

PROGRAM ASSESSMENT REPORT
East Central University

Program Name: Environmental Health Sciences

College/School Name: College of Health and Sciences

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

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Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S): The goal of the Environmental Health Science Department is to prepare students in the major for graduate studies or employment in the fields of environmental health science and environmental protection.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

Provide a short narrative describing how you assess across your program – noting the points where you assess early-, mid-, and end-program.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM: No

If YES, provide name of instrument *and* whether instrument is currently used for assessment.

If NO, state No.

STUDENT LEARNING OUTCOME 1:

Program graduates should possess a basic understanding of the various environmental health science and environmental protection principles.

Criterion 1.1: Internship supervisors' rating of student's Environmental Health Science knowledge.

Population/Course: Supervisors for students enrolled in internship course (EHS 4946), EHS Program Alumni and employers of EHS Program Alumni.

Instrument/Measurement (copy/paste instrument in Appendix): Questions 1, 2 and 3 on the Internship Site Supervisor Survey.

Standard: The average rating on all survey items should be 3 or greater using a (1- 5) scale, where 5 means "Far Above Average", 4 means "Above Average", 3 means "Average", 2 means "Below Average" and 1 means "Far Below Average".

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	3-4	3.75	100	2
2019-2020	ND	ND	ND	ND
2018-2019	ND	ND	ND	ND
2017-2018	1-5	4.5	100	4

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2016-2017	1-5	4.2	100	6
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NOTE: No data was collected for the and 2018-2019 2019-2020 academic year and as such no analysis can be conducted. New data collection methods are underway to ensure future data is available.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	For questions 1 both responses was 4 (above average) and 2 one response was 3 (average) and one was 4(above average) for all students, and the standard was met for 3 for 1 student (one student's survey responded NA for question 3)
3. Discuss possible reasons why the unit performed as it did this year.	The unit's scores were varied as with an "n" of 2 any variation will skew the average. A number of students did not complete the EHS4943 course but instead substituted IS courses which limits more accurate assessment evaluation opportunities.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Faculty turnover and leadership vacuum has left the unit with limited data trends available for discussion. Multiple field experience courses were completed without student intern evaluation forms turned in, despite this being one of the 3 requirements for a pass in this course during the academic years of 2018/19 and 2019/20.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No data-driven decisions can be made using the data provided. Changes should include enforcing the unit requirement of the EHS4943 as a Student Intern course and collection of Intern Evaluation Surveys from the students to award a passing grade.

Criterion 1.2: Student understanding of the rules and regulations administered by Environmental Health agencies.

Population/Course: Junior and senior level students in the EHS3153 Environmental Health Administration course.

Instrument/Measurement (copy/paste instrument in Appendix): Content portion of EHS3153 Presentation rubric. Files:Competent Speaker Rubric--UAC appd 2011

Standard: At least 80% of students should achieve a rating of "Satisfactory" or greater.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	6-9.5	7.07	71%	7
2019-2020	Due to turnover of faculty in the Program, not data was retrieved for Criteria			

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	7.2 and therefore no analysis is possible.			
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: This criterion was not evaluated in previous years.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Not Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Of the students who completed the assignment, the range of scores was as low as 6 and as high as 9.5, with a mean of just over 7.
3. Discuss possible reasons why the unit performed as it did this year.	With a low n (7) a few low scores can dramatically affect the average. This course was held during the COVID pandemic and burnout was seen by many of the students which is reflected in their scores.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Data trends are not able to be identified as data from previous academic years had not been recorded.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes	Data-driven decisions are not able to be made with the limited data available.

STUDENT LEARNING OUTCOME 2:

Program graduates should possess the occupational-related skills required for employment in environmental health science and related fields.

Criterion 2.1: Students will demonstrate water sampling skills and proper water quality sampling and measurement techniques using standard industry techniques.

Population/Course: Juniors in the EHS program who are enrolled in the Water Quality and Treatment (EHS 3553) course.

Instrument/Measurement (copy/paste instrument in Appendix): A rubric will be used rating their skill from 1 (not able to complete task) to 5 (excellent demonstration of task).
Files:Water quality rubric

Standard: The average rating on all survey items should be 3 or greater using a (1- 5) scale, where 5 means “Excellent demonstration”, 4 means “Good demonstration, minor mistakes in handling equipment or interpreting readings”, 3 means “Average demonstration, potential for cross contamination, interpretation of readings not clear”, 2 means “Poorly done, cross contamination, improper handling of equipment, interpretation of reading incorrect” and 1 means “Not done”.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

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Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND			
2019-2020	ND			
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: This criterion was not evaluated in previous years.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	ND
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	ND
3. Discuss possible reasons why the unit performed as it did this year.	ND
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	ND
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	ND

Criterion 2.2: Early interpretation of Environment Health Science data using common biostatistical methods early in the program.

Population/Course: Junior and Senior level students in the EHS Program and Biostatistics 3703.

Instrument/Measurement (copy/paste instrument in Appendix): Rubric for Evaluation point "Explain what the results mean" of Student's T-test within the end of course portfolio. Student will be evaluated on a. Correct hypothesis interpretation, b. Correct p-value interpretation. Files:EHS3703 Portfolio Rubric

Standard: An average of rating of "Competent" or greater for 80% of the students.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	Novice (0 points)- Proficient (15 points)	10.4 (average points) 77.77% received Competent or Greater	77.77%	18
2019-2020	ND			
2018-2019	ND			

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2017-2018	ND			
2016-2017	ND			

NOTE: Portfolios were not done in the previous years and were only established since 2020.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The 78% only received a competent or higher for correct hypothesis and p-value interpretation.
3. Discuss possible reasons why the unit performed as it did this year.	Of 18 students who turned in a portfolio, two did not attempt to do that part of the portfolio and two did not interpret their results, only copying and pasting the results from their statistical program.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	There is no 5-year data trend at this point. Portfolios were first implemented in 2020.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Changes that will be implemented include clarifying the criteria and how it is graded. Example portfolios are now available for students to reference for quality.

