College Mission Statement
The mission of the Judith Herb College of Education, Health Science and Human Service is to prepare outstanding professionals who are leaders in their fields and are committed to improving the human condition via teaching, research, service, practice and progressive 21st century partnerships.

Overall College/Unit Assessment Structure (e.g., personnel support, resources, college assessment committee membership)
The Judith Herb College of Education, Health Science and Human Service has a committee in place to oversee assessment activities within the College and to serve as an advisory body to the College Council and Dean. Along with a representative from the Dean’s office, the CHSHS Assessment Committee is comprised of representatives from each of the College’s nine academic departments. A decision has been made to include the College Assessment Committee among the standing committees of the College’s recently established College Council, and to add undergraduate and graduate students to the membership of the committee.

The JHCEHSHS Assessment Committee is generally responsible for the ongoing development and implementation of the College assessment plan. Specific responsibilities of the assessment committee include developing college-wide assessment tools, analyzing the results of college level assessment activities, and providing assessment-based feedback to the College Council and Dean. Additionally, the committee helps to ensure that all departments in the College have plans in place for assessing program performance and using the results of assessment to guide improvements. Finally, the committee helps ensure that documentation of college and department assessment activities is submitted to the University Assessment Committee in a timely manner and in accordance with established guidelines.

Assumptions upon which Plan is Based (e.g., accreditation agency and professional association guidelines)
The Judith Herb College of Education, Health Science and Human Service has nine academic departments, each offering one or more programs in the professional fields of education, health and human services: Teacher Education, Educational Psychology, Measurement, Counselor Education and School Psychology, Criminal Justice, Health Professions, Health and Rehabilitative Services, Kinesiology, Military Science and Leadership, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Social Work, and Undergraduate Legal Specialties. Eighty eight degrees and certificates are available from the College at the undergraduate and graduate levels.

Nearly all programs within the College are currently accredited or are seeking initial accreditation, and consequently must adhere to external accreditation requirements for assessment. As a result, assessment activities across the College have largely focused on department/program-level assessment that addresses these external requirements.

Although assessment activities in the College are primarily concerned with program-level assessment, increasing college-level assessment is a current priority of the College. The JHCEHSHS faculty recognizes the important role of college-level assessment for facilitating improvements in the performance of the College related to the educational programs and services it provides. The faculty also understands that college-level assessment activities should flow...
from the mission of the College, and that assessment is not episodic, but an ongoing and systematic process.

**Methodology for Undergraduate and Graduate College-Level Assessment** (e.g., above and beyond department/program assessment or aggregated department/program assessment)

a. Student Learning Outcomes—(e.g., portfolio reviews, retention, standardized test scores, degree completion rates)
b. Student Services Outcomes (e.g., advising, career placement, satisfaction)

The Judith Herb College of Education, Health Science and Human Service engages in a multitude of activities intended to assess the quality of its programs and services. While the majority of assessment in the College occurs at the department or program level, the College recognizes the importance of assessment at all levels and is committed to increasing college-level assessment efforts.

Student retention and program completion rates are tracked by many of the undergraduate and graduate programs across the College and reported to their accrediting agencies. In addition, the Office of Student Services is engaged in efforts to better understand and improve undergraduate student retention in the College. At the end of fall semester, a survey will be administered to the students enrolled in all HHS 1000 orientation courses. The survey is intended to gather information regarding student satisfaction with various aspects of their first semester educational experiences and their plans for continuing enrollment. These data, as well as other data supplied by the Office of Student Services and the institution, will be reviewed and analyzed by the College Assessment Committee. The results of these analyses will inform the development of additional strategies to enhance undergraduate student retention and future assessment tools.

As stated previously, the College is committed to increasing college-level assessment. Accordingly, a web-based exit survey is currently being developed by the College Assessment Committee that will be administered at the end of each semester to all graduating JHCEHSHS undergraduate and graduate students. The survey is generally intended to assess student satisfaction with the educational experiences and preparation provided to them as JHCEHSHS students.

