

Academic Program:	Bachelor of Applied Sciences	Date:	11-21-2022
Author(s):	Linda Behrendt		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu .			<input checked="" type="checkbox"/> Learning Outcomes <input checked="" type="checkbox"/> Curriculum Map <input checked="" type="checkbox"/> Assessment Plan
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.1 Community Health Assessment	AHS 220	Students analyze health indicators from communities and write a report summarizing the findings		80% of students complete the project with a C or better	These classes were taught on Blackboard, and the instructor of record cannot access this information. All BAS students passed with a C or higher.	
1.3 Grant proposal—needs assessment section	AHS 414	Students write a grant proposal. The needs assessment section will be used for this outcome		80% of the students complete project with a C or better	These classes were taught on Blackboard, and the instructor of record cannot access this information. All enrolled BAS students passed the class with a C or higher.	
2.2 Measure: Grant proposal—Goals and objectives and program description sections	AHS 414	Students write a grant proposal. The goals and objectives and program sections will be assessed.		80% of the students complete the goals and objectives section of the proposal	These classes were taught on Blackboard, and the instructor of record cannot access this information. All BAS students passed with a C or higher.	



				with a C or better		
--	--	--	--	--------------------	--	--

Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	There are no active student success activities for this major. We are working to teach out the courses to the currently enrolled students.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	As of Fall 2022 there are 9 students enrolled in this major. Admission to the major is closed. From Fall 2019 to Fall 2020 (last dates reported on Blue Reports) the retention rate was 100%. In 2018 the 4-year graduation rate was 42.86%; since these are working adults they tend to stop out for a semester (or more) when life gets hectic. The 6-year graduation rate by cohort was 100% (last reported in 2016).

If you don’t have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	This major has never been integrated into the academic fabric of the department. It has received only what is needed to meet the needs of the students. The fact that we can’t access the data for this report is proof of that.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	The number one goal for next year is to make certain that the faculty of record for the courses from which the measurement data will be taken keep accurate records to report out.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	1.4-Students are exposed to various professional roles in the public health arena to better understand resources and pertinent and individuals in assessment and planning. 2.1-Students plan a program based on needs assessment and current research 4.1-Students conduct a research project that includes an analysis and evaluation component 5.1-Students analyze quantitative and qualitative healthcare data and information for effective decision-making.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	There is no coordinator for this major; faculty of record for the classes from which measurements will be drawn have been notified of the information they need to keep track of.



Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BAS Health Services

Evaluation: Cannot Evaluate

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p>Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	<p>Include the learning outcomes that were assessed, rather than the activity used to assess them.</p>	<p>Cannot evaluate</p>
<p>Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>		<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>Strategies cannot be adequately evaluated without learning outcome information.</p> <p>No information is provided about how student work was evaluated.</p>	<p>Cannot evaluate</p>

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>Data was not saved in the transition from Blackboard to Canvas; no data provided.</p>	<p>Cannot evaluate</p>
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Program is undergoing teach-out with limited plans for ongoing monitoring.</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.