

Student Outcomes Assessment and Success Report AY2017-18 *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: Occupational Therapy Program/Applied Medicine & Rehabilitation

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Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

| <p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p> | <p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p> | <p>c. What were your expectations for student performance?</p> | <p>d. What were the actual data/results?</p> | <p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p> |
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| <p>1. Faculty effectiveness in assigned teaching responsibilities (2.1, 3)</p> | <p>(1) Student Course Evaluations (rating 0-5 with 5 being the best score); custom question rating application of knowledge gained in course (2) At end of every semester</p> | <p>4.39 (ISU overall threshold instructor rating score)</p> | <p>Fall 2017: OCTH 611 4.68 OCTH 612 4.51, 4.98 OCTH 625 4.83, 4.51 OCTH 731 4.73, 4.31 OCTH 741 4.44, 4.59 OCTH 742 4.80, 4.54 OCTH 771 4.75 OCTH 774 4.30</p> <p>Spring 2018: OCTH 622 4.39 OCTH 624 4.8, 4.77 OCTH 750: 4.69 OCTH 752 4.92, 4.91 OCTH 772 4.71</p> <p>Summer 2018 OCTH 740 4.70, 4.79</p> | <p>Implementation of increased exposure and practice opportunities to board-type questions throughout all OCTH courses; implementation of flipped classroom model Increase in case study analysis, simulation labs every semester, low stakes quizzes, and hands-on community-based learning opportunities; more timely feedback on assignments Adoption of OT documentation textbook to standardize instruction</p> |

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| | | 85% agreement in application of knowledge gained in course | Overall 97.08% | |
| 2. Student progression and retention (1.2/1) | (1) Retention/graduation rate (2) Assessment at dates of admission to program and graduation | >80% (ACOTE) | Retention/graduation rate: Class of 2017: 93% (25/27) Class of 2018: 100% as of 9/27/18; TBD 12/15/18 | Continue to collect, analyze, and review program indicators |
| 3. Fieldwork performance (1.3/1,3,4) | (1) Overall student scores on AOTA Fieldwork Performance Evaluation (FWE) to demonstrate skills consistent with entry level practice (2) OCTH 774 | 85% (per Student Learning Summary Form AY 2016-2017) | FWE data collection: I. Ethics (#1-3) IV. Communication (#32-35) VII. Professional Behaviors (#36-42) Class of 2017: Fall 2017 (n=25) Average percentage (*one student fell <80%) Ethics: 90% Communication: 84.87%* Professional Behaviors: 89.28%* | Increased exposure to simulated experiences per semester; integrated mandatory NBCOT board practice assignments weekly with OCTH 773/774 course work; increased emphasis on professional behaviors and written communication in advising and intervention courses |
| 4. Student evaluation of fieldwork experience (1.2/1,3,4) | (1) Number of students completing Self-Evaluation of Fieldwork Experience (2) OCTH 773, OCTH 774 | 95% (qualitative reporting of any significant concerns) | Class of 2017 (n=25): 100% (no significant concerns reported) | Continuing monitoring of fieldwork experiences to ensure meeting student's needs in preparation for entry level practice |
| 5. Student satisfaction with the OT program (1.2/1,3) | (1) Formulated and reviewed exit survey/interview program satisfaction indicators (AMR Chair and Student Services II admin) (2) Class meeting at end of each semester | Exit survey: 3.0/4.0 (qualitative): Positive: Negative: Class interview program satisfaction (qualitative): Positives: Negatives: | Class of 2017 (n=25) Exit Survey: 3.15/4.0 <u>Positive</u> : Establish therapeutic relationship and maintain rapport with client <u>Negative</u> : University offices on campus Class of 2018/2019 interview program satisfaction (n=57) (Spring 2018): | Attendance of student class representatives at faculty meetings to address concerns Review and analysis of quantitative/qualitative data collected at exit survey/interview class meeting |

