# CoHB Assessment: Reporting Unit Four Column

*Health and Behaviour - Kinesiology and Social Science*

## Program (CoHB) - Kinesiology AS

**Mission Statement:** The Health and Fitness Specialist graduate applies knowledge of exercise testing and prescription, strength and conditioning and the development of health and fitness programs to prevent disease and disability and improve physical performance.

**Assessment Contact:** Dr. Eric Statt

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Physical Activity in Health, Wellness, and Quality of Life -** Graduates will design individual level programs that promote physical activity, health, and improve quality of life.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 08/20/2018<br>**Goal Level (Bloom/Webb):** Level 2 (Skills and Concepts) [Webb]<br>**Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem. | **Direct - Group project, collaborative learning -** KINS 265 Personal Fitness Training - Students will create an evidence based fitness program inclusive of an annual, monthly, and daily plan for a case study.<br>**Criteria Target:** 80% will achieve an 80% or higher.<br>**High Impact Program Practices 1:** Collaborative Assignments, Projects<br>**High Impact Program Practices 2:** Capstone Course(s), Projects | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100% of students met this criteria The average score on this final project was 95.15% with a SD of 1.09%. The CV for this data was very tight (.01). Stratification of the data indicates that all students scored above 90% for this assignment. (12/15/2017)<br><br>**Related Documents:**<br>KINS 265_Slides Presentation_F18.pptx<br>KINS265_S18_SYLB_v1.docx | **Use of Result:** Inclusion of written summary to be explored in spring 2019. This is the first term using this format for assessment. continued data collection shall occur over the next academic year. (12/15/2017)<br>**Budget Request:** 1500<br>**Budget Rationale:** Equipment necessary for practical application in course |
| **Scientific Foundations of Kinesiology -** Graduates will critically utilize scholarly material and apply an evidence based solution to a current problem in Kinesiology.<br>**Goal Status:** Active | KINS 262 Exercise Physiology - Students will complete a presentation describing and outlining physiologic processes associated with physical activity.<br>**Criteria Target:** 80% of students will | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>85% of students achieved an 80% or higher (11/30/2018) | **Use of Result:** Due to the changes in the program, we are still collecting data. The trend from the past program, however, supports maintaining the current |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
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| **Goal Category:** Student Learning<br>**Start Date:** 08/20/2018<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] | achieve an 80% or higher.<br>**High Impact Program Practices 1:** Undergraduate Research | | criteria. (11/30/2018)<br>**Budget Request:** 0 |
| **Cultural, Historical, Philosophical Dimensions of Kinesiology -** Graduates will critically evaluate and organize scholarly material to present philosophical dimensions of physical activity.<br>**Goal Status:** Active<br>**Start Date:** 08/20/2018<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom]<br>**Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations. | **Direct - Case Analysis -** KINS 105 Program Development and Leadership - Students will compile a recreation program plan that demonstrates philosophical constructs of wellness and physical activity.<br>**Criteria Target:** 80% of students will achieve an 80% or higher.<br>**High Impact Program Practices 1:** Diversity/Global Learning<br>**Related Documents:**<br>KINS450 philosophy research paper instructions.docx | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>91% of the students achieved a grade of 80% or higher on their term paper (12/03/2018)<br><br>**Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100% of the students achieved a grade of 80% or higher on their activity plan and evaluation (08/27/2018)<br>**Related Documents:**<br>Term assignment instructions.docx<br>Activity plan information sheet Fall 2017.docx | **Use of Result:** No action required. However, we broke up the term paper into sections for better flow throughout the semester (12/03/2018)<br><br>**Use of Result:** No action taken (08/27/2018) |
| **Professional Development in Kinesiology -** Graduates will analyze the discipline and sub-disciplines of Kinesiology selecting and describing an area of concentration.<br>**Goal Status:** Active<br>**Start Date:** 08/20/2018<br>**Goal Level (Bloom/Webb):** Level 1 (Recall and Reproduction) [Webb]<br>**Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations. | **Direct - Case Analysis -** KINS 101 Introduction to Kinesiology - Students will create a term project that outlines career and educational goals for their academic program.<br>**Criteria Target:** 80% of students will achieve an 80% or higher.<br>**High Impact Program Practices 1:** Diversity/Global Learning<br>**Related Documents:**<br>KINS 101 Individual paper instructions.docx | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100% of the students achieved a grade of 80% or higher (08/27/2018) | **Use of Result:** No action taken. Will use another semester to evaluate student achievement of learning outcomes (08/27/2018) |
| **Technical Competency in Kinesiology -** Graduates will be able to demonstrate technical competency in the evaluation of exercise and physical activity. | **Direct - Experiential , including Service Learning Experience Evaluation -** KINS 268 Fitness Evaluation I - Students will | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>78% of students have met this criteria (11/30/2018) | **Use of Result:** As this is a new degree program there is insufficient data to this point to thoroughly evaluate the results, |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
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| **Goal Status:** Active<br>**Start Date:** 08/20/2018<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] | demonstrate field testing procedures used in the establishment of normalized standards for individuals seeking to engage in physical activity.<br>**Criteria Target:** 80% of students will achieve an 80% or higher.<br>**High Impact Program Practices 1:** Collaborative Assignments, Projects | | but data supports a positive trend towards the target criteria. (11/30/2018) |

