

Degree Program Name: Doctorate in Athletic Training

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.

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome</p>	<p>b. (1) What method(s) 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 expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. <i>Patient-Centered Care</i> – Students will demonstrate the ability to serve as an advocate for a patient's best interests, to educate the patient about health-related concerns and intervention options, to recognize any conflict of interest that could adversely affect the patient's health, and to facilitate collaboration among the patient, physician, family, and other members of the patient's social network or healthcare system to develop an effective treatment plan that includes agreed-upon implementation steps, short-term goals and long-term goals.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Standardized Patient (ATTR 710) (ATTR 810) • Clinical Site Evaluation (ATTR 755) (ATTR 756) <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Exit Survey • Alumni Survey • Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures</p> <ul style="list-style-type: none"> • Standardized Patient (ATTR 710) – 83.3% of students scored an 80% or higher. (ATTR 810) – 85.7% of students scored an 80% or higher. • Clinical Site Evaluation (ATTR 755) – 95.8% of students scored an 80% or higher. (ATTR 756) – 100% of students scored an 80% or higher. <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>

<p>2. <i>Interprofessional Education and Collaborative Practice</i> – Students will demonstrate the ability to interact with other health professionals in a manner that optimizes the quality of care provided to individual patients.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> Clinical Site Evaluation (ATTR 755) Clinical Site Evaluation (ATTR 756) <p>Indirect Measures:</p> <ul style="list-style-type: none"> Exit Survey Alumni Survey Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> Clinical Site Evaluation (ATTR 755) – 95.8% of students scored an 80% or higher. Clinical Site Evaluation (ATTR 756) – 100% of students scored an 80% or higher. <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>
<p>3. <i>Evidence-Based Practice</i> – Students will demonstrate the ability to integrate the best available research evidence with clinical expertise and consideration of patient values and circumstances to optimize patient outcomes.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> Patient Education/Home Care Project (ATTR 710) Clinical Bottom Line Paper (ATTR 712) <p>Indirect Measures:</p> <ul style="list-style-type: none"> Exit Survey Alumni Survey Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> Patient Education/Home Care Project (ATTR 710) – 100% of students scored an 80% or higher. Clinical Bottom Line Paper (ATTR 712) – 95.8% of students scored an 80% or higher. <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>