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| | | | <p><u>Positives:</u> Faculty/staff availability; Learning opportunities outside of class: NBCOT prep; tutors; Sim Center</p> <p><u>Negatives:</u> Lack of faculty; frequent schedule changes; lack of communication; unorganized research process, poor instruction (distance class)</p> | |
| 6. Graduates' performance on the NBCOT certification exam (1.1/1,3) | (1) NBCOT report of passage of certification exam (2) After successful completion of course requirements and fieldwork upon graduation | 87% overall pass rate | <p>Overall NBCOT pass rate: Class of 2017 (n=25) - 100%</p> <p>Cohort mean score: 475</p> <p>Cohort group (exam Jan-Dec, 2017): First time new grad pass rate 69% (81% all OTR US programs)</p> | <p>Increased exposure and practice opportunities to board-type questions throughout all OCH courses, including fieldwork assignments, to increase first time pass rate for graduates on NBCOT certification exam</p> <p>Provide NBCOT preparation course for students during/after fieldwork phase</p> |

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.
Each learning outcome is aligned with (CHHS Strategic Map: 2018-2021/OT Program Graduate Student Learning Outcome):

OT Student Handbook:

In achieving its mission, and that of the University, the School of Occupational Therapy will:

1. Demonstrate the responsiveness of Indiana State University to the needs of the community (local, regional, national, international). The Western Indiana Health Professions Task Force identified the need for occupational therapy in the Wabash Valley and beyond. The ISU OT program will empower students to become the highly skilled evidence and occupation-based professionals.
2. Reinforce the university's commitment to service. A facet of the curricular theme, professional responsibility facilitates the students' involvement with the needs of the community. The theme reinforces the attitudes of caring and respect that are consistent with the Code of Ethics and Standards of Practice for the American Occupational Therapy Association.
3. Provide experiences in the classroom, laboratory, and therapeutic environments that provide exposure to traditional and emerging practice areas. Thus, expanding their knowledge and encouraging students to engage in creative and innovative thinking.
4. In preparation for future practice, provide opportunities for interprofessional collaboration.

Notes

- a. Use your outcomes library as a reference.

- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., "Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

Learning outcomes were reviewed during two retreat days scheduled at the end of each semester. Data was collected and evaluated for improvement or lack of progress each semester. Faculty members reflected and analyzed the outcomes in context of cohort group members, course sequence, and the influence of any factors external to the OT program. Reasonable solutions were proposed by all faculty, agreed upon by consensus, and implemented in targeted areas for efficacy.

Based on the AOTA Fieldwork Educator Performance Evaluation past scores, we have focused on threading spoken communication/written documentation, ethics implicitly encountered in OT practice, and professional work behavioral standards throughout the curriculum to reinforce the importance of applying these concepts during the fieldwork portion of the OT program. Percentages were skewed slightly in Fall, 2017 with the scores of one student who performed lower than other peers. Remediation was provided for this student to be successful in completing the fieldwork experience through use of a learning contract. We have also analyzed specific domains of content broken down by NBCOT boards exam testing to improve delivery of content and opportunities to apply concepts, particularly in deficit areas (specific domain entities falling below the 75% goal). These breakdowns reflect both assessment of knowledge attained in the didactic portion and clinical experience. Based on the OT process model, students were successful in acquiring information, analyzing data, and prioritizing needs of the client in order to formulate client-centered goals. They were able to administer and interpret standardized and non-standardized tests. Students of the Class of 2017 were able to select proper interventions in the areas of pediatrics and physical disabilities, but fell short in the area of mental health. Another area of weakness involved knowledge of laws, regulations, accreditation, and ethics related to the practice of OT.

We will continue to monitor all the above goals, as these learning outcomes align with those required by ACOTE, the OT program credentialing body. We address immediate needs with weekly faculty meetings which include inviting two classroom representatives from each cohort. We will continually update data as it is available at the scheduled semester end retreats.