# CoHB Assessment: Reporting Unit Four Column

*Health and Behaviour - Kinesiology and Social Science*

## Program (CoHB) - Kinesiology BS

**Assessment Contact:** Dr. Eric Statt

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Physical Activity in Health, Wellness, and Quality of Life -** Graduates will design individual and group level programs that promote physical activity, health, and improve quality of life.<br><br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 08/28/2017<br>**Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating) [Bloom]<br>**Assessment Year:** AY17-18 | **Direct - Capstone Project - including undergraduate research -** KINS 444 Exercise Prescription : Assignment - Students develop and deliver all facets of evidence based exercise prescription for community members<br>**Criteria Target:** 80% of students will achieve a 80% or greater for the written exercise prescription paper.<br>**Schedule/Notes:** Rubric Attached.<br>**High Impact Program Practices 1:** Capstone Course(s), Projects | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>82% met criteria, goal was met (11/30/2018)<br><br>**Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>90% of the students achieved 80% or higher (11/30/2018) | **Use of Result:** Data will continue to be collected, evaluation date set for spring 2020 (11/30/2018)<br><br>**Use of Result:** Still in the process of collecting long-term aggregate data to allow for proper assessment. As 10% more students met the criteria than projected, the criteria will be watched for 1 more year and raised if the trend continues. (11/30/2018)<br>**Budget Rationale:** Blood pressure cuffs and heart rate monitors for student trainers. Students must have 100% access to this equipment while training clients.<br>**Budget Request:** 2500 |
| **Scientific Foundations of Kinesiology -** Graduates will critically evaluate scholarly material and design an evidence based solution to a current research question in Kinesiology utilizing the scientific method of | **Direct - Capstone Project - including undergraduate research -** KINS 358 - Students will produce a systematic review of literature focusing on evidence based application of theory, summarized in an academic | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>The average score was 84.53% for the paper, 92.72% for the poster, and 91.18% for the presentation. Combining these three scores, 53 of 69 students scored above the threshold. This is 77% as a whole/ (12/02/2018) | **Use of Result:** Calibration of the course outcomes against the material is required. This is the first time that this format was used for this class. Results generally speaking were strng, |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| inquiry.<br><br>**Goal Status:** Active<br>**Start Date:** 01/15/2018 | poster and formal presentation to peers.<br>**Criteria Target:** 80% of students will achieve an 80% or higher on a review of literature, academic poster, and presentation of work<br>**Budget Implications ($):** 1000<br>**High Impact Program Practices 1:** Capstone Course(s), Projects<br>**High Impact Program Practices 2:** Undergraduate Research | **Related Documents:**<br>2271_Tara_Harvey_Term_Paper_82142_2127416112 (1).docx<br>KINS 358 Res Methods_JKymes_Final Poster_S18.pptx<br>KINS 358 Res Methods_TWatson_Final Slides_S18.pptx | however they were slightly off from the established goal of 80%<br><br>Continued refinement of the process for instructional purposes will take place, to be evaluated in fall 2018 (the next term).<br><br>A reduction of the didactic assessment will allow for more time on the expository mechanics of this process. This should have the effect of increasing performance. (08/20/2018)<br>**Budget Rationale:** Posters required for course, 30 x $20 per<br>**Budget Request:** 600 |
| **Cultural, Historical, Philosophical Dimensions of Kinesiology -** Graduates will critically evaluate and organize scholarly material to present an evidence-based point of view specific to cultural, historical, and philosophical dimensions of physical activity.<br><br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 01/15/2018<br>**Goal Level (Bloom/Webb):** Level 3 (Short-term Strategic Thinking) [Webb] | **Direct - Writing Intensive Assignment -** KINS 450 - Students will produce a term paper describing a cultural, historical, and philosophical dimension of physical activity.<br>**Criteria Target:** 80% of students will achieve an 80% or higher for the assignment.<br>**High Impact Program Practices 1:** Writing-Intensive Course(s)<br>**High Impact Program Practices 2:** Diversity/Global Learning | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100% of the students achieved a grade of 80% or higher on thier term paper (12/03/2018) | **Use of Result:** No action taken. However, we did break up the term paper into sections for purpose of flow and managability. (12/03/2018) |
| **The Practice of Physical Activity Across the Lifespan -** Graduates will analyze mechanisms for the delivery of physical activity at the individual and group level across various health, social and inter-generational | **Direct - Field Placement/Internship Evaluation -** KINS 401 - Students will produce a capstone project as a component of field placement. The project shall operate at a client, institutional, or administrative level | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>All students satisfactorily completed 200 hour clinical placement with LSSU Athletics (12/02/2018) | **Use of Result:** Students are assigned to a Clinical Preceptor while acquiring clinical hours and experiences. This appears to be a worthwhile opportunity for students and will be continued |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| stratification.<br><br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 01/15/2018<br>**Assessment Year:** AY17-18 | as agreed to by all stakeholders (e.g. student, adviser, site preceptor) during the placement process. Project specific sre outlined in the course description.<br>**Criteria Target:** 100% of students shall receive a 80% or better for this project.<br>**Budget Implications ($):** 1500<br>**High Impact Program Practices 1:** Internships<br>**High Impact Program Practices 2:** Capstone Course(s), Projects | | (12/02/2018) |
| **Professional Development in Kinesiology -** Graduates will be able to analyze and communicate personal assets and deficiencies in the creation of professional career goals and objectives.<br><br>**Goal Status:** Active<br>**Start Date:** 01/15/2018 | **Direct - Portfolio Review -** KINS 481 - Students will compile a professional portfolio to be used during their career placement following graduation from LSSU. Components of the portfolio shall include the following:<br>Resume<br>Letters of recommendation<br>Philosophy statement<br>Network strategic plan<br>**Criteria Target:** 100% of students shall receive an 80% or higher<br>**High Impact Program Practices 1:** Capstone Course(s), Projects | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100% of the students achieved a grade of 80% or higher on their portfolio components (12/03/2018) | **Use of Result:** Action taken: organized due dates for each component of the portfolio to be handed in during the semester (08/27/2018) |
| **Technical Competency in Kinesiology -** Graduates will be able to evaluate, analyze, and demonstrate technical competency in the application of interventions at the individual and group level.<br><br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 01/15/2018 | **Direct - Field Placement/Internship Evaluation -** KINS 402 - Students will evaluate, analyze, and demonstrate technical competency in applying human service interventions as a component of their final clinical / filed placement.<br>**Criteria Target:** 100% of students will receive an 80% or higher.<br>**Budget Implications ($):** 1500 | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>All students satisfactorily completed this assignment per their clinical assignments. (12/02/2018) | **Use of Result:** All students in KINS 402 are assigned a clinical placement with LSSU Athletics. During this placement, students assess injuries and devise and implement rehabilitation programs and make return to play decisions under the direction and supervision of their Clinical Site Preceptor. (12/02/2018) |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
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| **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom]<br>**Assessment Year:** AY17-18 | **High Impact Program Practices 1:**<br>Internships<br>**High Impact Program Practices 2:**<br>Service Learning, Community-based learning | | |

