

Student Outcomes Assessment and Success Report AY2017-18

Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.

Unit/Program Name: MS in Genetic Counseling **Contact Name(s) and Email(s)** Megan Tucker (megan.tucker@indstate.edu)

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<p>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.</p>	<p>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?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>1. Demonstrate and utilize a depth and breadth of understanding and knowledge of <i>genetics</i> and <i>genomics</i> core concepts and principles. G.4</p>	<p>Comprehensive Examination No specific Course</p>	<p>80% of students will achieve a score of 75% or higher</p>	<p>6/7 (85.7%) students achieved score of 75% or higher</p>	<p>No specific changes and no previous data to compare to</p>
<p>2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote <i>client</i> well-being. G.3</p>	<p>Professional Development Component of Clinical Rotation Evaluations BIO689</p>	<p>80% of students will achieve a score of 75% or higher</p>	<p>7/7 (100%) achieved a score of 75% or higher</p>	<p>No specific changes and no previous data to compare to</p>
<p>3. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice. G.5</p>	<p>Testing Options Component of Clinical Rotation Evaluations BIO689II</p>	<p>80% of students will achieve a score of 75% or higher</p>	<p>3/7 (42%) achieved a score of 75% or higher</p>	<p>We plan to incorporate a more thorough discussion of testing options in to the BIO688 course so that these skills can improve prior to demonstrating them in the BIO689II course.</p>
<p>4. Assess individuals' and their relatives'</p>	<p>Final Examination Population Genetics Course</p>	<p>80% of students will score a grade of 80% or higher</p>	<p>5/7 (71%) students scored a grade of 80% or higher</p>	<p>The content of this course is now being taught by a</p>

<p><i>probability of conditions with a genetic component</i> or carrier status based on their pedigree, test result(s), and other pertinent information.</p> <p>G.4</p>	BIO609			faculty member with more specialization in population genetics which will benefit the next cohort of students.
<p>5. Demonstrate the skills necessary to successfully manage a genetic counseling case.</p> <p>G.5</p>	<p>Practicum Patient Simulations</p> <p>BIO689I</p>	80% of students will score an 80% or higher	8/8 students (100%) scored an 80% or higher	No specific changes and no previous data to compare to
<p>6. Establish a mutually agreed upon genetic counseling agenda with the client.</p> <p>G.5</p>	Contracting/Agenda Component of Clinical Rotation Evaluations	80% of students will achieve a score of 75% or higher	6/7 students (85%) achieved a score of 75% or higher	No specific changes and no previous data to compare to
<p>7. Promote client-centered, informed, non- coercive and value-based decision-making.</p> <p>G.3</p>	Final Project in Multicultural Course COUN666	80% of students will achieve a score of 75% or higher	8/8 students (100%) achieved a score of 75% or higher	No specific changes and no previous data to compare to
<p>8. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.</p> <p>G.5</p>	<p>Final Patient Letter Assignment</p> <p>BIO689I</p>	80% of students will score an 80% or higher	8/8 (100%) of students scored an 80% or higher	No specific changes and no previous data to compare to
<p>9. Demonstrate understanding of the research process.</p> <p>G.2</p>	<p>Final Evaluation Capstone Project</p> <p>No specific course</p>	80% of students will score an 80% or higher	6/7 (85%) of students scored an 80% or higher	No specific changes and no previous data to compare to
<p>10. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.</p>	Final Reflection of Clinical Rotations	80% of students will assess that it is moderately or highly valuable	3/5 (60%) of student assessed the value as moderately or highly valuable	Additional discussions of the benefit of self-reflection and more clear expectations of this

G.5	Indirect measure: Exit Survey question of value of Final Reflection Paper			particular assignment will be implemented.
11. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees. G.4	Supervision Assignment BIO680	80% of students will score an 80% or higher	8/8 (100%) of students scored an 80% or higher	No specific changes and no previous data to compare to

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.*

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must 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 must 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.
- 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: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

This is now our second cohort of students and therefore nearly every part of this process has been a new discovery for our program. Though the first year of courses have been repeated, the second year of courses and outcomes were entirely new. The most notable discoveries have been again very basic - what to assess and how to assess it. Though we had the outcomes from last year, the outcomes were different this cycle and therefore no actual no previous data with which to compare. Therefore, we were concerned that we would have set unrealistic standards. However, we were pleased to discover that students generally met our expectations for nearly all outcomes. This provided us with validation that our goals are attainable and our students are gaining the necessary skills to become competent genetic counselors. During this cycle we chose 11 of the ACGC (Accreditation Council of Genetic Counseling) required standards. The annual review for accreditation does not require that we assess each specific competency so this process has helped us to maintain a more continuous reflection of our progress which will be valuable in the future as we continue to develop the program. Only two of the direct measures and one of the indirect measures did not meet our expectations. Therefore, we met the expectations on 70% of our goals. This implies that the students are performing well in areas such as understanding and knowledge of genetics and genomics core concepts and principles, promote client-centered, informed, non-coercive and value-based decision-making and demonstrate understanding of the research process among others. However, they may benefit from improvements in understanding how to provide a risk *probability of conditions with a genetic component, identifying and discussing testing options with families as well as the benefits of self-reflection.*

Since we have never evaluated these goals before, we will have to wait to identify evidence that the students' learning is improving since there is no past data to compare to.

For the upcoming year we will be re-evaluating the outcomes and goals from last year. Though the goals were all met successfully, we will strive to improve and expand these goals to better meet the needs of our students. In addition, next year we will have the certification examination scores to include which are not yet available at this time. We meet with our Advisory Board and Program related faculty each fall and each spring as the stakeholders in the program. This report will be shared with both groups annually through a live or conference call meeting and written summary of the findings.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. No goals established in past				Improve retention/completion to 100%
2.				80% pass rate on certification examination as a demonstration of student performance.

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

We had one student struggle last year and being a brand new program did not have concrete measures in place regarding remediation. By taking time to really focus on this one student's needs, we were able to adjust some of our admissions processes to ensure more qualified students and means to intervene sooner if there are concerns about student performance before it becomes insurmountable. These changes have included more stringent acceptance criteria and the option to establish a remediation plan if a student only appears that they are likely to receive below a "B" in a course instead of waiting until they have already failed the course.

This has positively impacted students by allowing faculty and leadership to be more proactive in providing guidance/support for students before a problem arises instead of reacting to poor performance. By ensuring students are gaining the knowledge they need and not simply completing courses, we anticipate better preparedness for a career in genetic counseling. Last year (our first cohort) had one student that changed to a different major at Indiana State University and still graduated on time but not in our program. All of the remaining 7 students were employed prior to graduation reflecting well on how prepared our remaining students are for their careers.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Megan,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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: M.S. Genetic Counseling	Overall Rating: Mature (2.50/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measureable. They reflect professional standards as well as align clearly to the Graduate Student Learning Outcomes.• Clear information is provided about courses and assignments used for assessment.• Performance expectations are clear, and actual performance is reported clearly and relative to expectations.• Analysis is thoughtful, including notes of what has been/will be changed to improve student learning and where more assessment data is needed prior to initiating any changes due to the relatively short lifespan of the program.• Clear information is provided about sharing findings.	<ul style="list-style-type: none">• Provide information about how assessments were evaluated to determine student learning. If rubrics or checklists were used, note and/or describe, or attach.• For exams, be clear if certain questions or sections of the exam correlated to the specific learning outcome, and be sure to only report the scoring from those aligned questions or sections to isolate student performance by outcome rather than average overall performance.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped