

August 2019 Program Assessment

MEd Core Courses

Spring 2018 to Summer 2018

Plan of Action:

- Outcome 1 (Demonstrate ability to complete a program of advanced study and a commitment
- to continuous, self-directed professional growth) in EDUC 501 and PSY 511 were compared across cohorts and courses. There did not appear to be a significant difference in the results. It does appear that this outcome is being sufficiently met in both of these courses. However, the outcome data does suggest that there has been improvement across all cohorts for this outcome. The factors that may contribute to this increase in outcome scores may be attributed to a number of factors, there have been several different assessors looking at the various artifacts over a period of time. The cap on courses was extended and the CORE courses frequently meet the threshold. More students in each course may result in instructors having to spread out their efforts among more students, which may impact the teaching and learning opportunities. Finally, EDUC 501 recently went through a course refresh which may have impacted the student learning outcomes. With these changes it is recommended that the outcome results be carefully monitored over the next few assessment periods to identify any trends or potential correlations.

Fall 2018

- Outcome 1 (Demonstrate ability to complete a program of advanced study and a commitment to continuous, self-directed professional growth) EDUC 501 and PSY 511 were compared across cohorts and courses. In the Assessment Matrix there did not appear to be a significant difference in the results.
- In the last Assessment Matrix (Fall 2018) Outcome 1 in EDUC 501 outperformed Outcome 1 in PSY 511.
- This could be for a number of reasons. EDUC 501 was recently refreshed and the content was optimized to eliminate repetitive busy work and focus on a purposeful development of critical thinking and analytical skills.
- PSY 511 is not well balanced or optimized for critical thinking development.
- There are only three end of the week assignments in the course (Weeks 3, 6, & 8).
- Weeks 1 & 7 have 2 discussion boards; Weeks 2 & 3 have 3 discussion boards, Week 4, 5, & 6 have 1 discussion board, and Week 8 has 0 discussion boards.

Plan of Action:

Write a course refresh for PSY 511 to:

- Even out the workload so each week has approximately the same amount of content, reading expectations, and assignments.

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- Rewrite the discussion board questions to focus on higher order thinking skills and eliminate simple fact based responses. All discussion board questions should require a depth of thought and reflection that is only possible when the student spends time in critical analysis of the content and research.
- Evaluate the usefulness of the Blog responses in Weeks 4 & 5.
- Consider incorporating other Instructional Design choices to develop an engaging and rigorous classroom environment.
- Consider building exemplars into the Master Course

Outcome 2 *Demonstrate growth in ability to minister to those with whom they work, recognizing each individual's unique potential because of God's creative and redemptive acts* only has one artifact from PSY 511.

Outcome 3 *Demonstrate growth in their understanding of the knowledge base of teaching, leading and learning* only has one artifact from SOC 565.

Outcome 5 *Demonstrate an understanding of the significant and complexities of educational research* only has one artifact from EDUC 594

Outcome 6 *Demonstrate the ability and commitment to implement a Christian educational world view that transcends human disadvantages, disabilities and cultural, sexual and social biases* only has one artifact from SOC 565.

Outcome 8 *Demonstrate growth in strengthening a professional need or interest area* only has one artifact from EDUC 594.

Plan of Action:

- Review the outcomes that only have one artifact and consider if there are other course artifacts that may be appropriate to add to the Assessment Matrix.
- Having multiple artifacts will allow for a cross course comparison of outcomes. This may offer a more complete analysis of the measures.
- This Plan of Action should be implemented after PSY 511 has been refreshed.

Curriculum & Instruction

- Curriculum & Instruction
 - Plan of Action for May 5, 2018 data:
 - There is a good range of scores on these assessments. I am happy with the assignments and feel like they are covering the program outcomes well. The course that I had concerns about last time (EDUC 531) did not have any data this time so no decisions can be made about that course.
 - Plan of Action for August 25, 2018 data:

