2012-2013 Certificate Assessment Plan

Education and Healthcare Transition Certificate

College of Education

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Education and Health Care Transition (EdHCT)
College of Education
Certificate Assessment Plan

A. Rationale

At present, education transition and healthcare transition function in entirely separate realms. The purpose of this certificate is to respond to an increased number of children and youth with special health care needs (CYSHCN) and invisible chronic illness (ICI), highlighting the importance of collaboration around transition between the multiple medical and educational disciplines. Our approach will be to provide background information in each discipline prior to discussing the relationship of the two disciplines with one another. Ultimately, we anticipate the E-HCT Certificate impacting the transition of CYSHCN and ICI on a national and international scale. This certificate program was launched in the summer of 2012.

B. Mission

This certificate program helps to prepare exemplary education and health practitioners in order to solve a critical human problem within the local and global communities. The EdHCT certificate impacts education and health systems on a national and international scale aligning with the mission of both the college and university. The EdHCT Certificate program supports the missions of the University Florida and the College of Education by facilitating the dissemination of new knowledge built on past experiences to strengthen the human condition and fostering collaboration to solve critical education and human problems to improve the quality of life.

C. Student Learning Outcomes (SLOs)

SLOs
#1. Students will demonstrate the professional knowledge necessary to address a wide variety of circumstances within the Education and Health Care Transition (EdHCT) context.
#2. Students will demonstrate proficiency in EdHCT skills by applying principles and practices of education and health care transition planning and programming to improve outcomes in post-school employment, education, medical interventions and community life.
#3. Candidates will apply collaborative and communication competencies involving interdisciplinary team-based interventions and coordination.
#4. Students will collaborate with other professionals, reflect upon their own practices, and demonstrate a sense of efficacy and ethical practice.

D. Assessment Timeline for Certificates

Program: Ed-HCT Certificate   College of Education

Assessment SLOs	Assessment 1	Assessment 2
#1	Students will pass all four courses with a grade of 83% or better.	Culminating project in Seminar Course. 100% of students will pass with 83% or better as measured by at least 2 EdHCT faculty.
#2	Students will pass all four courses with a grade of 83% or better.	Culminating project in Seminar Course. 100% of students will pass with 83% or better as measured by at least 2 EdHCT faculty.
#3	Complete group activities and participate during group discussions in all four courses. Measured by passing course with a grade of 83% or better.	
#4	Complete self-reflective journals along with group activities and participate during group discussions in all four courses. Measured by passing courses with a grade of 83% or better.	Culminating project in Seminar Course. 100% of students will pass with 83% or better as measured by at least 2 EdHCT faculty.

E. Assessment Cycle Chart for Certificates

Program: EdHCT Certificate   College of Education

Analysis and Interpretation: Certificate faculty will review aggregate data during Summer 2013.
Improvement Actions: Certificate faculty will revise survey, course content, and structure as necessary during Fall 2013.
Dissemination: EdHCT website and courses will be revised and updated during Spring 2014.

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
#1				X	X	X
#2				X	X	X
#3				X	X	X
#4				X	X	X

F. Methods and Procedures

The EdHCT certificate faculty meet on a regular basis throughout the academic year to review course content and evaluations. Minor adjustments are made based on these assessments.

One indicator of student growth is the Culminating Project completed by students during the seminar course. This activity is designed to have students apply their knowledge to develop an action plan outlining steps to take to move the field of EdHCT forward. Each student will complete a comprehensive, independent project. This project will take the form of a grant proposal (including abstract, literature review, need for program, methodology, budget, references, and draft letters of support). Each student will design a program to integrate Education and Healthcare Transition, and write a proposal to a specific funder. The Culminating Project will be reviewed by 2 – 3 EdHCT faculty members (see Appendix 1 for evaluation rubric).

As an indirect measure of student learning, students entering the EdHCT Certificate program are also asked to complete a pre-survey during their first course and post-survey at the end of the last course. The content of the survey is knowledge based with the pre-survey being reviewed to help us modify the courses to meet student needs. Both the pre and post surveys will be correlated at the end of each certificate group to evaluate student growth for the primary purpose of program evaluation and improvement.

During the 2013 Summer term, the EdHCT faculty will formally meet to evaluate all certificate courses by reviewing grades, pre-post survey data, culminating projects, and course evaluations.

G. Assessment Oversight

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Jeanne B. Repetto	School of Special Education, School Psychology and Early Childhood Studies	jrepetto@coe.ufl.edu	273-4281
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Appendix 1: Evaluation Rubric for EdHCT Culminating Project

Category	40	30	20	10
Quality of information	Information clearly relates to the main topic and adds new concepts, information. Provides detailed explanation and innovation.	Information clearly relates to the main topic. Provides some explanation and innovation.	Information clearly relates to the main topic. Provides limited explanation and innovation.	Information has little or nothing to do with the main topic. Provides no explanation and innovation.
Resources	Consistently integrates resources even if it is not required.	Occasionally integrates resources	Limited integration of resources.	Does not integrate resources.
Critical Thinking	Enhances the critical thinking process consistently through reflection and questioning of self and others.	Critical thinking and reflection is demonstrated in discussion by the individual only.	Responds to questions but does not engage in reflection	Does not respond to questions posed by the facilitator.
Collaboration	Encourages and facilitates interaction among members of EdHCT community	Includes other members of the EdHCT community	Rarely includes other members of the EdHCT community	Includes only one group of EdHCT community.
Professional Language	Both professional vocabulary and writing style are used consistently throughout the project.	Both professional vocabulary and writing style are used frequently throughout the project.	Both professional vocabulary and writing style are used occasionally throughout the project.	Professional vocabulary and writing style are not used.
TOTAL				

Adapted from form developed by Amy Finch, PhD and Liane Connelly, PhD, RN, 12/01, Fort Hays State University

Reviewer 1: _____ (200); Reviewer 2: _____ (200); Reviewer 3: _____ (200)

Total _____ (600)

Grade Score _____ (total divided by 3)

Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criteria	Met	Partially Met	Not Met	Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				