

Assessment Plan: Dimensions

Cornell Educational Objectives	Student Outcome	Assessment Method(s)	How Information Will Be Utilized
<p><b>One:</b> Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication;</p> <p><b>Four:</b> Integrate and transfer knowledge and skills from one</p> <p><b>Five:</b> Be cognizant of their responsibility for individual, civic, and social choices setting to another</p>	<p>Apply their knowledge of scientific principles and gain relevant academic, personal and professional knowledge, skills, and attitudes via experiential learning opportunities</p>	<p><i>Student blogs</i></p> <p><i>Internship papers reflections (scored w/ rubric)</i></p> <p><i>Survey of internship supervisors, and graduate/professional school faculty</i></p> <p><i>Depth of Knowledge Transfer Survey</i></p>	<p>Assist students in obtaining high quality internships</p> <p>Allow students to reflect on experience</p> <p>Assist Admissions with recruitment</p>
	<p>Articulate the academic courses, level of academic performance, and the co-curricular participation that is important as a pathway to their desired health profession</p>	<p><i>Transcript Analysis (Random Sample</i></p> <p><i>Pathway models analysis of students (successful/ unsuccessful)</i></p> <p><i>Student exit surveys examined with respect to pathway models</i></p>	<p>Refine professional advising</p> <p>Provide academic advisors with information on “best practices” for students interested in health careers</p>
<p><b>Two:</b> Understand the methods and practices of the natural sciences,</p>	<p>Discuss current issues related health, and the</p>	<p><i>Rubric evaluation of student book summaries</i></p>	<p>Assistance with choice of books/materials for future</p>

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<p>social sciences, arts, and humanities:</p> <ul style="list-style-type: none"> <li>as a result of their experiences with various methods of inquiry, graduates will recognize and apply different disciplinary and interdisciplinary forms of thinking;</li> </ul> <p>as a result of their experiences with a major or concentration, graduates will possess depth of understanding and research skills in at least one method of inquiry;</p> <p><b>Three:</b> Possess intercultural knowledge and recognize global perspectives;</p>	<p>delivery of healthcare</p>	<p><i>from reading group</i></p> <p><i>Surveys of student responses to speakers/workshops</i></p> <p><i>Medical School Interview Questions (self-reported by students after interviews)</i></p> <p><i>Analysis of content in med. school personal statements</i></p>	<p>Provide planning for future speakers</p> <p>Enhance engagement with materials and speakers</p> <p>Provide an additional venue to oral discussion of books</p>
<p><b>One:</b> Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication</p>	<p>Strengthen their written communication skills</p>	<p><i>Analysis of personal statements for grad/professional school applications, Operation. Walk and Internship applications</i></p> <p><i>Analysis of writing samples on MCAT practice exams scored using a rubric and actual MCAT writing scores</i></p>	<p>Assist students in writing process</p> <p>Improve MCAT review course</p>
	<p>Enter graduate and</p>	<p><i>Data from CEC and</i></p>	<p>Advise Development, Alumni Office and</p>

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	professional schools to further their career preparation, or obtain employment within their desired field	<i>Alumni Office Surveys; Monitoring via Facebook Health Professions Advisor Portals for osteopathic and allopathic medical schools, physician assistant, physical therapy, health administration, and dental programs.</i>	Admissions  Evaluate our program with respect to other institutions  Network current students with alumni
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**Assessment Priorities for 2011/2012: Focus on Student Outcome:**

1. Apply their knowledge of scientific principles and gain relevant academic, personal and professional knowledge, skills, and attitudes via experiential learning opportunities

**Assessment to design and implement:**

*Student blogs:* Beginning with Term 1, students receiving assistance from Dimensions for any internship/independent project will create a weekly blog to be edited and monitored by Julie Barnes. (Assistance includes monetary support and/or placement assistance.) Blogs will be posted on the Dimensions website and accessible to all students. Criteria for blogging will be established this summer.

*Internship papers reflections (scored w/ rubric):* Develop/adapt rubric this summer with the assistance of Institutional Research. Internship papers are due prior to receipt of final support payment. Operations Committee will score internship papers according to rubric.

*Survey of internship supervisors, and graduate/professional school faculty:* Develop/adapt survey this summer with the assistance of Institutional Research. Surveys will begin Term-1, 2011/12.

*Depth of Knowledge Transfer Survey:* Develop/adapt rubric this summer with the assistance of Institutional Research for implementation Term-1, 2011/12.

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**Program Map: (I) Introduced; (R) Reinforced; (E) Emphasized**

<b>Student Outcomes</b>	<b>Apply their knowledge of scientific principles and gain relevant academic, personal and professional knowledge, skills, and attitudes via experiential learning opportunities</b>	<b>Articulate the academic courses, level of academic performance, and the co-curricular participation that is important as a pathway to their desired health profession</b>	<b>Discuss current issues related health, and the delivery of healthcare</b>	<b>Strengthen their written communication skills</b>	<b>Enter graduate and professional schools to further their career preparation, or obtain employment within their desired field</b>
Internship support	E		R	R	
MCAT review course		E		R	
Professional advising		E		R	R
Workshops		I, R	I, R		I, R
Speakers			R, E	R	
Reading group		R	R, E	R	
Student research	E				