

Degree Program Name: Health Sciences

Contact Name and Email Kathryn Berlin (Kathryn.Berlin@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.

Part One: Fall 2016

<p>a. What learning outcomes did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</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. Students use assessment and analysis data to develop a grant proposal consistent with funding agency guidelines (1.3)</p>	<p>AHS 414-003; 414-004 Health Promotion Planning. Grant Proposal. Students will develop a mini-grant proposal for \$500 that will be submitted to Indiana State University.</p>	<p>50% of groups will receive a 90% or better on their grant proposal.</p>	<p>In Section 003 (N=36), 50% of the students (N=18) earned a score of 90 percent or higher. In Section 004 (N=27), 0% (N=0) of the students earned a score of 90 percent or higher. Thus, the target goal was met for section 003 but not 004. In order to improve outcomes on the assignment, each student group will exchange and edit another group's assignment, with all groups making the necessary revisions before submitting to the instructor for grading.</p>	<p>Tyler Nolting</p>
<p>2.(a) Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)</p>	<p>AHS 340 Biostatistics. Data Analysis Project. Students analyzed a data set provided by the instructor using excel. At the end of the project, students submitted and presented in class a report summarizing the study background, methods, results, and interpretation of</p>	<p>The target goal was for 80% of the students to earn a score of 80% or higher on the assignment.</p>	<p>In Section 002, 91% of the students earned a score of 80 percent or higher. In Section 006, 84% of the students earned a score of 80 percent or higher. In section 005, 89% of the students earned a score of 80 percent or higher. Thus, the target goal was met.</p>	<p>Dr. Olabode Ayodele</p>

	their findings.			
2.(b) Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)	AHS 340 Biostatistics. Students were provided two hypothetical secondary Excel workbooks (each of which contained multiple data sets). Students were required to apply statistical concepts and procedures to analyze data and interpret the findings. The instructor provided example data sets and demonstrated how to analyze the data in the classroom. Students would then practice this analysis and then apply it to the graded data analysis assignments.	The target goal is for 80% of the students to earn a grade of B or better on the assignments.	In Section 001 (N=34), 88.57% (N=30) of the students earned a score of 80 percent or higher. In Section 003 (N=35), 88.24% (N=31) of the students earned a score of 80 percent or higher. Thus, the target goal was met.	Dr. Maureen Johnson supervised the project. Results have not been shared with faculty at this point.
2.(c) Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)	AHS 360 Epidemiology. Group Health Research Project. Students will conduct research on a health topic, analyzing and interpreting the epidemiological data available on that topic.	80% of the class will get a C or better	In Section 002 (N=30), 100% received a C or better on both the executive summary and presentation of the health research project. Thus the target goal was met.	Jodi Rees
3. Students research current sources of local, state, regional, and national data to utilize in needs assessment (1.6)	AHS 414-003; 414-004 Health Promotion Planning. Statement of the Problem. Students will conduct a scoping literature review and perform a campus needs assessment using surveys to investigate a current campus health disparity.	50% of students will receive a 90% or better on the assignment.	In Section 003 (N=36), 83.3% of the students (N=30) earned a score of 90 percent or higher. In Section 004 (N=27), 74.1% (N=20) of the students earned a score of 90 percent or higher. Thus, the target goal was met for both sections 003 and 004.	Tyler Nolting
4. Students are able to work effectively as part of a team when planning	AHS 414-003; 414-004 Health Promotion Planning. Grant Proposal	50% of students will receive a 90% or better on the assignment.	In Section 003 (N=36), 100% of the students (N=36) earned a score of 90 percent or	Tyler Nolting

