

UNIVERSITY OF CENTRAL ARKANSAS ACADEMIC ASSESSMENT PLAN

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Healthcare Administration

College: Health & Behavioral Sciences

Department: Health Sciences

Program Level (check all that apply)

- ☐ Associate's
- ☒ Bachelor's
- ☐ Undergraduate Certificate
- ☐ Master's
- ☐ Doctoral
- ☐ Graduate Certificate

Date Plan Submitted: July 14, 2025

College Dean & email: Nancy Reese, nancyr@uca.edu

College Curriculum Committee Chairperson & Email: Adam Bruenger, abruenger@uca.edu

Department Chairperson & email: Denise Demers, denised@uca.edu

Department Curriculum Committee Chairperson & email: Tisha Jenkins, tjenkins@uca.edu

1. Introduction (identify college, unit, and degree programs)

- *Unit Vision Statement:* The Bachelor of Science in Healthcare Administration is a program offered within the Health Sciences Department and College of Health & Behavioral Sciences. The Department of Health Sciences' mission is to empower students to promote their health and the well-being of the communities they serve.
- *The mission of the Healthcare Administration program* is to deliver a current, relevant, and evidence-based curriculum that prepares students with the knowledge, attitudes, and skills to serve as a competent healthcare administrator.

2. Student Outcomes

- SLO 1: Students will integrate scientific information and translation of research into practice.
- SLO 2: Students will articulate an understanding of professional practice expectations, including ethical behaviors and beliefs of a healthcare administrator.
- SLO 3: Students will apply management, administrative, and leadership skills.

3. Assessment Cycle

- Assessment Cycle will be determined with assistance from the Office of Assessment

Academic Year	Cycle Number	SLO assessed	Outcome(s)
2026-2027	1	1	
2027-2028	2	2	
2028-2029	3	3	
2029-2030	1	1	
2030-2031	2	2	
2031-2032	3	3	
2032-2033	1	1	
2033-2034	2	2	
2034-2035	3	3	
2035-2036	1	1	
2036-2037	2	2	
2037-2038	3	3	

4. Curriculum Map

	SLO 1 Domain 1 - Knowledge	SLO 2 Domain 2 – Affect	SLO 3 Domain 3 - Practice
	Students will integrate scientific information and translation of research into practice.	Students will articulate an understanding of professional practice expectations, including ethical behaviors and beliefs of a healthcare administrator.	Students will apply management, administrative, and leadership skills.
HLTH 3123	I		
HLTH 3301	I	I	
HLTH 3320	A		
HLTH 3325	R		
HLTH 4301		R	
HLTH 4312	I		
HLTH 4343		R	
HLTH 4391		A	R
HLTH 4370		I & R	R
HLTH 4600			A

5. Assessment Methods and Measures (Formative and Summative recommended)

SLO/Domain	SLO 1 Domain 1 - Knowledge	SLO 2 Domain 2 – Affect	SLO 3 Domain 3 - Practice
Outcome	Students will integrate scientific information and translation of research into practice.	Students will articulate an understanding of professional practice expectations, including ethical behaviors and beliefs of a healthcare administrator.	Students will apply management, administrative, and leadership skills.
Formative	DIRECT METHOD Epidemiological Research Chapter 1 Assignment HLTH 3320 Epidemiological Research	DIRECT METHOD Ethical Dilemma Assignment HLTH 4301 Health Promotion in Medical Care Setting	DIRECT METHOD Board Meeting Assignment HTLH 4370 Administration of Health Programs
Benchmark	At least 80% of students will score 2 or higher on the rubric	At least 80% of students will score 2 or higher on the rubric	At least 80% of students will score 2 or higher on the rubric
Summative	DIRECT METHOD Infectious Disease Research Paper HLTH 3320 Epidemiological Research	DIRECT METHOD Portfolio – Components 2 & 10 HLTH 4391 Leadership in Health Sciences	DIRECT METHOD Internship Supervisor Survey HLTH 4600 Internship
Benchmark	At least 80% of students will score 3 or higher on the rubric	At least 80% of students will score 3 or higher on the rubric	At least 80% of students will score 3 or higher on the Internship Survey

6. Data Collection and Review

- When will data be collected for each outcome?*

Each student learning outcome will be collected by the individual instructors of each course at the end of each semester in which the course is offered. All outcomes will be collected by the assessment point person (coordinator of the Healthcare Administration program) at the end of the academic year (May).

