

Student Outcomes Assessment and Success Report AY2018-19 Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: AMR/Occupational Therapy Master's Program **Contact Name(s) and Email(s)** Paula Jarrard, OTD, MOT,OTR/L

Part 1a: Summary of Student Learning Outcomes Assessment

KEY: Green indicates maintained or increased Red indicates decrease Yellow indicates current data Orange indicates future data collection

<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? Can expand on this in Part 2.</p>
<p>1. (G.2, G.3, G.5) Provide safe and effective standards of care for a diverse client population.</p> <p>NBCOT Learning Outcomes at Domain Level: <u>Domain 1:</u> Acquire info <u>Domain 2:</u> Formulate conclusions, needs/ priorities <u>Domain 3:</u> Select Interventions <u>Domain 4:</u> Manage/ direct OT Services</p>	<p>(1) NBCOT report of certification exam results: ISU Cohort Group (after successful completion of course requirements (didactic and clinical fieldwork)</p> <p>(2) NBCOT Reporting of Correct Responses at domain level</p>	<p>Overall pass rate: 90%</p> <p>Overall mean score: 478 (mean all US OT programs=478; passing score 450)</p> <p>Overall first time pass rate: 85% (all US OT programs 81% with in public teaching institutions=85%; all US OT pro-grams in private teaching institutions=75%)</p>	<p>Overall NBCOT pass rate: Class of 2018 (n=29) = 100% Maintained</p> <p>Score distribution: (NBCOT Passing score = 450) Cohort group mean score = 471 (US programs <u>mean</u> score = 478) Decreased 4 compared to Class of 2017</p> <p>Cohort group (exam Jan-Dec 2018): First time new grad pass rate = 85% (US programs FTNG pass rate=81% with public teaching institution = 85%; private teaching institution = 79%) Improved 16% from Class of 2017</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>Provided NBCOT preparation course for students during/after fieldwork Level II phase. Per student feedback, students choose site of prep course rather than return to ISU campus</p> <p>Implementation of flipped classroom model. This has produced mixed results.</p> <p>Increase in case study analysis, simulation labs every semester, low stakes quizzes,</p>

		<p>>70% all domains</p>	<p>Breakdown: NBCOT Reporting of correct responses at domain level: All met expected 70% except Domain 3</p> <p><u>Domain 1: Acquire info</u> 2018: 75%, 66% (2017: 77%, 75%)</p> <p>Decreased: Analyze evidence obtained from occu. profile to ID factors influencing occu. performance</p> <p><u>Domain 2: Formulate conclusions, needs/priorities</u> 2018: 73% (2017: 77%)</p> <p>Decreased: Analyze/interpret assessment results/condition/ context/priorities to develop/ manage intervention plans</p> <p><u>Domain 3: Select Interventions</u> 2018: 69%, 69%, 59% (2017: 70%, 71%, 65%)</p> <p>Decreased: Manage interventions (psychosocial/cog/ developmental abilities)</p> <p><u>Domain 4: Manage/direct OT Services:</u> 2018: 70%, 73% (2017: 77% 67%)</p> <p>Decreased: Maintain competence/professional development activities to</p>	<p>and hands-on community-based learning opportunities.</p> <p>Two courses, OCTH 740 and OCTH 751, were revised to improve content in mental health interventions and laws/regulations/accreditation related to OT practice</p>
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			provide EBP services Increased: Manage OT services in according with laws/regulations/ accreditation guidelines	
2. (G.4) Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision-making.	(1) Case study synthesis based on data-driven decision-making model/use of evidence-based practice (group project) (2) OCTH 740, OCTH 741	Overall average point score > 88% (per rubric)	Class of 2018: OCTH 741: 97%	This assignment was developed and first used to support students in using a case scenario to identify components that simulate a complex client and apply the entire OT process to develop an occupational profile, analyze occupational performance using evaluation tools, design interventions based on evidence, and develop treatment/discharge planning. Use of a health model/frame of reference is required to follow clinical reasoning process throughout. More complex case studies to be embedded into intervention course of complex patients (OCTH 750).
3. (G.5) Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.	(1) Development of Professional Development Plan (aota.org template) (2) OCTH 751	Overall average point score > 88% (per rubric)	Class of 2019 (n=) OCTH 751 (2 nd yr)	New outcome measure
4. (G.4)			Class of 2019	New outcome measure