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- The scores for EDUC 531 were a bit low, but this course has recently been refreshed so it will be interesting to see if the results increase in the next assessment cycle or two. EDUC 506 also had low scores but this course is up for revision in Spring B so I will take with the course writer to see what revisions are being made to the final project. EDUC 514 had low means but a very low sample size so I am not ready to draw any conclusions from these scores. EDUC 540 and EDUC 551 had good scores, so I think these courses are good to go. As of right now, the only changes I see being made are to EDUC 506, which is already up for revision.
- Plan of Action for December 31, 2018 data:
 - The scores for EDUC 534 were greatly improved which I was happy to see since this was the first course that was revised and moved to the one discussion board per week format. This indicates to me that this format is working well for student outcomes. I still have a concern with EDUC 531. The scores for Outcomes 2, 3c, and 3d are still low so this course and assessment might need to be looked at to make sure these outcomes are being met. The scores for EDUC 551 were a bit low this time, which is unusual so I will keep an eye on them. The means for EDUC 506, EDUC 514, EDUC 532, and EDUC 540 are pretty good and steady so I do not have any issues with these courses right now.
 - major changes to the course the assessment.

Curriculum & Instructional with Instructional Technology Leadership

- Plan of Action for May 5, 2018 data:
 - The only ITL course in this data set was EDUC 671. The sample size was small but it looks like this assessment does a very good job of assessing the correct program outcomes.
- Plan of Action for August 25, 2018 data:
 - There were no ITL specific courses in this data set. My notes on the other courses are below.
 - The scores for EDUC 531 were a bit low, but this course has recently been refreshed so it will be interesting to see if the results increase in the next assessment cycle or two. EDUC 506 also had low scores but this course is up for revision in Spring B so I will take with the course writer to see what revisions are being made to the final project. EDUC 540 had good scores so I think this course is good to go at this point in time. As of right now, the only changes I see being made are to EDUC 506, which is already up for revision.
- Plan of Action for December 31, 2018 data:
 - The only ITL course in this data set was EDUC 671. It had a sample size of only one, but the scores were good and it looks like this assessment does a good job of assessing program outcomes.
 - Budget Implications:
 - None

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MEd in Early Childhood Education

Fall 2018 Plan of Action 1/1/2018-5/12/2018

1. The previous action plan's focus on strategies to increase scores on 5B seem to be effective.
2. Focus on 6a and 3c is in process.
3. Even with on-going program improvement plans, all target scores were met or exceeded. There is no additional plan for action at this time.

Spring 2019 Plan of Action 5/6/18-8/25/-18

1. All targets were met.
2. Courses are in the process of being updated over the next two years. Data will be monitored to be sure that target outcomes continue to be met.
3. Core Standard 4 for Educ 583 needs to be linked to Chalk and Wire to be assessed.
4. Student data from early childhood student completing Educ 565 needs to be linked to Chalk and Wire for assessment. All data is currently escalating to the Literacy PD.
5. I will be meeting with Dr. Lorinda Sankey, Head of Teacher Education to determine the best plan of action for collecting data for students enrolled in the Masters B-3rd Inclusive/Initial Licensure program.

Summer 2019 Plan of Action 8/26/18-12/31/2018

1. All targets were met or exceeded.
2. The program outcomes will continue to be monitored as the program moves to the Carousel Model.

Early Childhood Special Education

Plan of Action:

- In the key assessment for EDUC 576 (Behavior Management in Inclusive Settings), a course shared by Early Childhood Education Birth - 3 Inclusive Program, the Special Education Program, and the Early Childhood Special Education Program, a Behavior Intervention Plan focusing on research-based intervention for behavioral issues for serving the academic, social and emotional needs of students with emotional and behavioral disorders in inclusive settings, outcome artifact 7 (Demonstrate ability to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences). indicate improvements are being realize across cohorts. The same increase in program outcome results for outcome 2 (Demonstrate ability to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective

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learners and develop emotional well-being, positive social interactions, and self-determination) is demonstrated in EDUC 576. As more cohorts and students are added to the Early Childhood Special Education program a greater analysis will be possible. However, this may take some time as the ECSE program has been placed on a temporary hold.

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M.Ed. in Education Administration

April 15, 2018

An overall statement for the third data set coming from EDUC551 outcomes for standards 1, 2a, 2b, 2c, 7a, 7b, 7c, 7d.