- How will data be collected for each outcome?*

Data will be collected via a specific assignment in each course listed. Subsequently, outcomes will be recorded in a Google Doc and shared on the Health Sciences Department drive for all faculty to access if desired.

- What will be the benchmark/target for each outcome? See #5 above.*

- *What individuals/groups will be responsible for data collection?*

Individual faculty members teaching the courses where student learning outcomes will be measured will be responsible for reporting their own course's data. Any program level data will be collected by the assessment point person (coordinator for the Healthcare Administration program) with help from the Department Chair and Administrative Program Coordinator.

7. Participation in Assessment Process

- The assessment point person will primarily be responsible for ensuring that data is collected and assessed for the outcomes. Faculty teaching the courses where assessments are collected will be responsible to collect the data and participate in assessment of said outcomes. If required, faculty will also participate in program improvement plans and other data collection and reporting as needed.

8. Data Analysis

- *How will the data and findings be shared with faculty?*

The assessment point person be responsible for compiling all data into easily usable and viewable formats. Data will be shared at certain faculty meetings (either end of year or beginning of year, whichever seems to work better). All faculty will be apprised of the benchmark data and work to improve any courses where benchmarks are not met.

- *Who was involved in analyzing the results?*

The assessment point person will analyze the results with the help of the Department Chair

- *How are results aligned to outcomes and benchmarks?*

When the results are analyzed, they will be aligned to the associated benchmark in order to improve the course(s) and program for future students.

9. Plan for Using Assessment Results to Improve Program

- *How will you use the results to improve your program?*

Assessment data will be used to improve student outcomes and ultimately improve the knowledge, skills, and attitudes of each student before they enter their internship and then the field of healthcare administration. This data will also inform the progress of the program, including individual courses. With this data, it will be possible to determine when certain benchmarks are falling below the desired level. If this situation occurs, the assessment point person, the Department Chair, and instructor(s) of the course(s) will meet with the goal of determining steps for improving those specific outcomes.

10. What are the plans to evaluate students' post-graduate success?

An annual alumni survey is sent out by the department of institutional research that reports back to the department on student outcomes including job placement and employer satisfaction. Additionally, after a student completes their internship, they will receive a survey from the

department's Internship Coordinator. The Department of Health Sciences will use both of these surveys as guidance for any follow up activities designed to maintain or improve the program

11. What are the plans to evaluate teaching effectiveness?

One of the goals in the departmental strategic plan is to continue professional development specifically in teaching effectiveness. The plan is to implement one CETAL training each semester in faculty meetings. Furthermore, faculty can request a peer review at any time to gain additional feedback and assistance in their teaching in addition to the regularly scheduled peer reviews (department has a tentative schedule). The department chair performs a yearly performance review with all faculty where student evaluations as well as other factors are considered. Faculty are encouraged to obtain peer mentoring and coaching through CETAL on campus.

12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

- See attached

1. Rubric for Student Learning Objectives
2. Course Assignments
 - a. SLO #1 HLTH 3320 Chapter 1 Assignment (FORMATIVE ASSESSMENT)
 - b. SLO #1 HLTH 3320 Infectious Disease Research Paper (SUMMATIVE ASSESSMENT)
 - c. SLO #2 HLTH 4301 Ethical Dilemma Assignment (FORMATIVE ASSESSMENT)
 - d. SLO #2 HLTH 4391 Portfolio Project – Components 2 & 10 (SUMMATIVE ASSESSMENT)
 - e. SLO #3 HLTH 4370 Board Meeting Assignment (FORMATIVE ASSESSMENT)
 - f. SLO #3 HLTH 4600 Survey for Internship (SUMMATIVE ASSESSMENT)

13. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu

For questions or concerns please contact:
Jacob Held, PhD 450-5307 jmhheld@uca.edu
Alyson McEntire 450-5086 amcentire@uca.edu

APPENDICES

Appendix 1: Rubric for Student Learning Objectives

Rubric for SLO 1 (Domain Knowledge) – Students will integrate scientific information and translation of research into practice.