Criterion 2.3: Advanced interpretation of Environmental health science data using common biostatistical methods.

Population/Course: Juniors and seniors in EHS program enrolled in Epidemiology (EHS 3114).

Instrument/Measurement (copy/paste instrument in Appendix): Rubric score of results and implications of research article summary assignment. Files:

EHS3114 Epidemiology Article Rubric

Standard: 90% of students will achieve "Exceptional" results earning a score of 3.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	0-3	2.04	47.6	21
2019-2020	ND			
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: This criterion was not evaluated in previous years.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Not Met

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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	With a range of zero to three correct answers in this assessment, the average score was right at 2. Just under half of this twenty-one-participant unit passed the assessment standard.
3. Discuss possible reasons why the unit performed as it did this year.	Only one participant scored 1 of 3 in this assessment with most of those not achieving 3 of 3 a 0 of 3 or 2 of 3. These numbers may reflect student fatigue and disinterest in subject matter. These questions were administered using blackboard and many students expressed preference of not using Blackboard "Exams" to ask homework questions.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Data is not available from previous years as this is a new assessment criteria.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Data-driven-decision cannot be determined using the data currently available.

Criterion 2.4: Demonstration Geographical Information System skills will be demonstrated by constructing a choropleth map.

Population/Course: All students enrolled in Fundamentals of GIS (CARTO 2253)

Instrument/Measurement (copy/paste instrument in Appendix): Rubric score of Choropleth Construction map assignment. Files:CARTO2253_ChorplethRubric

Standard: 80% of students will earn an average score of "Acceptable"(3) level or higher for the total assignment grade.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	5-9.5	7.3	75	4
2019-2020	ND			
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: This criterion was not evaluated in previous years.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Not Met
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Of the 8 enrolled in the course, only 4 completed the assignment. Of these completed assignments, the range was 5 to 9.5, with the average being 7.3. 75%(3/4) passed the assessment standard for this unit.
3. Discuss possible reasons why the unit performed as it did this year.	This unit completed the assessment during the first full semester of the COVID-19 pandemic and were either showing up and doing well, or not showing up

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	at all. Their grades reflect this phenomenon of student fatigue due to COVID-19.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	This is a newly created assessment standard and no previous data had been collected.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No data-driven decisions are able to be made with the available data.

STUDENT LEARNING OUTCOME 3: Program graduates should be able to demonstrate that they can communicate effectively in oral presentations and in the various written formats associated with Environmental Health Science

Criterion 3.1: Program graduates will demonstrate that they can communicate effectively in written formats associated with Environmental Health Science, including communicating the results of data analysis.

Population/Course: Juniors and seniors in EHS program enrolled in Biostatistics (EHS 3703).

Instrument/Measurement (copy/paste instrument in Appendix): Evaluation of student's analysis and written interpretation of a data. Interpretation will be written with correct statistical test, acceptance or reject of the hypothesis, and supporting figures in a final paper. Files: EHS3703 Project Rubric

Standard: Average rating of 70% or higher on statistical analysis paper, interpreting data analysis in written format.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	0-100% (32.5-100% without papers not turned in)	49% (65% not including zeros)	43% (33% including zeros)	16 (21 including zeros)
2019-2020	ND			
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: This is a criterion added in 2020 and was not evaluated the previous years.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No, the standard was not met this year

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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	If zeros are excluded (5 students chose not to turn in the assignment), the data was 5 percent from meeting the goal of a 70% or higher score on the paper.
3. Discuss possible reasons why the unit performed as it did this year.	Students were given a chance to turn in a draft to be graded and returned for improvements. Students who turned in a draft to be reviewed did much better, often increasing their score to a 100%. A number of students told me they would rather just accept the low score if they will still pass the course.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	NA
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Guidelines for the paper will be clarified in the future, including an example of an A paper to reference.

Criterion 3.2: Visual communication of Environmental Health Administration regulations concepts.

Population/Course: Juniors and senior level students in the EHS Program enrolled in Environmental Health Administration (EHS 3153).

Instrument/Measurement (copy/paste instrument in Appendix): Slides/Visual Components section of grading rubric from course assignment. Files: EHS3153_PresentationRubric

Standard: At least 80% of students should achieve an average rating of 2 or greater on evaluations.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	1-5	2.53	86.6	15
2019-2020	ND			
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: This criterion was not evaluated in previous years.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Met

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2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	With an average score of 2.5 nearly 87 percent of the 15 students passed the standard. Those that did not pass scored a 1 and only 2 of those that did pass scored a 5.
3. Discuss possible reasons why the unit performed as it did this year.	Pandemic scores are hard to infer much more than student fatigue or possible difficulty in transitioning to remote only instruction and presenting. Some students obviously had high abilities with technology when others demonstrated a lack of depth in capacity for learning or effort.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	This is the first year this metric has been used, so no trends are available at this time.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	This is the first year this metric has been evaluated and as such there are no data driven decisions to be made.

Criterion 3.3: Oral presentation skills which are effective at communicating complex scientific information to a broad audience.

Population/Course: Juniors and senior level students in the EHS Program enrolled in Environmental and Public Health Field Experience (EHS4943).

Instrument/Measurement (copy/paste instrument in Appendix): Students' oral presentations evaluated utilizing a standardized rubric. Files: Competent Speaker Rubric--UAC appd 2011

Standard: At least 90% of students should achieve an average rating of 5 ("Satisfactory") or greater across all presentational competencies.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	5	5	100	2
2019-2020	ND	ND	ND	ND
2018-2019	ND	ND	ND	ND
2017-2018	1-10	6.7	100	4
2016-2017	1-10	6.9	100	7

NOTE: For the academic years of 2018-2019 and 2019-2020, no data was collected due to instructor of record not holding student presentations.

Commented [BJD1]: I am not sure if this is the correct range. The Assessment standard reads 6 or above. I assume this means the max score is a 10.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	With only 2 participants this year, both performed satisfactory, but not exemplarily. Both received scores of 5.

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3. Discuss possible reasons why the unit performed as it did this year.	Both participants seemed to treat this with a less than important attitude and as such gave a very casual and unprepared presentation.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Considering two years of missing data, the trend of average of presentation scores is decreasing. With a change in faculty assigning scores, the unit's performance in this category is difficult to fairly assess.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Multiple possible changes could be easily enacted based off of the previously discussed data. (1) Multiple faculty could be required to assess the presentations. Make sure all program faculty are involved in the end of program presentation. This would removed a individual favorable or unfavorable bias that only one faculty may impart;(2) Increased focus could be placed on presentations during the program with expectation of increased presentation skills by the end of the program. (3) No change be made with additional assessments influencing later decisions.

Summary Table of Student Learning Outcomes/Criteria/Instruments

Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SLO1: Program graduates should possess a basic understanding of the various environmental health science and environmental protection principles.	1.1: Internship supervisors' rating of student's Environmental Health Science knowledge.	Indirect	X	
	1.2: Student understanding of the rules and regulations administered by Environmental Health agencies.	Direct		X
SLO2: Program graduates should possess the occupational-related skills required for employment in environmental health science and related fields.	2.1: Students will demonstrate water sampling skills and proper water quality sampling and measurement techniques using standard industry techniques.	NA	NA	NA
	2.2: Early interpretation of Environment Health Science data using common biostatistical methods early in the program.	Direct		X
	2.3: Advanced interpretation of Environmental health science data using common biostatistical methods.	Direct		X
	2.4: Demonstration Geographical Information System skills will be demonstrated by constructing a choropleth map.	Direct		X

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SLO3: Program graduates should be able to demonstrate that they can communicate effectively in oral presentations and in the various written formats associated with Environmental Health Science.	3.1: Program graduates will demonstrate that they can communicate effectively in written formats associated with Environmental Health Science, including communicating the results of data analysis.	Direct		X
	3.2: Visual communication of Environmental Health Administration regulations concepts.	Direct	X	
	3.3: Oral presentation skills which are effective at communicating complex scientific information to a broad audience.	Direct	X	

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	
Program census for Fall	39
Program census for Spring	38
Total number of Fall Program graduates	5
Total number of Spring/Summer graduates	6
Mean major GPA of Fall graduates	3.01
Mean major GPA of Spring/Summer graduates	3.19

Commented [BJD2]: Biostatistics 21 students evaluated.

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

Sharing with Stakeholders:

1. Stakeholders for this Program include: [list all within and without the ECU community]
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.inz

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
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2020-2021	<p>1.1 No data-driven decisions can be made using the data provided. Changes should include enforcing the unit requirement of the EHS4943 as a Student Intern course and collection of Intern Evaluation Surveys from the students to award a passing grade.</p> <p>1.2 No data-driven decisions are able to be made with the available data.</p> <p>2.2 Changes that will be implemented include clarifying the criteria and how it is graded. Example portfolios are now available for students to reference for quality.</p> <p>2.4 No data-driven decisions are able to be made with the available data.</p> <p>3.1 Guidelines for the paper will be clarified in the future, including an example of an A paper to reference.</p>
2019-2020	NA
2018-2019	<p>1. CHANGE (New): Alternate resources that provide online survey services will be identified and evaluated to enable collection of survey data from alumni and employers to support Criteria 1.1, 2.1 and 3.1.</p> <p>2. CHANGE (New): The standard for criterion 1.2 should be increased from 90% correct to 100% correct to enable the instrument to better evaluate student learning. Course work in new program options and changes to the National Environmental Health Associations Registered Environmental Specialist Exam with be reviewed to identify the need for new subject areas on the exam.</p> <p>3. CHANGE (Retained 3): Portions of the assessment instrument for criterion 1.3 which address the subject areas of Solid and Hazardous Waste and Food Protection be administered as part of the graded work in the EHS 2313 Solid and Hazardous Waste course and the EHS 4143 Food Hygiene and Protection course. This will enable these subject areas to be included in the mid-level assessment and support improved performance on the Senior Exit Exam (Criterion 1.2). Course work in new program options and changes to the National Environmental Health Associations Registered Environmental Specialist Exam with be reviewed to identify the need to include new subject areas in mid-level assessment.</p> <p>4. CHANGE (Retained 3): Samples of students' mathematical work be collected and evaluated using a rubric as a potential source of data for a new criterion to support assessment for Student Learning Outcome 2. EHS program faculty will also identify opportunities to the use the mathematics rubric to evaluate mathematical work from either or both junior and senior level courses to facilitate broader scope assessment from the beginning to the end of the program.</p>

