

Dietetic Internship

 Program-101

Annual Assessment Plan

1

- 2 **PLO #1 (GLO 2) - Integrate information into practice**
Integrate scientific information and research into practice.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G2 - Scholarly Act. - G2. Scholarly Activities

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| NUTR 525: Menu Item Project Report | 100% of interns will earn a rating of at least 4 for each item in the conclusion section of the Menu Item Project Report evaluation form (School Food Service) | Fall 2023 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Add accreditor outcome under number 1 above.
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

3 **PLO #2 (GLO 3) - Articulate and demonstrate beliefs**

Articulate and demonstrate beliefs, values, attitudes and behaviors for the professional dietitian level of practice

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G3 - Competencies - G3. Competencies

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|----------|---------|----------|
| | | |

| Measures | Targets | Timeline |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------|
| NUTR 511: Acute Care Final ACEND Competency Evaluation form | At least 100% of interns will earn a rating of "Competent" for CRDN 3.1 on the Acute Care Final ACEND | Spring 2022 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

4/4 Met 100%

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Developed review module for summer 2021.
Developing skills checklist for intern with input from clinical preceptors.

4 **PLO #2 (GLO 5) - Articulate and demonstrate beliefs**

Articulate and demonstrate beliefs, values, attitudes and behaviors for the professional dietitian level of practice

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o G5 - Ethical Princ. - G5. Ethical Principles

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| NUTR 525: the Principles of Christian Ethics Reflection Paper (Food Insecurity) | At least 100% of interns will earn an overall rating of at least 4 on the Principles of Christian Ethics Reflection Paper (Food Insecurity) | Fall 2020 |

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Met

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Develop rubric within CANVAS for this assessment.

5 PLO #2 (GLO 6) - Articulate and demonstrate beliefs

Articulate and demonstrate beliefs, values, attitudes and behaviors for the professional dietitian level of practice

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| NUTR 511, 525: ACEND competency evaluation | 100% of interns will earn a rating of at least 4 on the end of rotation ACEND competency evaluation for the institutional food service, food insecurity, outpatient, long term care and acute care rotations | Spring 2020 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

6 **PLO #3 (GLO 1) - Develop and deliver information**

Develop and deliver information, products and services to individuals, groups, and populations.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.



| Measures | Targets | Timeline |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------|
| NUTR 505: final practice exam | 100% of interns will earn 80% on the final practice exam as part of the NUTR 505 Professional Development II course. | Spring 2021 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Implemented onsite proctored final exam to simulate exam environment.

7 **PLO #3 (GLO 3) - Develop and deliver information**

Develop and deliver information, products and services to individuals, groups, and populations.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.
- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------|
| NUTR 511: Acute Care Final ACEND Competency Evaluation form | At least 100% of interns will earn a rating of "Competent" for CRDN 3.1 on the Acute Care Final ACEND Competency Evaluation form | Fall 2020 |

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Move collection measure to the outpatient rotation in NUTR 525 where interns work individually with clients and conduct a group presentation.

At least 100% of interns will earn a rating of at least 4 for content/information on the Public Nutrition Education Presentation evaluation form during the outpatient rotation of NUTR 525.

8 PLO #4 (GLO 1) - Apply strategically the principles of management

Apply strategically the principles of management and systems in the provision of services to individuals and organizations.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|-------------------------------|-------------------------------------------------------------------------------------------------------------|-------------|
| NUTR 505: final practice exam | 100% of interns will earn 80% on the final practice exam as part of the Professional Development II course. | Spring 2021 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Added proctored exam for the final practice exam, will continue.