programs (2.3)	Presentation. Student groups will plan each part of the program together as well as create each document of the proposal as a team and deliver a presentation of their program to peers and a committee of faculty and staff stakeholders		higher. In Section 004 (N=27), 74.1% (N=20) of the students earned a score of 90 percent or higher. Thus, the target goal was met for both sections 003 and 004.	
5. Students apply teaching skills appropriate to a target audience (3.1)	AHS 393 Cooperative Practice. Presentation. Students develop and present a power point presentation to their peers regarding their practicum experience.	The target goal was for 80% of the students to earn a score of 80% or higher on the assessment.	In Section 001 (n=36), 100% of the students earned a score of 80% or higher. Thus, the target was met.	Megan Weemer
6. Students include appropriate measurement and evaluation components when designing lesson plans, health promotion programs, and projects (4.1)	AHS 360 Epidemiology. Epidemiology Project and Presentation. Students completed a group project and presentation. These assignments included appropriate epidemiological measurement components and concepts.	80% of the class received a B or better on the assignment	In Section 002 (N=24), 100% of the students (N=24) earned a score of 80 percent or higher. In Section 003 (N=21), 100% of the students (N=21) earned a score of 80 percent or higher. The target goals were met for each section.	Dr. Whitney Blondeau
7. Students develop a statistical project that includes appropriate measurement and evaluation of a health education program, health promotion program, or other project (4.3)	In AHS 340 Sections 004 and 007, students are randomly assigned into groups. Each group is assigned a research question related to knowledge or perceptions of breast cancer and breast cancer screening, Each group collects data with a survey that not only addresses their own research question but the research questions for all groups. The instructor compiles and formats all of	The target goal is for six of the groups to earn a grade of B or higher on the assignment.	In Sections 001 and 003 (N=7), 100 percent (N=7) of the groups earned a score of 80 or higher. Thus, the target goal was met. All groups were required to schedule a meeting with the instructor in order for the instructor to provide an overview of the project to each group and answer questions each group had. In addition to the mandatory group meeting, the instructor invited	M. Johnson supervised the project. Results have not been shared with faculty at this point.

	<p>the collected data and sends the data set out for each group to analyze. Each group presents its methods, results of its analyses, and discussion. Each group submits its Power Point presentation and an "Investigation Map" for grading. Later, results are disseminated to Central Indiana Affiliate of Susan G. Komen.</p>		<p>students to meet with her for assistance with individual concerns related to the project.</p>	
<p>8.(a) Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues (5.2)</p>	<p>AHS 391 Methods of Education. Public Service Announcement (PSA). Students develop a 30 second PSA promoting healthy behaviors.</p>	<p>The target goal is for 80% of the students to earn a grade of B or better on the assignments.</p>	<p>In section 001, 19 of 26 (73%) students earned 80% or higher. In section 002, 19 of 26 (73%) students earned 80% or better. Because the target goal was not met, I am going to rework the point distribution on the scoring rubric so there is more emphasis on content (currently 4, change to 7) and creativity (currently 4, change to 6) rather than on overall impression (currently 9, change to 4). This should give a more objective assessment of the PSA.</p>	<p>Dr. Steven Gruenewald</p>
<p>8.(b) Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues (5.2)</p>	<p>AHS 360 Epidemiology. @IndstateEpi Twitter Account; Epidemiology News Tweet. 1). Students as a group collaborate, and with review of reliable and valid sources, create public service announcements via tweets to post on the @IndstateEpi account. 2). Students individually write</p>	<p>The target goal is for 80% of the students to earn a grade of B or better on the assignments.</p>	<p>In Section 002 (N=24), 100% of the students (N=24) earned a score of 80 percent or higher. In Section 003 (N=21), 100% of the students (N=21) earned a score of 80 percent or higher. The target goals were met for each section.</p>	<p>Dr. Whitney Blondeau</p>

	an epidemiology news tweet (which may or may not be posted on @IndstateEpi account) reflecting critical health issues.			
9. Students acquire health knowledge and skills that can be used for personal health as well as providing a solid foundation of health content necessary to educate others on behavior change (6.1)	AHS 401 Substance Abuses Education. Assessment was based on outcomes for the entire course given that students “acquire health knowledge and skills” and the entire class was about building that foundation	The target goal is for 80% of the students to earn a grade of B or better on the assignments.	For the final course grade, 33/36 (91%) earned a B or better. The target goal was met.	Dr. Steven Gruenewald

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

Part One: Spring 2017

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.	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?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?
1.(a) Students assess individual and population needs (1.1)	AHS 409 Health Screening. Student will complete the BACCHUS Network Certified Peer Educator Training that will train them to educate, assess, intervene, and help their peers with health-related choices.	The target goal was for 80% of the students to earn 83% or higher on the assessment.	In Section 001 (n=36), 100% of the students earned a score of 83% or higher. In section 002 (n=34), 94% of the students earned a score of 83% or higher. Thus, the target goal was met.	Megan Weemer
1.(b) Students assess individual and population needs (1.1)	AHS 409L. Health Screening Lab. Campus Health Screening Event: Students will conduct pre and post health screenings for members of AHS 111	The target goal was for 80% of the students to earn a score of 80% or higher on the assessment.	In Section 001 (n=36), 97% of the students earned a score of 80% or higher. In section 002 (n=34), 100% of the students earned a score of 80% or higher. Thus, the target was met.	Megan Weemer
2. Students use assessment	AHS 414 Health Promotion	80% of the class will receive	In Section 001 (N=31), 100%	Dr. Whitney Blondeau

