CNU CHS AY 2022-2023

College Assessment Report

A. College Assessment Process

The College of Health Sciences follows the CNU Assessment Handbook to build best practices in assessing student performance in expected learning outcomes. The General Education Learning Outcomes are published in the University catalog and the Program Learning Outcomes are published in the college catalog. Additionally, all Course Learning Outcomes are published in the corresponding syllabi as well as the mapped General Education or Program Learning Outcomes. The College uses direct measures such as student work samples as evidence of student performance including posters, presentations, portfolios, performances, and summative exams. Additionally, the College uses indirect measures such as graduating student and alumni survey data, board/standardized test performance, placement and employment rates, as well as conducts focus groups to collect information on student performance and satisfaction. To support the program review process the college has developed an annual assessment plan for the program learning outcomes. However, faculty collect and analyze course specific data every semester a course is offered. Annually, data are collected, analyzed and findings are incorporated into action plans for program improvement.

B. College Assessment Committee

The Assessment Committee comprised of faculty from the College of Health Sciences, has been involved in planning, coordinating, and executing the overall assessment plan for learning outcomes. We have worked together to build out a schedule, collect student work, organize norming sessions and debriefs, analyze results, and send feedback to the curriculum committee. During the past year, we adhered to our academic program review timeline and reviewed two learning outcomes (see below). This process has also involved collaboration with the Professional Development Committee to run PD events covering best practices in norming.

The schedule has been planned in accordance with the program review cycle so that we periodically review all of our higher level (General Education and Program level) learning outcomes (between 2-6 per year). As regular practice, instructors score every student using learning outcomes that have been programmed into Canvas, the learning management system. These outcomes are mapped to courses so faculty can build rubrics to apply to student work samples. This provides direct assessment of learning outcomes achievement for course, general education, or program level outcomes as appropriate. Additionally, faculty are able to map the outcomes to specific questions and question banks and student performance is automatically assessed based on performance on the quiz. Technical support and reminders are provided by the Assessment Committee to encourage compliance. These data are accessed by Rikki Corniola, Assistant Dean of Curriculum and Assessment, deidentified and disseminated to the Assessment Committee for analysis. This faculty-based committee reviews the data, develops recommendations for the curriculum committee and the faculty at large to support student achievement of learning outcomes. The committee may also make recommendations to allocate resources for additional student support mechanisms.

One of the main activities that the committee coordinates is norming sessions for the learning outcomes being evaluated in that part of the program review cycle.   Student work samples are identified, collected, de-identified and distributed for faculty review using the assigned rubric. Faculty then

assemble to discuss the student work and compare scores. From these discussions, instructors can determine interrater reliability with specific outcomes as well as recommend changes to indicators of achievement. For example, Program Learning Outcome #1 Core Math and Science is mapped to several upper division elective biology and chemistry courses. Thus, to assess this learning objective, we pulled student work from BIOL 420 Advanced Cell and Molecular Biology as well as CHEM 310 Biochemistry.

In coordination with the Professional Development Committee, we planned and delivered a workshop on norming best practices. Subsequently, we held a norming discussion where we solicited feedback on the process, the learning outcomes themselves, as well as the rubric language. Rubric feedback was then brought back to the Assessment Committee where we decided which feedback to incorporate into the final revised version of the learning outcomes and rubrics. These changes are reviewed by the Assistant Dean of Curriculum and Assessment and then forwarded to the Curriculum Committee for approval.

C. Assessment Plan for Didactic (classroom) Courses

    i.   PLOs/CLOs and mapping

General Education Requirements					
1 **Written Communication**	**2** **Oral Communication**	**3** **Information Literacy**	**4** **Critical Thinking**	**5** **Sci. Inquiry & Quant. Reason.**	**6** **Liberal Arts**
ENGL 110 English Composition I **ENGL 110x** English Composition I Online **ENGL 120** English Composition II **ENGL 120x** English Composition II Online	**COMM 110** Oral Communication	**ENGL 120** English Composition II **ENGL 120x** English Composition II Online	**ENGL 120** English Composition II **ENGL 120x** English Composition II Online	**BIOL 110** Biology I **BIOL 110L** Biology I Laboratory **CHEM 110** General Chemistry I **CHEM 110L** General Chemistry I Laboratory **MATH 120** Applied Statistics **MATH 120x** Applied Statistics Online **MATH 125** Pre-Calculus **MATH 125X** Pre-Calculus Online **MATH 130** Differential and Integral Calculus **MATH 130x** Differential and Integral Calculus Online **MATH 140** Discrete Mathematics for Biological Problems	**ANTH 210** Cultural Anthropology **ARMU 110** Art/Music Appreciation **COLL 210** Foundations of Service Learning COLL 220 Service Learning Practicum **ECON 210** Macroeconomics **ECON 220** Microeconomics **GOVT 110** US Government **PSYC 110** General Psychology **PSYC 110x** General Psychology Online **PSYC 220** Social Psychology **SOCL 110** Sociology

Program Area Requirements				
1 **Core Sciences & Mathematics**	**2** **Arts & Humanities**	**3** **Critical & Syst. Thinking**	**4** **Professionalism**	**5** **Soc. Acct. & Comm. Serv.**
BIOL 310	**ENGL 310**	**COLL 310**	**COLL 420** Leadership	**COLL 210**