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	<p>5. CHANGE (Retained 4): Efforts to improve the level of student skills as assessed under criterion 2.2 will be continued through further expansion of materials designed to strengthen students' skills with computer applications used during the exercises and through more extensive review and practice of mathematics needed to complete the exercises. Addition of exercises from subject areas not currently represented will be considered to improve the alignment of the assessment instruments and occupational skills developed by students with those in the discipline.</p> <p>6. CHANGE (Retained 6): Previous years graded work from EHS 3153 will be reviewed to identify specific writing deficiencies and instruction in the current year by program faculty or other qualified university staff will be conducted to address these deficiencies. Program faculty will continue work with library staff to identify changes in content and materials provided during library seminars to encourage greater student understanding of information literacy skills that support written communications.</p> <p>7. CHANGE (Retained 5): Program faculty will identify alternative pedagogical methods and university resources available to encourage improved oral communications skills as assessed under criterion 3.3. Opportunities to promote development of oral communications abilities in lower division courses will be identified and incorporated into lower division courses.</p>
<p>2017-2018</p>	<p>1. Changes to the program curriculum have increased the range of subject areas presented in the program and a new set of these subject areas should be identified for possible consideration or a new assessment instrument which addresses a broader range of subject areas should be identified for Criterion 1.2. This change was not accomplished and will be retained for the current year (Current Actions Change 2). Changes to the program curriculum have increased the range of subject areas and a new set of these subject areas should be defined for possible consideration or a new assessment instrument which addresses a broader range of subject areas should be identified for this criterion.</p> <p>2. The performance standard for Criterion 1.2 will be changed from <i>greater than or equal to 70 percent correct in each subject area</i> to <i>greater than or equal to 90 percent correct in each subject area</i> beginning for the Spring 2018 semester. This change was accomplished.</p>

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	<p>3. Mid-Level Assessment was not instituted in EHS 2313 as previously planned. However, exam questions in the subject areas of Hazardous Waste and Solid Waste for use as a portion of the Assessment Instrument for Criterion 1.3 have been prepared and will be included in the graded work required for the course in the 2017-18 academic year. Additionally, a sample of students' mathematical work in EHS 2313 will be collected and evaluated using a rubric as a source of data for a new criterion to support assessment for Student Learning Outcome 2. EHS program faculty will also identify opportunities to use the mathematics rubric to evaluate mathematical work from either or both junior and senior level courses to facilitate broader scope assessment from the beginning to the end of the program. This change was not accomplished and will be retained for the current year (Current Actions Change 3 and 4).</p> <p>4. Improvements in student performance on exercises used as assessment instruments for Criterion 2.2 will be encouraged through more rigorous introductions to computer applications and an emphasis on student understanding of the quantitative aspects of exercises. Addition of exercises from subject areas not currently represented will be considered to improve the alignment of the assessment instruments and occupational skills developed by students with those in the discipline. This change was partially accomplished and will be retained for the current year (Current Actions 5.)</p> <p>5. Faculty in the Department of Environmental Sciences will seek to identify new pedagogical methods and available resources from other academic departments to strengthen student's oral communications abilities as assessed under Criterion 3.3. This change was not accomplished and will be retained for the current year (Current Actions 7).</p> <p>6. Further revisions to instructions for written work and changes to materials provided during Library Liaison seminars presented in EHS 3153 and EHS 3603 will be instituted. This change was partially accomplished and will be retained for the current year (Current Actions 6).</p>
<p>2016-2017</p>	<p>1. CHANGE: Additional subject areas which were not added to the assessment instrument for Criterion 1.2 as planned for the Spring 2015 semester will be added during the Spring 2016 semester.</p> <p>This change was not accomplished for the 2016-17 academic year and will not be retained for future years. Changes to the program curriculum have increased the range of subject areas and a new set of these subject areas should be defined for possible consideration or a new assessment instrument which addresses a broader range of subject areas should be identified for this criterion.</p>

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2. **CHANGE:** The performance standard for Criterion 1.2 will be changed from *greater than or equal to 70 percent correct in each subject area to greater than or equal to 90 percent correct in each subject area* beginning for the Spring 2016 semester.

This change was not accomplished during the 2016-17 academic year and will be retained for the 2017-18 academic year.

3. **CHANGE:** Mid-Level Assessment was not instituted in EHS 2313 as previously planned. However, exam questions in the subject areas of *Hazardous Waste* and *Solid Waste* have been prepared and will be included in the graded work required for the course in the 2015-16 academic year. The importance of the course material included assessment instruments will be emphasized by increasing the weight assigned to the material during grading and through changes in lecture topics.

This change was not accomplished during the 2016-17 academic year and will be retained for the 2017-18 academic year.

4. **CHANGE:** Improvements in student performance on exercises used as assessment instruments for Criterion 2.2 will be encouraged through more rigorous introductions to computer applications and an emphasis on student understanding of the quantitative aspects of exercises. Addition of exercises from subject areas not currently represented will be considered to improve the alignment of the assessment instruments and occupational skills developed by students with those in the discipline.

This change was partially accomplished and will be retained for the 2017-18 academic year.

5. **CHANGE:** Requirements for the final written report submitted by students enrolled in EHS 4946 will be modified to specifically require higher quality written work to achieve a Passing grade for the course and that a draft of the report must be submitted prior to the last 80 contact hours at the internship site.

This change was accomplished during the 2016-17 academic year.

6. Faculty in the Department of Environmental Health Science will seek guidance and available resources from other academic departments to strengthen student's oral communications abilities. Changes in grading practices which increase the importance of oral and written work in the determination of semester grades will be implemented.