# CoHB Assessment: Reporting Unit Four Column

*Health and Behaviour - Kinesiology and Social Science*

## Program (CoHB) - Political Science BA/BS

**Assessment Contact:** Dr. H. Russell Searight

**Mission Statement:** Our principal mission in the Political science program at LSSU is to help students interested in government, politics, and law prepare for successful careers and satisfying lives. We do this by providing a broad and rigorous education, by using methods that engage students and make them active learners, and by providing personal attention and support. Our innovative curriculum emphasizes the development of communication skills, analytical skills, critical thinking skills, global awareness, an appreciation of diverse perspectives, and high standards of professional conduct and performance. Our graduates embark on the next stage of their lives with high levels of poise and self-confidence. Political Science faculty also provide excellent general education and support courses, maintain active research programs, and serve the community by sharing their expertise.

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Critical Thinking -** Students will demonstrate the ability to think critically and analytically about politics.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Direct - Capstone Project - including undergraduate research -** Senior Thesis<br>**Criteria Target:** 100% of students will complete a senior thesis, which requires critical analysis of a program, policy, or issue.<br>**High Impact Program Practices 1:** Undergraduate Research<br>**High Impact Program Practices 2:** Writing-Intensive Course(s) | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>Approval of Curriculum change all political science freshman students F18 will be enrolled in POLI 101, which is the first class in the research seminar sequence (11/20/2018)<br><br>**Finding Reporting Year:** 2016-2017<br>**Goal met:** No<br>2 out of 5 students (40%) completed their senior thesis. (08/22/2018) | **Use of Result:** Limited success in completion of senior papers resulted in a revision of curriculum design which was approved and implemented starting F19 (11/20/2018)<br><br>**Use of Result:** We restructured the Political Science Program to include a Freshman, Sophomore, and Junior Seminar with the intent to better prepare seniors for their research. (08/22/2018) |
| **Communication -** Students will communicate effectively, both orally and in writing, about political issues and theories.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning | **Direct - Presentation, Performance -** Public presentation of their senior thesis and poster presentation of their thesis.<br>**Criteria Target:** 100% of students will effectively present their thesis in | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>3 out of 4 students (75%) effectively presented their thesis in a public presentation and poster presentation (11/20/2018) | **Use of Result:** Limited success in completion of presentations resulted in a revision of curriculum design which was approved and implemented |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | a public presentation and in a separate poster presentation.<br>**High Impact Program Practices 1:** Undergraduate Research<br>**High Impact Program Practices 2:** Capstone Course(s), Projects | | starting F19 (11/20/2018) (11/20/2018) |
| | | **Finding Reporting Year:** 2016-2017<br>**Goal met:** Yes<br>All students were able to present their thesis in a public presentation and separate poster presentation; however, some were presenting preliminary results due to lack of time to complete analysis. (08/22/2018) | **Use of Result:** We restructured the Political Science Program to include a Freshman, Sophomore, and Junior seminar with the intent of better preparing seniors for the research and giving them adequate time to collect and analyze the data. (08/22/2017) |
| **World View -** Students will discuss and analyze the world and contemporary political issues from perspectives other than their own.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Low-Level (Understanding/Remembering) | **Regular, recurring -** Successfully completing a political science class that emphasizes perspectives other than their own, such as POLI 334 Middle East Politics.<br>**Criteria Target:** 90% of students will have achieved a C or higher in a political science class that emphasizes perspectives other than their own (POLI 234 Women and Politics Around the World, POLI 334 Middle East Politics, etc.)<br>**High Impact Program Practices 1:** Not applicable to this outcome<br>**High Impact Program Practices 2:** Diversity/Global Learning | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>4 out of 4 students (100%) achieved a C or higher in a political science class that emphasizes perspectives other than their own. (11/20/2018) | **Use of Result:** Continue to monitor (11/20/2018) |
| | | **Finding Reporting Year:** 2016-2017<br>**Goal met:** Yes<br>5 out of 5 students (100%) achieved a C or higher in a Political Science class that emphasized a perspective other than their own. (08/22/2018) | **Use of Result:** Continue to encourage students to take classes that emphasize a perspective other than their own. (08/22/2018) |
| **Think globally -** Students will demonstrate the ability to think globally.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Other Findings** | **Finding Reporting Year:** 2016-2017<br>**Goal met:** Yes<br>5 out of 5 students (100%) achieved a C or higher in an international relations or comparative politics course. (08/22/2018) | |
| | **Regular, recurring -** Successfully completing at least 2 comparative politics or international relations classes.<br>**Criteria Target:** 90% of students receive a "C" or higher in at least 2 | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>3 out of 4 (75%) students received a C or higher in at least 2 comparative politics or international relations classes. (11/20/2018) | **Use of Result:** We will encourage students to take these classes earlier in their career. The one student who did not meet the goal was taking the courses their senior year while focusing on their |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| | comparative politics or international relations classes.<br>**High Impact Program Practices 1:** Not applicable to this outcome<br>**High Impact Program Practices 2:** Diversity/Global Learning | | senior thesis. (11/20/2018) |
| **Analysis -** Students will analyze domestic and international political events and behaviors through the use of political theories and concepts.<br>**Goal Status:** Active<br><br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Other Findings** | **Finding Reporting Year:** 2016-2017<br>**Goal met:** No<br>Only 2 out of 5 students (40%) were able to complete their senior thesis, which included analysis of domestic or international political events and behaviors through the use of political theories and concepts. (08/22/2018) | **Use of Result:** We restructured the Political Science Program to include a Freshman, Sophomore, and Junior seminar with the intent of better preparing seniors for the research. (08/22/2017) |
| | **Direct - Capstone Project - including undergraduate research -** This will be demonstrated through the senior thesis.<br>**Criteria Target:** 100% will complete a senior thesis.<br>**High Impact Program Practices 1:** Undergraduate Research<br>**High Impact Program Practices 2:** Writing-Intensive Course(s) | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>3 out of 4 (75%) of students completed their senior thesis. (11/20/2018) | **Use of Result:** Limited success in completion of senior theses resulted in a revision of curriculum design which was approved and implemented starting F19 (11/20/2018). (11/20/2018) |
| **Program Review -** The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)<br>**Goal Status:** Active<br>**Goal Category:** Periodic Program Review<br>**Start Date:** 05/02/2016<br>**Assessment Year:** AY16-17 | **Indirect - Report/Audit - Internal -** The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning.<br>**Criteria Target:** The Program Review will address the following criteria:<br>1.   Contribution to LSSU Mission/Vision<br>2.   Metrics of Productivity<br>3.   Internal and External Program | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>Curriculum was redesigned to support University SLO. changes Implemented Fall 19 (11/26/2018)<br><br>**Related Documents:**<br>PoliSci 112618 Assessment_ Program Four Column.pdf | |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
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Demand
4.  Program Quality
5.  Program Assessment
6.  Opportunity Analysis
**Schedule/Notes:** Attached program report May 2016
**Related Documents:**
Political Science Program Review.docx

# CoHB Assessment: Reporting Unit Four Column

**LAKE SUPERIOR STATE UNIVERSITY**

*Health and Behaviour - Kinesiology and Social Science*

## Program (CoHB) - Psychology BA/BS

**Mission Statement:** The LSSU Psychology program believes that an educated adult should appreciate environmental and biological influences on the development of the individual.  Psychology?s emphasis on scientific study of human behavior can provide knowledge to students at various levels of discourse.  As a research-based discipline with strong philosophical roots, it is both a liberal arts discipline and a science.