General Microbiology **BIOL 310L** General Microbiology Laboratory **BIOL 340** Immunology **BIOL 410** Neuroscience **BIOL 420** Advanced Cell and Molecular Biology **BIOL 430** Pharmacology **BIOL 450** Human Genetics and Genomics **BIOL 460** Human Functional Anatomy **BIOL 470** Integrated Biological Problem Solving **CHEM 310** Biochemistry	Professional Communication Seminar **ENGL 320** Writing in the Health Sciences **HIST 310** History of Medicine **HUMN 410** Critical Analysis and Reasoning **PHIL 310** Philosophy and Contemporary Life **PHLT 310** Global Health	Scholarly Project I - Research Methods **COLL 320** Scholarly Project II **PHLT 320** Healthcare Policy **PHLT 410** Mental Health Services **PSYC 310** Developmental Psychology **PSYC 320** Health Psychology **PSYC 410** Abnormal Psychology **PSYC 420** Cognitive Psychology **PSYC 430** Psychology for Healthcare Practitioners **SOCL 410** Sociology for Health Care Practitioners	**MEDS 410a** Standardized Patients Clinical Experience **MEDS 410b** Standardized Patients Clinical Experience II **SEMR 410** Health Professions Seminar I **SEMR 420** Health Professions Seminar II	Foundations of Service Learning **COLL 220** Service Learning Practicum **COLL 430** Service Learning for Health Care Professionals

Academic Year	PLO	Student Work (assessed with PLO Rubric)	GELO
2022-2023	1: Core Math and Sciences	BIOL 420 Advanced Cell and Molecular Biology - Research Proposal; CHEM310 Molecules Project	GELO 5: Scientific Inquiry and Quantitative Reasoning
2023-2024			GELO 3: Information Literacy - ENGL110 Annotated Bibliography
2023-2024	PLO 3: Critical and Systemic Thinking	BIOL470 Integrated Biological Problem Solving - Case Portfolio COLL320 Scholarly Project - Research Poster Presentation; PHIL310 Philosophy and Contemporary Life - Paper PSYC420 Cognitive Psychology - Cognitive Psychology in the News Writing Assignment	GELO 4: Critical Thinking - ENGL120 Research Paper

2023-2024			GELO 1: Written Communication - ENGL120 Research Paper
2024-2025	PLO 4: Professional Interaction	COLL420 Leadership - Presentation COLL220 Service Learning Practicum - Service Learning Showcase Project COLL430 Service Learning for Health Professionals - Service Learning Showcase Project	GELO 6: Liberal Arts 6.3 Social Sciences and 6.4 Service-learning
2024-2025	PLO 5: Social Accountability and Community Service	COLL220 Service Learning Practicum - Service Learning Showcase Project COLL430 Service Learning for Health Professionals - Service Learning Showcase Project	GELO 2: Oral Communication - presentations
2024-2025	PLO 2: Arts and Humanities	HUMN410 Critical Analysis and Reasoning - Group Presentation PHIL310 Philosophy and Contemporary Life - Paper	GELO 6: Liberal Arts 6.1 Fine Arts and 6.2 Humanities

    ii.   Data

Norming and Rubric Revision

For each course, Instructors use the learning outcomes programmed within Canvas (learning management software) to score students direct work samples or tag questions for summative exams. These outcomes range from Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs).

Student work including exams, and signature assignments are retained in Canvas once students have submitted their work as assignments or quizzes. Work that is turned in physically is also retained by instructors in locked offices and photocopied upon request for norming or other administrative purposes.

Additionally, later during the norming process for PLOs and GELOs, deidentified student work samples are scored by most faculty who teach any course assigned the relevant outcome. These norming sessions allow for faculty working with specific outcomes to improve inter-rater reliability through discussion of how they scored representative student work samples. These sessions are also used as debriefing opportunities for the Assessment Committee to solicit recommended changes to learning outcomes indicators and rubrics.

For the norming sessions, all scores and rubric revisions are collected into spreadsheets and word documents with tracking. Summaries of outcomes reports for each class are entered into a spreadsheet, averages are taken for each outcome during each semester.

Student Performance

Once students are scored by individual instructors using the programmed outcomes in Canvas, these data are downloaded and analyzed by the assessment committee and the Office of Curriculum and Assessment.

The performance data collected are disaggregated to the individual student, term, course, outcome level. Connecting outcomes data to student information data housed in the student information system allows for detailed analyses of students' performance.

The Assessment Committee will work with the Office of Curriculum and Assessment to design more detailed reporting structures that allow the college to analyze student performance data across departments and courses, including numbers of students measured. These analyses will provide a greater understanding of the range of student performance than just averages.

	GELO 1	**GELO 2**	**GELO 3**	**GELO 4**	**GELO 5**	**GELO 6**
AY 2022-2023	N/A	N/A	N/A	N/A	**Emerging** CHEM110L CHEM120L	**Proficient** ARMU110
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	
Summer	**Exemplary** BIOL340	N/A	**Exemplary** COLL310 COLL320	N/A	N/A	
Fall	**Exemplary** BIOL310L BIOL450 BIOL410 CHEM310	N/A	**Proficient** COLL320	N/A	N/A	
Spring	**Exemplary** BIOL340	**Exemplary** HUMN410 PHIL310	**Exemplary** PSYC420 PSYC430	**Proficient** MEDS410 COLL220	**Proficient** COLL220	

				COLL320		

Exemplary	Proficient	Emerging	Initial
4.0-5.0	3.0-3.99	2.0-2.99	1.0-1.99

After analyzing the reported data for the 2022-2023 academic year, the Assessment Committee identified insufficient reporting from instructors and courses across both academic departments. To address this issue, the Assessment Committee will offer additional trainings on outcomes reporting in Canvas including recording training videos, updating learning outcomes within Canvas to ensure accurate outcome assignments to each course, and additional calendar reminders at end of semesters.

Program wide summaries of students' performance with expected learning outcomes are reported to the College of Health Sciences Curriculum Committee, and to the CNU Office of Academic Affairs. These summaries are also made available to WASC.

In addition to programmatic level assessment of the GELOs and the PLOs, course learning outcomes are reported back to the faculty who teach each course. Faculty are also able to find these data in the learning mastery gradebooks within each Canvas course if they are enabled. These data allow faculty to reflect on their courses and update proposals, syllabi, and assessments to support student learning.

iii.   Reflections and Recommendations

In the fall of 2022 and spring of 2023, CHS held learning outcomes norming sessions to help ensure fairness and consistency in evaluation of student work within the Math and Science Department. Plans for norming sessions for the Humanities and Social Sciences Department are planned for Fall 2023 and Spring 2023. Participating in a norming session allows faculty to come to an agreement on how standards of performance (in the form of rubrics) are applied to student work, leading to greater inter-rater reliability and accuracy of the data reported.

Multiple learning outcomes norming sessions were held for GELO 5, which reflects scientific inquiry and quantitative reasoning. The outcome is designed to assess whether the student demonstrates knowledge of complex biological systems and their chemical composition through research which uses mathematics and statistics to generate conclusions. Within GELO 5, there are four indicators: research questions (5.1); experimental design and methodology (5.2); interpretation of data (5.3); and generating conclusions (5.4).

Prior to the in-person meeting, a total of 11 student samples were sent to the Math and Science Department faculty. They were asked to independently score the work. Five of the samples were from BIO110 featuring the ISLaND project and six were from CHEM110, which evaluates and analyzes the data from the ISLaND project through a chemistry lens. 13 faculty were asked to respond, and 10 responded. Six faculty responded to all eleven samples, while four responded to about five samples on average.

The next stage was to meet in person to discuss the independently reported data, openly discuss perspectives, and collect feedback. At the start of the meeting on GELO 5, the purpose of the norming session (primarily the alignment of standards and consistency of assessment) was discussed. It was

acknowledged that there would be differences in grading, which would then bring to light questions about the GELO 5 assessment criteria and/or wording.

A desired outcome of these discussions is that all instructors come to a sense of agreement about the learning outcomes indicators and the level of the student work. If the respondents reported widely disparate ratings it could be that they are not sticking to the rubric, and it could be that the rubric is not adequately clear. Often students and instructors might understand an assignment's expectations differently, and it is important to determine the causes of these differences. Faculty proposed multiple reasons for general variability amongst respondents in the norming sessions including insufficient assignment descriptions, unclear rubric descriptions, or unstated expectations by the faculty of the students.

During the meeting, the following topics dominated the discussion:

- Criteria most challenging to grade
- Mechanism to revisit this GELO for upper division students
- Improving the outcomes norming process

The conversation was rich, in that there was consistent reinforcement of core ideas (scientific practice and experimental design) and that student development and academic progression of knowledge should be considered. The learning outcomes were also discussed, specifically GELO 5.1and 5.3. It was determined that the rubric for 5.1 was broad and challenging to measure. Criteria for 5.3 was discussed in depth, particularly looking at levels 1- initial, 2-emerging, and 3-proficient. The faculty participants suggested meaningful revisions and have been suggested to the curriculum committee for review and approval.

Later in the academic year, a norming session for Program Learning Outcome (PLO) 1 was held. PLO 1 assesses core sciences and mathematics. It assesses whether the students demonstrate knowledge of the core sciences and mathematics. The three indicators for this PLO are: identify scientific and mathematical terms, facts, concepts, principles, theories, and methods (1.1); apply knowledge to analyze, create, and evaluate (1.2); communicate knowledge through writing, speech, or graphical information (1.3).

A similar process was in place to prepare for the PLO 1 grade norming session. Ten student work samples were used, this time from courses CHEM310 and BIOL420. Five work samples from each course were used. Out of the 14 faculty asked to provide their suggested assessment scores, four of the faculty members scored all ten samples, four did not respond, and three faculty members scored 1-2 of the student work samples, all from the CHEM310 course.

During the next stage of in-person discussions, the faculty discussed their scores and why. A large part of the discussion focused on three main areas:

- Revising the sentences of the PLO 1 indicators,
- aspects of the courses that should be covered, such as consistent reinforcement of core scientific practice and experimental design,
- and improving the norming process.

Suggestions were made to revise the language of each PLO 1 indicator to be more relevant and concise. Like discussions for the GELO 5 norming sessions, faculty discussed criteria for 1.3 with particular

emphasis on levels 1-initial, 2- emerging, and 3- proficient, on a four-level scale. Mastery is considered level 3-proficient. Discussions during this session highlighted faculty desires for more support to align their learning outcomes more closely to the course assessments as well as training for developing assignments to support learning outcomes data collection.

The process of how the grade norming sessions were carried out was reviewed by the CHS Assessment Committee. It was concluded that if fewer student work samples were used, it would decrease the extra workload of faculty participants and still provide rich data from which to assess the general and program learning outcomes.