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	This change was not accomplished during the 2016-17 academic year and will be retained for the 2017-18 academic year.
2015-2016	<ol style="list-style-type: none"> 1. CHANGE: Mid-Level Assessment was not instituted in the course EHS 2313 Solid and Hazardous Waste Management as previously planned. However, exam questions in the subject areas of Hazardous Waste and Solid Waste have been prepared and will be included in the graded work required for the course in the 2016-17 academic year. 2. CHANGE: To encourage higher levels of performance on Mid-Level Exams, changes in course topics and pedagogy that specifically illustrate the importance of professional certification will be introduced in those courses where the exams are administered. 3. CHANGE: Although there was a small improvements in student performance on exercises used as assessment instruments for Criterion 2.2 further improvement will be encouraged through focused emphasis on student understanding of the quantitative aspects of exercises. Data from the 2015-16 academic year indicates that students' inabilities to understand and perform mathematical calculations needed to analyze laboratory data and construct charts to summarize laboratory data were the most common reasons for low levels of performance on laboratory exercises. Addition of exercises from subject areas not currently represented will be considered to improve the alignment of the assessment instruments and occupational skills developed by students with those in the discipline. 4. CHANGE: Requirements and instructions for both the final written report and oral presentation submitted by students enrolled in EHS 4946 were modified in an attempt to encourage higher quality work. However, the planned requirement for submission of a draft of the written report was not instituted. The requirement for a draft of the written report and a draft of the video materials for the oral presentation to be submitted prior to the last 80 contact hours at the internship site will be instituted during the 2016-17 academic year. 5. CHANGE: Faculty in the Department of Environmental Health Science will seek guidance and available resources from other academic departments to strengthen student's oral communications abilities. Changes in grading practices which increase the importance of oral and written work in the determination of semester grades will be implemented.

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020		
2018-2019		
2017-2018	A score of 5 was given for all assessment criteria except "The methods of assessment yield and identify sufficient information applicable for Program/Unit improvement and use at least five years of consecutive data, when possible, in	

PROGRAM ASSESSMENT REPORT
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	easy-to-read data tables and charts." A score of 4 was given because five years of data was not always available.	
2016-2017		
2015-2016	UAC Review: STRENGTHS: The assessment plan uses a variety of standardized and embedded assessment measures. These appropriate outcomes use feasible metrics and show an ongoing process. Part II uses comparison data. AREAS OF CONCERN: The plan needs to refer to the population as the students in the program rather than supervisors and employers. Criteria need to be specified for the instrument/measurement being used for direct assessment. There are missing data on various tables. SUGGESTIONS: Identify the specific criterion being used on each of the direct measures, give course numbers and indicate if courses are required. Include a footnote explaining why data is missing from tables. Put analysis for each individual criterion immediately after the data table for that criterion so that readers do not have to flip back and forth through report. UAC CONCLUSION: <input checked="" type="checkbox"/> Approved as Submitted	

APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.

CRITERION 1.1

PROGRAM ASSESSMENT REPORT
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Environmental Health Science Program Student Intern Evaluation

Intern's Name: _____ Date: _____

East Central University conducts assessments of the effectiveness of the Environmental Health Science degree program and other programs offered at the University. Evaluation of the performance of student employees, interns, and volunteers is an important part of the assessments. Please take a few minutes to answer the following questions and rate the intern you have supervised with regards to each of the items listed below using the following scale:

Far Above Average	Above Average	Average	Below Average	Far Below Average	Not Applicable
5	4	3	2	1	NA

- ___ 1. Possess an understanding of the fundamental principles of environmental health.
- ___ 2. Possess an understanding of the fundamental principles of environmental protection.
- ___ 3. Ability to use and understand literature relevant to Environmental Health and Environmental Protection.
- ___ 4. Ability to write reports, research papers, and other documents appropriate to the field.
- ___ 5. Speaking and oral communications abilities.
- ___ 6. Ability to use professional language in oral and written communications.
- ___ 7. Ability to use computer applications or other new technologies.
- ___ 8. Ability to perform laboratory or fieldwork procedures.
- ___ 9. Ability to work with others and respect for cultural differences.
- ___ 10. Possess the necessary prerequisites to enter graduate programs in environmental health or other environmental sciences.

Please use the following scale to answer the final question.

Much Better Prepared	Better Prepared	About Equal	Less Prepared	Much Less Prepared
5	4	3	2	1

- ___ 11. If you have had interns from other institutions, how would you rate the preparation of the East Central University intern as compared to interns from other institutions?

Additional Comments: Please identify any strengths or weaknesses in the preparation of East Central University interns for positions in your organization or agency. Use the back of this sheet or a separate sheet of paper if necessary.

Supervisor's Signature: _____ Company/Agency: _____

CRITERION 1.2

Course: ___ Semester: ___ Date: ___ Project: ___

Speaker(s):