<p>Analyze trends in health care and advocate for community-based initiatives related to health and well-being.</p> <p>Fieldwork performance of selected domains</p>	<p>(1) Final group project community based (2) OCTH 751</p> <p>(1) Overall student scores on AOTA Fieldwork Performance Evaluation to demonstrate skills consistent with entry level practice (2) OCTH 774</p>	<p>Overall average percentage point score > 88% (per rubric)</p> <p>88% (increased from 85% per Student Learning Summary Form AY 2017-2018)</p>	<p>OCTH 751 (2nd yr)</p>	
<p>5. (G.3) Demonstrate ethical behavior consistent with professional and legal standards.</p>	<p>(1) AOTA Fieldwork Performance Evaluation: Section I.Ethics (#1-3) (2) OCTH 774 – FW II</p>	<p>Overall average percentage point score > 88%</p>	<p>Class of 2018 (n=29) Average percentage: Ethics: 91% (FWPE data demonstrated improved in this area compared to Class of 2017)</p>	<p>Instituted 3 panel dinners (Summer, 2018) in collaboration with PT program for all OT/PT first year students to occur at summer/fall/spring semesters. Themes (ethics/professional behaviors/IPE) engage students using complex case scenario presented by panel of community practitioners of multiple disciplines</p>
<p>6. (G.1) Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.</p>	<p>(1) AOTA Fieldwork Performance Evaluation: Section IV. Communication (#32-35) Section VII. Professional Behaviors (#36-42)</p> <p>New assessment TBD for Class of 2022</p> <p>(2) OCTH 774 – FW II</p>	<p>Overall average point score > 88%</p>	<p>Class of 2018 (n=29) Average percentage: Communication: 87% Professional behaviors: 93% (FWPE data demonstrated improvement in both areas, however communication domain is below benchmark)</p>	<p>OCTH 600 will introduce communication skills related to patient interaction in first semester of didactic study. Activities for consideration include incorporation of:</p> <p>(1) <i>Instrument for Assessing Communication Skills of Healthcare Students</i> (Johnston, J., Midwest State University, personal communication, September 4, 2019) with questionnaire, video, written</p>

				reflection components) and (2) <i>Emotional Intelligence curriculum for OT students: SUNY Downstate Health Sciences University. 6 vignettes/reflection</i>
7. (G.2, G.5) Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.	(1) Ergonomic assessment in community Simulation lab (RHIC) encounter with standardized patient (2) OCTH 625, OCTH 622/742	Average percentage score (per rubric) > 88% Average percentage score Encounter 2 (per rubric) > 88%	Class of 2019 OCTH 625 Ergonomic assessment: SIM Class of 2018: OCTH 742 (2 nd yr): Eval 86% Treat 91% Class of 2019: OCTH 622 (1 st yr): Encounter 1: 88.2% Encounter 2: 92.5% OCTH 742 (2 nd yr): Encounter 1: 85.3% Encounter 2: 86.8% Class of 2020: OCTH 622 (1 st yr): Encounter 1: 88% Encounter 2: 91.3%	New outcome measure Increased number of opportunities for 1 st and 2 nd yr students to participate in SIM lab encounters 2018-2019
8. (G.1, G.3) Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice	(1) Assignment: Critical assessment of journal article 90% on rubric Final presentation group research project (2) ATTR 691, OCTH 798	Average score on critical assessment of journal article (per rubric)> 88% Average score on final presentation (per rubric)> 88%	Class of 2019 ATTR 691 (1 st yr) Class of 2019 OCTH 798 (2 nd yr)	New outcome measure

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.*

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should 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 should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
- 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: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate

Data from Student Learning Outcomes in Part 1a inform Program Outcome Goals and related CHHS goals that are reported to ACOTE. The above data informs these goals below:

<p>a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?</p>	<p>b. What primary action steps were taken to make progress on each goal and who was responsible?</p>	<p>c. What data informs progress on each goal?</p>	<p>d. What were some accomplishments or achievements for each goal and/or challenges confronted?</p>	<p>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.</p>
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<p>(CHHS A.1, A.2, A.4, E.2) (Student Learning Outcomes 1-8) (G.1-G.5) 1.Maintain or exceed accreditation to ensure programs meets national requirements</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. Per student feedback, students choose site of prep course rather than return to ISU campus</p> <p>Implementation of flipped classroom model. This has produced mixed results.</p> <p>Increase in case study analysis, simulation labs every semester, low stakes quizzes, and hands-on community-based learning opportunities.</p> <p>Two courses, OCH 740 and OCH 751, were revised to improve content in mental health interventions and laws/regulations/accreditation related to OT practice</p> <p>Responsible: Core faculty: Faculty monitor and address changes and continue to revise course content/ assignments before and after each semester at faculty retreat sessions. These</p>	<p>Overall NBCOT pass rate: Class of 2018 - 100%</p> <p>Cohort Group Mean Score: 478 (+3 compared to 2017) (NBCOT Passing Score 450)</p> <p>Cohort group (exam Jan-Dec 2018): First time new grad pass rate 85% (+16 compared to 2017) (81% all OTR US programs)</p> <p>Breakdown: NBCOT Reporting of Correct Responses at domain level (passing) <u>Domain 1:</u> Acquire info 75%, 66% (2017: 77%, 75%)</p> <p><u>Domain 2:</u> Formulate conclusions, needs/priorities 73% (2017: 77%)</p> <p><u>Domain 3:</u> Select Interventions 69%, 69%, 59% (2017: 70%, 71%, 65%)</p> <p><u>Domain 4:</u> Manage/direct OT Services: 70%, 73% (2017: 77% 67%)</p>	<p>Maintained 100% pass rate for NBCOT exam</p> <p>Improved Cohort Group Mean Score by 3</p> <p>First time new grad pass rate improved</p> <p>Breakdown by Domains of NBCOT exam to target specific areas of weakness:</p> <p>Decreased: Analyze evidence obtained from occu. profile to ID factors influencing occu. performance Decreased: Analyze/interpret assessment results/condition/context/priorities to develop/manage intervention plans</p> <p>Decreased: Manage interventions (psychosocial/cog/developmental abilities)</p> <p>Decreased: Maintain competence/professional development activities to provide EBP services Increased: Manage OT services in according with laws/regulations/accreditation guidelines</p>	<p>Continue to monitor goal as these action steps were implemented as of Spring, 2018. Will target domains of areas of weakness.</p>
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	<p>decisions are based on student performance, teaching evaluations, course evaluations, and qualitative feedback by students at the end of each semester.</p>			
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<p>(CHHS A.3) (Student Learning Outcome 3) (G.5) 2.Support students on the path to graduation</p>	<p>Provided two OT student tutors first week of each semester to support success in PHTH 601, PHTH 620, and OCTH 612. Historically first year students were on probation/failing in the first two semesters of Year 1</p> <p>Provided opportunity for increased communication with student class representatives to address any student concerns with faculty. Student reps are invited to biweekly faculty meetings and meet with PD per request as needed</p> <p>Admissions process revised: Revised admissions point scoring system to improve quality of students admitted to OT program. Added</p>	<p>OT Program retention rate: (80% baseline per ACOTE)</p>	<p>Class of 2018: 93.3% (28/30) Maintained</p> <p>Current status: Class of 2019: 100% (29/29) Class of 2020: 90% (27/30) Class of 2021: 100% (30/30)</p>	<p>Continue to monitor student retention and progression rates at faculty retreats occurring prior to and after each semester.</p>
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	<p>component of evaluation with rubric in interaction with standardized patient to assess soft skills/professional behaviors when students attend Interview Day. Implemented with Class of 2021.</p> <p>Responsible: PD, core faculty, Student Services II admin, OT Advisory Board</p>			
<p>(CHHS A.4, A.6, D.1, D.2, D.4) (Student Learning Outcomes 1, 3, 5, 6) (G.1-G.5) 3.Ensure students meet workforce needs</p>	<p>Implemented increased opportunities for exposure of students to community practitioners through guest lectures, three first year panel dinners (IPE with first year PT students), and continuing education opportunities at ISU and locally to increase knowledge</p> <p>Implement a system to improve collection of data from employers of new graduates and/or recent ISU OT program alumni</p> <p>Incorporated professional behavior survey and reflection</p>	<p>OCTH 774: Monitor Fieldwork Performance Evaluations (FWPE) to monitor student performance at clinical sites and Student Evaluation of Fieldwork (SEFWE) to monitor quality of fieldwork sites/educators:</p> <p>Class of 2018: Return rate of FWPE: 100% Average percentage (FWPE) n = 29: Ethics: 91% Communication: 87% Professional behaviors: 93%</p>	<p>All percentages increased compared to data obtained from class of 2017: Ethics ↑ 1% Communication ↑ 2.2% Professional Behaviors ↑ 3.7%</p>	<p>Continue to monitor goal.</p> <p>Career Readiness Pilot-Clinical (in collaboration with ISU Career Center) to be implemented Summer, 2020 for Class of 2022</p>