Going forward, the committee has identified several action items to improve the norming process. One weakness over the past year was lack of focus during norming meetings. Topics of discussion were wide-ranging, and there was discussion of the purpose of the norming and questions of how the data will be used. While this is not necessarily bad since it provides faculty with purpose and context, the committee felt the main objective of gathering feedback and revising the LO rubrics could be much more efficient. Therefore, the committee will adjust the norming sessions to reduce the number of work samples more representative of different performance levels as well as provide faculty with a series of questions aimed at drawing attention to the rubric itself and how it is used. These tools should speed up the process and provide us with more direct evidence to support inter-rater reliability as well as collection of meaningful feedback for indicator revisions. The committee will also address how to best inspire ownership and contributions from the faculty to better engage with this process.

D. Co-curricular Program Assessment

In addition to the didactic curriculum for the Bachelor of Science in Health Sciences degree, the college offers co-curricular experiences that support students' development and preparation for the next step in their academic or professional careers. See below for the current draft of the co-curricular learning outcomes. The committee is revising these outcomes as well as building out a co-curricular assessment plan forward. The committee identified that several of the CoCuLOs are somewhat redundant with the PLOs and/or GELOs. Additionally, the assessment committee will be examining data from and having focus groups with student support services to revise the outcomes so that they better align with student success measures.

CoCuLO	Initial	Developing	Developed	Proficient
1. **Social Awareness and Cultural Sensitivity**. Students demonstrate awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately and using effective interpersonal skills to better serve patients from diverse backgrounds and communities.	• Does not demonstrate empathy • Does not demonstrate awareness of social and cultural differences when interacting with others	• Demonstrates some awareness of others' feelings but has difficulty expressing empathy • Demonstrates awareness of social and cultural differences but has difficulty expressing sensitivity and respect for these differences	• Generally demonstrates empathy and validates others' feelings • Generally demonstrates awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately, as displayed by use of some of the following: appropriate language, respectful tone, verification of patient understanding	• Consistently demonstrates empathy and validates others' feelings • Consistently demonstrates full awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately to show respect for these differences, as displayed by use of all of the following: appropriate language, use respectful tone, verification of patient understanding

2. **Professionalism and Patient Advocacy.** Students demonstrate professional behavior and effective interactions with other healthcare professionals and patients and advocate for initiatives to improve patient care, health outcomes, and practice settings in pharmacy.	• Does not consistently demonstrate professional attitudes and behaviors (altruism, excellence, duty, accountability, honesty, and integrity) • Demonstrates frequent lapses in accountability or quality of work And/ Or • Does not demonstrate understanding of the patient's situation/ challenges	• Demonstrates some professional attitudes and behaviors; however, some inconsistencies are present that may impede on the quality of work or treatment of patients and other healthcare team members (altruism, excellence, duty, accountability, honesty, and integrity) And/ Or • Demonstrates understanding of patient's situation/ challenges but has difficulty recommending an appropriate course of action	• Generally demonstrates professional attitudes and behaviors (altruism, excellence, duty, accountability, honesty, and integrity) • Often demonstrates ability to use these behaviors and values to improve healthcare And/ Or • Demonstrates understanding of patient's situation/ challenges and recommends a suitable, but not ideal, course of action	• Consistently demonstrates professional attitudes and behaviors that uphold the integrity and competence of the work and the treatment of patients and other healthcare team professionals (altruism, excellence, duty, accountability, honesty, and integrity) • Consistently demonstrates ability to use these behaviors and values to improve healthcare And/ Or • Demonstrates understanding of patient's situation/ challenges and recommends the most appropriate course of action
3. **Self-Awareness and Learning**. Students demonstrate self-awareness through reflection and the development of appropriate plans for self-directed learning and development.	• Does not demonstrate self-awareness, particularly of own biases and emotions that could impact patient outcomes and ability to work with others • Does not seek opportunities for personal growth and self-directed learning	• Demonstrates minimal degree of self-awareness, particularly of own biases and emotions that could impact patient outcomes and ability to work with others • Demonstrates rudimentary ability to reflect on own knowledge, skills, abilities, and experiences Occasionally seeks opportunities for personal growth and self-directed learning	• Often demonstrates self-awareness, particularly of own biases and emotions that could impact patient outcomes and ability to work with others and often acts in a manner that mitigates harm from biases, beliefs, and emotions • Demonstrates some ability to reflect on own knowledge, skills, and experiences • Often seeks opportunities for personal growth and self-directed learning	• Consistently demonstrates self-awareness, particularly of own biases and emotions that could impact patient outcomes and ability to work with others, and regularly acts in a manner that mitigates harm from biases, beliefs, and emotions • Demonstrates ability to reflect on own knowledge, skills, and experiences • Regularly seeks opportunities for personal growth and self-directed learning
4. **Innovation/ Entrepreneurship**. Students demonstrate innovation and creativity and develop novel strategies to accomplish professional goals.	• Does not demonstrate innovation and creativity, and does not develop strategies to accomplish professional goals	• Demonstrates minimal innovative, creative strategies for goal accomplishment, and further application of these strategies are needed	• Demonstrates innovative, creative strategies for goal accomplishment, but such strategies are minimally feasible for application	• Demonstrates innovative, creative strategies that are well developed, feasible, and appropriate for goal accomplishment

5. **Public Health and Education**. Students apply skills learned in the classroom to create and effectively deliver public health initiatives and health-related education to the community.	• Does not demonstrate application of skills learned in the classroom	• Demonstrates difficulty in applying skills learned in the classroom to create and deliver public health initiatives and health-related education to the community	• Demonstrates sufficient application of skills learned in the classroom to create and deliver public health initiatives and health-related education to the community	• Demonstrates appropriate and effective application of skills learned in the classroom to create and effectively deliver public health initiatives and health-related education to the community
6. **Service and Leadership.** Students demonstrate the ability to lead and work collaboratively with others to accomplish a shared goal that improves healthcare.	• Functions to satisfy personal needs rather than those of the healthcare team	• Demonstrates minimal ability to contribute toward shared goals; does not lead but participates willingly	• Generally demonstrates attitudes and behaviors that respond to the accomplishment of shared goals that improve healthcare • Demonstrates ability to work well with others to co-create shared goals • Regularly takes responsibility for projects that improve healthcare	• Consistently demonstrates appropriate attitudes and behaviors that contribute to the accomplishment of shared goals that improve healthcare • Demonstrates ability to work well with people and systems and to drive the creation, development, and implementation of shared goals that improve healthcare

Co-curricular experiences are mostly delivered through the Office of Academic and Student Affairs. This office is home to the Associate Dean of Academic and Student Affairs, Director of Student Affairs and the Coordinator of Student Life. Three focus areas are student organizations/clubs/government, student ambassadors, and peer assistant learners (PALs). This office organizes all these programs and maintains records of which students are involved in which programs, as well as supporting the students in organizing and hosting events. This office then reports the data to the college Assessment Committee for review and inclusion in the annual assessment report. In the future, the assessment committee recommends regular focus groups, targeted student surveys, and faculty sponsor and staff assessment of students' performance with the co-curricular outcomes through the Canvas.

Over the next academic year, the Assessment Committee will work with representatives across the college to revise the Co-Curricular Learning Outcomes and develop a system for regularly assessing these outcomes and reporting student performance. The committee has created a shared spreadsheet in which faculty advisors can track meetings, event outcomes and assess the co-curricular outcomes based on the current outcomes' rubric.

Clubs/Organizations/Government

Over the course of the 2022-2023 school year, the college had 31 registered clubs that are open to all CHS students. Clubs meet a minimum of twice per month and are expected to host at least one major event each school year. Club leaders attend all virtual and in-person recruitment events including Open House, Admit Weekend and Orientation. Clubs are organized to include a student president, (optional) vice-president, secretary, and treasurer each with clearly defined responsibilities. Clubs are expected to meet twice a month and host at least one major event per academic year. Below is a list of some of the events planned by students:

- Pride week
- Summer Ice Cream Social
- Club Rush
- Fall BBQ & Water balloon Fight
- Breast Cancer Awareness Fund Raiser
- Culture Day
- Spirit Week
- Talent Show
- Finals Week De-stressors
- Sac Food Bank Clothing Drive
- Valentines Bash
- Book Drive Shriners Hospital
- Hijab day
- Ramadan Discussion Panel
- Mardi Gras
- Holi Event
- Student Government Campaign Speeches
- Teacher Appreciation Week
- Student Government Elections
- Graduation Banquet
- Finals Week De-stressors

All clubs must meet at least one of the co-curricular learning outcomes:

- Social Awareness and Cultural Sensitivity,
- Self-Awareness and Leadership,
- Services and leadership,
- Professionalism,
- Oral communication
- Student Ambassadors

CHS Student Ambassadors

We have 15 student ambassadors who are dedicated to sharing their experiences here with prospective and incoming students and their parents. Their responsibilities include:

- Attending open house- act as greeter, give tours, host activities
- Attending new student orientation- act as greeters, lead ice breakers, lead small group discussions
- High school outreach- participate in CHS outreach events at regional high schools through mentorship
- Onboarding students – mentorship and support

The Assessment Committee recommends more robust collection of co-curricular outcomes data from student ambassador activities. Data will include descriptions of the targeted outreach events, the number of student ambassadors are present at each outreach event, the number of hours students serve, direct observation of student performance with co-curricular learning outcomes, and surveys for students to reflect on their experiences and growth.

Peer Assisted Learners (PALs)

Peer assistant learning is a scientifically-based peer mediated instructional program. Students take a one semester instructional support and pedagogy course focused on best practices and professionalism. After successful completion of this course, students are eligible to work with a faculty mentor within their classroom to support engaged and active learning. Students may elect to receive official credit on their transcripts for work as peer learning assistants in lecture and/or laboratory courses or for tutoring other students who need additional support. Faculty sponsor will supervise the PAL activity. Four hours

of work must be completed per week for the semester (6 hours per week during summer) to earn the equivalent of 1 credit unit.

Currently, the college identifies the number of students who are PALs or student ambassadors, the number of registered clubs, as well as the number of events hosted by students, and in the case of PALs the number of hours worked. These are manual processes.

The college had 25 PALs last year providing support for 18 different courses. These PALs provided a total of 7,920 hours of support for their fellow students. The assessment committee recommends collection of co-curricular performance data for PALs in the canvas course shells by the instructor of the courses.

