

Student Outcomes Assessment and Success Report AY2019-20 Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: _____ Applied Medicine _____ Contact Name(s) and Email(s) _____ John Henry Pommier, john.pommier@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data from Spring 2020 is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.
1. Demonstrate basic practical skills necessary for safe patient interaction/handling during a medical evaluation	Bloodborne Pathogens Practical Skills Check off Practical Skills (Pass/Fail) (ATTR 212L)	80% of students will receive a 3 or higher on the Practical Skills check off rubric(BBP)	95% of the students received a 3 or higher on the Practical Skills check off rubric	
2. Student will develop a professional growth plan	My Future Professional Growth Plan Assignment (Three Phase Assignment in ATTR 110)	90% of students will receive a 18/20 or better on each criteria of the rubric for professional growth development	95% of the students completing the assignment received a 18/20 or higher	
3. Student will be accepted into a professional (healthcare) program or practicing as a healthcare provider 3 months post UG graduation.	Email is sent from chairperson's office to graduating seniors during their final semester and 3-months post graduation. LinkedIn accounts are searched for every student that has not responded to the email request.	90% of students, responding to email or have a LinkedIn account that communicates their current status, are accepted into a healthcare, professional program or practicing as a healthcare provider within 3-months of UG graduation.	13/18 students are attending professional programs in healthcare or are practicing as a healthcare provider. 12/13 (92%) of the students responding to the email request or have a LinkedIn account are attending professional programs in healthcare or are practicing as a healthcare provider. 1/13 of the students was applying to an OT and taking a gap-year. 5/18 students did not respond to the email communication or have a LinkedIn account	Request faculty advisors to communicate with students and request the student's status during the final semester of the UG program.

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

1) Cohort Sizes

Fall 2019: 40; Fall 2020: 59

2) Year-to-Year Retention

81.13%

2) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

35.96% (by original college & department)

33.75% (60% Applied Medicine; 32% Athletic Training - by latest college & department)

What worked well in supporting student success this year?

Meetings with Pre-professional programs and advising sessions with students so that they are aware of professional program expectations and acceptance knowledge.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Changes to the program are being submitted into Curriculog. A new Advanced Anatomy course 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. A new, revised assessment plan will drill down more competencies and markers for student success.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs

If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
Of the students that communicate their post-graduation pursuits, we do well at getting students accepted into professional programs (healthcare) or enable students to practice in certain healthcare fields upon graduation (i.e., massage therapy). We provide sound growth plans to students in the early phase of their professional career development; however, contact and guidance is limited once students reach their junior and seniors years. Basic skills are present for safe patient interaction; however, additional skills and knowledge needs to be assessed in order to understand AM's impact of developing students for healthcare professions.
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
Offer course into the program plan that can assist with professional development as an UG. Develop revised assessment plan that reflects additional markers and artifacts of student success
- 3) what your assessment plan will focus on in the coming year**
Identify methods for attaining post-UG information from all students completing a degree in AM, regarding acceptance into professional programs or professional practice in healthcare. Identify markers of student success beyond what is currently reflected in the Assessment Plan as well as what has been developed in the new/revised Assessment Plan (Curriculog).
- 4) how this information will be shared with other stakeholders**
Information will be shared in Applied Medicine program and Applied Medicine and Rehabilitation department meetings, Sycamore recruiting events and meetings, and the department website.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: BS Applied Medicine	Overall Rating: Mature (2.88/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measureable. • Some measures are directly, comprehensively aligned to the students' display of the outcome (ex: outcome 2). • Indirect measure of student learning is included in career/continuing education placement data. • Expectations for student performance are clear and appropriate. • Actual data is clearly stated, and information is provided about how that data was gathered to provide context for the quality of data (e.g., rubrics used in this case). • Good reflection is provided on how the assessment plan for AM can be revised to give a more complete understanding of student learning and preparedness in the program. • Clear information is provided about how faculty and stakeholders and involved in and share findings of assessment. 	<ul style="list-style-type: none"> • The 3rd statement isn't so much a learning outcome as it is a goal of the program. That's okay – it's clearly important in a program that functions as a pre-professional major for many students, and it's something I think you should continue to use as a measure. You may consider including a survey to students about their perception of their own learning/skill relative to the learning outcomes in your program. This indirect measure would give you richer data about student learning and how it influences their post-graduation placement. • For the 1st outcome – and I think you got to this a bit in your discussion – if there is more to safe patient interaction than bloodborne pathogen skills you will want to add another point of assessment to provide a more comprehensive understanding of student mastery of the outcome. • Consider reporting data in terms of levels on the rubrics so you can see the distribution of students who are just meeting expectations versus consistently exceeding them. This is a great way for faculty to see the nuances in the data when your students are already performing at consistently strong levels. • Since reporting on this program is fairly new, I expect you'll have more to reflect on in regards to prior data and current performance in the future. Strong report – please let me know how I can be a resource to your faculty in developing their assessment plans.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures. (in one case only – see notes for more information)</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
Sharing & Use of Results for Continuous Improvement	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.