Occupational Therapy (MOT)

Program-187

Annual Assessment Plan

1

2 **PLO 1 - Theory and Evidence**

Implement the occupational therapy process for safe and effective practice using theory and evidence.

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:

- 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
OCCU 509 - Intervention Assignment	>90% of students will score an 83% or higher	Assessed all years
OCCU 535- Case Study/Simulation	>90% of students will score an 83% or higher	Assessed all years
OCCU 565 - Intervention Implementation & SOAP note	>90% of students will score an 83% or higher	Assessed all years

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.

> The MOT Program implemented a new curriculum with revised courses and a revised sequence in Summer 2021. For that reason, data on Year 1 courses was only assessed to get a solid picture of student learning on the new curriculum. The target was met in 3 out of 4 courses assessed for this PLO. In the 4th course, OCCU 572 Level I Fieldwork: Community Interventions it appears that only 54% of students met the target. This data was captured inaccurately because it is a year 2 course and this assessment cycle the MOT program was only looking at year 1 courses. Review of the low percentage indicates that AEFIS was not set up correctly to capture student learning because all students did pass. This will be corrected when this is included in the assessment cycle for 2022-2023.

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.

> While the data for OCCU 572 Level I Fieldwork: Community Interventions was not a target to be assessed this year, faculty still discussed the challenge with collecting accurate data to assess student performance in OCCU 572 Level I Fieldwork: Community Interventions. While this data is not reflection of student learning, the faculty are committed to using this assessment to measure student learning and will modify the data tracking in AEFIS and reveiw the Level I Fieldwork Evaluation Form to be sure it indicates student success while providing appropriate feedback.

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.

> The MOT Program implemented a new curriculum this academic year and for that reason only data on Year 1 was assessed. The previous action plan included faculty implementing different teaching strategies. The flipped class model was utilized in OCCU 524 Theoretical Perspectives in OT allowing for more practical application of

content. This content was then later applied in other courses. This PLO was met in both OCCU 535 OT Process: Psychosocial Practice and OCCU 565 OT Process: Pediatric Practice demonstrating better integration of the application of theory to practice. Data on OCCU 605 OT Process: Adult Practice and OCCU 625 OT Process: Older Adult Practice will be taken Summer 2022 and Fall 2022 respectively.

3 **PLO 3 - Professional Therapeutic Engagement**

Articulate the unique, intrinsic worth of each client, designed in the image of God, and deserving of compassion and care.

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:

- G1 - Spec. Knowledge - G1. Specialized knowledge
- 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
OCCU 501- Worldview Assignment	>90% of students will score an 83% or higher	Assessed all years
OCCU 524- Client Centered Model vs. Medical Model Assignment	>90% of students will score an 83% or higher	Assessed all years

Measures	Targets	Timeline
OCCU 510- Journal Club Discussion	>90% of students will score an 83% or higher	Assessed all years
OCCU 553- Final Exam Questions	>90% of students will score an 83% or higher	Assessed all years

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.

> During year 1 courses in the newly revised curriculum, 100% of student met the target. Year 2 courses as well as year 1 courses will be assessed next year (2022-2023).

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.

> Assess all courses in 2022-2023. OCCU 501 will have a changed assignment in 2022-2023. The faculty met and determined that there were too many seaparate assessments in OCCU 501 Foundations of OT. For that reason two assignments will be combined in 2022-2023.

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.

> NA

4 **PLO 2 - Evidence-based Practice**

Appraise and apply scholarly activities to support evidence-based practice and the profession's body of knowledge.

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:

- 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
OCCU 501- Thumbnail Paper	>90% of students will score an 83% or higher	Assess all years
OCCU 510- Critical Appraisal Paper	>90% of students will score an 83% or higher	Assess all years
OCCU 530- Final exam questions	>90% of students will score an 83% or higher	Assess all years
OCCU 535-Evidence-based assignment	>90% of students will score an 83% or higher	Assess all years
OCCU 553- Conditions Podcast	>90% of students will score an 83% or higher	Assess all years

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.