Skill/Element	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Overview of disease	Detailed	General	Brief	Limited
Disease rates	Fully accurate	Mostly correct	Some errors	Minimal and/or incorrect
Signs & symptoms	Comprehensive	Most key	Some identified	Few/incorrect
Chain of infection	Thorough	Logical	Basic	Unclear
Prevention strategies	Integrated	Most major	Partial	Minimal
Treatment options	Current and/or thorough	Most current	Partial	Missing
Risk for future outbreaks	Synthesized	Mentioned	Attempted	Absent

Rubric for SLO 2 (Domain Affect) – Students will articulate an understanding of professional practice expectations, including ethical behaviors and beliefs of a healthcare administrator.

Skill/Element	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Articulation of expectations	Broad + deep	Accurate/core	Some concepts	Minimal
Ethical behaviors	Appropriately applied	Logical application	Struggles	Unapplied and/or confused
Beliefs of health admin	Deeply reasoned	Logical	Some identified	Minimal
Application to practice	Consistently logical	Mostly correct	Struggles	Cannot apply

Rubric for SLO 3 (Domain Practice) – Students will apply management, administrative, and leadership skills.

Skill/Element	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Management (planning/organizing)	Mastery	Consistent	Partial	Minimal
Administrative (docs/policy)	Highly accurate	Mostly accurate	Some errors	Few/inaccurate
Leadership (initiatives/decisions)	Strong presence	Adequate effort	Basic involvement	Lacks leadership
Teamwork/Collaboration	Effective	Generally helpful	Some struggle	Disengaged

The Internship will be assessed by the Internship Survey, specifically the following line items

SLO 3 Component	Measured by Survey Line Item (from Appendix 5)
Management Skills	Survey Row 6: "The intern demonstrates appropriate Planning Ability"
Administrative Skills	Survey Row 2: "The intern demonstrates appropriate Administrative skills"
Leadership Skills	Survey Row 7: "The intern demonstrates appropriate Leadership and Management skills"
Problem Solving	Survey Row 3: "The intern demonstrates professionalism in Problem Solving Ability"

Appendix 2: SLO #1 (FORMATIVE)

HLTH 3320 Epidemiological Research Chapter 1 Assignment

Provide a comprehensive response for each of the following questions based on the chapter content and supporting external review. DO NOT JUST TYPE INFORMATION VERBATIM FROM THE SOURCE. PARAPHRASE RESPONSES IN YOUR OWN WORDS TO REFLECT YOUR UNDERSTANDING OF THE CONTENT.

Ø In addition to the textbook, credible supplemental resources on the subject matter should be used to enhance response detail. (At least 2 references per question – except question #8) - [Cite your information sources in APA format both in-text and on a separate reference page].

Ø (Type all responses and upload your completed Word document to the designated assignment link by the due date).

1. The definition of epidemiology includes the terms “distribution” and “determinants.” Describe the meaning of these terms.
2. Explain the primary purposes of descriptive and analytic epidemiology studies, and what epidemiologic questions are answered by each study.
3. DESCRIBE each component of the chain of infection AND provide an example of how to break a link in the chain to halt disease transmission. (2 pts)
4. Why is epidemiology considered by many to be the foundation of public health?
5. Describe each form of transmission AND give an example of each of the following:
(1.5 pts)
 - airborne transmission
 - vector-borne transmission
 - vehicle-borne transmission
6. Distinguish between a necessary cause and a sufficient cause.
7. Describe how primary prevention, secondary prevention, and tertiary prevention may be used to deal with cardiovascular disease. (1.5 pts)
8. In your own words, explain what epidemiologists do and how their efforts can impact population health in community and healthcare settings.

Appendix 3: SLO #1 (SUMMATIVE)

HLTH 3320 Epidemiological Research Infectious Disease Research Paper & Presentation

Guidelines: Every student will utilize the epidemiologic literature to investigate one infectious disease from the Centers for Disease Control and Prevention National Notifiable Diseases Surveillance System, *2020 Annual Tables of Infectious Disease Data*. The reportable diseases located on this list ensure that there is ample reliable, current information available to thoroughly complete this research assignment. Sources should include online information available from government agencies. (As a starting point for disease rates in recent years, students **must** use *Nationally Notifiable Infectious Diseases and Conditions, United States: Annual Tables* as one of their sources of information:

<https://wonder.cdc.gov/nndss/static/2020/annual/2020-table1.html> (The location of additional up-to-date data sources are required as well).