E. Experiential Education Assessment

CNU is a primarily graduate and professional health care focused institution. CHS is home to the university's undergraduate program. Within the institution, experiential learning is typically viewed as clinical clerkships. However, for the undergraduate population, experiential education includes discovery-driven research and community service-learning. There are several symposium events where students can showcase their work and demonstrate the their professionalism and communication skills.

1.) Triple I showcase (Imagination, Innovation, Inspiration) in the fall of 2022 hosted demonstrations and poster presentations for writing in the health sciences, physics, organic chemistry, physiology, and scholarly projects. There were six oral presentations highlighted from these disciplines.

2.) Research and Service-Learning Showcase Day: Research experiences range from freshman biology and chemistry though the Interdisciplinary science learning and novel discovery (ISLANDs) project, to organic chemistry (ORCAS), physiology (research-based learning), and the scholarly project series. Students gain hands-on experience with the scientific method, conducting research, and presenting their projects at the annual college Research Day and Triple I showcase.

- 3 Main Podium Presentations
- 58 Poster presentations
- 4 Session presentations
- 6 Physics demonstrations

Students are evaluated for their projects and their presentations by an adhoc judging committee including faculty, community members, and staff. Awards are given by categories and displays winning posters in the hallway. The general awards are as follows:

- ISLaNDs: Best Chem, Bio, & Combined
- ORCA
- Scholarly Project
- Physics Extravaganza
- English Service Project
- Service Learning
- People's Choice

The Assessment Committee recommends using co-curricular LO rubrics to evaluate student performance for Research Day and the Triple I showcase. Additionally, the committee recommends

development of an experiential learning course evaluation for courses such as service-learning and scholarly project.

F. Analysis of Licensure/Standardized/Summative exams

The undergraduate program in Health Sciences does not have an official licensing or board exam. However, the majority of the students enrolled in the program consider themselves pre-med or pre-dent. To this point, the college collects data on standardized test performance when available. The average MCAT score for graduates (n=40 that reported scores) of the 2022-2023 academic year was 505.6 with a standard deviation of 9.59. This score corresponds with the 70th percentile nationally. The range was 484-518.

The average DAT score (n=3 that reported scores) of the 2022-2023 graduates was 21.3 representing the 90th percentile of test scores nationally. The range was 20-22.

Standardized Test Preparation – Currently MCAT and DAT preparation is provided by CHS. There is a dedicated Canvas page for the test preparation and students freely sign up. Support is made of faculty and tutors, generally a student or former student that has taken the specific exam.

G. Non-Academic Assessment

i. Climate

In 2022, students were given opportunities to respond to the university's student satisfaction survey. 38% of CHS students responded to this survey. From this survey, students reported satisfaction with student learning and preparation (79% positive response rate). CHS was the only program from which students reported knowledge on process for filing a grade appeal (78%). CHS students' satisfaction with clubs/organizations, knowledge of immunization requirements, academic advising, and understanding of the honor code and professionalism. Importantly, CHS students largely reported understanding the process for resolving academic and other issues (80%). Students did produce a negative response rate for sufficient study space/lounge areas (60% negative response rate) as well as café and food services (50% negative response rate). Importantly, the students from the college reported positive response rates (82%) for feeling that diversity is respected and they felt respected.

ii. Student Support Services

The following services are offered by the Office of Academic and Student Affairs to all CHS students:

- 24/7 counseling services through for both in-person and virtual sessions
- Student Life: Student Government, Student Ambassador Program, and 31 student-run clubs
- Scholarships and scholarship mentoring for all CHS scholarships: CNUCHS Merit Scholarship, Continuing Student Need Based Scholarship, and the President's Diversity Excellence Scholarship.
- International student support for F1 Visa compliance
- Tutoring assistance for specific course intervention
- Student Work-Study Program
- Student Learning and Testing Accommodations
- Faculty and Academic Advising
- Media and Communications Studio
- Just in time remediation
- Early Warning Academic Alert

Media and Communication Studio – The Media and Communication Studio (MCS) is designed to provide additional support for student's writing and presentation skills. It provides individual meetings between students and volunteers online or in person and workshops. Volunteers are made of faculty, librarian, PALs, and student workers. The MCS helps to support courses as well as applications, interviews, and extra-curricular activities. Over the 2022-2023 academic year, the volunteers in the MCS hosted 352 appointments. Ninety-two percent of the appointments were virtual, with 23% scheduled for a same-day appointment time. Eighty one percent of the clients visited multiple times. Wednesday and Fridays were the most popular days. Sixty-two percent of the appointments were required by courses. The staff of the MCS review these appointments and will update their offerings to maximize student utilization.

iii. Advising

As the undergraduate college in the university, CHS is responsible for aiding in students' transitions from high school to college. To support development and encourage student success the college has an extensive advising structure that includes both faculty advisors and academic advisors.

At the start of each semester, faculty advisors contact their new and current advisees with a welcome message, informing the new students how faculty advising works, and to remind their current student advisees that they can still utilize faculty as a resource. The Office of Curriculum and Assessment assigns faculty advisors at a target ratio of 14 students per 1 full-time faculty.

The following is an example of a welcome message sent from a faculty member at the start of fall semester to their new student advisees:

Welcome to CHS! I have been assigned to be your faculty advisor and look forward to meeting you!

Your first year will simultaneously be challenging and exciting! You will explore new ways of studying (what worked for you in high school, or your previous learning institution may not work at CHS), meet experts in the humanities, social sciences, natural and physical sciences, and be supported in your journey of being a successful student at CHS and beyond!