> The target for this outcome was met in 4 out of 5 courses. Data did not calculatein OCCU 510 Evidence-Based Inquiry despite linking assignments. In OCCU 530 Research Methods and Designs the target was only met by 59% of students. In the course, the new Quizzes feature was used in Canvas and that did not allow the instructor to select specific questions that are relevant to this PLO.

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.

> The faculty discussed the student scores in OCCU 530 Research Methods and Designs. In 2022 that course was taught in an 8-week part of term as a pilot and content was redistributed to OCCU 510 Evidence-Based Inquiry. After the pilot faculty determined the course should move back to a 16-week term and the content will be re-aligned. These changes, along wtih refinement of the assessment with the selection of specific test questions should assist in student learning.

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.

> The faculty teaching OCCU 605 OT Process: Adult Practice did incorporate more practice opportunities to synthesize content to the practice of occupational therapy. Simulation activities were also added to OCCU 602 Level I Fieldwork: Adults. Both of those courses are Year 2 courses and were not assessed this year. The 2022-2023 assessment should reflect these changes. In OCCU 530 Research Methods and

Designs, the faculty will continue to monitor student learning but with changes to the course format (16 weeks instead of 8 weeks) and content shifts no other changes are planned for 2022-2023.

5 **PLO 4 - Occupation Based**

Explain the value of engagement in occupation as integral to the health and well-being of 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.

Selected Outcomes:

- G1 - Spec. Knowledge - G1. Specialized knowledge

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
OCCU 509- Test Questions	>90% of students will score an 83% or higher	Assessed all years
OCCU 526- Value of occupation	>90% of students will score an 83% or higher	Assessed all years
OCCU 524-Test Questions	>90% of students will score an 83% or higher	Assessed all years

Measures	Targets	Timeline
OCCU 555- Case Study	>90% of students will score an 83% or higher	Assessed all years

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.

> The target for this PLO was met in 2 out of 4 classes. In OCCU 555 Neurological Conditions in OT and OCCU 526 Analysis of Occupation 100% of students scored 83% or higher. In OCCU 509 OT Process and Practice 88% of students scored an 83% or higher and in OCCU 524 Theoretical Perspectives in OT 84% of students scored an 83% or higher. OCCU 509 OT Process and Practice was a newly designed course this academic year and for the next cohort it will be moved later in the course sequence. The decision to move the course later was based on these assessment results, faculty feedback and student feedback.

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.

> OCCU 509 OT Process and Practice will be moved to a second year course in the curriculum sequence. The course will not be assessed during the 2022-2023 assessment cycle due to the change but will be assessed again in the 2023-2024 assessment cycle. Faculty discussed OCCU 524 Theoretical Perspectives in OT. The test assessed was the first of 3 tests given in OCCU 524 and it is the first short answer/essay based assessment given to students. Faculty believe this may be part of the challenge in the assessment results. The course instructor will plan to address these concerns with students. Also, faculty plan to provide a unit to students in their orientation canvas model on evidence-based study techniques to assist in taking test questions that require the generation of information rather than selection.

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.

> NA

6 **PLO 5 - Faith and Vocation**

Articulate the connection between personal faith to service and leadership essential for personal and professional growth.

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:

- G4 - Faith - G4. Christian Faith and 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
OCCU 501- Interview Reflection Summary	>90% of students will score an 83% or higher	Assessed all years
OCCU 535- Service-Learning assighment	>90% of students will score an 83% or higher	Assessed all years

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.

> The target for this PLO was met in two courses this year. Due to the change in the MOT curriculum, only year 1 courses were assessed in 2021-2022. This PLO is assessed more heavily in the year 2 courses and those results will be analyzed in 2022-2023.

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.

> Assess all courses in 2022-2023 (Year 1 and Year 2).

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.

> NA

7 **PLO 6 - Ethical and Professional Practice**
Apply ethical principles to complex problem-solving and decision-making.

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:

- 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.