**Assessment Contact:** Dr. H. Russell Searight

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Goal 1: Knowledge Base in Psychology -** Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 05/12/2014<br>**Inactive Date:** 05/12/2016<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Other Findings** | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>Result of Major Field Test--psychology--mean score; 44th percentile nationally<br>Scores range from 14th to 99th percentile (09/19/2018)<br><br>**Related Documents:**<br>mft subtest area scores.docx | **Use of Result:** Program improvement through review  w (09/19/2018)<br>**Budget Rationale:** Program review from APA as recommended by HLC. ; 2 Classes in core should build on each other systematically---will hopefully have stable faculty complement to do a meaningful curriculum review; 3. request resources for psychology laboratory $100,000<br>**Budget Request:** 112000 |
| | | **Finding Reporting Year:** 2016-2017<br>**Goal met:** No<br>Mean score = 153.76  (44th percentile nationally)<br>By percentile, scores ranged from 11th to 94th percentile (04/27/2018)<br><br>**Related Documents:**<br>Results--Major Field test on Psychology 2016-17 cohort.docx | **Use of Result:** We have requested an external review of our program by a team from Division 2 (Teaching of Psychology) from the American Psychological Association several times over the past 4 years (see Program Review) in Associated Documents. It was mentioned to the Dean and Chair |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| | **Other Findings** | | in the past month  (04/27/2018)<br>**Budget Rationale:** For the team to review our program, it is necessary to complete a detailed proposal--Once authorization is received in writing, I will complete the propsal<br>**Budget Request:** 10000 |
| **Goal 2: Scientific Inquiry and Critical Thinking -** The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 09/01/2013<br>**Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating) | **Other Findings** | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>Major field test in Psychology mean score at 44th percentile nationally (09/19/2018)<br><br>**Related Documents:**<br>mft subtest area scores.docx<br>Appendix III MFT scores.docx | **Use of Result:** Please see most recent program review--changes made in upper level core psychology courses to continually develop professional writing, data analysis and presentation of scientific findings in poster format;  Request for a psychology laboratory  (11/23/2018)<br>**Budget Rationale:** Psychology laboratory with equipment<br>**Budget Request:** 100000<br><br>**Use of Result:** Please see recommendations for Goal 1 (09/19/2018)<br>**Budget Rationale:** Please see Goal # 1<br>**Budget Request:** 112000 |
| | | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>Capstone experience integrates theory, research and requires reasoning, application and problem solving Based on Rubric --Class average for Objective 1 ==Class average =2.5 at end of course; Objective 2: 1.5 at end of course; Objective : 3: 1.75 (2) by end of class (05/06/2018)<br><br>**Related Documents:**<br>Hill senior thesis final 2018.docx<br>Ready Antoinette 4-09-18.pdf<br>Ready Dayna 4-08-18.pdf | **Use of Result:** Recommend that Psych students are enrolled in a 1 credit course for freshmen through junior year each semester with an emphasis on research after 1st semester in freshman year so that they are exposed to research related reasoning and statistical analysis on an ongoing basis (05/06/2018)<br>**Budget Rationale:** 4th full time faculty member with research |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| | Other Findings | | background as well as being an excellent teacher<br>**Budget Request:** 65000 |
| | | Rubric for Senior Thesis.docx | |
| | | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>Capstone Experience Selected Senior posters (04/27/2018)<br><br>**Related Documents:**<br>Appendix VI Capstone--posters and thesis.docx<br>Audrey poster-Searight ready (1).pdf<br>Connor Ready 4-08 (1).pdf<br>Hill senior thesis final 2018 (1).docx<br>Ready Taylor 4-08-18 (1).pdf | **Use of Result:** We plan on reviewing out curriculum in this area to address issues of some students being less than optimally prepared to conduct senior research (04/27/2018)<br>**Budget Rationale:** New faculty line so that we can have a continuous research seminar for all four academic years to introduce research early in student's career and have sequential set of intermediate competences achieved before beginning the final research project--salary with estimated cost of fringe benefits reported below<br>**Budget Request:** 65000 |