My role as your faculty advisor is to:

- *Ask you questions about how you are doing academically and personally.*
- *Listen.*
- *Learn about what's going well and what could be better.*
- *Provide support and/or make referrals as needed.*
- *Provide informed support and help in making connections/networking*
- *Be available through posted office hours, email, and appointment times.*
- *Provide guidance in setting academic, career, and personal goals.*
- *Understand and communicate curriculum, graduation requirements, and university policies and procedures.*
- *Assist in identifying realistic academic and professional goals.*
- *Honor confidentiality and FERPA.*
- *Assist in enhancing decision-making, problem-solving, and communication skills.*
- *Provide information about seminars, workshops, career fairs, etc.*
- *Provide a supportive letter of recommendation for scholarship, internships and professional program applications predicated on student performance (if we have met on a regular basis and I'm familiar with you academically and personally)*

When you meet with me, here are some questions I might ask you (not all at once, but over time, and as applicable). You can also think about these questions before we meet:

1. *Are you keeping up with your coursework?*
2. *Are you managing your time well? Is there anything I can help you with?*
3. *What are you spending more time on than you thought you would?*
4. *How are your plans for final papers and projects going?*
5. *How have your classes compared to your expectations?*
6. *What advice would you give a new student, based on what you've learned so far?*
7. *Are you doing as well academically as you thought you would this term?*
8. *What's been the best thing about this semester so far? Is there anything particularly challenging that you experienced and learned from?*
9. *How confident are you in moving forward with your educational and professional goals?*

One role that I do not take on is advising on specific courses. As a faculty member, I am not given the approval to recommend or not recommend courses, even when I know your academic pathway.   For advice on course selections, application preparation, or academic timelines utilize the services of your Health Professions Advising team. You can directly email academicadvising.chs@cnsu.edu with questions or you can schedule an advising appointment on csnu.mywconline.com with an advisor. Due to the number of inquiries please be patient as you wait for a response to emails. Be proactive and anticipate using the services of academic advising as early as possible so that you can receive a response in a timely manner.

What do you need to know for the first several weeks?

Ok... where to start! :-)

- *Log in and start learning your way around Canvas for all of your courses (you can find the Canvas link on the top left screen of the CHS home page). Check out your course syllabi, look at the course calendar, and begin to familiarize yourself with the course assignments. As you do so, start creating a plan of action that will help you stay on top of the course activities and to achieve success at the end of the term.*
    - *Check out the CHS Academic and Student Affairs page (https://cnsu.instructure.com/courses/4401). It can seem like a lot, so getting familiar with it sooner than later is a good idea. There are some helpful videos and resources there.*
- *As you get started with classes, faculty advisors are available to answer any questions as they arise, or point you to our tech support, academic advising resources or the student handbook.*

We encourage you to check out these two sites on CHS:

- *CHS Sideline: https://www.chssideline.com/*
- o *An online platform that showcases the diverse voices and talents of CHS's students, faculty, and staff. It's one way to create connections amongst our diverse CHS community by reporting on-campus events, student opinions, and more.*
- *Media and Communication Studio: https://www.studiochs.com/*
- o *This is a great resource to make appointments with faculty for assistance with your writing, med school applications, lab reports, and other media (i.e., podcasts). Even if you think you're a good writer, you can*

always get better, and I venture to say that there will be different expectations from your writing than you've experienced in the past.

In addition to assigned faculty advisors, CHS students have dedicated support for academic and career advising. Students can meet with the advising team in-person or virtually. All meetings are scheduled with the help of an online scheduler through cnsu.mywconline.com. Academic advisors build a customized curriculum plan for each student that includes notes for timelines with extracurriculars.

Over the 2022-2023 school year, students scheduled 593 academic advising appointments with Dr. Rikki Corniola or Mrs. Diana Brown, Senior Coordinator of Health Professions Advising. Sixty-two percent of these appointments were scheduled as virtual meetings, whereas the remainder were in-person. Twelve percent of the appointments were scheduled for the same day. Additionally, there were 91 walk-in visits. This supports feedback from students that there were sufficient advising appointments available. More than 50% appointments were scheduled by freshman or post bac students. Fifty seven percent of students were repeat visitors during the period. Wednesday was the most popular day for advising. The most popular months for appointments were August, December, and January which correspond to the start of the fall and spring semesters, respectively. The Advising team has analyzed these data and will adjust appointment availability as well as develop efforts to increase engagement of students in their sophomore and junior years.

i.v. Early Academic Alert

Additionally, to support students' academic success the Office of Curriculum and Assessment administers an early academic alert system whereby all students' performance is pulled from the learning management system and evaluated. Underperforming students are to complete an academic recovery contract with their assigned instructors identifying opportunities for just-in-time remediation or supplemental instruction. The early alert system showed that academic alerts decreased from 5.31% of grades at the first checkpoint to 1.76% of final grades across all three terms of the 2022-2023 academic year. Future directions to learn more about the impact of the academic alert system will include investigating the most frequently assigned interventions and collecting feedback from students.
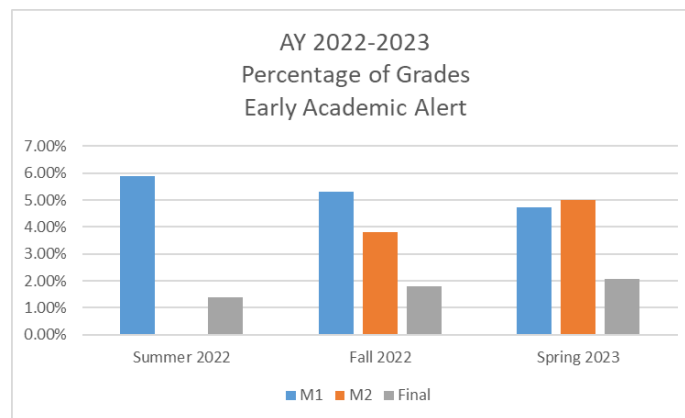
v. Faculty Support of Academic Success

In addition to academic advising and supplemental support through PALs, faculty hold at least one hour a week per credit hour of teaching of open office hours. Office hours are documented per course on the front page of the syllabus. The syllabi for each semester are reviewed by Curriculum Committee and appropriate department chair prior to uploading to SharePoint. Faculty try to ensure that their office

hours are available for a majority of students in the course, as such some faculty will survey the students at the beginning of the semester to find the best times for office hours. Additionally, faculty are on campus during the work week so students can schedule time to meet outside of the assigned office hours. Some faculty also run review sessions in addition to their normal office hours. Faculty are not required to track attendance at office hours, so no data is available for this item. If we wanted to collect this data, we could encourage the use of an online scheduling calendar that would run reports. This would not capture drop-ins unless faculty manually went in to record them.

Recitations – For some courses a supplemental pass/non-pass course is offered to students to provide additional support. Currently, this includes CHEM 210R, CHEM 220R, ENGL 110L, and ENGL 120L. Unfortunately, for the academic year there were no reporting of CLOs for these courses. This is due to the CLOs not being inputted into CANVAS, which has been corrected for the upcoming academic year. Being optional courses, there tends to be low enrollment in them compared to the courses they support. With that said, the student evaluations were positive for the chemistry recitations.

Remediation – Remediation occurs at the end of a semester/term to give a chance for students earning a D letter grade to pass the course with a no higher than a C letter grade. The option to offer remediation to a student is at the discretion of the instructor and is dependent upon compliance with any academic recovery plans from the semester. Students have fifteen (15) calendar days from the day that grades are due to complete remediation. The instructor decides the format of the remediation work and/or exam. Students can prepare using a combination of self-study, tutoring, and meeting with the instructor. Each student is allowed a maximum of three (3) course remediations during their time at CHS. If the student is successful with remediation a grade change form is submitted to the registrar and final grade is reported as an 'C'. In the 2022-2023 academic year, three students remediated courses. Two were successful, one was not. No one has met the limit of remediations according to policy.

vi. PALs and Tutoring

PALs – Peer-Assisted Learning (PAL) is student that works with the instructor of course to provide additional support for students in the course. PALs are highly encouraged to take the course with the instructor prior to being a PAL. All PALs must take COLL 489: PAL Education Seminar to be trained in the responsibilities entailed in the position. Upon completion of COLL 489, students are eligible to be a PAL and will be sponsored by a faculty member to register as a PAL. Upon meeting with the faculty member, they will work out the specific responsibilities of the PAL for the semester/term, which usually entails number of office hours per week, weekly meetings with the instructor, and logs of activities. Other tasks might include running review sessions, development of course materials (practice problems, answer keys, and example work). PALs can earn up to two (2) units of credit towards their degree. PALs are added to the Canvas course they support as a student observer in order to see the course content and announcement, but not student grades. As reported earlier, CHS had 25 PALs last year providing support for 18 different courses. Our PALs provided a total of 7,920 hours of support for their fellow students.

Tutoring – The Office of Academic and Student Affairs (OASA) arranges for tutors every semester/term for specific content areas. Tutors can include current or former students of CHS and/or outside experts. Student tutors are free to CHS students and are paid by CHS. Tutors set their own hours and are responsible for documenting their hours. Student tutors can work a maximum of ten (10) hours per week. Current students are notified of the available PALs and tutors in a guidebook authored each term by the Director of Student Affairs.

H. Summary

The Assessment Committee found a variety of strengths and opportunities in the College of Health Sciences. The college boasts a strong student support system. Students are utilizing advising services, engaging in clubs and organizations. Student performance improves throughout every semester. While suggestions to improve the norming sessions have been identified, they were successful. The faculty engaged and the college learned valuable insights into normalizing assessment of student performance as well as clarifying rubrics for evaluation. The faculty successfully ran the norming and revision sessions for PLO 1 and GELO 5 during the 2022-2023 academic year. Faculty across departments engaged and contributed to meaningful changes to rubric language. These changes were suggested to improve clarity and usability of the rubrics for faculty teaching different subjects. The learning outcomes performance data collected across the college demonstrated that students were achieving our key performance indicators (KPIs) for all the Program Learning Outcomes with average performance of at least proficient, which corresponds to level 3 on a four-level scale. The Assessment Committee has identified that faculty compliance with the reporting process needs to increase and as such has suggested interventions for the upcoming academic year to ensure greater reporting across course, general education, and program learning outcomes. For the upcoming academic year, the committee will revise the co-curricular learning outcomes with involvement of faculty, staff, administration, and students. Additionally, the committee will develop a detailed assessment plan for co-curricular learning outcomes. The committee will also work with departments to develop KPIs and measure performance.