- 9 **PLO #4 (GLO 2) - Apply strategically the principles of management**
Apply strategically the principles of management and systems in the provision of services to individuals and organizations.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|----------|---------|----------|
| | | |

| Measures | Targets | Timeline |
|---------------------------------------|----------------------------------------------------------------------------------|-----------|
| NUTR 525: Menu Item Project Report | 100% of interns will earn a rating of at least 4 for each item in the conclusion | Fall 2020 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

10 **PLO #4 (GLO 3) - Apply strategically the principles of management**

Apply strategically the principles of management and systems in the provision of services to individuals and organizations.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.



| Measures | Targets | Timeline |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------|
| NUTR 511: Acute Care Final ACEND Competency Evaluation form | At least 100% of interns will earn a rating of "Competent" for CRDN 3.1 on the Acute Care Final ACEND Competency Evaluation form | Fall 2020 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Consider moving assessment to NUTR 525 Inpatient Foodservice and Nutrition Management rotation.

11 PLO #5 (GLO 4) - Apply food insecurity related concepts

Apply food insecurity related concepts in professional dietetics practice

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------|
| NUTR 505: Group activities and discussion related to Faith and Vocation readings | Interns will earn a cumulative score of at least 45 for discussion board posts related to faith and vocation | Spring 2021 |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Assessment Rubric

1

Process

| | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Is the plan being implemented faithfully and revised as needed? |  Assessment plan is not implemented. |  Most aspects of plan are being implemented or all aspects are implemented to some degree. |  Assessment plan is fully implemented. |  Plan is faithfully executed and modified/evaluated as needed. |

2

Explanations:

Ongoing assessment via intern evaluations and preceptor feedback. RUBRICS developed within canvas to better capture data in AEFIS. Assessment date collected manually on accreditation SLO table. Met with assessment committee regarding assessment plan for MSDI transition. Working with assessment for revisions and details of MSDI assessment plan. Continue to develop data within AEFIS to better capture assessment required for accreditation that is currently being done manually.

3

Engagement

| | 1 | 2 | 3 | 4 |
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| | 1 | 2 | 3 | 4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process? |  Limited involvement beyond chair/director |  All educators contributing to the curriculum are aware of process and results |  All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning |  All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan. |

4 Explanations:

Biannual preceptor meetings.
 Annual advisory board in May.
 Intern course evaluations beyond IDEA(i.e seminar evaluation to elicit areas for improvement)
 Employer and Alumni annual surveys.

5 **Program Learning Objectives**

| | 1 | 2 | 3 | 4 |
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| | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p> | <p></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p> | <p></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p> | <p></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p> | <p></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p> |

6 Explanations:

Revising for MSDI assessment plan to better align accreditation competencies.

7 Measures

| | 1 | 2 | 3 | 4 |
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| | 1 | 2 | 3 | 4 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p> | <p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p> | <p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p> | <p>●</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p> | <p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p> |

8 Explanations:

9 **Targets**

| | 1 | 2 | 3 | 4 |
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| | 1 | 2 | 3 | 4 |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p> | <p></p> <p>Some targets are missing.</p> | <p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p> | <p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p> | <p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p> |

10 Explanations:

ACEND accreditation standards ; CRDN competencies require meeting or remediation.

11 **Timeline**

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| | 1 | 2 | 3 | 4 |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review? |  Not identified clearly for all measures. |  Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making. |  Clearly stated and manageable schedule. At least two data points for each objective per review cycle. |  Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review. |

12 Explanations:

Due to nature of maintaining relevancy and immediate improvements related to stakeholder feedback, assessment on most areas completed more frequently than assessment schedule requires.

13 **Action Plan**

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| | 1 | 2 | 3 | 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p> | <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p> | <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p> | <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p> | <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p> |

14 Explanations:

15 **Dissemination**

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| | 1 | 2 | 3 | 4 |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p> | <p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p> | <p><input type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p> | <p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p> | <p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p> |

16 Explanations:

All assessment parameters reviewed with advisory board and feedback elicited for areas for improvement related to practice; preceptor meeting discussion and feedback for areas of improvement and program results; employer and alumni surveys; discussion and evaluation by interns throughout program

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT

