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| Academic Program: | Applied Medicine | Date: | 11/21/22 |
| Author(s): | John Pommier | | |
| 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 . | | | X Learning Outcomes X Curriculum Map X Assessment Plan |
| Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated. | | | ___ Yes ___ No _x_ 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. | | | |
| Students will describe the professional licensing process within the infrastructure of their desired profession | ATTR 110 | Licensing Assignment | rubric | 80% of students will receive a 4 or better each criteria on the assignment rubric | 95% of students received a 4 or better for each criteria | 90% of students received a 4 or better for each criteria |
| Student will develop a professional growth plan | ATTR 110 | My Future Professional Growth Plan Assignment (Three Phase Assignment in AMR 110) | rubric | 90% of students will receive a 4 or better on each criteria of the rubric for professional growth development | 95% of students received a 4 or better on each criteria | 95% of students received a 4 or better on each criteria |
| Student will demonstrate basic knowledge of structure and function of the human body | ATTR 210 ATTR210L ATTR 499 | Exams | Exam key | 80% of students receive 75% or higher on human | 82% of students received a 75 or higher on human anatomy exams | 80% of students received a 75 or higher on human anatomy exams |



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| | | | | anatomy exams | | |
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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.

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| Describe current student success activities that are working well. | Attending Career Fair initiatives, meet with families and prospective students through Admissions Office. Course sequence has shifted to have Anatomy as a second semester course, after taking Medical Terminology. An AM course will be offered for each semester, providing a touch-point each semester for each student. |
| Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year? | As of 11/21 UG enrollment shows 197 UG. Discussion with enrollment, informing of what Applied Medicine is an option will be communicated to assist with recruitment. Retention was at 53% for fall 2015; the retention rate has increased to 70% in fall 2021. 81.4% of AM successfully completed undergrad. |

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

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| 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> | AM is doing better at retention and graduation though faculty continue to discuss ways of increasing retention and graduation rates. Experiential education is planned to be enhanced, starting in fall 2021. Engaged learning is desired to enhance retention and graduation rates. |
| What findings-based actions are planned to maintain strong performance and/or improve student learning and success? | We plan to continue to have seasoned faculty teach introduction course. Insight to clinical practice and acceptance into professional programs will be important. Discussions with professional programs and involvement with selection committees will assist with insight. |
| 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? | A new Advanced Anatomy course (starting fall 2021) is designed to increase student competency and acceptance into professional programs. New courses are being offered to increase student engagement in AM with a focus of getting students the skills and knowledge needed to get accepted in to professional programs in healthcare and/or increase competency to practice as a healthcare professional. Student success will attract new students to ISU and increase likelihood of retention and graduation. |
| Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)? | Applied Medicine faculty will contribute information to AM Curriculum Committee for analysis and discussion. Information will be communicated to advising and Admissions. |



Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BS Applied Medicine Evaluation: Mature

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> | | Mature |
| <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.) – <i>these LOs are very introductory, so this isn't necessarily an issue in these cases</i></p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p> | | Mature |

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| <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> | | Mature |
| <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> | As you continue to have years of prior assessment for comparison, incorporate reflection on how strategies that have been implemented are appearing to benefit improvement. | Mature |

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