<p>4. <i>Quality Improvement</i> – Students will demonstrate the ability to recognize the need for constant self-evaluation and life-long learning, and it includes the ability to identify a quality improvement objective, specify changes that are expected to produce an improvement, and quantitatively confirm that an improvement resulted from implementation of the change (e.g., improved patient outcomes from administration of a specific intervention or utilization of a specific protocol).</p>	<p>Direct Measure:</p> <ul style="list-style-type: none"> • Individualized Goals • Mid-Semester Goal Reflection • End of Semester Goal Reflection and Action Plan (ATTR 755) (ATTR 756) <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Exit Survey • Alumni Survey • Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measure:</p> <ul style="list-style-type: none"> • Individualized Goals (ATTR 755) – 100% of students scored an 80% or higher. • Mid-Semester Goal Reflection (ATTR 756) – 61.9% of students scored an 80% or higher. • Mid-Semester Goal Reflection (ATTR 755) – 100% of students scored an 80% or higher. • End of Semester Goal Reflection and Action Plan (ATTR 756) – 95.2% of students scored an 80% or higher. • End of Semester Goal Reflection and Action Plan (ATTR 755) – 100% of students scored an 80% or higher. • End of Semester Goal Reflection and Action Plan (ATTR 756) – 100% of students scored an 80% or higher. <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>
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<p>5. <i>Healthcare Informatics</i> – Students will demonstrate the ability to: 1) search, retrieve, and utilize information derived from online databases and/or internal databases for clinical decision support, 2) properly protect the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data, including control of data access, utilization of patient identity coding, de-identification of aggregated data, and encryption of electronically transmitted data, 3) guide patients to online sources of reliable health-related information, 4) utilize word processing, presentation, and data analysis software, and 5) communicate through email, text messaging, listservs, and emerging modes of interactive electronic information transfer.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Data Analysis Project (ATTR 713) • Telemedicine Project (ATTR 810) <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Exit Survey • Alumni Survey • Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Data Analysis Project (ATTR 713) – 62.5% of students scored an 80% or higher. • Telemedicine Project (ATTR 810) – 100% of students scored an 80% or higher. <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>
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<p>6. <i>Professionalism</i> – Students will demonstrate honesty, reliability, accountability, patience, modesty, and self-control. Competency of professionalism is exhibited through ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, sensitivity to the concerns of diverse patient populations, a conscientious approach to performance of duties, a commitment to continuing education, contributions to the body of knowledge in the discipline, appropriate dress, and maintenance of a healthy lifestyle.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Clinical Site Evaluation (ATTR 755) • Moot Court (ATTR 726) • Legal Issues Paper (ATTR 726) <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Exit Survey • Alumni Survey • Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Clinical Site Evaluation (ATTR 755) – 95.8% of students scored an 80% or higher. • Moot Court (ATTR 726) – 100% of students scored an 80% or higher. • Legal Issues Paper (ATTR 726) – 92.3% of students scored an 80% or higher. <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>
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<p>8. <i>Integrative Health Care</i> – Students will explore evidence, discuss methods, and practice skills resulting in a comprehensive, whole-body approach to the prevention, evaluation, and treatment of injuries and illnesses of the physically active.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Virtual Practical 1 • Screening Tool Analysis • Return to Play Protocol • CIH Paper • CIH Presentation • Virtual Practical 2 & Patient Education/Home Care Project (ATTR 710) <ul style="list-style-type: none"> • Virtual Practical 1 • Diagnostic Algorithm • Rehabilitation Plan (ATTR 810) <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Exit Survey • Alumni Survey • Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Virtual Practical 1 – 100% of students scored an 80% or higher. • Screening Tool Analysis <ul style="list-style-type: none"> • 83.3% of students scored an 80% or higher. • Return to Play Protocol – 95.8% of students scored an 80% or higher. • CIH Paper – 95.8% of students scored an 80% or higher. • CIH Presentation – 70.8% of students scored an 80% or higher. • Virtual Practical 2 & Patient Education/Home Care Project – 100% of students scored an 80% or higher. (ATTR 710) • Virtual Practical 1 – 100% of students scored an 80% or higher. • Diagnostic Algorithm – 85.7% of students scored an 80% or higher. • Rehabilitation Plan – 100% of students scored an 80% or higher. (ATTR 810) <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>
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<p>9. <i>Clinical Outcomes Research</i> – Students will explore evidence, discuss methods, and practice skills resulting in the ability to contribute to the professional body of knowledge through the assessment of clinical practices.</p> <hr/>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Self-Critique Outcomes Measures • Outcomes Tools Assessment • Implementation Plan • Implementation Proposal (ATTR 713) • Measurement Implementation Project (ATTR 755) <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Exit Survey • Alumni Survey • Employer Survey 	<p>Direct Measures: 100% of students will score an 80% or higher on all measures.</p> <p>Indirect Measures: 100% of students will score 3.5 out of 5 on items related to this measure.</p>	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Self-Critique Outcomes Measures – 87.5% of students scored an 80% or higher. • Outcomes Tools Assessment – 91.7% of students scored an 80% or higher. • Implementation Plan – 95.8% of students scored an 80% or higher. • Implementation Proposal – 79.2% of students scored an 80% or higher. (ATTR 713) • Measurement Implementation Project – 95.2% of students scored an 80% or higher. (ATTR 755) <p>Indirect Measures: Data not yet available. Program has not graduated its first class.</p>	<p>Lindsey Eberman (Program Director)</p> <p>Kent Games (Director of Clinical Education)</p> <p>Currently... we are the program faculty. However, we share data with colleagues in the other AT programs, the chair, and the Associate Dean of CHHS. See unapproved minutes from Monday, April 25, 2016.</p>
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* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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

- Use your outcomes library as a reference.
- 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 outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- 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.”
- 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).
- This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Our assessments findings, at present, are incomplete, as the program is in its third semester of deployment. We have, however, gathered helpful information about specific assessments and issues within particular courses. We do allow students to provide substantial feedback on a semester basis (face-to-face) during a debrief session scheduled during our DAT Weekends. This feedback, although qualitative, is consistent with the findings presented here.