	<p>for first and second year student advising Class of 2019</p> <p>Incorporating introduction of communication skills related to patient interaction Year 1, Semester 1 for Class of 2022</p> <p>Development of nontraditional community-based psychosocial fieldwork Level 1 sites to improve exposure to emerging OT practice areas Class of 2020: Juvenile Justice Center, South Vermillion County Schools, Happiness Bag, Hamilton Center (Early Headstart, Child & Adolescent Services, Group Homes, Clubhouse)</p> <p>Responsible: Fieldwork Coordinator/core faculty/Student Support Services II/OT Advisory Board</p>	<p>Career Readiness Pilot – Clinical (collaboration with ISU Career Center) to be implemented Class of 2022 to compare Semesters 1/6</p>		
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What worked well in supporting student success this year? ***See Actions below.***

What are the most significant opportunities for improvement upon which to focus in the coming year? ***Career readiness with activities to promote professional behaviors needed for effective interaction with clients***

Part 1c: Summary of Career Readiness Activities

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

OT Program has incorporated aspects of Career Readiness activities into our Specific Actions and future goal assessment as indicated in Parts 1a, 1b, and 2. No curriculum map was completed for this section.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)
- 3) what your assessment plan will focus on in the coming year
- 4) how this information will be shared with other stakeholders

1. *Learning outcome assessment data show specific components of improvements and in some cases areas that need improvement. Compared to AY 2017-2018, data demonstrated that numbers are trending in a positive direction with changes implemented in the OT program at that time. The data listed in parts 1a and 1b provide comparative outcomes. With a professional graduate program preparing students for a challenging and competitive health care environment, we have focused on experiential hands-on learning that exposes them to real world standardized patients and community engagement opportunities. We provide opportunities to develop practitioners that can effectively implement evidence-based interventions and professional behaviors that support providing client-centered care. Students are challenged with demonstrating roles in leadership, education, and advocacy. They are provided up to date resources on employability, health care trends and professional issues within the OT profession at state, national, and international levels. Program Outcome goals are intimately tied to Student Learning Outcome goals.*
2. *Ongoing success and lack of success are consistently monitored throughout each semester at biweekly faculty meetings and immediately if the need arises. All core faculty monitor and address changes and continue to revise course content/assignments before and after each semester at faculty retreat sessions. These decisions are based on student performance, teaching evaluations, course evaluations, and qualitative feedback by students at the end of each semester. All faculty members collaborate in this process. Two student representatives from each of the cohort classes on campus are invited to each meeting to ask questions and voice any problems. The Program Director is also available daily to meet with students about concerns. A retreat is planned before and after each semester to review student learning outcomes with each class and follow individual student progress. Student course evaluations are reviewed for each course. Courses are revised as needed to improve outcomes. Remedial supports, including student tutors, are put in place at the beginning of each semester. Students have the opportunity every semester to confidentially comment on the “good, bad, and ugly” of each semester with both objective and subjective comments. OT Advisory Board, consisting of health care practitioners and local community members, meet with faculty and student representatives once per semester to review outcomes and make suggestions for revisions/improvements to the OT program based on market demands and health care trends. Dean Mallory, Dean for CHHS, and John Pommier, Director for AMR, are also invited to participate. All faculty and students are stakeholders in this dynamic process. Two other sources of data are also obtained, analyzed, and inform decision-making: National Board of Certification for Occupational Therapy with scores and breakdown of domains, Graduate surveys on how the program prepared them for the profession, and Employers of first time graduates.*

Specific actions include:

- *Increased exposure and practice opportunities to board-type questions throughout all OCTH 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 Level II phase. Per student feedback, students choose site of prep course rather than return to ISU campus*

- *Implementation of flipped classroom model (this has demonstrated mixed results)*
 - *Increase in utilization of case study analysis, simulation labs every semester, low stakes quizzes, and hands-on community-based learning opportunities*
 - *Two courses, OCTH 740 and OCTH 751, were revised to improve content in mental health interventions and laws/regulations/accreditation related to OT practice*
 - *Integrated assignment of case study synthesis based on data-driven decision making was developed and first used to support students in using a case scenario to identify components that simulate a complex client and apply the entire OT process to develop an occupational profile, analyze occupational performance using evaluation tools, design interventions based on evidence, and develop treatment/discharge planning. Use of a health model/frame of reference is required to follow clinical reasoning process throughout.*
 - *More complex case studies to be embedded into intervention course of complex patients (OCTH 750)*
 - *Provided two OT student tutors first week of each semester to support success in PHTH 601, PHTH 620, and OCTH 612*
 - *Provided opportunity for increased communication with student class representatives to address any student concerns with faculty. Student reps are invited to biweekly faculty meetings and meet with PD per request as needed*
 - *Admissions process revised: Revised admissions point scoring system to improve quality of students admitted to OT program. Added component of evaluation with rubric in interaction with standardized patient to assess soft skills/professional behaviors when students attend Interview Day*
 - *Implemented increased opportunities for exposure of students to community practitioners through guest lectures, three first year panel dinners (IPE with first year PT students), and continuing education opportunities at ISU and locally to increase knowledge*
 - *Implement a system to improve collection of data from employers of new graduates and/or recent ISU OT program alumni*
 - *Incorporated professional behavior survey and reflection for first and second year student advising*
 - *Establishment of community-based Level I FW sites: Juvenile Justice Center, South Vermillion County Schools, Happiness Bag, Hamilton Center (Early Headstart, Child & Adolescent Services, Group Homes, Clubhouse) to replace traditional model, which offered minimal hands-on opportunities for students*
 - *Implemented three IPE panel dinners (Summer, 2018) in collaboration with PT program for all OT/PT first year students to occur at summer/fall/spring semesters. Themes (ethics/professional behaviors/IPE) engage students using complex case scenario presented by panel of community practitioners of multiple disciplines*
 - *OCTH 600 will introduce communication skills related to patient interaction in first semester of didactic study. Activities include consideration of:*
 - (1) Instrument for Assessing Communication Skills of Healthcare Students (Johnston, J., Midwest State University, personal communication, September 4, 2019) with questionnaire, video, written reflection components) and*
 - (2) Emotional Intelligence curriculum for OT students: SUNY Downstate Health Sciences University. 6 vignettes/reflection*
- 3. *Assessment will focus on improving student learning outcomes in order to improve our effectiveness in meeting our OT program goals. We are focused on preparing entry level generalist health care professionals who can succeed in passing Boards and feel confident in career readiness skills upon graduation.***
- 4. *Please see the process as outlined in comment 2.***

Dear Paula,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: M.S. Occupational Therapy	Overall Rating: Developing (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable. Alignment to accreditor standards and Graduate Student Learning Outcomes is clear.• Courses, certification exams, and assignments used for assessment measures are described in detail. They provide robust opportunities for students to demonstrate their learning in many different modalities.• Expected and actual student performance is clearly described, including information about how performance was evaluated, performance relative to expectations, and performance relative to that of past cohorts. The color-coding and narrative provide rich, useful insight into data and its context.• Analysis of data is a shared process among faculty and results in thoughtful observations and actionable plans for targeted improvements. Combining data with student and instructor insights, changes to assignments, content, pedagogy, and curriculum are all described. New measures for upcoming years are also described.• The involvement and collaboration of faculty (and inclusion of students!) at all points in the teaching and assessment processes is truly exemplary.	<ul style="list-style-type: none">• You highlighted some of the data as “future data” for Outcome 7 – I wanted to check to see if that was displayed correctly.• You won't need to provide as detailed a student success plan in the future, unless it is helpful for your purposes. We updated the form this year to streamline that section (www.indstate.edu/assessment/plan-components)

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<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 outcomes(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>

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 checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped