/tenure track faculty members associated with the Rehabilitation & Disability Services program. These faculty members split their teaching time between the Rehabilitation & Disability Services program and the Master of Science in Rehabilitation Counseling program. Two current faculty members have been teaching in the program since fall 2012. The remaining two tenure track faculty members joined the program during the 2019-2020 academic year. Since December of 2019, a total of three tenure track faculty members have resigned their positions at NIU to seek other positions. Additionally, the program was relocated to a new school/department in 2018 and has a new department chair as of 2019. Although there has been some continuity with a couple faculty members, the amount of turnover and change experienced by the program has been challenging.

2. Student Learning Outcomes (SLOs)

1. Communication (e.g., written, verbal, nonverbal) and use of person-first language in rehabilitation and disability services settings. As evidenced by written communication, oral communication, and use of counseling skills (i.e., Counseling Skills Course) in courses.
2. Empathic understanding and consideration for diverse individuals and cultures, particularly related to issues surrounding disability and rehabilitation services. As evidenced by performance on case study assignments or internship.
3. Application of critical thinking skills to hypothetical or real-world scenarios related to rehabilitation and disability services settings (e.g., vocational, independent living). As evidenced by performance on case study assignments or internship.
4. Discipline specific knowledge about rehabilitation and disability services. As evidenced by performance on course assignments and assessments.

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3. Program-by-Baccalaureate Student Learning Outcomes Matrix

This third section of the assessment plan is an alignment of your degree program student learning outcomes with the university baccalaureate student learning outcomes. **This applies only to undergraduate degree programs.**

List each of your program student learning outcomes in the first column of the matrix below. Then identify the degree to which each program student learning outcome supports students meeting each of the eight baccalaureate student learning outcomes (see www.niu.edu/bacreview for additional information on the baccalaureate outcomes). Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome. It is not expected that all program student learning outcomes support all baccalaureate student learning outcomes. You may find that several of your program student learning outcomes moderately support a baccalaureate student learning outcome, and that overall, the program strongly supports the baccalaureate learning outcome. With that in mind, determine the overall support your program provides for each baccalaureate student learning outcome. Place an S or an M in the Overall row, or leave it blank if there is no support. A template follows.

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Communication (e.g., written, verbal, nonverbal) and use of person-first language in rehabilitation and disability services settings. As evidenced by written communication, oral communication, and use of counseling skills (i.e., Counseling Skills Course) in courses.					M	M		M

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Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
2. Empathic understanding and consideration for diverse individuals and cultures, particularly related to issues surrounding disability and rehabilitation services. As evidenced by performance on case study assignments or internship.		M		M				S
3. Application of critical thinking skills to hypothetical or real-world scenarios related to rehabilitation and disability services settings (e.g., vocational, independent living). As evidenced by performance on case study assignments or internship.				M				S

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Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
4. Discipline specific knowledge about rehabilitation and disability services. As evidenced by performance on course assignments and assessments.		M		M	M			S
Overall		M		M	M	M		S
<i>Note.</i> Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome								

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4. Curriculum Map

The fourth section is a curriculum map. A curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. The curriculum map is an effective tool for not only sequencing the curriculum and instruction, but also for strategically identifying places for formative and summative assessments of student learning outcomes.

Required core courses are listed along the vertical axis of the matrix in chronological order. Degree program student learning outcomes are listed on the horizontal axis. For each course determine: (1) which outcomes are the *primary* focus of the course, and (2) the degree to which the course supports the outcome (i.e., at a beginning (B), developing (D), or proficient (P) level). Place a B, D, or P in the corresponding cell. It would be *unusual* to find all courses supporting all student learning outcomes—instead, concentrate on the primary focus of each course. This will map out the degree to which core courses support the development of your program student learning outcomes. The Four-Year Degree Path provided by the Academic Advising Center may be helpful (www.niu.edu/advising/your-advising-plan/degree-paths). Look for strengths and gaps in the curriculum. Ideally, all outcomes should be supported with coursework through the proficient level. Below is an example of a curriculum map you can modify or model. Note that each course should address at least one student learning outcome, but does NOT have to support all learning outcomes.

Course (* =selective)	1. Communication (e.g., written, verbal, nonverbal) and use of person-first language in rehabilitation and disability services settings. As evidenced by written communication, oral communication, and use of counseling skills (i.e., Counseling Skills Course) in courses.	2. Empathic understanding and consideration for diverse individuals and cultures, particularly related to issues surrounding disability and rehabilitation services. As evidenced by performance on case study assignments or internship.	3. Application of critical thinking skills to hypothetical or real-world scenarios related to rehabilitation and disability services settings (e.g., vocational, independent living). As evidenced by performance on case study assignments or internship.	4. Discipline specific knowledge about rehabilitation and disability services. As evidenced by performance on course assignments and assessments.
COMD 220*				B
COUN 400*		D		B
HSCI 318				B
REHB 200	B	B		
REHB 327	D			D
REHB 372*				B
REHB 482			D	P