We have observed that oral presentations are a challenge for our students. Given the heavy on-line component, we intend to incorporate more training on this skill in our courses; however, we also plan to decrease the number of oral presentations in the first semester of the program. They are all presented in a span of 3 days (during the DAT Weekend), which presents both a logistical challenge, and a lack of student engagement during our face-to-face component. We are currently exploring additional options.

The Data Analysis Project in the ATTR 713 course requires heavy use of excel. This is an 8 week class, but earlier integration and smaller weekly tasks to develop these skills may help to alleviate the poor performance on this assessment in the future. This assignment is somewhat replicated 3 semesters later in ATTR 798 and students seemed far more comfortable with the material on this assignment. More support and smaller task oriented assignments should resolve this issue.

The Value Identification and Action Plan assignment in ATTR 725 was intended to be a relatively low-risk assignment where students watch interviews with leaders in the profession, identify a value that he or she demonstrates, and write about how they might embrace that value in their own clinical practice. This assignment was due just after spring break and students received 2 email warnings about the assignment; however, several waited until the last minute, failed to read the directions of the assignment, and performed poorly. It is possible that changing the timing of this assignment may alleviate the poor performance on this assignment, but we do think it has value and would like to collect more data before making major changes.

Individualized Goal Setting occurs in 4 semesters of clinical education. It appears that the rigor expected by the two instructors may be variable as students performed well in one class, and poorly in another. Consultation between instructors to find consensus will occur before the fall semester.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Doctorate in Athletic Training Date: 7.2816

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input checked="" type="checkbox"/> Outcomes were identified. <input checked="" type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input checked="" type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence

				<p>that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input checked="" type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course</p>

				<p>projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
3. Results	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p>

		some of the performance standards expected of them.		<input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input checked="" type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results. <input checked="" type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input checked="" type="checkbox"/> Outcomes and results are easily accessible to

				stakeholders on/from the program website. <input type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 - Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 - Mature	<input type="checkbox"/> Level 3 - Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

Some of the learning outcomes are specific and measurable (2-3, for example), but several combine multiple outcomes in one (1,5) or simply need focus (4, 6). Once they are revised, you easily could end up with fifteen or more outcomes to assess in a single year, which I think is far too many (unless CAATE requires this??). I would be happy to meet with you to talk about options for revising and streamlining them.

2. Measures

The program uses multiple methods to assess the outcomes, both direct and indirect, and it includes high-impact practices such as clinical experiences. But too little detail is provided to demonstrate their appropriateness to the associated outcomes. What does a “standardized patient” or a “home care project” entail? What’s included in the clinical site eval? (A link to the instrument would suffice.) By the way, if the employer survey assesses student performance, it is a direct measure. Ultimately, the program’s assessment plan would be much more manageable with fewer outcomes and methods.

3. Results

You have set some aspirational goals (100% will earn 80% or higher), which is wonderful—unless students consistently are unable to meet them. Right now, they appear to be meeting the standards set for about half of the assessment measures. Once you have gathered more data, you may wish to consider lower the bar. Also, please provide the actual N’s the next time. But the key question is, beyond the numerical summary, what do you know about student learning as a result of all the assessments you’re conducting? Can you specifically identify students’ strengths and weaknesses? Can you say definitively whether or not they are achieving the program’s outcomes?

4. Engagement & Improvement

It appears that all (2) faculty are involved in assessing student learning, but given the large number of program outcomes and the small number of faculty, they are shouldering quite a burden. Do look for ways to simplify the assessment plan—again, I am happy to help. Thanks for providing minutes to show that results are shared and discussed. Next time, provide them as a link rather than an attachment.

Part Two identifies concerns with oral presentations, Excel skills, and assignment timing and offers some suggestions for improvement. It sounds as if a key issue is the online nature of the program: If you haven’t done so recently, you may wish to seek advice from ISU’s instructional designers. This section of the report does not specifically list or address any of the performance standards students failed to meet. In next year’s report, please organize this section by outcomes, and focus on providing details about student performance in each area. Ultimately I will be looking for evidence that learning continuously improves and outcomes are achieved. I look forward to learning more about how you are addressing concerns and improving student learning.