- **The average of the mean scores falls within the expectations set by the program director of 1.5 to 2.5.**

An overall statement for the third data set coming from EDUC552 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- **The average of the mean scores falls within the expectations set by the program director of 1.5 to 2.5.**

An overall statement for the second data set coming from EDUC554 outcomes for standards 2a, 2b, 2c, 3, 7a, 7b, 7c, 7d..

- **The average of the mean scores falls near the high end of the expectations set by the program director of 1.5 to 2.5. The expectations have been revised to 2.0 to 3.0.**

An overall statement for the third data set coming from EDUC557 outcomes for standards 5a, 5b, 6a, 6b.

- **The mean scores overall fall within the expectations set by the program director.**

An overall statement for the third data set coming from EDUC581 outcomes for standards 2a, 2b, 2c, 3, 5a, 5b.

- **The average of the mean scores falls within the expectations set by the program director of 1.0 to 2.0.**

An overall statement for the first data set coming from EDUC610 outcomes for standards 2a, 2b, 2c, 4a, 4b, 5a, 5b.

- **The average of the mean scores falls within the expectations set by the program director of 2.0 to 3.0.**

An overall statement for the first data set coming from EDUC612 outcomes for standards 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- **Overall, the mean scores were within the expectations set by the program director of 2.0-3.0.**

An overall statement for the first data set coming from EDUC620 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 7a, 7b, 7c, 7d.

- **The mean scores of the second data set are consistently lower than the first data set.**

Plan of Action:

April 15, 2018 – The program director will continue to monitor data for all courses, especially data used to meet Outcomes 5a and 5b (Ethics). Furthermore, the program director will review the five courses (552, 557, 581, 610, 612) for instruction in professional ethics and use Rule 27: Regulations and Standards for Professional Practices Criteria of the Nebraska Administrative Code as a guide for the review.

When needed, the program director or course writer will update or revise the courses to reflect these standards. A proposed revision of the Nebraska Departments of Education Principal Endorsement Guidelines in the next two years is expected and may initiate a revision of the Educational Administration program and coursework.

Budget Implications:

April 15, 2018 – In the case that a course update or revision is needed to strengthen coursework that supports Outcomes 5a and 5b, the budget will need to include money for up to five course updates or revisions for an approximate cost of \$4,000.00. In two years, the budget will need to include funds for a revision of the Educational Administration program at an estimated cost of \$12,000.00.

July 25, 2018 (C&W charts by outcome)

An overall statement for the fourth data set coming from EDUC551 outcomes for standards 1, 2a, 2b, 2c, 7a, 7b, 7c, 7d.

- The average of the mean scores falls above the expectations set by the program director of 1.5 to 2.5. The expectations have been revised to 2.0 to 3.0.

An overall statement for the fourth data set coming from EDUC552 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- The average of the mean scores falls within the expectations set by the program director of 1.5 to 2.5.

An overall statement for the third data set coming from EDUC554 outcomes for standards 2a, 2b, 2c, 3, 7a, 7b, 7c, 7d..

- The average of the mean scores falls near the high end of the expectations set by the program director of 2.0 to 3.0.

An overall statement for the fourth data set coming from EDUC557 outcomes for standards 5a, 5b, 6a, 6b.

- The mean scores overall fall above the expectations set by the program director of 1.5 to 2.5. The expectations have been revised to 2.0 to 3.0.

An overall statement for the fourth data set coming from EDUC581 outcomes for standards 2a, 2b, 2c, 3, 5a, 5b.

- The average of the mean scores falls within the expectations set by the program director of 1.0 to 2.0.

An overall statement for the second data set coming from EDUC610 outcomes for standards 2a, 2b, 2c, 4a, 4b, 5a, 5b.

- The average of the mean scores falls within the expectations set by the program director of 2.0 to 3.0.

An overall statement for the second data set coming from EDUC612 outcomes for standards 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- Overall, the mean scores were within the expectations set by the program director of 2.0-3.0.

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An overall statement for the second data set coming from EDUC620 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 7a, 7b, 7c, 7d.

- **Overall, the mean scores were slightly lower than the expectations set by the program director of 3.0 to 4.0..**

Plan of Action:

July 25, 2018 – The program director will continue to monitor data for all courses, especially data used to meet Outcomes 5a and 5b (Ethics). The program director has hired a course writer to write EDUC 685 Ethics of School Ethics to address low scores for Outcomes 5a and 5b. Furthermore, the program director will review the five courses (552, 557, 581, 610, 612) for instruction in professional ethics and use Rule 27: Regulations and Standards for Professional Practices Criteria of the Nebraska Administrative Code as a guide for the review. When needed, the program director or course writer will update or revise the courses to reflect these standards. A proposed revision of the Nebraska Departments of Education Principal Endorsement Guidelines in the next two years is expected and may initiate a revision of the Educational Administration program and coursework.

Budget Implications:

July 25, 2018 – In the case that a course update or revision is needed to strengthen coursework that supports Outcomes 5a and 5b, the budget will need to include money for up to five course updates or revisions for an approximate cost of \$1,700.00. In two years, the budget will need to include funds for a revision of the Educational Administration program at an estimated cost of \$2,000.00.

October 4, 2018

An overall statement for the fourth data set coming from EDUC551 outcomes for standards 1, 2a, 2b, 2c, 7a, 7b, 7c, 7d.

- **The average of the mean scores falls within the range of means.**

An overall statement for the fourth data set coming from EDUC552 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- **The average of the mean scores falls within the range of means.**

An overall statement for the third data set coming from EDUC554 outcomes for standards 2a, 2b, 2c, 3, 7a, 7b, 7c, 7d..

- **The average of the mean scores falls within the range of means.**

An overall statement for the fourth data set coming from EDUC557 outcomes for standards 5a, 5b, 6a, 6b.

- **The average of the mean scores falls within the range of means.**

An overall statement for the fourth data set coming from EDUC581 outcomes for standards 2a, 2b, 2c, 3, 5a, 5b.

- **The average of the mean scores falls within the range of means.**

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An overall statement for the second data set coming from EDUC610 outcomes for standards 2a, 2b, 2c, 4a, 4b, 5a, 5b.

- **The average of the mean scores falls within the range of means.**

An overall statement for the second data set coming from EDUC612 outcomes for standards 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- **The average of the mean scores falls within the range of means.**

An overall statement for the second data set coming from EDUC620 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 7a, 7b, 7c, 7d.

- **The average of the mean scores falls within the range of means.**

Plan of Action:

October 4, 2018 – **The program director will continue to monitor data for all courses.**

Budget Implications:

October 4, 2018 – **In the case that a course update or revision is needed to strengthen coursework that supports Outcomes 5a and 5b, the budget will need to include money for up to five course updates or revisions for an approximate cost of \$1,700.00. In two years, the budget will need to include funds for a revision of the Educational Administration program at an estimated cost of \$2,000.00.**

December 7, 2018

An overall statement for the seventh data set coming from EDUC551 outcomes for standards 1, 2a, 2b, 2c, 7a, 7b, 7c, 7d.

- **Seven out of eight means were higher than all the previous means.**

An overall statement for the sixth data set coming from EDUC552 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- **All means fell within the range of means for each outcome.**

An overall statement for the seventh data set coming from EDUC554 outcomes for standards 2a, 2b, 2c, 3, 7a, 7b, 7c, 7d..

- **The average of the mean scores falls within the range of means.**

An overall statement for the fifth data set coming from EDUC557 outcomes for standards 5a, 5b, 6a, 6b.

- **The average of the mean scores falls within the range of means.**

An overall statement for the seventh data set coming from EDUC581 outcomes for standards 2a, 2b, 2c, 3, 5a, 5b.

- **The average of the mean scores falls within the range of means.**

An overall statement for the eighth data set coming from EDUC610 outcomes for standards 2a, 2b, 2c, 4a, 4b, 5a, 5b.

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- The average of the mean scores falls within the range of means.

An overall statement for the fifth data set coming from EDUC612 outcomes for standards 4a, 4b, 5a, 5b, 7a, 7b, 7c, 7d.

- The average of the mean scores falls within the range of means.

An overall statement for the fifth data set coming from EDUC620 outcomes for standards 2a, 2b, 2c, 3, 4a, 4b, 7a, 7b, 7c, 7d.

- The average of the mean scores were higher than the range of means.

Plan of Action:

December 7, 2018 – **The program director will continue to monitor data for all courses.**

Budget Implications:

December 7, 2018 – **The current program revision will continue with an impact of \$1,200 for the 2018/19 budget and \$2,600 for the 2019/20 budget**

MEd in Literacy

Spring 2018 data 1/1/2018 – 5/12/2018

- Still have to work on being more overt in
 - Technology
 - Paraprofessional

Summer 2018 data 5/6/2018 – 8/25/2018

- Sets of data are within expected numerical range for each outcome
- An assumption was that across the program, the mean for each outcome would rise. That is not always the case. A number of factors could influence the means:
 - Expectations of the class
 - Particular group being assessed
 - Maybe, each class is its own entity, not to be compared with another class and its assessment of particular outcomes. Need to spend more time comparing means to make a more resolute response
- It is noticeable that in the last class (EDUC 631), each student is confident in the work and ready to go forward doing good works with struggling students.
- Still have to work on being more overt in
 - Technology – some classes more than others
 - Paraprofessional – often not mentioned in assessed work

Fall 2018 8/27/18 – 12/16/18

- Sets of data are within expected numerical range for each outcome

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- An assumption was that across the program, the mean for each outcome would rise. That is not always the case. A number of factors could influence the means:
 - Expectations of the class
 - Particular group being assessed
 - Maybe, each class is its own entity, not to be compared with another class and its assessment of particular outcomes. Need to spend more time comparing means to make a more resolute response
- It is noticeable that in the last class (EDUC 631), each student is confident in the work and ready to go forward doing good works with struggling students.
- Still have to work on being more overt in
 - Technology – some classes more than others
 - Paraprofessional – often not mentioned in assessed work

ESL Endorsement and MEd in TESOL

Observation

- Students in larger samples (N = 6+) in more recent semesters have been demonstrating higher mean scores in many areas, a factor which may be due to the influence of quality instructors in the early classes who are willing to spend time teaching and modeling best practices for student success in the online course environment.
- Small sample sizes (N = 3 or less)—not surprisingly—skew the data in ways that make it difficult to track student progress in a meaningful way, but it can be inferred that students in smaller cohorts do not perform as well, for whatever reason.
- The way the program assessment is set up right now, there are programmatic outcomes which are measured TOO often for efficiency's sake within the space of the program. (In particular, there are multiple assignments in EDUC 527, the ESL Capstone course, which measure the same outcomes. This is unnecessary.)
- The way the program assessment is set up right now, there are programmatic outcomes (particularly in Standards 11 and 12) which are difficult to assess because they are more dispositional in nature. Assignments in which these outcomes are assessed may eventually need to be redesigned, although for the moment it makes the most sense to bolster the prompts for the assignments that measure them best (the Case Study in EDUC 526 and the Philosophy of Teaching and Learning ESL in EDUC 527).

Initiatives that should be implemented in 2019-2020

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- Course refreshes are desperately needed in EDUC 526 and 527 in particular. Both of these courses need the implementation of edits made due to textbook edition changes, plus the assignments mentioned above should be re-thought.
- Each course in the program should have a “Heads Up” put into the first and last week of the course to remind students about the practicum hours they need to fulfill during the program (and the stipulations Nebraska Department of Education puts on those hours per the requirements of Rule 24), and a reminder to download the log of those hours into Chalk and Wire (with a combination log of all hours compiled together to be downloaded into Chalk and Wire at the completion of EDUC 527).

Budget Implications for FY 2019/2020

- Budgeting for course refreshes for EDUC 526 and 527
- Budgeting for the addition of the “Heads Up” announcements mentioned above.

