

PHM Program Assessment 2018-2019

Section 1 - Program Mission

Population Health Management is an ideal program for Oregon Tech as an “innovative and rigorous applied degree program” that is focused on “application of theory to practice.” While other public health and health sciences programs educate students about community health, Oregon Tech’s PHM program transmits transferable, hands-on skills, applied to both healthcare delivery and community based prevention. Significant legislative changes to healthcare in the U.S. have produced an increasing demand for population health management in order to reduce healthcare costs and improve the efficiency and efficacy of health services. Qualified professionals are needed immediately to fill positions in patient advocacy, health and wellness coaching, research and data analysis, community health education, and federally funded disease prevention programs. The healthcare industry must recruit well-trained professionals with both a social science background and concrete knowledge of health and healthcare. *Oregon Tech students enjoy a hands-on learning environment, at an institution committed to job placement and industry needs, with the ability to integrate multiple departments for an interdisciplinary approach.*

Section 2 - Program Educational Objectives

The following objectives are designed to outline the expectations faculty have of students as well as ensure the necessary skills needed for a wide range of career options for PHM majors. These outcomes stem from the program’s mission of applied social science education based on theoretical and action-based learning opportunities. Many of the “hands on” components of the learning objectives are design for immediately use in prospective employment positions, whereas many of the theoretical social sciences learning outcomes are geared toward graduate’s ability to navigate the employment landscape (new challenges, novel ideas, critical thinking, and political maneuvering) and seek new opportunities, promotion, and engage in effective leadership. Graduates of the BPHM program at Oregon Tech should be able to do the following:

1. Work in a wide range of positions related to assessing, improving, or evaluating systems related to population health.
2. Pursue advanced degrees or training in areas of Population Health, Public Health, Sociology, Social Work Medical School, Nursing School, or Health Science-related fields.
3. Communicate effectively in the field of health and health care as well as everyday life.
4. Critically and ethically assess the role of organizations and systems that influence population health.

Section 3 – Program Description and History

The PHM program is rooted firmly in the social sciences, because the strategies that promote health and reduce unnecessary healthcare costs must take into account social, economic, and environmental factors in order to be successful. Thus, while the social sciences can offer students broad context in the realms of healthcare and public health, a social science approach also provides students more skills that are concrete. Students learn to collect, analyze, and translate data into actionable steps, and have the contextual knowledge of how bureaucracies, policies, financial impact, and funding sources informs taking those steps. The learning outcomes of the PHM program speak to a continuous feedback loop for quality improvement in any industry: identifying quality metrics, linking data findings to evidenced-based approaches, coordinating program implementation, and establishing evaluation mechanisms. The knowledge gap in this process lies in the black box of the population being addressed. In other words, hospitals, schools, social services, non-profits, and the like can research best practices on improving a given outcome (health screenings, graduation rates, etc.), but if no localized research is done, approaches may fail even if they are evidenced based. It is for this reason that the PHM program gives students the tools to blend social science research with clinical care gap analytics, and subsequently provide real world experience using these tools to address local health issues.

Students in the PHM program begin with foundational courses in applied and medical sociology, with emphasis electives in applied psychology, management, mathematics, communication, and health sciences, finishing in one of three tracks: *Health Counseling/Outreach, Care Management and Coordination*, and *Applied Health Data Analytics*.

The PHM program began in the 2015-2016 academic year. In the past four years, enrollment has varied from 18-32 majors. Eight-nine percent of our graduates are either employed or in graduate programs. According to our latest alumni survey, our graduates have an average starting salary of \$31,000 (30% of our graduate report enrollment in continuing education which comes with a much reduced salary).

The PHM program faculty and students have a wide range of community and industry partners. Our students have been involved in research and community improvement projects that align with course materials with the following organizations:

- Klamath County Public Health
- Oregon Public Health Institute
- Hope Rising Non-Profit
- YMCA
- Integral Health Services
- OSU Extension
- Klamath Tribal Health and Family Services
- Blue Zones Project
- Cascade Health Alliance
- Sky Lakes Medical Center
- Sky Lakes Wellness Center
- Cascades East Family Medicine Clinic
- OHSU Rural Campus
- Klamath County Food Bank
- Prepare Redmond
- Red Cross of America
- Chiloquin First Coalition
- Klamath Regional Health Equity Coalition
- Healthy Klamath
- Mountain View Medical Center
- Klamath City School District

Section 4 – Program Student Learning Outcomes, 2018-2019

The following learning objectives represent a series of skills, abilities, and experiences expected of BPHM students. The outcomes are integral to the learning experience of students. Each student will be expected to accomplish these outcomes in multiple courses. From these objectives, a number of specific and measurable outcomes are assessed through specific assignments, exams, and projects.

1. Students identify and explain theoretical frameworks of sociology and apply social theory to behavioral trends.
2. Students explain the impact of such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, and socio-economics status on the health and wellbeing of individuals;
3. Students synthesis ideas related to cultural competency and practice skills related to cultural competency.
4. Students recognize and execute sociological research methods, including an ability to organize, analyze, and present data.
5. Students identify and evaluate of the roles, functions, and responsibilities of healthcare professionals and patients, including alternative approaches to healthcare.
6. Students explain theories and methods of health behavior change and practice the skills needed to design and evaluate programs, interventions, and activities aimed at changing health-related behavior.

Assessment Methods

A wide variety of assessment data points were discussed by faculty after program outcomes were established. Potential data points include:

- in-class exams and quizzes on key theories and concepts
- discussions of sociological trends
- final projects demonstrating ability to conduct research projects and present results
- student self-assessment of externship experience
- evaluation of student performance by externship site supervisors
- student feedback on course evaluations
- student performance on comprehensive exams
- student performance on statistical exercises
- evaluation of group research project for external agency
- external agency evaluation of student performance on applied research projects
- experiences from conferences, presentations, and interactions with health professionals

Section 5 – Curriculum Map

COURSE	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	ESLO 1	ESLO 2	ESLO 3	ESLO 4	ESLO 5	ESLO 6
SOC 204	F							F				F
SOC 225		F						F				F
SOC 301/302				P				P	F		P	
SOC 335			P		F							
SOC 407						C						C

Section 6 – Assessment Cycle

Table 1. Three-Year Cycle for Assessment of Student Learning Outcomes

	'18-19	'19-'20	'20-21
1. Students explain basic theoretical frameworks of sociology and demonstrate an ability to apply social theory to behavioral trends.		X	
2. Students will demonstrate understanding of the impact of such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, and socio-economics status on the health and wellbeing of individuals;	X		
3. Students will synthesis ideas related to cultural competency and demonstrate skills related to cultural competency.			X
4. Students will demonstrate an understanding of the sociological research methods, including an ability to organize, analyze, and present data.	X		
5. Students will demonstrate an understanding of the roles, functions, and responsibilities of healthcare professionals and patients, including alternative approaches to healthcare.			X
6. Students will explain theories and methods of health behavior change and demonstrate the skills needed to assess programs, interventions, and activities aimed at changing health-related behavior.		X	

Section 7 – Methods of Assessment

Summary of 2018-2019 Assessment Activities

The PHM faculty conducted formal assessment of Outcome #2 during 2018-2019.

Student Learning Outcome #2:

Students will demonstrate understanding of the impact of such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, and socio-economics status on the health and wellbeing of individuals.

Direct Assessment #1

The faculty assessed this outcome in SOC 225, Medical Sociology, in the Winter 2019 term using rubric-scored final projects. There were 28 freshman, sophomore, junior, and senior students involved in the assessment. The faculty rated the proficiency of students using the performance criteria described in Table 2 below.

Table 2. Direct Assessment #1 SOC 225 Medical Sociology

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results
Identifies minimum of two social factors related to the health issue	Assignment #1, rubric	75% or more	100%
Uses sociological theory to explain the relationship between social factors and observed health issue	Assignment #1, rubric	75% or more	85%
Supports arguments related to the current trends in health issue with peer-reviewed sources.	Assignment #1, rubric	75% or more	95%
Demonstrates how the health issue could be addressed through intervention.	Assignment #2, rubric	75% or more	100%
Explains how the intervention specifically accounts for social factors.	Assignment #2, rubric	75% or more	90%

Direct Assessment #2

The PHM faculty conducted a formal assessment of Outcome #4 during 2018-2019.

Student Learning Outcome #4:

Students will demonstrate an understanding of the sociological research methods, including an ability to organize, analyze, and present data.

Table 3. Assessment Results for PLO #4 in SOC 302, Winter 2019

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Design a set of qualitative questions to address major concerns of a community organization	Interview Protocol, Rubric	Point scale	75%+	100%
Organize collected data according to present themes	Final project, Rubric	Point scale	75%	90%
Use multiple qualitative coding techniques to differentiate classified data properly	Final project, Rubric	Point scale	75%	100%
Construct a clear conceptual map of the identified themes	Final project, Rubric	Point scale	75%	50%
Present research findings in a clear and relatable format to a community organization	Final project, Rubric	Point scale	75%	50%

Indirect Assessment #1

The faculty indirectly assessed Outcome #4 during Spring 2019.

The SOC 302 class designed and presented a scientific poster at the Oregon Tech Student Symposium. The poster was based on the research conducted in Winter 2019.

Table 4. Viewer assessment of poster criteria, SOC 302 Spring 2019

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Present the findings of a study to an audience of faculty, students, and community members	Short survey	Likert scale	80% or higher, average of 4 out of 5 on each item	92%

Section 8 – Evidence of Improvement in Student Learning

We have not yet completed a full assessment cycle in the PHM program (with consistent measurement). However, a retrospective evaluation of previous SOC 225 Assignments was conducted in Summer 2019. NOTE: assessment only used information from one instructor (two instructors teach SOC 225 regularly). Using the most updated rubric, previous SOC 225 assignments were evaluated. Specifically, assignments from Winter 2016 were used as a previous data point. The differences between previous assignments and the current assignment include: more detailed accounts of using sociological theory, more direct connections to learning outcomes, and in Winter 2016 students did not receive a grading rubric.

The retrospective review of assignments suggests that changes to the assignment details and providing students with a rubric are at very least correlated with proficiency.

Table 5. Comparison of SOC 225 Assessments from Winter 2016 and Winter 2019

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results difference (+ indicates better performance in 2019)
Identifies minimum of two social factors related to the health issue	Assignment #1, rubric	75% or more	No change
Uses sociological theory to explain the relationship between social factors and observed health issue	Assignment #1, rubric	75% or more	+5%
Supports arguments related to the current trends in health issue with peer-reviewed sources.	Assignment #1, rubric	75% or more	+10%
Demonstrates how the health issue could be addressed through intervention.	Assignment #2, rubric	75% or more	+5%
Explains how the intervention specifically accounts for social factors.	Assignment #2, rubric	75% or more	+15%

Section 9 – Changes Resulting from Assessment

Program Assessment Future Directions

Based on feedback from the 2017-2018 assessment cycle, we have clarified our learning outcomes to act as more direct assessments of learning goals. We have chosen slightly different verbs from Bloom's taxonomy to more accurately describe what we anticipate students should be able to do.

Over the past three years, the curriculum of the PHM program has changed slightly. The program has added more sociological course to the core requirements and has added several applied courses outside the PHM program such as (GIS and Health Informatics). Moving forward the philosophy of assessment will largely remain the same, with a few exceptions. The organization of program assessment will shift to align more so with University assessment procedures. Specifically, we aimed to more closely align the timing of assessment for Essential Student Learning Outcomes and Program Learning Outcomes.

Specifically, our program wants to integrate more applied projects that incorporate various disciplines. For example, we currently assess PSLO #1 "Students identify and explain theoretical frameworks of sociology and apply social theory to behavioral trends" at the Foundation level only. We would like to move toward assess each of our outcomes at various levels. Other courses such as PHM 321 – Program Planning and Evaluation could be a candidate to assess #1 at the Practice level.

As our program grows, we would like to see a transformation in the achievement of our students in the areas PSLOs #3, #4, and #6. These outcomes seem to be the most desired from an industry perspective. Future assessment may also consider the performance of our students who have been the most successful in employment.

Lastly, assessment efforts over the past two years suggest that the PHM program needs to address issues of curriculum congruency. We offer 3-4 courses taught by different instructors. However, there is little consistency in the material covered and assignments given. We are consistent with our learning outcomes, but more oversight for SOC 204, SOC 206, and SOC 225 would steer the program in the right direction.

Appendix

Assignment #1: Report on Social Factors and Asthma Due Date: February 13th by 11:59PM

Introduction

This class is going to explore a major health problem in the United States and the World, asthma. For your written assignments in this class you will deeply explore the topic from a sociological perspective. The assignments in this class are going to address asthma as physical and social problem.

For this assignment, you all are charged with 1) investigating asthma and the people who experience it and 2) presenting your findings in a report. More specifically, you should address how asthma is developed and how the prevalence varies between social groups.

Questions you should answer are...