Stakeholders external to the OT program include the OT Advisory Board and ACOTE. The OT Advisory Board, composed of community members who practice in diverse settings of OT and/or are prospective employers, meet every March and October. This information is also reported to ACOTE, who requires data be collected and reported in these areas in order to maintain accreditation of the Mater's OT program at Indiana State University.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

| a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion? | b. What primary action steps were taken to make progress on each goal and who was responsible? | c. What data informs progress on each goal? | d. What were some accomplishments or achievements for each goal and/or challenges confronted? | e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line. |
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| <p>1. Maintain or exceed accreditation to ensure programs meets national requirements</p> | <p>Increased exposure and practice opportunities to board-type questions throughout all OCHT courses, including fieldwork assignments, to increase first time pass rate for graduates on NBCOT certification exam Provide NBCOT preparation course for students during/after fieldwork phase Implementation of flipped classroom model Increase in case study analysis, simulation labs every semester, low stakes quizzes, and hands-on community-based learning opportunities. Two courses, OCHT 740 and OCHT 751, were revised to improve content in mental health interventions and laws/regulations/accreditation related to OT practice</p> <p>Core faculty</p> | <p>Monitor graduates' performance on NBCOT certification exam annually Exam score (>450) Domain area breakdown Percentages (>75%)</p> | <p>Overall NBCOT pass rate: Class of 2017 - 100%</p> <p>Cohort Group Mean Score: 475 (479 all OTR US programs) (NBCOT Passing Score 450)</p> <p>Cohort group (exam Jan-Dec, 2017): First time new grad pass rate 69% (81% all OTR US programs)</p> <p>NBCOT Reporting of Correct Responses at domain level (passing)</p> <p>Domain 1: Acquire info 77%, 75%</p> <p>Domain 2: Formulate conclusions, needs/priorities 77%</p> <p>Domain 3: Select Interventions 70%, 71%, 65%</p> | <p>Continue to monitor goal as these action steps were implemented as of Spring, 2018.</p> |

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| | | | Domain 4 Manage/direct OT services: 77%, 67% | |
| 2.Support students on the path to graduation | <p>Adapted course sequence during first and second semesters</p> <p>Initiated OT student tutors first week of each semester to support success in PHTH 601, PHTH 620, OCTH 612</p> <p>Increased frequency of student class representatives with faculty to address any student concerns</p> <p>Changed admissions point scoring system to improve quality of students admitted to OT program</p> <p>Program Director, Student Services II admin</p> | <p>Monitor student retention and progression rates at biannual retreats.</p> <p>Formulate and review exit interview/program satisfaction indicators at end of each semester</p> <p>Attendance of student class representatives at faculty meetings to address concerns</p> <p>Initiate analysis of data for monitoring admissions data</p> | <p>Retention rate: Class of 2017: 93% (25/27) Class of 2018: 100% as of 9/18; TBD 12/18</p> <p>Exit interview/program satisfaction indicators through quantitative/qualitative analysis yielded negative themes, frequent changes in schedule, lack of communication, and frustration with research project</p> | Continue to monitor goal |
| 3.Ensure students meet workforce needs | <p>Increased communication with Fieldwork Educators with any student issues</p> <p>Advised students to choose sites offering quality FW experiences in a variety of settings to improve knowledge base</p> <p>Incorporated professional behavior survey and reflection for first and second year student advising</p> <p>Development of non-traditional community-based psychosocial fieldwork sites to</p> | <p>Monitor Fieldwork Performance Evaluations (FWP) to monitor student performance at clinical sites and Student Evaluation of Fieldwork (SEFWE) to monitor quality of fieldwork sites/educators</p> | <p>Class of 2017: Fall 2017 (n=25) Average percentage (*one student fell <80%) Ethics: 90% Communication: 84.87%* Professional Behaviors: 89.28%*</p> <p>Return rate of SEFWE 100%</p> <p>Established FW site at Juvenile Detention Center; others in progress</p> | <p>Continue to monitor goal</p> <p>Analysis of additional data to monitor goal: Implement a system to collect data from employers of new graduates and/or recent ISU OT program alumni</p> <p>Continue negotiations for potential FW sites</p> |

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| | improve exposure to emerging OT practice areas | Number of designated fieldwork sites meeting criteria | | |
| | Fieldwork Coordinator | | | |