| | **Direct - Capstone Project - including undergraduate research -** Students will successfully complete an independent senior research project and present their findings as an oral paper or poster at a state-wide conference<br>**Criteria Target:** 90% complete this task by deadline<br>**High Impact Program Practices 1:** Capstone Course(s), Projects<br>**High Impact Program Practices 2:** Undergraduate Research | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>See examples of capstone experience (posters) as added Documemts (04/27/2018) | **Use of Result:** Recommend that Psychology students are enrolled in an additional junior year research seminar. A one year research sequence does not allow enough time for all students to successfully complete their senior research projects. (10/23/2018) |
| **Goal 3: Ethical and Social Responsibility in a Diverse World -** The skills in this domain involve the | Other Findings | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100& of seniors in 2017-18 passed the National (DHHS) IRB | **Use of Result:** Continue with current pedagogical strategy This is a limited area of ethical |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.<br><br>**Goal Status:** Active<br><br>**Goal Level (Bloom/Webb):** Goal is not a student learning outcome. | **Other Findings** | course (04/27/2018) | conduct in psychology; the program would like to add an "Ethics in Human Behavior" Course (04/27/2018)<br>**Budget Rationale:** 5.000.00 -- funding for a well-qualified adjunct to teach the course or it could be a course taught by the 4th faculty member in Psychology that has been recommended (See program review) |
| **Goal 4: Communication -** Students should demonstrate competence in writing and in oral and interpersonal communication skills.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Start Date:** 09/01/2012<br>**Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating) | **Direct - Capstone Project - including undergraduate research -** Capstone - - Psychology senior project; Student will demonstrate the ability to write an undergraduate senior thesis paper based on empirical research using APA style.<br>**Criteria Target:** 90% of psychology senior research students will complete their thesis at a satisfactory level.<br>**High Impact Program Practices 1:** Capstone Course(s), Projects<br>**Related Documents:**<br>rubric-scoring instrument for APA Senior Thesis S18.pdf<br>957906514-330_Shea_Fitzpatrick_Shea_Fitzpatrick_Thesis_138728_2064145993.pdf | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>All (6/6) psychology seniors under Dr. Olson-Pupek's supervision achieved satisfactory performance on their written thesis papers (M = 89%, SD = 5.62%) (10/24/2018)<br><br>**Related Documents:**<br>Appendix VII A and B co-authored student-faculty articles and conference papers.docx<br>Appendix IV publications and conf presentations on pedagogy.docx | **Use of Result:** Building writing skills will continue to be emphasized for psychology students. Additional opportunities to develop these skills in lower level courses will be implemented. (10/24/2018) |
| **Goal 5: Professional Development -** The emphasis of this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.<br>**Goal Status:** Active | **Other Findings** | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>Placements and Graduate School admissions for Psychology graduates 2015-17<br>Please see attached document for additional information (04/27/2018)<br><br>**Related Documents:** | **Use of Result:** Develop a more efficient method for tracking future placements and grad school admissions of Psychology graduates and implement 2019-20. (10/23/2018) |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Goal Category:** Student Learning<br>**Start Date:** 09/02/2013<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Other Findings** | [Placements for LSSU Psychology Program Graduates 2016-17 grads.docx](#) | |
| **Program Review -** The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)<br>**Goal Status:** Active<br>**Goal Category:** Periodic Program Review | **Other Findings** | **Finding Reporting Year:** 2018-2019<br>**Goal met:** Yes<br>see document (11/23/2018)<br><br>**Related Documents:**<br>[Psychology Degree Review 11-21-18.docx](#)<br>[program review](#)<br>[Appendix II sources cited.docx](#)<br>[4 column program assessment psychology.pdf](#)<br>[Appendix V Audit Sheet.docx](#) | |
| **2.1 Program Enrollment -** Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable.<br>**Goal Status:** Active<br>**Goal Category:** Enrollment | **Other Findings** | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>As is evident ( see document associated with this category), the program grew significantly until about 2015 and then experienced a downturn-- In terms of meeting a goal--I am reluctant to set a goal for number of majors without assurance of resources to provide a quality education to our psychology majots (05/06/2018)<br><br>**Related Documents:**<br>[Psychology Majors numbers per year.docx](#) | **Use of Result:** Continue to request additional resources (05/06/2018)<br>**Budget Rationale:** Funding for :1. An external review--increasing our number of majors and the resources needed to do so could be a focus; ($10,000-12,000) 2. A Psychology lab--likely a significant renovation of a space in Norris or Crawford (100,000l) 3. A fourth full time faculty member (65,00 per year)<br>**Budget Request:** 175000 |