and analysis data to develop a grant proposal consistent with funding agency guidelines (1.3)	Planning (spring 2017). Grant Proposal Project. Students used assessment and analysis data to develop a grant proposal consistent with funding agency guidelines	a B or better on the assignment	of the students (N=31) earned a score of 80 percent or higher. Thus, the target goal was met.	
3.(a) Students provide appropriate feedback to individuals after conducting a health assessment (1.4)	AHS 409L. Health Screening. Campus Health Screening Event: Students will conduct pre and post health screenings for members of AHS 111	The target goal was for 80% of the students to earn a score of 80% or higher on the assessment.	In Section 001 (n=36), 97% of the students earned a score of 80% or higher. In section 002 (n=34), 100% of the students earned a score of 80% or higher. Thus, the target was met.	Megan Weemer
3.(b) Students provide appropriate feedback to individuals after conducting a health assessment (1.4)	AHS 409L. Health Screening Lab. Weekly Lab Assignments: Students will practice health screening and counseling skills during weekly labs.	The target goal was for 80% of the students to earn a score of 80% or higher on the assessment.	In Section 001 (n=36), 100% of the students earned a score of 80% or higher. In section 002 (n=34), 100% of the students earned a score of 80% or higher. Thus, the target was met.	Megan Weemer
4.(a) Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)	AHS 360 Epidemiology (spring 2017) "So What?": Data analysis and interpretation assignment. Students, as a group and individually, analyzed and interpreted quantitative data using existing or secondary data sets. Each student was required to analyze and/or interpret data from peer-reviewed literature or secondary data sets.	80% of the class will receive a B or better on the assignment	In Section 401 (N=26), 88% of the students (n=23) earned a score of 80 percent or higher. Thus, the target goal was met.	Dr. Whitney Blondeau
4.(b) Students analyze and interpret quantitative or qualitative data using existing or secondary data sets (1.5)	Data Analysis Project. Students analyzed a data set provided by the instructor using excel. At the end of the project, students submitted and presented in class a	The target goal was for 80% of the students to earn a score of 80% or higher on the assignment.	86% of the students earned a score of 80% or higher. Thus, the target goal was met.	Dr. Olabode Ayodele

	report summarizing the study background, methods, results, and interpretation of their findings.			
5. Students create appropriate lesson plans of varying lengths for a variety of health issues and target populations (2.1)	AHS 391 Methods of Education. Lesson Plan. Students develop a lesson plan for which to teach a health related topic.	The target goal was for 80% of the students to earn a score of 80% or higher on the assignment.	40 of 43 (93%) students earned 80% or better on this assignment, meeting the target goal.	Dr. Steven Gruenewald
6. Students plan and develop health programs, events, or interventions (2.2)	AHS 480 Senior Seminar. Students whose groups received funding from the AHS 414 grant proposal will work in those same groups and implement a health promotion program.	4 of the 5 groups will earn 80% or better on the health program implementation	All 5 groups scored 80% or better on the health program implementation. The target goal was met.	Dr. Kathryn Berlin
7.(a) Students are able to work effectively as part of a team when planning programs (2.3)	AHS 480 Senior Seminar. Students will work in groups to develop and present a poster presentation at the ISU Exposium that provides methods, results, and discussion of their health promotion program.	4 of the 5 groups will earn 80% or better on the poster presentation and all groups will present at the ISU Exposium.	2 of the 5 groups scored 80% or better on the poster presentation. The goal was not met. For future, more practice must be developed in previous courses (AHS 414) that emphasize correct program need statements, literature reviews, and methods. Additional work needs to be developed in AHS 341 (Research Methods) on how to properly write results, discussion and conclusion sections of an academic paper/poster.	Dr. Kathryn Berlin
7.(b) Students are able to work effectively as part of a team when planning programs (2.3)	AHS 414 Health Promotion Planning. Grant Proposal Project. Students work together in groups to develop a grant and plan programs	80% of the class will receive a B or better on the assignment	In Section 001 (N=31), 100% of the students (N=31) earned a score of 80 percent or higher. Thus, the target goal was met.	Dr. Whitney Blondeau
7.(c) Students are able to work effectively as part of a team when planning	AHS 414 Health Promotion Planning (spring 2017). Grant Proposal Project.	80% of the class will receive a B or better on the assignment	In Section 001 (N=31), 100% of the students (N=31) earned a score of 80	Dr. Whitney Blondeau