Students are to write a research paper and include the following headings and topics if applicable: **rates** (include incidence, prevalence, mortality, case-fatality), **signs and symptoms**, **chain of infection** (include agent, reservoir, mode of transmission and incubation time), **person factors** (at least age, sex, race, socioeconomic status, etc. of those most affected by the disease...), **place factors** (include international comparisons, intranational comparisons (state and regional), and (urban-suburban-rural), **time factors** (incubation period, secular trends, (extending over a long period of time), cyclic variation, seasonal variation (months), point epidemics), and **prevention and treatment** measures. Additionally, **locate at least one outbreak or epidemic** associated with the disease and provide a brief overview. Using all of the information you have compiled, **conclude** your research paper by addressing the following:

1. Perceptions regarding level of ease or difficulty public health officials encounter in their efforts to prevent/control the disease. Your response should clearly convey what information most significantly contributed to your specified point of view.
2. What can be predicted about the potential for future outbreaks or epidemics involving this disease?

Note: Underlined topics indicate topics that are available for notifiable diseases and must be included in your paper from the latest issue of Summary. For all other topics, if no information can be found after a complete literature search that is relevant to a particular heading, this should be stated under the heading.

Paper format:

- This paper should be typed and double-spaced following **APA 7th ed. guidelines** (1-inch margins, 12 pt. Times New Roman font). **Length: Minimum of 7 pages of typed text (not including title page, reference page, or appendices - tables, graphs, charts).**
- Use a minimum of six (6) different references/sources of information (including the *Nationally Notifiable Infectious Diseases and Conditions, United States: Annual Tables*). Do not rely on fact sheets for information.
- All facts and statements of significance must be referenced.
- Include any relevant maps or graphics as appendices to your paper.
- **Include the Nationally Notifiable Infectious Diseases and Conditions, United States: Annual Tables and the graphs you make from the data for: age, sex, race, ethnicity, geographic region, months of the year, and at least 15 years of secular data.** (A minimum of 3 tables, charts, or graphs are required as appendices. The **STUDENT MUST USE DATA TO CREATE ONE** of the three appendices on their own).

Research Paper Submission: The research paper will be submitted through the specified SafeAssign link in Blackboard in order to receive an originality report that will identify how much of the information you include in your report is too similar or verbatim from the original source. This resource is designed to help you avoid plagiarism. Students will be able to submit a maximum of three (3) drafts to the designated SafeAssign link prior to submitting the final version of the research paper. **(ONE DRAFT PER MODULE BEGINNING IN MODULE 2)**

Submission to SafeAssign IS NOT OPTIONAL. The final draft uploaded to SafeAssign – Final Draft link is the one on which the overall grade for the research paper will be based.

- *Technological difficulties can delay assignment submission; therefore, students should avoid waiting until the last minute to complete work on drafts and the final paper.*

Presentation: Your presentation will consist of a PowerPoint presentation of your paper. You will be graded on content, grammar, clarity, organization of ideas, spelling, and accuracy and completeness of information. Graphics, maps, and other visuals **MUST** be included in your PowerPoint presentation to clearly convey information to your audience (i.e. utilize the graphics you included in your research paper, but feel free to incorporate additional ones as well). The idea is to effectively inform your classmates about the disease you have researched.