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Special Education

Plan of
Action:

The Special Education Program has five datasets at the time of the preparation of this report, thus there is an opportunity to compare student outcomes across cohorts for the same class. However,

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there is not a full set of data representing all artifacts, thus it is not possible to do a complete cross- comparison across courses for student outcomes. In addition, several of the cohorts have $N=1$. This small N may skew the data. Finally, there have been several different assessors and there was not a process in place to ensure inter-rater reliability. Nevertheless, a look at these data sets raises some significant questions connected to action steps that need to be implemented, including these:

- In their key assessment for EDUC 559 (Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings), a course shared by Early Childhood Education Program and the Special Education Program, an SRSD Intervention Plan focusing on strategies to meet the needs of students at-risk or identified with learning disabilities within the general education classroom, students are exceeding the expected mean for Standard 6 (Demonstrate foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession), but are rather lower than the mean for Standard 6 in the key assessment for EDUC 558 (Current Issues and Legal Aspects of Special Education and Inclusion) and in the key assessment for EDUC 592 (Assessment and Evaluation of Diverse Learners). Is this a result of the design of the assignments, or does it reveal that students have an easier time aligning instructional methods with ethical principles and practice standards than with current issues and legal aspects of Special Education and assessment and evaluation of diverse learners? The action plan is *to compare evidence from the fourth data set and determine if the assignments needs to be altered, or if there needs to be more explicit examples given to students each week of instructional design decisions informed by a foundational knowledge of the field to inform their professional practice, to engage in lifelong learning and to advance the profession.*
- In their key assessment for EDUC 660 (Outcome-based Instructional Methods in Inclusive Settings), the three data sets (a video and evidence of implementation) reveal that students are significantly below the expected mean for Standard 4 (Demonstrate the ability to use multiple methods of assessment and data-sources in making educational decisions) but exceed the expected mean for Standards 5a (Demonstrate ability to select repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities), somewhat exceed the expected mean for standard 5b (Demonstrate ability to adapt repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities) and exceed the expected mean for 5c (Demonstrate ability to use repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities). This may be due to the nature of the assignment, but it may also be that the course does not emphasize enough the

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use of multiple methods of assessment and data sources to inform educational decisions in a meaningfully explicit way that students readily grasp. The action plan is *to look more carefully at the required materials in EDUC 660 while also considering evidence from the fourth data set. If the fourth data shows a continuing trend in this regard, the assignment and/or parts of the course may need to be modified, or a more in-depth course revision may have to be implemented in order to offer a more data-focused assessment driven curriculum for SpEd student cohorts who take the course.*

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Budget Implications: At the moment, none. As the Special Education Program is refreshed to meet the new CGSAE format, moving to one discussion board each week and the curriculum content is reviewed to ensure the program is offering students engaging, relevant and efficient learning opportunities, there may need to be funds allocated for course revisions and refreshes.

Master of Business Administration

January 07, 2018-May 12, 2018 This data reflects our new Business Intelligence Concentration for the first time. All relevant data was collected and filed appropriately with no computer glitches.

August 26, 2018-December 31, 2018 This data reflects accurate data with no glitches or instructor errors. Students would be mix of Hotchalk and students between HC and TLH agreements.

Master of Healthcare Administration

1/1/18-5/12/18

Observations: During this period HADM 505, HADM 510, HADM 520 and HADM 525 were assessed a total of 45 artifacts were assessed during this time period. Students are meeting expectations and exceed program expectations in course HADM 505, HADM 510 and HADM 520. For HADM 525, 25% of the students are developing when it comes to applying current healthcare trends relative to the healthcare environment will continue to monitor as more students take this course. As the sample size increases scores will show a variety of outcomes. High retention rates for the program remain and students retained continue to meet expected outcomes.

5/6/18-8/25/18

Observations: During this time period HADM 510, HADM 530, and HADM 535 were assessed. A total of 24 artifacts were assessed during this time period. The only repeat course that was assessed during this time period was HADM 510, for this course students continue to meet and exceed the measured criterion. HADM 530 was last assessed from 8/17-12/17, during this time period only three students were assessed. For the current assessment period 11 students were assessed. Of the items assessed for the criterion measured an increased number of students are advancing and proficient. For HADM 535, the number of students assessed has dropped by 50%, from 4 to 2, for the criterion assessed the students are advancing. The sample sizes for this time period has decreased from prior assessment time periods. High retention rates for the program remain, and students retained continue to meet measured expected outcomes.

8/26/18-12/31/18

Observations: During this time period HADM 505, HADM 520, HADM 525, HADM 530 and HADM 535 had artifacts that were assessed. The total number of artifacts that were assessed during this time period was 30. HADM 530 and HADM 535 were assessed during the previous assessment period of 5/6/18-8/25/18, HADM 530 had 11 previously assessed, the current period 6 artifacts were assessed. During this current period 83% of the students are developing compared to the prior where no students were developing and 73% were proficient. HADM 505 had two students to be assessed, the students are

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meeting expectations. HADM 525 was last assessed from 1/1/18-5/12/18 during that time, 12 artifacts were assessed, the current period 13 artifacts were assessed and the number of students who are advancing saw no major decrease while the number of students who are proficient saw a decrease. The number of artifacts that were assessed increased during this time period from 24 to 30. Higher retention rates for the program remain, and students retained continue to meet measured expected outcomes.

Changes in program: N/A

Budget implications: N/A

Master of Human Services

Observations:

- **December 11, 2018 Summer 2018 data (C&W charts by outcome)**

Plan of Action:

This is the first set of data from HS 599 and it does indicate that more students were meeting our advancing criteria by the end of their program. The other two assessed courses had an n= 1 and is difficult to draw conclusions from. I look forward to realignments to national standards coming soon.

- With declining enrollment, neither Spring nor Fall 2018 had data.

Master of Public Health

Set 7 – 1/1/18 – 5/11/18 – Very small number of samples to evaluate this term. No concerns at this time to address, but will continue to evaluate moving forward.

Set 8 – 4/30/18 – 8/18/18 - Very small number of samples to evaluate this term. No concerns at this time to address, but will continue to evaluate moving forward.

Set 9 – 8/26/18 – 12/31/18 – No concerns to address at this time.

MPH Program Review Assessment Reflection – 4/25/19 - Over the past year, there has been a significant decline in students and course offerings and therefore, samples to evaluate. The only real change to the curriculum (beyond normal textbook updates and refreshes) has been to add a module on grant writing in MPH 599. This change was made due to student feedback received from the practicum work summary questions and end of program evaluations. Last fall, I also gathered together instructors who taught the research series, MPH 530/598, to discuss writing expectations and to share instructor experiences in the course in hopes of raising the standard/expectations for student research writing in the future. Moving forward, I would encourage the new PD to continue regularly working with 530/598 instructors on this issue to maintain consistency. Additionally, courses should continue to regularly be revised and refreshed as needed. By June 30, 2019 the following courses will have been revised/refreshed within the past year: MPH 500, 505, 510, 515, 520, 525. Moving into 19/20 academic year, I would suggest a refresh of all of the specialization courses followed by MPH 530, 598, and 599 being

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refreshed in 20/21. Although there have been minimal concerns to address, evaluation should continue as we move into the future and the field of public health changes.

MS in Athletic Administration

- Observations:
 1. Dr. Kuhlmann is going to be re-doing his Assessment Matrix so that it is easier for him to understand and compare the data better
 2. Dr. Kuhlmann received clarification on the definition of both Advancement and Proficient and will be utilizing those in the artifact scoring for the future.
 3. Dr. Kuhlmann corresponded with each instructor about the assessment results for courses that they have taught and asking them for their input.
 - a. Instructor for MSAA 540, Marcy Lee, developed a Course Improvement Form to add content (article) to dig deeper into public relations and attracting people, not just revenue.
- Action Steps:
 - Revision of Assessment Matrix
 - Utilization of clarifying definitions for Advancement and Proficient in future scoring
 - Implementation of revisions in MSAA 540 and MSAA 550 as a result of sharing assessment results with Instructors
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- As I review the program outcomes as they pertain to our three sets of assessment data for 2018, I become increasingly pleased with our students as they progress through our program. Results from the assessments in the introductory classes (MSAA 500, 510, and 530) show a lower percentage of standard and beginning than they did in previous cycles. Additionally, as the students advanced in our program into their concentration (550's and 560's) courses, the overall percentages of developing and advancing increased. Prior to receiving the results of each set of data, my own means for each were consistent with what the data showed. My only concern is that as our programs is being sunset, that our overall numbers of artifacts to assess were less than I anticipated, resulting in a greater degree of variation and less consistency.