

Evaluation Plan for PD2045: Course Planning and Alignment Map

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Abstract

The evaluation plan for the *Success on the Pre-Health Pathway (PD2045) Course Planning and Alignment Map* will utilize a questionnaire for professionals within the field of career education and professionals familiar with pre-health students to evaluate the content and structure.

Feedback is intentionally collected from professionals because the accuracy of the content can be adequately judged by content experts. If the material is judged inadequate by experts, where materials are not easily updated, then the course alignment should be re-evaluated before implementation (Dick et al., 2015, p. 297). Analysis will be conducted on both likert-scale questions and written qualitative responses to provide diverse feedback on the ability of the course content, learning materials, activities, and assessments to align with course objectives.

Introduction

PD2045: Success on the Pre-Health Pathway is a college course at the University of Cincinnati intentionally designed for mid-collegiate undergraduate students pursuing a career in the health professions (i.e., medicine, dentistry, pharmacy, optometry, veterinary, physical therapy, occupational therapy, physician assistant, podiatry, nursing, etc.). The focus of the pre-health course is on the application, integration, and deepening of knowledge of pre-health topics including research, continued professional development, pre-professional application preparation, and understanding the benefits of experiential learning. Self-reflection is central to the course as students will analyze their aptitudes, strengths, weaknesses, preferences and values as they relate to health professions pathways and develop short- and long-term professional goals in pursuit of their intended professional pathway. It is also critical for students to develop a parallel plan where they identify a second career of interest. This allows learners to strategically pursue both their primary plan and parallel plan simultaneously so they can stay on track if their parallel plan needs to become their primary plan. Considering the selectivity of professional programs, “parallel plans are crucial in the event that intended interests and career plans change or if you are unable to gain admission to a particularly major/program” (“Selective program admission parallel plan,” 2024). Reflection on these key experiential learning and career planning topics are critical for pre-health students to create a competitive application for professional programs. In the context of this course, experiential learning is defined as a “progressive method of instruction that affords students an opportunity to generate a deeper understanding of lecture topics by working on course-related issues that, when resolved, benefit their local communities” (Williams, 2016, p. 64). For pre-health students, benefiting their local

communities includes reflecting on key healthcare topics to become a professional and reflective healthcare provider.

In alignment with the experiential learning definition, PD2045 covers three core concepts for pre-health students:

1. Development of a professional portfolio and relevant cross-cutting and pre-health skills,
2. Creation of a pre-health success plan,
3. Exploring key topics relevant to healthcare professionals today.

Students' professional portfolio include content for a resume/curriculum vitae (CV), professional networking profiles (Ex. LinkedIn), personal statement drafts, and interview preparation. A pre-health success plan includes reflection on their primary plan and exploration of a parallel plan. Key topics in healthcare can continue to evolve and change with the future of work which align with course objective 8: Recognize cross-cultural differences in communication and behavior in today's global workplace. Each concept is critical for students pursuing pre-health careers to ensure they are competitive applicants for professional schools.

The purpose of the *PD2045: Course Planning and Alignment Map (CPAM)* is to ensure there is alignment between course learning outcomes and the module assessments, learning materials, and activities. Utilizing an alignment map supports an effective instructional strategy, which in turn positively impacts learners. This process ensures the instructional materials, and the activities associated with them, can lead to student mastery of the course content which directly aligns with the course outcomes (Dick et al., 2015. p.174).

In addition, through the evaluation of learning materials and activities, the instructor can ensure diverse motivational approaches for learners. Motivational Design is used by instructional designers to routinely improve a learner's motivation to learn (Keller, 1983). By integrating John

Keller's ARCS (Attention, Relevance, Confidence, and Satisfaction) Model of Motivation (Dick et al., 2015, p. 175) the instructor can design resources and instructional activities to create motivation in learners (Keller, 2016). To increase motivation, instructors should create ways to strengthen learners' confidence in their abilities by helping them believe they can accomplish the learning objectives (Pappas, 2015). Learners with "...higher confidence are more willing to learn, challenge themselves, and have better resilience in the face of difficult transitions" and are a "number one predictor of academic achievement" (Gill, n.d.).