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

ACOTE, the credentialing body for OT programs, requires all OT programs to meet all standards including general requirements, strategic plan and program assessment, and fieldwork education. The quality of our program is reflected in commitment of the faculty and support of administration to ensure student success from entry to the program to completion thirty months later. Students are expected to successfully complete the didactic portion and fieldwork experiences prior to sitting for the NBCOT Boards. Quality improvement indicators monitor all three areas. These goals must be successfully achieved to prepare our graduates for rigorous OT entry level practice. With input from the OT Program Advisory Board, which meets twice yearly, we review the data, analyze, and propose workable options; this input from these community members and prospective employers is invaluable in serving to ensure the program is meeting changing workforce needs. Meeting accreditation standards challenges us to exceed national standards in order to attract top students to our program. We have addressed processes at all points along the path from admissions to preparation for Boards based on analysis of collected data. We have provided tutors to support students with challenging coursework and offer an NBCOT preparation course to our students who have completed fieldwork. Course evaluations and student satisfaction with the OT program has informed us to alter styles of teaching and provide more challenging hands-on learning and engaging in the community. To meet workforce needs, students are exposed to more community-based fieldwork experiences and are provided opportunities to learn about emerging practice areas. The faculty are committed to providing the highest quality program to prepare our students. We continually address practical challenges in course delivery and program implementation. We maintain flexibility and offer program and campus support at times when personal life challenges may threaten a student’s ability to be successful. We take seriously both quantitative and qualitative indicators provided by our students to challenge the program to meet their educational goals.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

Dear Paula,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

| Program: Occupational Therapy | |
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| Assessment Practice Overall Rating: Mature (2.125/3.00) | |
| Student Success Practice Overall Rating (notes below in blue): Exemplary (3.00/3.00) | |
| Strengths | Recommendations |
| <ul style="list-style-type: none">• Clear information about sources of data. For outcome 3, which is the most clearly linked to student learning performance, the assessment is a great choice as a direct measure and clear indicator of student ability.• Clear information is provided about expected and actual student performance relative to outcomes.• Excellent reflection on student learning in part 1b. Clear use of findings to plan for improvements to student learning and performance.• Great information about sharing with faculty and stakeholders.• Reasonably ambitious, clear student success goals with clear action plans and faculty involvement.• Good strategies for collecting relevant data to inform progress on goals.• Creative solution to develop non-traditional community-based psychosocial fieldwork sites to improve exposure to emerging OT practice areas. | <ul style="list-style-type: none">• As written, what you have listed as learning outcomes aren't learning outcomes. If these relate to more specific and clear descriptions of what students should be able to demonstrate as a result of their learning, that is what should go in this space. Goals related to faculty teaching effectiveness, student retention/persistence, and student satisfaction are more aligned with overall program goals and student success goals. Student performance on fieldwork and the NBCOT are more directly related to their learning, and these things could be used as measures. Let me know if you want to talk more about refining what you're currently using to be targeted as student learning outcomes.• Once learning outcomes are more clearly articulated, you should be able to align assessments and evaluative tools to understand student achievement. |

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

| Evaluation Criteria | Exemplary | Mature | Developing | Undeveloped |
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| <p>Student Learning Outcomes</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p> | <p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p> |
| <p>Performance Goals & Measures</p> | <p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p> | <p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p> | <p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p> | <p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p> |

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| Analysis & Results | <p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p> | <p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> | <p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p> | <p>No data is being collected.</p> <p>No results are provided.</p> |
| Sharing & Use of Results for Continuous Improvement | <p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p> | <p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> | <p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p> | <p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p> |
| Overall Rating | <input type="checkbox"/> Exemplary | <input checked="" type="checkbox"/> Mature | <input type="checkbox"/> Developing | <input type="checkbox"/> Undeveloped |

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

| Evaluation Criteria | 0 Undeveloped | 1 Developing | 2 Mature | 3 Exemplary |
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| Goals/ Objectives | No goals/objectives are identified. | Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required. | Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required. | Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required. |
| Action Steps | No action steps are identified. | Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions. | Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases. | Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline. |
| Data that Informs Progress on Each Goal/Objective | No data, quantitative or qualitative, is identified. | Data to inform progress are poorly suited to measure progress on goals/objectives. | Data to inform progress are generally well suited to measure progress on goals/objectives. | Data to inform progress are all well suited to measure progress on goals/objectives. |
| Assessment of Outcomes and Continuous Improvement | For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives. |
| Overall Rating | <input type="checkbox"/> Undeveloped | <input type="checkbox"/> Developing | <input type="checkbox"/> Mature | <input type="checkbox"/> Exemplary |