PRESENTATIONAL COMPETENCIES

RATINGS

Excellent

Unsatisfactory Satisfactory

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Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION Excellent: Choice of topic is clearly consistent with the purpose, fits assignment & time limits, & reflects unusually insightful audience analysis. Satisfactory: Topic is generally consistent with purpose, reasonable fits time limits, & reflects appropriate analysis of majority of audience. Unsatisfactory: Topic is inconsistent with purpose, can't be adequately treated in time limits, & reflects little or no audience analysis.	3 2 1	6 5 4	9 8 7
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION Excellent: There's no question all the audience should understand the thesis/purpose clearly, within the opening sentences. Satisfactory: A majority of the audience should understand the thesis/purpose clearly, within the opening sentences. Unsatisfactory: Most of audience does not understand thesis/purpose in the opening sentences, or uses gimmicks or unrelated attention-getter.	3 2 1	6 5 4	9 8 7
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION <i>[see Note.]</i> Excellent: Supporting material clearly links to thesis, is of quality as to enhance credibility of speaker and clarity of speech, & properly cited. Satisfactory: Material is logically linked to thesis and its quality adds measurable level of interest to the speech, and is adequately cited. Unsatisfactory: Material is vaguely related to thesis, variety is unbalanced, relies too much on or overloads visual aids, and/or is uncited.	3 2 1	6 5 4	9 8 7
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE Excellent: Intro engages creatively, body has superior clarity of organization, & conclusion reflects <i>content</i> , leaving audience with clear message. Satisfactory: Intro engages most of audience, body is adequately organized, & conclusion adequately reflects <i>content</i> . Unsatisfactory: Intro fails to engage most of audience, body lacks clarity, & conclusion fails to reflect <i>content</i> and/or confuses most of audience.	3 2 1	6 5 4	9 8 7
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION Excellent: Language choices enhance audience comprehension and enthusiasm, displaying creativity and sensitivity to nuances of meaning. Satisfactory: Language choices are free of inappropriate jargon as well as nonsexist, nonracist, or offensive words. Unsatisfactory: Speaker chooses to use inappropriate jargon or sexist, racist, or otherwise offensive language.	3 2 1	6 5 4	9 8 7
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION Excellent: Vocals are exceptionally well-paced, easily heard by all of audience, and varied in pitch to enhance the message. Satisfactory: Speaker shows only occasional weakness in pace, volume, and pitch, so as not to detract significantly from the impact of speech. Unsatisfactory: Speaker shows frequent weakness in controlling and adapting pace, volume, and pitch, resulting in a confused.	3 2 1	6 5 4	9 8 7
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION Excellent: Speaker shows exceptional fluency, properly formed sounds that enhance the message, and no pronunciation or grammatical errors. Satisfactory: Most sounds are properly formed, with only minor vocalized disfluencies, and 1-2 minor errors in pronunciation or grammar. Unsatisfactory: Nonfluencies/disfluencies ¹ interfere with the message, & frequent errors in pronunciation and grammar hinder comprehension. <small>¹ Nonfluency = vocalized pauses, like <i>uhm, eh, you know</i>, etc. Disfluency = irregularities in pace, such as interruptions, restarts, fillers, etc.</small>	3 2 1	6 5 4	9 8 7
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE Excellent: Posture, gesture, facial expression, eye contact, dress, & behaviors consistently support message & add credibility to speaker. Satisfactory: Posture, gesture, facial expression, eye contact, dress, & behaviors support message, with minor inconsistencies to affect credibility. Unsatisfactory: Posture, gesture, facial expression, eye contact, dress, & behaviors are incongruent with intent and detract from credibility.	3 2 1	6 5 4	9 8 7

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Note: Failure to properly cite supporting materials is plagiarism and can result in an F on the assignment, regardless of the overall score from this rubric.

General Comments:

Summative Scores of Eight Competencies: _____.

CRITERION 2.1

	1 – Not done	2 – Poorly done, cross contamination, improper	3 – Average demonstration, potential for cross	4 – Good demonstration, minor mistakes in handling	5 – Excellent demonstration
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		handling of equipment, interpretation of reading incorrect	contamination, interpretation of readings not clear	equipment or interpreting readings.	
Water collection					
pH measurement					
Conductivity measurement					
Dissolved Oxygen measurement					
Turbidity Measurement					
Alkalinity Measurement					
Nitrogen Measurement					
Phosphorus Measurement					

CRITERION 2.2

EHS 3703 Biostatistics Portfolio Rubric

Criteria	Performance Levels		
	Novice	Competent	Proficient

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Organization (5%)	Not organized. Cannot easily find assigned items.	Few headings, but not easy to follow.	Organized, headings, titles, and captions. Easy to follow. Would want to use as a reference tool. Professional looking.
Grammar (10%)	Spelling and grammar errors found often. Reads like a first draft.	Some spelling errors. Grammar errors occasionally found. Written casually.	Few to no grammar and spelling errors. Professionally readable.
Description of test (10%)	None	Short, unclear or not in one's own words.	Clear definition, in one's own words.
Reasons for using the test (10%)	None	Reasons are stated, but leaves the reader unsure if it is the right test or not.	Clear reason for using the test. Includes written examples or situations
Formula (15%)	No formula	No variable definition. Not organized or easy to follow.	With clear variable definitions and reference to previous formulas. Can easily follow the steps.
Example (15%)	No example	Example is messy, not an example you did. Does not connect to the formula and results are not defined.	Hand written example. Step by step. Clearly connect the equation/formula to the problem.
Code for R (20%)	No code, no example	Code is not defined or no example.	Shows Code for R with definitions of the code. Clear example of using the code in R.
Explain what the results mean (15%)	No discussion	Does not discuss the result. Just says to accept or reject hypothesis. No understanding of the probabilities.	Clearly tells you what the statistic results tell you about your data. What was the hypotheses? Accept or reject them? Probability of these results being chance?

CRITERION 2.3
Epidemiological Research Article Summary Rubric

Levels of Achievement

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Criteria	Basic	Proficient	Exceptional
Description of Study	2 Points Lacking description of research study. Missing information on research purpose and/or research questions. Lacking details on participants and setting.	3 Points Clear description of research study. Responds to the research purpose and/or research questions. Provides details on participants and setting.	4 Points Thorough description of the research study. Responds to the importance of the research, the research purpose and/or research questions. A thorough description includes sufficient detail on purpose of study, participants, and setting.
Intervention and Measures	2 Points Lacking detailed description of the intervention (or other area of study) and measure(s) used by researchers. Missing information on research methodology and data collection.	3 Points Clear description of the intervention (or other area of study) and measure(s) used by researchers. Includes information on research methodology and data collection.	4 Points Thorough description of the intervention (or other area of study) and measure(s) used by researchers. Included in this description are reference to research methodology and data collection.
Results and Implications	2 Points Lacking detail on the results of the study and/or the implications. No connection between the study and applied settings is made.	3 Points Clear description of the results of the area of study and the implications of the study. An attempt at connecting the study to applied settings is made.	4 Points Thorough description of the results of the area of study and the implications for the study. A connection between applied settings and this research study are explored via interpretation of p-value and confidence intervals of the measure of effect.
APA Format, Grammar, Spelling, and Composition	1 Points Somewhat disorganized with several grammatical and spelling errors. Does not reflect a high level of professionalism. Does not utilize APA format.	2 Points Organized, clear with minimal spelling and grammatical errors. Reflects high professionalism. Utilizes APA format with minimal errors.	3 Points Clearly organized, thorough, and free of grammatical and spelling errors. Reflects the highest level of professionalism. Utilizes APA format throughout narrative.

CRITERION 2.4

CARTO 2253 Choropleth Map Construction Rubric

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East Central University

Score (Level Achieved)	Map Construction (80%)	Productivity (20%)
0 (Not Shown)	No evidence of attempt to complete map	Project not completed
1 (Attempted)	Map construction is attempted, but is missing data layers, or is unreadable	Project attempted, but far from complete before given deadline.
2 (Basic)	All of the elements of the map are present, but have not been refined making data difficult to read.	Project not completed by the required deadline. Worktime not well utilized resulting in needing extra time
3 (Acceptable)	Evidence in effort to display data. All data sets are clear and understandable. Still some small errors, such as layer order, transparency, or symbology.	Project mostly completed, with some errors present requiring resubmission. Work time well utilized.
4 (Advanced)	Map contains all data in clean, easy to read format. Clear attention to details of making a professional map.	Project fully completed on, or before, given timeframe. Worktime well utilized with clear regards to deadline.

CRITERION 3.1

Novice - 0%	Competent – 50%	Proficient – 100%
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PROGRAM ASSESSMENT REPORT

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Title	None	Present but not descriptive	Is descriptive, includes the variables and work performed.
Introduction	Does not demonstrate that student has an average understanding of the research subject matter Is missing needed information to understand the present study or is missing a description of the specific purpose of the study, a description of the hypothesis being tested and a brief summary of the experimental strategy being used at the end of the introduction Contains no information about the study system	Contains some superfluous information. Does not pique the interest of the reader Is missing some needed background information. Gives a description of the study system. Research question and hypothesis is present, but how the study data is useful for answering these is not clear.	Demonstrates that student has good understanding of the research subject matter. Provides the reader with the necessary information to understand the present study Piques the readers interest and makes the importance of the question real Gives appropriate information to previous studies that has an impact on the current study Does not contain superfluous information and/or is not wordy Gives a description of the specific purpose of the analysis and a description of the hypothesis being tested. Gives a description of the study system and why it is appropriate to use it to answer hypothesis
Method	Methods are little or none. Reader does not know where the data came from or copies of code are only included. Statistical tests used are not discussed.	Data is described, but not cited. Methods include statistical test, but superfluous information. Code copy and pasted into methods.	Describes where data was obtained from. Statistical analyses are mentioned and why they are used. Any packages or functions created are mentioned. No superfluous descriptions of how the data was imported, organized, code, etc.
Results/ Statistical Analysis	Raw or unprocessed data are shown. Results have been screen shot or copy/pasted. Something is described as significant or not significant without statistical backing. Graphs/Figures do not reflect the research question or share any useful information.	More figures than needed, figures are too busy or not labeled properly. Most data presented in a logical manner to enable the reader to draw conclusions. Statistical descriptions are superfluous. Reader still understands what the results are and the statistical results are still given in some form (i.e. t-value, p value present).	Figures are clear, with titles and axis's labeled. Appropriate graphs are used (help answer the overall question of interest). No raw data, but table of summaries are clear and not repetitive. When something is described as significant or not significant, the statistical result is given in proper form (i.e. $t = \text{_____}$, $p = \text{_____}$). No conclusions are present All tables and figures have appropriate legends All tables and figures are described in the narrative text
Discussion and Conclusion	Conclusions are stated but without sufficient reference to the results that support it. Lacking several of the characters of a good discussion	Conclusions are stated clearly with reference to the data that support a conclusion Argument for the conclusions can be understood but difficult to follow Final paragraph states the major finding of the study (the take home message)	Question and hypothesis restated Conclusions are stated clearly with explicit reference to the data that support a conclusion Argument for conclusions well organized Importance of conclusions discussed Conclusions related to other studies and put into a context of current knowledge Clear differentiation between speculations and conclusions Final paragraph states the major finding of the study (the take home message)
Citations	Many sources absent Inappropriate format References not most relevant/appropriate to study	Most cited sources present Generally in appropriate format References relevant and appropriate	All cited sources present No references not cited in the body present In appropriate format References all highly relevant
Grammar/ Spelling/ Formatting	Paper lacks well organized paragraphs Sections do not contain information presented in a logical order Many grammatical errors Many misappropriate word usage errors (e.g., effect vs. affect) Many misuses of scientific terms. Graphs/figures are not edited or readable.	Many paragraphs well organized Several grammatical errors, typos, and misspelling may be present. Captions aren't descriptive. Figures/graphs are busy and not consistent.	Paragraphs well organized Sections with logical organization of paragraphs (especially introduction, results and conclusions) Few grammatical errors, typos and misspellings Appropriate word selection Correct use of scientific terms. Graphs/figures are captioned and have similar formats/consistency.