# CoHB Assessment: Reporting Unit Four Column

**LAKE SUPERIOR STATE UNIVERSITY**

*Health and Behaviour - Kinesiology and Social Science*

## Program (CoHB) - Social Work AA

**Assessment Contact:** Dr. R. Kirk Mauldin

**Mission Statement:** The mission of the Social Work program is to develop workers in this field to help people improve their lives, work to alleviate human suffering and promote social justice.  In our applied programs such as social work, we provide students with entry level knowledge and skills in these helping professions through the use of experienced and knowledgeable instructors from community agencies who teach applied courses. Students are placed in internships with community agencies, local and throughout the State.

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **Internship -** Students will demonstrate mastery of skills necessary to work in a social services agencies.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Direct - Field Placement/Internship Evaluation -** Site supervisors complete internship evaluation forms both at midterm and again at the end of the semester, verifying hours served and assessing the following categories: communication skills, problem solving/decision-making, teamwork, self-management, individual initiative, and technical skills. Evaluation forms further ask for qualitative assessment of successful completion of the learning objectives set forth at the beginning of the internship as well as recommendations for what the student should do following the internship to better prepare them for the working in the field.  Finally, evaluation forms ask site supervisors | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>88% of evaluators rated interns' prior academic coursework as very useful to the jobs they performs. 12% rated it "of some use" for the jobs.<br>Evaluations of oral communication skills:  37.5% exceptional; 25% above average; 37.5% Average.<br>Evaluations of written communication skills:  50% exceptional; 12.5% above average; 25% Average.<br>Evaluations of problem solving skills (analyzes situations and takes appropriate actions):  37.5% exceptional; 25% above average; 25% Average; 12.5% not applicable to the position.<br>Evaluations of teamwork skills (establishes rapport and credibility; shares information and resources with others): 25% exceptional; 50% above average; 25% Average.<br>Evaluations of self-management skills (seeks new strategies when needed; displays good judgment and establishes priorities):  50% exceptional; 25% above average; 25% Average.<br>Evaluations of individual initiative skills (takes initiative to | **Use of Result:** Although target was reached, internship evaluations revealed 2 somewhat weak areas are in oral communication and teamwork skills. Additional groupwork projects will be added to coursework to improve these skill sets. (06/01/2018) |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| | to rank the student's academic preparation for the internship as well as their overall performance. **Criteria Target:** 50% of student interns should receive "above average" evaluation ratings in all of the following areas of assessment: communication skills, problem solving/decision-making, teamwork, self-management, individual initiative, and technical skills. **Budget Implications ($):** 0 **High Impact Program Practices 1:** Service Learning, Community-based learning **High Impact Program Practices 2:** Internships | get a job done, even without direction; overcomes obstacles and problems): 50% exceptional; 12.5% above average; 37.5% Average. Evaluations of technical skills (possesses skills or willing to learn new skills): 75% exceptional; 25% above average. (06/01/2018) | |
| **Counseling skills -** Students will acquire skills in one-on-one counseling. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) | **Direct - Field Placement/Internship Evaluation -** Students will complete counselling internships, with site supervisors completing evaluation forms both at midterm and again at the end of the semester, verifying hours served and assessing skills required for counselling positions. **Criteria Target:** 50% of student interns should receive "above average" evaluation ratings in all of the following areas of assessment: communication skills, problem solving/decision-making, teamwork, self-management, individual initiative, and technical skills. | **Finding Reporting Year:** 2017-2018 **Goal met:** Yes Supervisor evaluations: 62.5% of evaluators rated interns' prior academic coursework as very useful to the jobs they performs. 37.5% rated it "of some use" for the jobs. Evaluations of oral communication skills: 75% exceptional; 12.5% above average; 12.5% Average. Evaluations of written communication skills: 75% exceptional; 25% above average. Evaluations of problem solving skills (analyzes situations and takes appropriate actions): 62.5% exceptional; 37.5% above average. Evaluations of teamwork skills (establishes rapport and credibility; assists and cooperates with coworkers): 100% exceptional. Evaluations of self-management skills (seeks new strategies when needed; uses time efficiently): 87.5% exceptional; 12.5% Average. Evaluations of individual initiative skills (seeks opportunities to learn; takes initiative to get a job done, even without direction): 87.5% exceptional; 12.5% Average. | **Use of Result:** Although target was reached, internship evaluations indicate communication skills could be improved further, which are essential to counselling roles. Additional oral and written communication exercises will be facilitated in coursework connected to this internship. (11/02/2018) |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| | | Evaluations of technical skills (possesses skills or willing to learn new skills): 87.5% exceptional; 12.5% above average. (11/02/2018) | |