Both alignment and motivational design were integral to both the design process and final product of this artifact. Focusing on the course learning objectives first is supported by the backward design framework where instructors must consider the overarching learning goals, including how to assess students, before considering how to teach the content (Bowen, 2017). The Course Planning and Alignment Map (CPAM) has intentionally been dissected into five main columns to ensure connection to the overarching course objectives: Module, Module Objectives (Course Objective Alignment), Assessment, Learning Materials, and Activities. Modules are the key topics being addressed and are supported by the module objectives written in alignment with the course objectives. After these two categories the assessments outline how the module objectives will be completed. Learning materials and activities are then created to support learners ability to successfully complete the assessments and as such reach the module objectives.

This artifact was selected for evaluation because it is a critical component to evaluating the foundation of a successful course plan. Evaluating and ensuring course alignment is an essential process for all instructional designers to master and is beneficial to PD2045: Success on the Pre-Health Pathway.

Evaluation Methodology

The goal of the evaluation plan is to gather feedback on whether the course content, including activities and assessments, sufficiently support the achievement of course-level objectives. Subject matter experts (SMEs) will utilize the questionnaire to evaluate whether 1) course content, material, and activities are aligned with and promote the attainment of course learning objectives, and 2) the course contains enough motivational elements to ensure student engagement.

To evaluate the effectiveness of the CPAM it is important to use methodologies and tools that align to the project and are supported by literature. The methodology used in this evaluation plan is a questionnaire to be completed by subject matter experts (SMEs) in the field of experiential learning and career education. As noted by Dick et al (2015), a “reviewer outside the project who has special expertise in the content area of instruction, should comment on the accuracy and currency of the instruction” (p. 287). The target learning population will not be surveyed during this evaluation due to the time restrictions dictated by the IDT: 8130 Master’s Project Course. Instead, professionals familiar with the pre-health professions will also be utilized as SMEs because they are professionals who “can look at the instruction through the target population’s eyes and react” (Dick et al., 2015, p. 288).

Questionnaires will be utilized because they are flexible and can be completed by SMEs when available, allow for standardized responses through the creation of well-structured questions, and provide anonymity and confidentiality in responses (Lindemann, 2023). Questionnaires can also be used to support the design and development phases of the Analysis, Design, Development, Implementation, Evaluation (ADDIE) Instructional Model to “...improve teacher instructional strategy and student academic performance” (Szabo & George, 2022). The

information learned from the questionnaire can further support the ADDIE Instructional Model when responses are used to influence the construction of the implementation and evaluation stages.

Questionnaires are also appropriate to evaluate the CPAM because it is an efficient way for SMEs to review a “bird’s-eye view of your objectives, assessments, and instruction” so they can “help identify areas where you might need to provide additional support, remove scaffolding, or make other types of typical enhancements or revisions” (Shaw, 2019). It will be more efficient for SMEs to review an overview of the course versus being tasked with evaluating a complete outline of all activity instructions, reading every course article, analyzing presentation slides, etc. SMEs will be invited through e-mail from a pool of University of Cincinnati faculty and staff because they are the most familiar with additional resources on their campus. Responses will be collected from SMEs via a Microsoft Forms digital questionnaire over a two week period. The time period is intentionally selected to provide enough time for thoughtful responses, but is also restrictive enough to meet the timeline requirements of the data collection process. Questionnaire responses will be analyzed using Microsoft Excel. SMEs analysis at the course mapping and alignment level will provide quantitative and qualitative data to support potential changes to enhance the course structure and content.

Evaluation Instruments

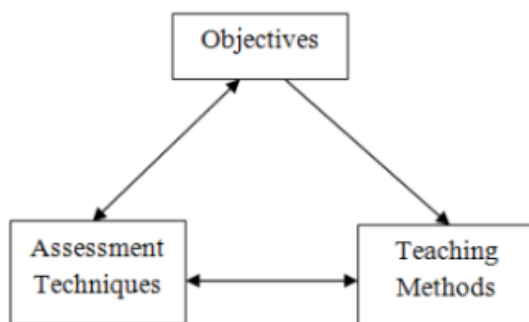
The purpose of formative evaluation is to “locate weaknesses in instruction in order to revise it” (Dick et al., 2015, p. 353). To successfully revise the course planning and alignment map, the questionnaire design is informed by motivational design and information technology literature (see Appendix A: Evaluation Questionnaire). Before the two main sections of the questionnaire, participants will read an introduction of the course and the purpose of the

evaluation with the inclusion of a few demographic questions. The structure of the multiple choice questions are in a Likert psychometric five-point scale because the format has been shown to be reliable (Wakita et al., 2012, p. 534) and will include both numbers and a description associated with each Likert point. At the end of each category of the questionnaire participants will be able to expand on any of their responses and provide clarification on their answers with open-ended questions inviting feedback. Including both qualitative data in the analysis is beneficial because “qualitative data is necessary to ensure that important information is not lacking” (Hasselblad & Olsson, 2020) from content area experts and professionals.

In Part 1: Alignment to Course Objectives, The Educational Triangle (Sewell et al., 2010) will be used to evaluate if the CPAM content successfully meets the course objectives by ensuring the course objectives, teaching methods, and assessment techniques map together. It is important for these three areas to connect because a “more constructively aligned teaching and learning environment would lead students to adjust their learning approaches” (Wang et al., 2013, p. 457) to a deeper learning approach instead of skimming the surface on each topic. If students have a deeper understanding of the content they will have a stronger understanding of the course objectives and succeed on the course assessments.

Figure 1

The Educational Triangle



To properly analyze the three categories participants will answer Likert-scale questions and have the opportunity to provide written feedback responses in the questionnaire. Each question, as shown in Table 1, aligns to the Educational Triangle.

Table 1.

Questionnaire Likert-Questions and The Educational Triangle

Educational Triangle Category	Questionnaire
Objectives	<ol style="list-style-type: none"> 1. Are the course objectives appropriate for the intended learners (mid-collegiate pre-health students)? 2. Are the module objectives aligned to the overarching course objectives?
Teaching Methods	<ol style="list-style-type: none"> 1. Are the listed activities appropriate for the intended learners in this course? 2. Do the listed activities show diverse methods to educating learners (written response, open discussion, multiple opportunities to share thoughts, videos, etc.)? 3. Do the learning materials and activities include relevant real-world examples related to healthcare?
Assessment Techniques	<ol style="list-style-type: none"> 1. If completed fully, will the listed assessments show learners have achieved the module objectives? 2. Do you believe learners have multiple opportunities to show their knowledge and understanding of the material? 3. Do you believe there is enough diversity in kinds of assessment (formative, low-stakes, authentic, summative, etc.)?

In Part 2: Motivation, the questionnaire evaluates the learner's motivation and is informed by the Attention, Relevance, Confidence, and Satisfaction (ARCS) Model of Motivation. To address the ARCS Model, the questionnaire is influenced by the complementary Summative Evaluation Questions from Principles of Motivation (Dick et al., 2015, p. 357). To evaluate the alignment of the CPAM with the ARCS Model of Motivation, participants will respond to the

following summative evaluation questions on a five-point scale with options indicating: Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree:

- Are strategies used to gain and maintain the learners attention (e.g., personal reflections, questions, critical thinking activities, relevant real-world examples)?
- Is the instruction relevant for students interested in pre-health professions?
- Are learners informed and convinced of the relevance to the pre-health professions through the course module content, activities, and assignments?
- Are learners likely to be confident at the beginning of the course, and throughout the semester, that they can succeed?
- Based on the information in the *Course Planning and Action Map* do you believe learners are likely to be satisfied from the learning experience?

The combined influence of The Educational Triangle and the ARCS Motivation Model allows the CPAM for PD2045 to be thoroughly reviewed by career education experts and pre-health professionals. The opportunity to provide both quantitative feedback with Likert-scale questions and qualitative written responses at the end of part one and part two allows for multiple opportunities to strengthen the course map before introducing it to students.