CRITERION 3.2

EHS 3153 Presentation Rubric

Last revised 7/22/2021 Roberson

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Project Name:	Exemplary; Excellent, Highly Proficient	Proficient; Good Satisfactory; Meets Expectations	Acceptable; Fair; Needs Improvement; Approaches Expectations	Unacceptable; Poor, Unsatisfactory; Doesn't Meet Expectations
Skill(s) Assessed	3	2	1	0
Organization	Information is organized in a clear logical way. The audience is able to follow the presentation easily.	Most information is organized in a clear logical way. The audience is able to follow most of the presentation.	Some information is in logical order. The audience is still able to follow some of the presentation.	There is no clear plan for the organization of information. The audience finds it difficult to follow the presentation.
Content	All information is accurate. Information is paraphrased. Student(s) demonstrate a strong understanding of the content	Most information is accurate. Information is paraphrased. Student(s) demonstrate an understanding of content	Some information is accurate. Information may be paraphrased. Student(s) demonstrate some understanding of content.	Information is not accurate. Information is not paraphrased. Student(s) struggle to understand the content
Text Features	All required text features are included and relate to the content. The features improve the information presented and are visually appealing	Most required text features are included and relate to the content. The features improve the information presented and are visually appealing	Some required text features are included and relate to the content. The features related to the information presented and are visual.	Little (if any) required features are included and relate to the content. The features may be related to the information presented.
Slides/Visual Components	Presentation is visually appealing. All graphics and text are readable and colorful. Animations and transitions are timely and effective Student(s) effort(s) is/are easily shown	Presentation is very visual. Most graphics and text are readable. Student effort is recognized throughout most of the work.	Presentation is somewhat visual. Some graphics and text are readable. Student effort is recognized throughout most of the work.	Presentation is not very visual. Most graphics and text are not readable. Student effort is lacking throughout the work.
Spelling & Grammar	Presentation has no misspellings or grammatical errors	Presentation has a few (2-3) errors, but doesn't distract from the presentation.	Presentation has frequent (4) errors in grammar and spelling and begins to distract from presentation	Presentation has many errors (5 or more) in spelling and grammar that are distracting from the presentation

CRITERION 3.3

Course: ___ Semester: Date: Project:

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Speaker(s):

PRESENTATIONAL COMPETENCIES

RATINGS

Unsatisfactory Satisfactory

Excellent			
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION Excellent: Choice of topic is clearly consistent with the purpose, fits assignment & time limits, & reflects unusually insightful audience analysis. Satisfactory: Topic is generally consistent with purpose, reasonable fits time limits, & reflects appropriate analysis of majority of audience. Unsatisfactory: Topic is inconsistent with purpose, can't be adequately treated in time limits, & reflects little or no audience analysis.	3 2 1	6 5 4	9 8 7
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION Excellent: There's no question all the audience should understand the thesis/purpose clearly, within the opening sentences. Satisfactory: A majority of the audience should understand the thesis/purpose clearly, within the opening sentences. Unsatisfactory: Most of audience does not understand thesis/purpose in the opening sentences, or uses gimmicks or unrelated attention-getter.	3 2 1	6 5 4	9 8 7
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION [see Note.] Excellent: Supporting material clearly links to thesis, is of quality as to enhance credibility of speaker and clarity of speech, & properly cited. Satisfactory: Material is logically linked to thesis and its quality adds measurable level of interest to the speech, and is adequately cited. Unsatisfactory: Material is vaguely related to thesis, variety is unbalanced, relies too much on or overloads visual aids, and/or is uncited.	3 2 1	6 5 4	9 8 7
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE Excellent: Intro engages creatively, body has superior clarity of organization, & conclusion reflects content, leaving audience with clear message. Satisfactory: Intro engages most of audience, body is adequately organized, & conclusion adequately reflects content. Unsatisfactory: Intro fails to engage most of audience, body lacks clarity, & conclusion fails to reflect content and/or confuses most of audience.	3 2 1	6 5 4	9 8 7
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION Excellent: Language choices enhance audience comprehension and enthusiasm, displaying creativity and sensitivity to nuances of meaning. Satisfactory: Language choices are free of inappropriate jargon as well as nonsexist, nonracist, or offensive words. Unsatisfactory: Speaker chooses to use inappropriate jargon or sexist, racist, or otherwise offensive language.	3 2 1	6 5 4	9 8 7
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION Excellent: Vocals are exceptionally well-paced, easily heard by all of audience, and varied in pitch to enhance the message. Satisfactory: Speaker shows only occasional weakness in pace, volume, and pitch, so as not to detract significantly from the impact of speech. Unsatisfactory: Speaker shows frequent weakness in controlling and adapting pace, volume, and pitch, resulting in a confused.	3 2 1	6 5 4	9 8 7
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION Excellent: Speaker shows exceptional fluency, properly formed sounds that enhance the message, and no pronunciation or grammatical errors. Satisfactory: Most sounds are properly formed, with only minor vocalized disfluencies, and 1-2 minor errors in pronunciation or grammar. Unsatisfactory: Nonfluencies/disfluencies ¹ interfere with the message, & frequent errors in pronunciation and grammar hinder comprehension. <small>¹Nonfluency = vocalized pauses, like <i>uhm</i>, <i>eh</i>, <i>you know</i>, etc. Disfluency = irregularities in pace, such as interruptions, restarts, fillers, etc.</small>	3 2 1	6 5 4	9 8 7
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE Excellent: Posture, gesture, facial expression, eye contact, dress, & behaviors consistently support message & add credibility to speaker. Satisfactory: Posture, gesture, facial expression, eye contact, dress, & behaviors support message, with minor inconsistencies to affect credibility. Unsatisfactory: Posture, gesture, facial expression, eye contact, dress, & behaviors are incongruent with intent and detract from credibility.	3 2 1	6 5 4	9 8 7

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Note: Failure to properly cite supporting materials is plagiarism and can result in an F on the assignment, regardless of the overall score from this rubric.

General Comments: Summative Scores of Eight Competencies: _____.