| **Discipline specific knowledge -** Students will learn about the field of social work, current issues in social work and basic human biology. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Low-Level (Understanding/Remembering) | **Direct - Field Placement/Internship Evaluation -** Internship supervisors will complete an evaluation and rate the effectiveness of students' prior coursework and knowledge as preparation for the internship tasks. Rating scale: (1) Very useful; (2) Of some use; (3) Not very useful. **Criteria Target:** In post-internship evaluation forms, 50% of student intern reports should indicate that supervisors rate the students' prior coursework as 'very useful' for fulfilling tasks effectively in the position. | **Finding Reporting Year:** 2017-2018 **Goal met:** Yes 62.5% of intern supervisors rated students' prior academic coursework as "Very useful" in performance of job duties. 37.5% rated prior academic coursework "of some use." (11/02/2018) | **Use of Result:** Although the criteria target was met, there is still room for improvement. Additional questions can be added to the supervisor evaluation form to determine areas in which coursework may have been insufficient to prepare students for their job tasks. That data can be used to inform changes in content emphasis in future coursework. (11/02/2018) |
| **Program Review -** The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.) **Goal Status:** Active **Goal Category:** Periodic Program Review **Start Date:** 08/27/2018 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to | **Direct - Field Placement/Internship Evaluation -** The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning. **Criteria Target:** The Program Review will address the following criteria: 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis | **Finding Reporting Year:** 2017-2018 **Goal met:** No While the program currently evaluates those courses and taught by tenure-track faculty as well as the fieldwork placements of current students (see evaluation and analysis of other program goals and associated related documents), no coordinator has been appointed for this program and no assessment of demand, opportunity or metrics of productivity have been established. (11/04/2018) **Related Documents:** [SOWK program review data.xlsx](#) [Example Student Summary Paper (1).pdf](#) | **Use of Result:** Appoint and provide release time for the social work associates degree program and assess demand for graduates, develop opportunity metrics of productivity and assess contributions to the LSSU mission/vision. (11/04/2018) **Budget Rationale:** Provide three credits of release time per semester for a full-time faculty member to promote, supervisors, and evaluate both the substance abuse and social work associates degree programs. **Budget Request:** 6600 |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.<br>**Revision Notes:** This program was periodically reviewed on a 5-year rotational basis to qualify for TIPP funds.  The criteria for maintenance of those funds did not constitute a thorough review of course contributions to program outcomes. To address this deficiency, we will map out where students are evaluated as deficient by our internship placement agencies over the next two years and make changes to the curriculum of courses mapped to address those needs.<br>**Assessment Year:** AY18-19 | **High Impact Program Practices 1:** Service Learning, Community-based learning<br>**High Impact Program Practices 2:** Internships | | |
| **2.1 Program Enrollment -** Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable.<br>**Goal Status:** Active<br>**Goal Category:** Enrollment<br>**Start Date:** 08/27/2018<br>**Goal Level (Bloom/Webb):** Goal is not a student learning outcome.<br>**Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.<br>**Revision Notes:** This program was | This program was periodically reviewed on a 5-year rotational basis to qualify for TIPP funds.  However, this review did not address enrollment goals.  As some of the supporting majors in the social sciences were cut this year (Sociology, Communications, and History), and whereas enrollment in other common majors continue to stagnate or decline (criminal justice and psychology), we will need to establish a new baseline for program enrollment and as well track concurrent enrollment in our support programs before we can develop meaningful program goals or make specific suggestions for program growth.  This information will be tracked over the following two years while we try to maintain | **Finding Reporting Year:** 2017-2018<br>**Goal met:** No<br>This program was periodically reviewed on a 5-year rotational basis to qualify for TIPP funds.  However, this review did not address enrollment goals.  As some of the supporting majors in the social sciences were cut this year (Sociology, Communications, and History), and whereas enrollment in other common majors continue to stagnate or decline (criminal justice and psychology), we will need to establish a new baseline for program enrollment and as well as track concurrent enrollment in our support programs before we can develop meaningful program goals or make specific suggestions for program growth.  This information will be tracked over the following two years while we try to maintain current and realistic enrollment numbers.  Only after this period can we revise program enrollment goals in an achievable and meaningful way. (Active (11/04/2018) | **Use of Result:** Establish a new baseline for program enrollment by recording the number of students both entering and graduating from the substance abuse AA.  Track concurrent enrollment in our support programs in order to develop meaningful program goals. (11/04/2018)<br>**Budget Request:** 0 |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|

periodically reviewed on a 5-year rotational basis to qualify for TIPP funds.  However, this review did not address enrollment goals.  As some of the supporting majors in the social sciences were cut this year (Sociology, Communications, and History), and whereas enrollment in other common majors continue to stagnate or decline (criminal justice and psychology), we will need to establish a new baseline for program enrollment and as well as track concurrent enrollment in our support programs before we can develop meaningful program goals or make specific suggestions for program growth.  This information will be tracked over the following two years while we try to maintain current and realistic enrollment numbers.  Only after this period can we revise program enrollment goals in an achievable and meaningful way.

**Assessment Year:** AY19-20

current and realistic enrollment numbers.  Only after this period can we revise program enrollment goals in an achievable and meaningful way.

**Budget Implications ($):** 0

**High Impact Program Practices 1:** Not applicable to this outcome

**High Impact Program Practices 2:** Not applicable to this outcome

# CoHB Assessment: Reporting Unit Four Column

*Health and Behaviour - Kinesiology and Social Science*

## Program (CoHB) - Substance Abuse Prev/Treatment AA

**Assessment Contact:** Dr. R. Kirk Mauldin

**Mission Statement:** The mission of the Substance Abuse Prevention and Treatment program is to provide the basic knowledge and skills for entry level substance abuse work.

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| **2.1 Program Enrollment -** Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable.<br>**Goal Status:** Active<br>**Goal Category:** Enrollment | | | |
| **Workplace Communication Skills -** Students will demonstrate clear and concise written and oral communication skills in their capstone internship.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Level 3 (Short-term Strategic Thinking) [Webb]<br>**Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.<br>**Assessment Year:** AY17-18 | **Direct - Field Placement/Internship Evaluation -** Intern supervisors complete internship evaluation forms, verifying hours served and assessing communication skills.<br>**Criteria Target:** 50% of student interns should receive "above average" evaluation ratings in communication skills, | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>100% of student interns were rated as "outstanding" for oral communication skills.<br><br>67% of student interns were rated as "outstanding" for written communication skills; 33% were rated as "above average."<br><br>100% of student interns were rated as "outstanding" for willingness to communicate information or to ask questions.<br><br>100% of student interns were rated as "outstanding" for listening to feedback and working to improve. (06/01/2018) | **Use of Result:** Continue coursework training strategies and assessments that have positively impacted students' workplace communication skills. (06/01/2018) |
| **Workplace Problem Solving -** | **Direct - Field Placement/Internship** | **Finding Reporting Year:** 2017-2018 | **Use of Result:** Continue |

| Program Outcomes | Assessment Criteria & Procedures | Assessment Results | Use of Results |
|---|---|---|---|
| Students will demonstrate problem solving critical thinking skills in their capstone internship.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom]<br>**Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.<br>**Assessment Year:** AY17-18 | **Evaluation -** Intern supervisors will complete internship evaluation forms, verifying hours served and assessing problem solving critical thinking skills.<br>**Criteria Target:** 50% of student interns should receive "above average" evaluation ratings in problem solving critical thinking. | **Goal met:** Yes<br>67% of student interns were rated exceptional for "Analyzes situations and takes appropriate action;" 33% were rated above average.<br>67% of student interns were rated exceptional for "Offers creative solutions to problems;" 33% were rated average.<br>67% of student interns were rated exceptional for "Collects and analyzes information relevant to completing a task and establishes a course of action within the given timeframe;" 33% were rated above average.<br>67% of student interns were rated exceptional for "Resolves problems in an appropriate timeframe;" 33% were rated above average. (06/01/2018) | coursework training strategies and assessments that have positively impacted students' workplace problem solving critical thinking skills. (06/01/2018) |
| **Workplace Technical Skills -** Students will apply job-specific technical skills in their capstone internship.<br>**Goal Status:** Active<br>**Goal Category:** Student Learning<br>**Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom]<br>**Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.<br>**Assessment Year:** AY17-18 | **Direct - Field Placement/Internship Evaluation -** Intern supervisors will complete internship evaluation forms, verifying hours served and assessing job-specific technical skills.<br>**Criteria Target:** 50% of student interns should receive "above average" evaluation ratings in problem job-specific technical skills. | **Finding Reporting Year:** 2017-2018<br>**Goal met:** Yes<br>67% of student interns were rated exceptional for "Possesses the technical skills required for this position;" 33% were rated above average.<br>67% of student interns were rated exceptional for "willing to learn new skills and enhance existing technical skills;" 33% were rated above average.<br>67% of student interns were rated exceptional for "Uses appropriate technology for tasks;" 33% were rated above average.<br>67% of student interns were rated exceptional for "Uses technology to perform effectively;" 33% were rated above average. (06/01/2018) | **Use of Result:** Continue coursework training strategies and assessments that have positively impacted students' workplace technical skills. (06/01/2018) |