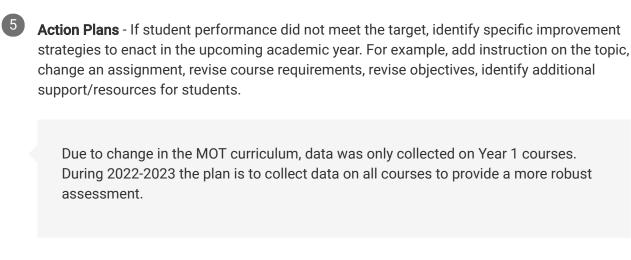**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
OCCU 501- Ethics paper	>90% of students will score an 83% or higher	Assessed all years
OCCU 524- Carolina Case Study	>90% of students will score an 83% or higher	Assessed all years
OCCU 535- Test Questions	>90% of students will score an 83% or higher	Assessed all years
OCCU 565- Simulation Assignment	>90% of students will score an 83% or higher	Assessed all years

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.

> This target was met in 3 out of 4 classes this year. No data was collected in OCCU 565 OT Process: Pediatric Practice despite assignment linkages being complete. The course instructor for OCCU 565 reviewed individual scores and one student (out of 32) scored lower 83%. This would indicate meeting the target in all 4 classes.

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.

> Due to change in the MOT curriculum, data was only collected on Year 1 courses. During 2022-2023 the plan is to collect data on all courses to provide a more robust assessment.

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.

> NA

8 **PLO 7 - Safe and Competent Practitioner**
Utilize the skills of a safe and competent practitioner as defined by the standards 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:

- 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
OCCU 535- Group occupation-based integrated assessment	>90% of students will score an 83% or higher	Assessed every year
OCCU 544- Therapeutic Techniques	>90% of students will score an 83% or higher	Assessed every year
OCCU 555- Skill Checks	>90% of students will score an 83% or higher	Assessed every year
OCCU 565- Assessment Practical	>90% of students will score an 83% or higher	Assessed every year

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.

> The target was met for this PLO across all Year 1 courses. All courses will be assessed next year.

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.

> Assess all courses in 2022-2023 on new curriculum.

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.

> NA

9 **PLO 8 - Equity, Inclusion, and Diversity**

Develop and deliver equitable occupational therapy services that promote the wellbeing of all 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.

Selected Outcomes:

- G6 - Intercult Comp - G6. Intercultural Competence

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
OCCU 501- Compare and Contrast Assignment	>90% of students will score an 83% or higher	Assess every year
OCCU 526- Test Questions	>90% of students will score an 83% or higher	Assess every year

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.

> This target was met in OCCU 501 Foundations of OT. For OCCU 526 Analysis of Occupation the assessment did not run. Only two courses were assessed because of the implementation of the new MOT curriculum. Year 2 courses will run during 2022-2023 for the first time.

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.

> Run assessment of Year 1 and Year 2 courses. Ensure all assignments are linked correctly.

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.

> NA

2 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.

1. Due to curriculum changes, only Year 1 courses were assessed. Year 2 courses will run for the first time in 2022-2023. During the 2022-2023 year, the MOT program will assess all courses to have a robust picture of student learning in the two year program.

2. The MOT program will look at OCCU 572 Level I Fieldwork: Community Interventions to ensure that all adjunct and core faculty all well trained and that the rubrics used are normed for fair and accurate grading along with appropriate assessment of student outcomes.

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:

3

Engagement

	1	2	3	4

	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:

⑤

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	○ PLOs are clear, measureable, 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	○ 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.

6 Explanations:

7

Measures

	1	2	3	4

	1	2	3	4
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	○ Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	○ 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).	○ 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).	○ 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).

8 Explanations:

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	○ Targets are arbitrarily chosen or reflect minimal expectations.	○ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	○ 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.

10 Explanations:

11

Timeline

	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:

13 Action Plan

	1	2	3	4
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	○ Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	○ 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).	○ 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.	○ 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.

14 Explanations:

15 Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	○ No record of assessment results and changes made as a result of assessment findings.	○ 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.	○ 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.	○ 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.

16 Explanations:

Additional Feedback

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

CLOSE AND EXIT