Research Paper Due Dates:

Friday, December 1, 2023 (Final draft of paper to Safe Assign Final Draft link)

Tuesday, December 5, 2023: (PowerPoint posted to designated discussion board forum)

Appendix 4: SLO #2 (FORMATIVE)

**HLTH 4301 Health Promotion in Medical Care Setting
Ethical Dilemma Assignment**

Guidelines: Use the ethical standards discussed in class and in the literature. Read over the included ethical dilemma and respond to the following questions:

Ethical dilemma Scenario:

Mr. Simms was diagnosed with lung cancer three years ago. After chemotherapy, he experienced a brief remission but recently learned the cancer had recurred. Mr. Simms's doctor advised him and his family that treatment would likely be unsuccessful and, although it may offer a few more months of life, Mr. Simms's quality of life will rapidly deteriorate. The doctor recommends hospice at home with comfort measures only, including oxygen and opioid pain relievers. Despite symptoms of pain, such as grimacing and crying, Mr. Simms refuses pain medication, stating he does not want to experience the effects of feeling sleepy and missing precious time with his family. His wife is distraught and asks the nurse if there is a way to administer pain medication without her husband knowing.

1. What is the ethical dilemma in this scenario?
2. Describe the best way to deal with this situation following ethical standards.
3. Which specific ethical principle (e.g. Autonomy, Beneficence, Non-maleficence) is most at risk here, and why?

Appendix 5: SLO #2 (SUMMATIVE)

HLTH 4391 Leadership in Health Sciences Portfolio Project and Presentation

Guidelines: Every student will utilize the leadership literature, lectures, and interviews to investigate a specific current topic that leaders in the field of health science encounter. The issue chosen by the student must be approved by the instructor of this course to ensure that there is reliable and current information available to thoroughly complete this portfolio project. Sources should include online information available from both public and private agencies.

Students are to write a paper *or* complete an assignment to satisfy each of the 10 components of the portfolio requirements. The 10 components of the portfolio project are as follows:

After receiving approval from the instructor, students will address each component for their specific topic to create a portfolio. (Topic example: disparity of costs in healthcare)

1. Leadership in Organizations: A paper addressing the basic forms of leadership within organizations.
2. Legal and Ethical Issues: A paper addressing past and current issues in healthcare.
3. Organizational Change and Accountability: A paper addressing the challenges of implementing change and holding everyone accountable to the change implemented.
4. Population Health: Implementable, created project, that students could use 'today' to promote population health issues within their topic.
5. Healthcare Finance: Financial assignment to make students aware of the different financial aspects of healthcare that may affect organizational changes, and how leaders address these issues.
6. Healthcare Policy: A paper addressing past and current legal issues in healthcare.
7. Statistics: Assignment that will address statistical analysis and how to use it responsibly.
8. Research Documents: A paper that will address the different forms of research. This will include downfalls of research in healthcare. For example the manipulation of statistical outcomes.
9. IT in Healthcare: Assignment to research currently used and new IT in healthcare. How can the use of technology be used/abused in healthcare.
10. Planning and Evaluation: A final paper, addressing each part of the portfolio, on how each student, with regard to their topic, plans to implement their idea of leadership within healthcare.

Using all of the information you have compiled, **conclude** your research by conducting a presentation specifically addressing your topic area and targeting all 10 components of your portfolio.

1. Paper format:

- All papers should be typed and double-spaced following **APA 7th ed. guidelines** (1-inch margins, 12 pt. Times New Roman font). **Length: Minimum of 3 pages of typed text per component (not including title page, reference page, or appendices - figures, tables, graphs, charts).**
- Use a minimum of three (3) different references/sources per component.

- All facts and statements of significance must be referenced.
- Include any relevant supporting figures or data sets as appendices to your paper.

Paper Submission: The papers will be submitted through the specified *SafeAssign* link in Blackboard in order to receive an originality report that will identify how much of the information you include in your report is too similar or verbatim from the original source. This resource is designed to help you avoid plagiarism. Students will be able to submit a maximum of three (3) drafts to the designated *SafeAssign* link prior to submitting the final version of the research paper.

Submission to *SafeAssign* IS NOT OPTIONAL. The final draft uploaded to *SafeAssign – Final Draft* link is the one on which the overall grade for the research paper will be based.

- *Technological difficulties can delay assignment submission; therefore, students should avoid waiting until the last minute to complete work on drafts and the final paper.*

Presentation: Your presentation will consist of a PowerPoint presentation along with a video presentation of your portfolio project. You will be graded on content, grammar, clarity, organization of ideas, spelling, and accuracy and completeness of information. Graphics and other visuals **MUST** be included in your PowerPoint presentation to clearly convey information to your audience (i.e. utilize the graphics you included in your research paper, but feel free to incorporate additional ones as well). The idea is to effectively inform your classmates about the disease you have researched.