Sampling Methodology

According to Rodriguez et al. (1991), “Instructional Development often requires that the instructional designer (ID) interact successfully with the subject-matter expert (SME)” (p. 1). The SME contributes to the instructional design process by “offering a critical eye of the material. Working with an expert allows the development team to design curriculum that is rooted in expertise and experience in the field” (Pass, 2020). When designing an evaluative process Dick et al. (2015) also includes content experts as judges in the review process (p. 286).

To evaluate the effectiveness of the CPAM two different groups of professionals will participate in the process. The first group of participants to evaluate the CPAM will be SMEs in experiential learning and career education. The invitation to complete the questionnaire will be shared with professionals via e-mail at the University of Cincinnati who have the primary responsibility of teaching and advising on these topics with college students. The second group of participants will be professionals advising pre-health students in the Pre-Professional Advising Center at the University of Cincinnati who can specifically speak to the intended learner population for the course. These specialists can “provide insights into the appropriateness of the material” for student performance within the target population (Dick et al., 2015, p. 288). Including both perspectives allows for a more well-rounded analysis of the course map before introducing the content to students.

A digital questionnaire, created in Microsoft Forms, will be distributed to invited participants through e-mail to ensure the benefits of questionnaires can be utilized (see Appendix B). The digital survey allows for participants to complete the questionnaire on their own schedule over the two-week period, allows for standardized responses with a single questionnaire, and will allow for anonymity and confidentiality in responses since it will not be conducted in person. The use of digital surveys has also become one of the most popular methods for collecting data (Saleh & Bista, 2017) so participants are more likely to be familiar with the format.

Analysis Procedures

The data collected from the evaluation procedure contains both qualitative and quantitative data from the questionnaire. The use of likert-scale questions, as well the collection of written responses, allows for the inclusion of career experts and pre-health professionals in the

analysis of the course. Their feedback informs the need and analysis of potential changes to course content so learners can 1) successfully meet the learning objectives of the course with the materials and activities outlined and 2) can be motivated by the course design, supporting materials, and activities.

Responses from participants will be downloaded from Microsoft Forms into Microsoft Excel so the information can be organized and analyzed. For Likert-scale questions each response will be coded as either a positive response or negative response. Likert responses will be analyzed because the rating scale can be useful in “allowing us to treat responses as interval-level measures” (Harpe, 2015). Positive responses are defined as “1: Strongly Agree” or “2: Agree.” Negative responses are defined as “4: Disagree” and “5: Strongly Disagree.” The third option, “3: Neither Agree nor Disagree” will not be calculated as positive or negative, but is included as a response option because the “neutral option may increase the accuracy of survey data because respondents who do not have a strong preference” can select a neutral response instead of randomly selecting a response (Bulut, 2021).

If the average result for each individual question receives a positive response rate of seventy-five percent or more the criteria will be considered met. If the average result for the question is below seventy-five percent further analysis will be done on the topic area of the question and reference the written responses from participants to improve course alignment. The statistical analysis of the likert-scale questions, with the qualitative comments from career education and pre-health professional experts, will inform and direct any necessary changes to the course planning and alignment map for PD2045: Success on the Pre-Health Pathway.

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Appendix A: Evaluation Questionnaire

Introduction to Questionnaire

Welcome to the evaluation form for PD2045: Success on the Pre-Health Pathway course planning and alignment map. As the creator of the course map I appreciate your time and thoughtful responses.

PD2045 is a course designed for mid-collegiate undergraduate students pursuing a pre-health profession at the University of Cincinnati. The course is focused on application, integration, and deepening of knowledge of pre-health topics including research, continued professional development, pre-professional application preparation, and understanding the benefits of experiential learning. With a core component of reflection, students will consider their aptitudes, strengths, weaknesses, preferences and values as they relate to health professions pathways and develop short- and long-term professional goals and parallel plans in pursuit of their intended professional pathway.

This questionnaire is an evaluation of the course map to identify whether learners will 1) successfully meet the learning objectives of the course with the course material and activities outlined, and 2) be motivated by the course design, supporting materials, and activities.

You will have the opportunity to provide both quantitative and qualitative responses and are encouraged to share your expertise related to either career education or pre-health pathways.

Section 1: Pre-Test Questions

In this section are a few demographic questions to help add context to your answers based on your professional background.