- What is asthma?
- Why is it important for people to prevent or manage asthma? (Physical and Social Reasons – What does it do to your body? What the impact on society, groups, communities?)
- How is it related to other conditions? (What are the things that can cause asthma? What can it cause?)
- What are the risks associated with asthma? (What are the consequences for developing it?)
- Who is at greatest risk for having asthma?
- What are the social factors that influence asthma and the behaviors/environments that can lead to it?
- How do social factors influence these behaviors/environments?
- **Why should social factors be considered important to the asthma discussion?**
- **What are two social theories that can explain the relationship between asthma and specific social factors? Define the theories and apply them to asthma.**

Sources

You need at minimum 6 sources (two of which are mandatory). You should use sources that are reliable and credible. Governmental agencies, academic institutions, scholarly works, and health organizations are the most suitable for your investigation. DO NOT use sources like WebMd, Wikipedia, or the Mayo Clinic.

Mandatory sources (pdfs are on Blackboard):

Williams, David, Michelle Sternhal, and Rosalind Wright. 2009. "Social Determinants: Taking the Social Context of Asthma Seriously." *Pediatrics* 123: S174-S184.

Cruz, A. Bateman, E. and Bousquet, J. 2010. "The social determinants of asthma." *European Respiratory Journal* 35(2):239-242.

Suggested sources include...

- Centers for Disease Control and Prevention, Asthma
- <https://www.cdc.gov/asthma/default.htm>
- CDC, Asthma Fact Sheet

- https://www.cdc.gov/asthma/impacts_nation/asthmafactsheet.pdf
- National Heart, Lung, and Blood Institution
- <https://www.nhlbi.nih.gov/health-topics/asthma>
- World Health Organization - Asthma
<http://www.who.int/respiratory/asthma/en/>

(Other sources are certainly acceptable, but be mindful of the legitimacy of the source. If in doubt consult me. You may also utilize the expertise of the Oregon Tech Librarians [Aja Bettencourt-McCarthy, aja.bettencourtmcCarthy@oit.edu and Alla Powers, alla.powers@oit.edu]

Requirements

Length: Dependent on format. You should answer all of the questions. You may organize the report in anyway. You may use paragraphs, bullet points with subheading or tables and figures, or a mixture. The report should flow and be readable. A list of bullet points is not usually helpful if that is all you use. Shouldn't be longer than 5-7 pages of text.

Font: Please use Times New Roman 12 points. Use spacing that makes your report readable.

Citation: You must reference the information you use for this report. You should cite your source within the text and in a work cited page (bibliography). Consult Purdue Owl for information on citing sources (<https://owl.english.purdue.edu/owl/>). I prefer you use APA format, but you may use another if the style is used consistently.

Submission: Please only submit a Word document to Blackboard. Blackboard doesn't like Pages, Google Docs, and not even PDFs all that often. If you are using another software, you can save the document as a Word Document and upload that file.

SOC 225 Medical Sociology

Assignment #2 - Final Project

DUE DATE: March 13th 2018 @ 11:59pm on Blackboard

Final Project Goals:

- 1) Integrate feedback from Assignment #1. You will turn in one document that includes revisions and the new material.
- 2) Propose a program to address asthma in Klamath Falls. Should be different than current programs. (Give it a good name)
- 3) Connect a Sociological Theory to the objective, strategy, or need of the program.

Project Description:

- Everyone will have specific feedback on ways to improve your initial survey of Asthma. I want you to take that feedback and improve your Assignment #1. When you turn in this assignment (#2) YOU MUST INCLUDE YOUR REVISED ASSIGNMENT #1. All in one WORD document.
- You are tasked with coming up with an idea and proposal for a program that addresses Asthma (prevention, management, care) in Klamath. You may need to know a little bit about what is currently out there.