Finally, the Dean of the College has instituted a monthly “Dinner with the Dean.” At these informal gatherings, groups of undergraduate or graduate students are encouraged to provide the Dean with feedback regarding their experiences as JHCEHSHS students.

**Feedback Loop** (e.g., process for analyzing data and implementing changes based on findings, providing feedback to students)

Data gathered from college-level assessment activities are initially reviewed and analyzed by the College Assessment Committee, and opportunities for improvements in the educational experiences and services provided to students in the College are identified. Results of college assessment activities are made available to the Dean, College Council, department chairs, program directors, and/or the Office of Student Services, as appropriate. New initiatives or modifications related to curriculum, instruction, student services, strategic planning or resource allocations may be proposed and implemented at the program, department, or college level. Additionally, findings from college-level assessment activities will be used by the College to help guide decisions regarding future JHCEHSHS assessment initiatives.
In addition to student involvement in the assessment feedback loop at the program level, the decision to include student representation on the College Assessment Committee will help to ensure that undergraduate and graduate students participate in the assessment process at the college level. To provide current and prospective students, faculty, staff, and others with feedback related to college assessment activities, an assessment link will be added to the JHCEHSHS website where the College assessment plan, the annual assessment progress reports, and other information related to assessment activities in the College will be made available.

**Synthesis of Department/Program Plans** (not required for non-college unit)

**Introduction.** The Judith Herb College of Education, Health Science and Human Service has nine academic departments and the Office of Student Services that contribute to the mission of the College. Each academic department in the College offers one or more high quality student-centered educational programs in the professional fields of the education, health sciences or human services that integrate learning, discovery, and engagement with community partners.

A large number of JHCEHSHS programs are accredited, and as a result are subject to rigorous external assessment and annual reporting of program assessment activities to their accrediting agencies. Furthermore, to maintain ongoing accreditation, all accredited programs in the College must periodically submit self-study reports that document the assessment process and the results of ongoing assessment activities that focus primarily on student outcomes.

All JHCEHSHS departments/programs and the Office of Student Services have assessment plans, which focus primarily on student outcomes, but are also concerned with the educational process (e.g., curriculum, instruction, resources and student services). Faculty serving as program directors oversee the graduate and undergraduate programs in the College. Directors of accredited programs are expected to maintain programs that meet the requirements for full accreditation, and whose performance exceeds the relevant national averages for outcomes measures.

**Department/Program/Unit Assessment Methodologies.** All departments/programs in the College and the Office of Student Services engage in formative and summative assessment using a combination of methodologies to gather direct and indirect evidence of department/program or unit performance. In each of the accredited programs in the College, specific assessment methodologies and the timelines for assessment activities have been established to comply with external accreditation requirements, as well as internal assessment initiatives. The following are examples of the assessment methodologies used for department/program/unit assessment in the College.

a. Portfolios, including student reflections and faculty feedback, are completed by students throughout their programs in many departments.

b. Capstone experiences, including research projects, internships, practica, scholarly papers, presentations, theses, comprehensive exit examinations, and dissertations are completed by students at the end of many degree programs.

c. Field experience (including clinical, internship, practicum, and fieldwork) evaluations of student performance, both formative and summative, are completed by field supervisors/clinical instructors/preceptors/fieldwork educators.

d. Pre and post tests are completed by students and analyses are conducted to assess program performance related to achievement of program outcomes.
e. Surveys are completed at least annually by students, program personnel, and/or advisory committee members in many departments/programs.
f. Evaluations of the instruction/educational experiences provided in the classroom, laboratory and/or field experience components of the program are completed each semester by students.
g. Course-embedded assessments (e.g., standardized tests, examinations, research projects, case studies, field experience evaluations, and student self-evaluations) are used to assess individual student achievement of course objectives, and achievement of overall program outcomes (using aggregated student performance data).
h. Professional credentialing/licensure examinations are taken by graduates of programs in a number of departments in accordance with the requirements of external examination boards.
i. Student retention is tracked by the Office of Student Services and a number of programs report student retention annually to accrediting agencies.
j. Student review of program curriculum is completed periodically throughout and at the end of a number of programs.
k. Exit interviews, focus groups and surveys are used to gather students’ opinions regarding overall program performance (e.g., curriculum, students’ perceived preparedness to meet entry-level job expectations, and student services).
l. Degree completion and job placement rates are tracked by many programs and reported annually to accrediting agencies.
m. Alumni and employer surveys are administered six months to one or more years following student completion of many programs.

Feedback loop for analyzing assessment data and implementing changes. Oversight of all department/program level assessment is generally the responsibility of the individual department chair, division coordinator or program director. Depending on the specific department, data gathered from assessment activities are initially reviewed and analyzed by the department chair, division coordinator, or program director. In some cases, a designated committee consisting of selected department or program faculty reviews and analyzes assessment data. In other cases, the entire faculty of the department or program as a group reviews and analyzes assessment data. The review of department/program assessment data and the formulation of action plans based on assessment findings occur in most departments at regularly or specially scheduled faculty or committee meetings, or faculty retreats. The implementation of action plans to improve department/program performance is normally undertaken by one or more designated faculty, as appropriate.

A significant number of JHCEHSHS programs have active advisory boards that meet at least annually and, among other things, provide input into the development of action plans for program improvement. Student membership on program advisory boards provides for student involvement in the assessment feedback loop. Additionally, formal and informal discussions between faculty and students provide students with feedback regarding program assessment activities and input into the assessment process.

At the department/program level, assessment findings are integral to decisions regarding program admission criteria, curriculum, course content and instruction, program policies, strategic planning, and student services. Assessment findings also guide decisions at the
department level regarding resource allocations, including funding for new full-time faculty and part-time instructors, OBOR equipment requests, prioritization of technology fee requests, allocation of space, and academic advisor allocation.

Accredited programs submit annual reports to their accrediting agencies that include the results of assessment activities. These annual reports are reviewed by the accrediting agencies that provide feedback to the programs regarding their compliance with accreditation standards.

Faculty teaching graduate and undergraduate courses in the College are encouraged to utilize feedback from course evaluations each semester to enhance the effectiveness of the educational experiences provided in the courses they teach. Results of student course evaluations are also reviewed by the department chairs, who consult with individual faculty, if necessary, to assist in the development of action plans for improving instructional effectiveness. Faculty are also encouraged to make use of the instructional technologies available in the College and to utilize the services of the University’s Center for Teaching and Learning.

Summary. All academic departments in the College as well as the Office of Student Services have assessment plans that to a large extent address student outcomes relevant to the individual department or unit, and provide evidence that assessment activities are used to guide improvements. Nearly all JHCEHSHS departments offer one or more programs that are accredited, and therefore the majority of assessment activities undertaken in the academic departments focus on external requirements for program assessment along with internal assessment initiatives.

Action Plan
Access institutional data related to JHCEHSHS student satisfaction and retention. Use these data to inform the development of College assessment tools and student retention strategies.

   Responsible Persons: College Assessment Committee
   Timeline: Each semester, as available

Administer a survey to all students enrolled in all sections the HHS 1000 orientation course.

   Responsible Persons: Student Services academic advisor, College Assessment Committee
   Timeline: Administer once per year at the end of fall semester

Administer a web-based student exit survey to all students graduating from CHSHS undergraduate and graduate programs.

   Responsible Persons: College Assessment Committee
   Timeline: Administer at the end of each semester

Develop a link on the JHCEHSHS website where the College assessment plan, annual assessment progress reports, and other information related to assessment activities in the College will be made available.

   Responsible Persons: Director of College Computing, College Assessment Committee
   Timeline: Post information each semester as it is available