programs (2.3)	Students are able to work effectively as part of a team when planning programs		percent or higher. Thus, the target goal was met.	
8. Students develop skills in event organization and planning (3.2)	AHS 480 Senior Seminar. Health Promotion Program. Students will work in groups to develop, organize, and implement a health promotion program.	95% of the students are expected to receive full points for implementing and helping with the health promotion program.	32 of the 35 students (91%) received full points for participating in this assignment. The goal was not met. Future work in this area will place increased emphasis on student involvement and participation in the final health promotion program.	Dr. Kathryn Berlin
9.(a) Students include appropriate measurement and evaluation components when designing lesson plans, health promotion programs, and projects (4.1)	AHS 418-001; 418-002 Health Program Evaluation. Grant Proposal Evaluation. Students will evaluate the results of their health program. Target: 50% of students will receive a 90% or better on the assignment.	50% of students will receive a 90% or better on the assignment.	In Section 001 (N=34), 91.2% of the students (N=31) earned a score of 90 percent or higher. In Section 002 (N=31), 74.2% (N=23) of the students earned a score of 90 percent or higher. Thus, the target goal was met for both sections 003 and 004.	Tyler Nolting
9.(b) Students include appropriate measurement and evaluation components when designing lesson plans, health promotion programs, and projects (4.1)	AHS 360 Epidemiology. Epidemiology Presentation. Students completed an epidemiology presentation. These assignments include appropriate epidemiological measurement components and concepts.	80% of the class will receive a B or better on the assignment	In Section 401 (N=26), 100% of the students (N=26) earned a score of 80 percent or higher. Thus, the target goal was met.	Dr. Whitney Blondeau
10. Students develop a grant report that clearly articulates the measured or anticipated outcomes of a proposed program (4.2)	AHS 414 Health Promotion Planning. Grant Proposal Project. Students used assessment and analysis data to develop a grant proposal to support a health promotion program	80% of the class will receive a B or better on the assignment	In Section 001 (N=31), 100% of the students (N=31) earned a score of 80 percent or higher. Thus, the target goal was met.	Dr. Whitney Blondeau
11. Students develop a statistical project that includes appropriate measurement and	AHS 340 Biostatistics. B1: use students' EXCEL 2 assignment grades (EXCEL project) to evaluate	Project with 80% or higher grade as the criteria.	In section 301 (n= 16 submitted EXCEL 2 assignment), 75% of students (n=12) earn a	Dr. Shiaw-Fen Ferng collected and analyzed the data. She has not shared the results with other program faculty.

<p>evaluation of a health education program, health promotion program, or other project (4.3)</p>	<p>students' ability to analyze and interpret data collected from their classmates via Wiki</p>		<p>score of 80% or higher, thus the target goal was not met. In section 005 (n= 16 submitted EXCEL 2 assignment), 75% of students (n= 12) earn a score of 80% or higher, thus the target goal was not met. In section 401 (n= 9 submitted EXCEL 2 assignment), 78% of students (n= 7) earn a score of 80% or higher, thus the target goal was not met. To improve outcomes, the following will be implemented: 1) More practice examples with detail instruction will be done before students need to submit their assignments. 2) Reduce the total number of assignments required for each semester and given students more time to complete the Assignments.</p>	
<p>12. Students advocate for various health issues or resources with local, regional, and national politicians and leaders (5.1)</p>	<p>Not measured</p>			
<p>13.(a) Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues (5.2)</p>	<p>AHS 360 Epidemiology (spring 2017). @IndstateEpi Twitter Account; Epidemiology News Tweet 1). Students as a group collaborate, and with review of reliable and valid sources, create public service announcements via tweets to post on the</p>	<p>80% of the class will receive a B or better on the assignment</p>	<p>In Section 401 (N=26), 84% of the students (n=22) earned a score of 80 percent or higher. Thus, the target goal was met.</p>	<p>Dr. Whitney Blondeau</p>

	@IndstateEpi account. 2). Students individually write an epidemiology news tweet (which may or may not be posted on @IndstateEpi account) reflecting critical health issues.			
13.(b) Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues (5.2)	AHS 220 Public Health Concepts. Students will separate into groups to navigate the local Terre Haute community to capture images that visually represent and define what public health means to them. This assignment is adopted from the “This is Public Health” national sticker campaign, which is offered through the Association of Schools and Programs of Public Health (ASPPH). After capturing the images, students will create a PowerPoint to present key facts and communicate with others the meaning of public health.	80% of the class will score a “B-” (80%) or higher on this in-class assignment	All seven groups scored a “B-“or higher on the TIPH assignment.	Dr. Darleesa Doss
14. Students reflect and communicate how concepts learned in class provide the foundation for health careers (5.4)	AHS 220 Public Health Concepts. Health Professional Paper. Students will select a health profession that has credentialing (certification, licensure, etc.), conduct research on the profession, and interview someone in that profession.	80% of the class will get a C or better		Ms. Jodi Rees

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 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).
- e. 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.

In 2016-2017, Health Sciences faculty completed assessments on 23 of the core health sciences objectives (9 in fall 2016 and 14 in spring 2017).

Goals met: As the chart above shows, students met the majority of assessment goals, with students achieving or surpassing the average benchmark of a "B" or better. This indicates students understand and are learning skills critical to their success in the Health Sciences field. **Goals unmet:** Students failed to meet four of the assessment goals (objectives 1.3, 3.2, 4.3, and 5.2). For each of these unmet goals, the instructors provided a plan for improving success. This is the second year that goals for 5.2 (Students write effective press releases, flyers, brochures, and/or public service announcements on critical health issues) were not met. It appears the problem lies with the Public Service Announcement (PSA), in which students write a 30 second PSA; Faculty have a clear course of action on how to remedy this problem.

1. **Discoveries:** This past year, health sciences faculty have been holding more discussions on assignments that should be introduced in courses and reinforced in others. The question is why students are not performing well on assignments in upper division courses that were introduced to them previously? For example, students did not meet objective 2.3 (Students are able to work effectively as part of a team when planning programs) in AHS 480. After discussing this with pertinent faculty (those teaching AHS 341, 414, 418, and 480), it was determined additional work needs to be developed in AHS 341 that focuses on proper writing of papers *individually* so that students understand requirements better and are prepared to work as a team in later courses to produce good quality work.
2. **Changes and improvements:** Starting with the 2017-18 academic year, we will have a new Undergraduate Program Director (Dr. Whitney Blondeau). During the summer, it is our goal to work on revising the assessment process to be more rubric centered and cross-course specific. For example, if we are assessing specific outcomes in one course, how does this relate to assessment in follow up courses and how will those be assessed? How can we make assignments more specific to our objectives? How can changing an assignment ensure success in subsequent courses without faculty having to repeat the same content? These and other questions will be reviewed as we develop the assessment plan for 2017-18.
3. **Assessment plan for AY 2017-18:**
 1. We still need focused **Public Health** objectives that are aligned with CEPH accreditation objectives.
 2. We do not have students in the **Health Communication** concentration. We need to review recruitment and advising practices related to Health Communication to increase interest.
 3. The **Health Administration** concentration is our strongest concentration but is still lacking in terms of employment viability. We are looking at revamping this concentration to be more aligned with current trends in Healthcare Management or Administration.
 4. Our **Health Psychology** concentration is growing. We need to review this program for employment trends and opportunities to ensure we are on track to graduate qualified applicants in this field.

Specific plans for the 2016-2017 academic year include:

- Continue meeting monthly as health sciences faculty to discuss assessment and curricular issues. These went smoothly this year and allowed faculty to provide valuable feedback into the assessment process. Continue taking minutes at each meeting to ensure correct follow up on action items.
- Continue assessment reporting at meetings to make faculty aware of assessed objectives and outcomes. Reporting worked well this year and contributed to dialogue on course curriculum and needed changes.
- Review and revise the attached list of assessment objectives and dates for assessment.
- Develop a rough draft of the CEPH Accreditation document.

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

Degree Program: BS in Health Sciences Date: 12.01.17

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <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 checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" 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 that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input type="checkbox"/> Multiple measures were employed, and most are direct. <input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <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. <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific

				evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input type="checkbox"/> Data are being collected and analyzed. <input type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input checked="" 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. <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. <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"/> 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 type="checkbox"/> Plans for improvement are provided, but they are not	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input 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 checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to

	<input type="checkbox"/> No reflection is offered about previous results or plans.	<p>specific and/or do not clearly connect to the results.</p> <input type="checkbox"/> Little reflection is offered about previous results or plans.	<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.	<p>established timelines.</p> <input checked="" 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 type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

This is a solid report. It clearly aligns outcomes and measures and details the largely positive results. I do wonder if the analysis should extend beyond those who meet the high benchmarks. (If large numbers scored at above or below 75%, for example, that would be worth noting and investigating, too.) Also, while it is perfectly fine to combine grading and assessment (which you do when you say that students must earn 90% to meet the performance goal), you should provide evidence that you actually are assessing, not just grading. The easiest way to do this is by providing the scoring rubrics or keys you use to both assess and grade the various assignments. Last, I must note that Part Two of your report is especially good, for it includes exactly the kind of reflection, analysis, and planning I hope to see. Thank you!