- The focus of the project should be Asthma.
- You should clearly identify the target population and justify WHY this population needs specific attention.
- You should clearly state the goals of the program.
- You should describe how the program would operate. (What does the program do?)
 - Also, where do you think this program would take place?
 - Are their partners in the community that might be interested in participating?
 - What type of resources would the program require?
 - You should include how the program will help people overcome potential obstacles in participating.
- **FINALLY, APPLY A SOCIOLOGICAL THEORY TO YOUR PROGRAM.**
 - You can use a sociological theory to justify WHY the program is needed.
 - You can use a sociological theory to justify HOW the program will operate.
 - You can use a sociological theory to justify WHAT the goal of your program is.
 - You can use a sociological theory to explain just about any part of your program.
 - ****You do not have to explain all of these, but you must use a sociological theory in your proposal****

Possible theories to use (This is just a list, it is not exhaustive):

- | | | |
|--|-------------------------------|----------------------------------|
| ▪ Fundamental Cause Theory | all of the principles) | ▪ Habitus |
| ▪ Learned Effectiveness | ▪ Cumulative Advantage Theory | ▪ Health Belief Model |
| ▪ Cultural Capital | ▪ Stress-Process Model | ▪ The Sick Role |
| ▪ Order and Disorder in Neighborhoods | ▪ Symbolic Interaction | ▪ Biopower |
| ▪ Social Construction of Gender and Illness (Courtenay, Lorber, Connell) | ▪ Stress Experience Theory | ▪ Medical Gaze |
| ▪ Institutional Racism and Health | ▪ Looking-Glass Self | ▪ Medicalization |
| ▪ Hispanic Paradox | ▪ Definition of the Situation | ▪ Activity-Passivity |
| ▪ Life Course Perspective (You don't have to use | ▪ Dramaturgical Approach | ▪ Guidance-Cooperation |
| | ▪ Health Lifestyles Theory | ▪ Mutual Participation |
| | ▪ Life Choices and Chances | ▪ Interaction as Negotiations |
| | | ▪ Social Construction of Illness |
| | | ▪ Stigma and Illness |
| | | ▪ Contested Illness |
| | | ▪ Disability Theory |

Format: Same as before. REFERENCE YOUR SOURCES BOTH IN TEXT AND IN REFERENCE PAGE!!!!!!

SOC 225 - Rubric (Combined)

	High Proficiency (5) The work meets listed requirements for this criterion; little to no development needed	Proficiency (4) The work meets most requirements; minor development would improve the work	Some Proficiency (3) The work need moderate development in multiple requirements	Limited Proficiency (2) The work does not meet this criterion: it needs substantial development in most requirements
Literature Review: Student demonstrates knowledge of research associated with the project	The student clearly communicates important and relevant research that reinforces the purpose of the project.	The student somewhat clearly communicates important and relevant research that is support the need for the study.	The study presents research on the topic but lacks clarity on how the research is associate with the project.	The student uses inappropriate research to introduce the project and has an underdeveloped understanding of its importance.
Student identifies social factors associated with the health issue	The student clearly and accurately identifies at least two social factors related the health issue.	The student mostly identifies at least two social factors related the health issue clearly and accurately.	The student does not both clearly and accurately identify at least two social factors related the health issue.	The student does not identify at least two social factors related the health issue.
Student uses sociological theory to explain the relationship between social factors and observed health issue.	The student clearly and accurately explains the relationship between a social factor and health issue using social theory.	The student clearly and accurately identifies, but does not fully explain the relationship between a social factor and health issue using social theory.	The student identifies the relationship between a social factor and health issue using social theory.	The student does not identify or explain the relationship between a social factor and health issue using social theory.
Demonstrates how the health issue could be addressed through intervention.	The student clearly and accurately details an intervention that is feasible, logical, and is supported by evidence of success.	The student clearly and accurately details an intervention that is possibly feasible, logical, and supported by evidence of success.	The student clearly and accurately details an intervention that is feasible, logical, and but is not by evidence of success.	The student details an intervention that lacks is feasibility, logic, and is not supported by evidence of success.
Student explains how the intervention specifically accounts for social factors	The student clearly and accurately explains how the intervention accounts for specific social factors.	The student mostly explains how the intervention accounts for specific social factors.	The student explains how the intervention could account for specific social factors, but doesn't explain how the intervention will account for them.	The student does not explain how the interventions accounts for specific social factors.

SOC 302 – Final Project and Rubric

SOC 302: Qualitative Methods**Group Report**

The report must be double-spaced, in 12-point font, in Times New Roman, in APA citation format, and 8-10 pages in length. The report must include the following sections:

- Cover Page
- Introduction (Introduction paragraph, literature review, purpose of study)
- Methodology (Sampling Procedures, Description of Instruments, Data Collection and Analysis)
- Results (Description of themes)
- Discussion (Analysis, Limitations, Implications for Practice)

Introduction

You should clearly present an overview of the topic. You should also provide background information and review relevant literature. What do we know about the topic? Why is it important? What do we not know about? Why is this project go to tell us something we don't know?