**Due dates for portfolio assignments are on the Sunday following the
Monday of each new week at 11:59 pm.**

Appendix 6: SLO #3 (FORMATIVE)

HLTH 4370 Administration of Health Programs Board Meeting Assignment

Directions: A board meeting is a formal gathering of leaders affiliated with an organization. The board typically consists of 10-12 people. An example of a formal board is the University of Central AR Board of Trustees. There are others such as school board meetings, the Arkansas Board of Nursing, and Assisted living facilities.

You will attend a formal board meeting that is approved by your instructor. You may watch board meetings online or in person. If you plan to attend a board meeting in person, make certain it is open to the public.

Part 1: Please answer the following questions regarding the board meeting.

1. How many board members were present?
2. Did they call the roll?
3. What were the overall demographics of the board?
4. What pertinent issues were discussed during the board meeting?
5. Describe any other issues you feel were pertinent.
6. Did you feel the board was formal or informal?
7. Describe what you learned from the board meeting.
8. What topics were discussed?
9. Reflect upon your experience. What did you learn? What did you like or not? How would you do it differently or the same?

Student should answer the questions provided above and **add an additional five** of their own.

(We will discuss this in class to help you with the additional questions)

Part 2: "Executive Summary"

Imagine you are representing your department at this board meeting. Write a **1-page Executive Memo** to your staff summarizing the meeting. Your memo must include:

1. **Key Decisions:** What was voted on that impacts us?
2. **Strategic Alignment:** How did the leaders connect their discussion to the organization's mission?
3. **Action Items:** Based on this meeting, what does our department need to do next?"

Appendix 7: SLO #3 (SUMMATIVE)

HLTH 4600 Internship Internship Supervisor Survey

Survey for Internship

Based on your interactions with your intern, please provide your impressions related to the following areas of their work effort.

<u>PROFESSIONAL SKILLS</u>	(4 points) Excellent	(3 points) Good	(2 points) Marginal	(1 point) Poor	N/A
The intern demonstrates appropriate knowledge of Healthcare Administration concepts	_____	_____	_____	_____	_____
The intern demonstrates appropriate Administrative skills	_____	_____	_____	_____	_____
The intern demonstrates professionalism in problem Solving Ability	_____	_____	_____	_____	_____
The intern utilizes their time wisely	_____	_____	_____	_____	_____
The intern is appropriately Goal Oriented	_____	_____	_____	_____	_____
The intern demonstrates appropriate Planning Ability	_____	_____	_____	_____	_____
The intern demonstrates appropriate Leadership and Management skills	_____	_____	_____	_____	_____
The intern Follows Directions with a positive attitude toward assigned tasks	_____	_____	_____	_____	_____
The intern demonstrates appropriate Evaluation Skills	_____	_____	_____	_____	_____
The intern demonstrates appropriate General Professionalism in the following Areas:					
• Dress & Appearance	_____	_____	_____	_____	_____
• Oral & Written Language	_____	_____	_____	_____	_____
• General Communication	_____	_____	_____	_____	_____
• Ethical Behavior	_____	_____	_____	_____	_____
• Beliefs, values, attitudes, and behaviors match the ethical structure of the organization	_____	_____	_____	_____	_____

<u>PERSONAL ATTRIBUTES</u>	<u>Excellent</u>	<u>Good</u>	<u>Marginal</u>	<u>Poor</u>
Enthusiasm	_____	_____	_____	_____
Cooperativeness	_____	_____	_____	_____
Initiative	_____	_____	_____	_____
Organization	_____	_____	_____	_____
Communication	_____	_____	_____	_____
Dependability	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____
General Attitude	_____	_____	_____	_____
Follows Directions	_____	_____	_____	_____

I. If a position were available on your staff, would you hire a person like this student? Why or why not?

II. What is your general assessment of this student's professional promise?

III. Please summarize this student's special abilities and specific challenges.

IV. Please assign a letter grade that you feel the student has earned based upon their participation in the internship experience (A- F).

V. Please provide any observations about this intern that will be helpful in evaluating his/her overall performance.