1. Which topic do you consider yourself to be a content-area expert in?

- a. Career Education & Experiential Learning
 - b. Pre-Health Professions & Exploration
 - c. I consider myself a content-area expert in both categories.
2. How many years have you been working in the content-area expert topic you selected in question 1?
- a. 0 - 2 Years
 - b. 3 - 5 Years
 - c. 6 - 8 Years
 - d. 9+ Years
3. Do you have previous experience constructing your own course alignment map for a course you have taught?
- a. Yes
 - b. No
 - c. I am not sure

Part 1: Alignment to Course Objectives

The first section will be used to evaluate if the course alignment map successfully meets the course objectives by ensuring the course objectives, teaching methods, and assessment techniques map together.

1. Are the course objectives appropriate for the intended learners (mid-collegiate pre-health students)?
 - a. Strongly Agree
 - b. Agree

- c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
2. Are the module objectives aligned to the overarching course objectives?
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
3. After evaluating the objectives of the course please share any additional comments to expand on your answers above (if you have no additional comments please list "N/A" below).
 - a. *Extended Response/Qualitative Data*
4. Are the listed activities appropriate for the intended learners in this course?
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
5. Do the listed activities show diverse methods to educate learners (written response, open discussion, multiple opportunities to share thoughts, videos, etc.)?
 - a. Strongly Agree
 - b. Agree

- c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
6. Do the learning materials and activities include relevant real-world examples related to healthcare?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
7. After evaluating the teaching methods of the course please share any additional comments to expand on your answers above (if you have no additional comments please list "N/A" below).
- a. *Extended Response/Qualitative Data*
8. If completed fully, will the listed assessments show learners have achieved the module objectives?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
9. Do you believe learners have multiple opportunities to show their knowledge and understanding of the material?

- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
10. Do you believe there is enough diversity in kinds of assessment (formative, low-stakes, authentic, summative, etc.)?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
11. After evaluating the assessments of the course please share any additional comments to expand on your answers above (if you have no additional comments please list "N/A" below).
- a. *Extended Response/Qualitative Data*

Part 2: Motivation

The second section will be used to evaluate if the course alignment map successfully motivates learners with the course design, supporting materials, and activities.

1. Are strategies used to gain and maintain the learners attention (e.g., personal reflections, questions, critical thinking activities, relevant real-world examples)?
 - a. Strongly Agree

- b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
2. Is the instruction relevant for students interested in pre-health professions?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
3. Are learners informed and convinced of the relevance to the pre-health professions through the course module content, activities, and assignments?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
4. Are learners likely to be confident at the beginning of the course, and throughout the semester, that they can succeed?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree

- e. Strongly Disagree
5. Based on the information in the Course Planning and Action Map do you believe learners are likely to be satisfied from the learning experience?
- a. Strongly Agree
 - b. Agree
 - c. Neither Agree or Disagree
 - d. Disagree
 - e. Strongly Disagree
6. After evaluating the motivational aspects of the course please share any additional comments to expand on your answers above (if you have no additional comments please list "N/A" below).
- a. *Extended Response/Qualitative Data*

Appendix B: Invitation to Participate E-Mail

Subject Line: Feedback Requested | Pre-Health Course Map

Hello,

Hope you are doing well. As a career education and/or a pre-health professional at the University of Cincinnati you are invited to share your expertise on PD2045: Success on the Pre-Health Pathway. Your feedback will be anonymous, but as the creator of the course map, I appreciate your time and thoughtful responses.

Attached to this message is the PD2045: Course Planning and Alignment Map created in Spring 2023. The questionnaire you are being asked to complete is an evaluation of the course map to identify whether students can 1) successfully meet the course objectives and 2) feel motivated by the course design, materials, and activities.

You will have the opportunity to provide both quantitative and qualitative responses and are encouraged to share your expertise related to either career education or pre-health pathways.

Depending on the length of your additional feedback the survey should not take longer than 10 to 15 minutes.

If you agree to complete the questionnaire and share your feedback please **complete it by Monday, February 19 at 11:59pm EST.**

The link to the survey can be found [HERE \(Click Here\)](#)

If you have any questions please let me know. Thank you again for considering sharing your expertise!