Methods (See slides on methods section and coding)

- Here you need to describe the design of the study. “This qualitative study was conducted among participants in the Living Well program in a rural community”. How many groups were interviewed and what was the total sample size?
- Next, you need to introduce and justify the conceptual framework (phenomenology, grounded theory, ethnographic methods). Use references to back up your claims or descriptive of the method.
- Next, justify the use of interviews. Why did we use interviews? Use sources to justify what interviews can do? References to back up your claims.
- Then describe the sampling procedures. What type of sampling technique was used? What does that sampling technique mean?
- Describe the study procedures. What happened? What topics did you want to cover? What were the questions that were asked?
- Describe the Data collection methods. Who was involved? How many people were involved in collection? Where they recorded? Transcribed? Identification?
- Describe the analysis method. “Based on the grounded theory approach, emergent thematic analysis was used. First, interview transcripts were open-coded. The coding process involved pattern coding, descriptive coding, etc. Second, the existing codes were categorized according to relevance to the topic and relationship to other codes. Finally, the categories were used to reveal ## of themes. The relevant themes included: #1, #2...)

Results

- Summarize the themes in one paragraph.
- Create a subheading for each theme
- For each theme, describe the overall theme and then state the main categories within the theme.

- Then in more detail describe what you have found for each theme. Explain what the individuals said and provide an example in the form of a paraphrase or direct quote. (See other qualitative papers for how to present the findings)

Discussion

- Explore the meaning of the findings. Do these findings relate to other literature? Go through next theme and elaborate on how this finding can contribute to what is known about the topic.
- Describe how the findings connect with practice. How do the findings contribute to the evaluation of the program or the experience? What are the implications for the program?
- Outline the limitations of the study. First, identify the strengths then identify the weaknesses. What could improve the study. What other research could compliment the study?

SOC 302 – Final Project Rubric

	High Proficiency (5) The work meets listed requirements for this criterion; little to no development needed	Proficiency (4) The work meets most requirements; minor development would improve the work	Some Proficiency (3) The work need moderate development in multiple requirements	Limited Proficiency (2) The work does not meet this criterion: it needs substantial development in most requirements
Purpose: Student shows a clear purpose for the project	The student clearly communicates the purpose of the project with appropriate understanding of the topic.	Student demonstrates an evolving awareness of the project's purpose	Student demonstrates an emerging awareness of the project's purpose	Student does not demonstrate awareness of the project's purpose.
Literature Review: Student demonstrates knowledge of research associated with the project	The student clearly communicates important and relevant research that reinforces the purpose of the project.	The student somewhat clearly communicates important and relevant research that is support the need for the study.	The study presents research on the topic but lacks clarity on how the research is associate with the project.	The student uses inappropriate research to introduce the project and has an underdeveloped understanding of its importance.
Methods: Student demonstrates an understanding of the methods used and their appropriateness: Questions are appropriately designed, data is appropriately treated, multiple coding techniques are used	The student clearly communicates what specific methods are to be used and clearly communicates why those methods are appropriate and necessary.	The student clearly communicates what specific methods are to be used and indicates they are important and necessary.	The student communicates what methods are to be used and has an underdeveloped understanding of their importance.	The student is unable to communicate the methods to be used and the appropriateness of use.
Results: Student demonstrates an	The student clearly communicates the	The student clearly communicates main	The student communicates main	The student is unable to

understanding the findings and their importance to the project: clear conceptual map of identified themes	main findings, supports findings with evidence and clearly communicates why those are important.	findings and indicates they are important and necessary.	findings and has an underdeveloped understanding of their importance.	communicate the findings and the importance of them.
Discussion: Student demonstrates how the meaning of the findings can be applied to improve or articulate the problem.	The student communicates an understanding of the how the findings help explain the research problem in a clear and articulate manner. And addresses the limitations of the study	The student communicates an understanding of the how the findings help explain the research problem. And addresses some limitations of the study.	The student communicates somewhat of an understanding of the how the findings help explain the research problem and somewhat addresses the limitations of the study.	The student is unable to communicate an understanding of the how the findings help explain the research problem and does not address the limitations of the study.

SOC 302 – Indirect Assessment

Mini Survey – Audience evaluation of a scientific poster

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The poster clearly identified the purpose of the project					
The poster clearly identified how data was gathered					
The poster clearly communicated the major findings of the project					