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Course (* =selective)	1. Communication (e.g., written, verbal, nonverbal) and use of person-first language in rehabilitation and disability services settings. As evidenced by written communication, oral communication, and use of counseling skills (i.e., Counseling Skills Course) in courses.	2. Empathic understanding and consideration for diverse individuals and cultures, particularly related to issues surrounding disability and rehabilitation services. As evidenced by performance on case study assignments or internship.	3. Application of critical thinking skills to hypothetical or real-world scenarios related to rehabilitation and disability services settings (e.g., vocational, independent living). As evidenced by performance on case study assignments or internship.	4. Discipline specific knowledge about rehabilitation and disability services. As evidenced by performance on course assignments and assessments.
REHB 492	P	D		
REHB 493	D	P		
REHB 494	D			
REHB 495			D	D
REHB 497*		P	D	
CAHC 211	B			
HSCI 460	P			
PSYC 102			B	
PSYC 225/HDFS 280				B
PSYC 316				D
STAT 100 or 200				B

5. Assessment Methods

This final section of the assessment plan describes the assessment methods your degree program will be using to measure how well students are meeting program student learning outcomes. See the [UAP Academic Program Assessment Plan and Status Report Rubric-Checklist](#) for a description of characteristics seen in well-functioning assessment methods.

EXPLANATION OF ASSESSMENT METHODS TABLE

The first part of the assessment methods section is an explanation of each assessment method you will be using to measure student learning outcomes. The description needs to be in enough detail to communicate to others what each assessment is, when it will be given, who is responsible for carrying out the assessment, what the desired target level of individual student performance is (to say a single student met the student learning outcome(s)), and what the desired overall target level of performance is for all students (to say the program is meeting the outcome(s)). Individual student-level achievement targets are often preset scores on an exam, scores on a rubric, etc. Program-level targets are often expressed as the percent of students demonstrating they meet individual student-level achievement targets. See the [UAP Academic Program Assessment Plan and Status Report Rubric-Checklist](#) for a list of characteristics seen in well-functioning assessment methods. Below is the table you may use to clearly communicate each of the assessment methods to other stakeholders.

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Senior survey	Graduating seniors are invited to participate in a survey regarding their feedback for the program and achievement of learning outcomes.	All respondents will indicate “satisfaction” towards their achievement of student learning outcomes	80% of respondents will indicate meeting all outcomes	During the last week of the spring and fall semesters	Program coordinator	1, 2, 3, 4

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Course Embedded Assessment	Faculty directly assess student achievement of specific student learning outcomes via course embedded assessments. The SLO is evaluated using a rubric developed for the assignment.	All students must achieve a passing score based on the assignment rubric.	95% of students will achieve a passing score on assignments.	Two SLOs are assessed each year in two different classes. Each SLO is assessed every other year. SLO #1 and #3 – odd years SLO #2 and #4 – even years	Program coordinator communicates which SLOs are to be evaluated. Data are collected by individual instructors and submitted to program coordinator via annual assessment update.	1, 2, 3, 4
Advisory Council survey/feedback	Feedback from the Advisory Council is solicited an annual basis. The advisory council is comprised of Alumni, current students, employers, site supervisors, and educators. This occurs via surveys and/or meetings with the council.	All council members indicate “satisfaction” towards students meeting learning outcomes.	90% of council members will indicate “satisfaction” towards student learning outcomes.	Annually	Program Coordinator	1,2,3,4
Alumni Surveys	Program alumni from the past 3 years will be invited to complete a survey regarding their satisfaction with program learning outcomes	All alumni from the past 3 years will indicate “satisfaction” with program learning outcomes	80% of respondents will indicate meeting all outcomes.	Annually	Program Coordinator	1, 2, 3, 4
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	1. Communication (e.g., written, verbal, nonverbal) and use of person-first language in rehabilitation and disability services settings. As evidenced by written communication, oral communication, and use of counseling skills (i.e., Counseling Skills Course) in courses.	2. Empathic understanding and consideration for diverse individuals and cultures, particularly related to issues surrounding disability and rehabilitation services. As evidenced by performance on case study assignments or internship.	3. Application of critical thinking skills to hypothetical or real-world scenarios related to rehabilitation and disability services settings (e.g., vocational, independent living). As evidenced by performance on case study assignments or internship.	...4. Discipline specific knowledge about rehabilitation and disability services. As evidenced by performance on course assignments and assessments.
Student Survey	Indirect Summative	Indirect Summative	Indirect Summative	Indirect Summative
Course Embedded Assessments	Direct Formative	Direct Formative	Direct Formative	Direct Formative
Advisory Council Survey/Feedback	Indirect Formative	Indirect Formative	Indirect Formative	Indirect Formative
Alumni Survey	Indirect Summative	Indirect Summative	Indirect Summative	Indirect Summative