

Student Learning Summary Form AY2016-17

Due to your dean by the college deadline; due from the dean to the Assessment Office via Blackboard by Sept. 1

(Summer 2016, Fall 2016, and Spring 2017)

Degree Program Name: Master of Science, Occupational Therapy **Contact Name(s) and Email(s)** Jeanne.Sowers; jeanne.sowers@indstate.edu

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 One: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome* each outcome aligns with.</p> <p><i>CGPS Outcome</i> <i>ACOTE Program Outcome</i> ACOTE STANDARDS</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 results?</p>		<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Student demonstrates</p>	<p>OT student scores on the AOTA Fieldwork Performance Evaluation (FWE) will be</p>	<p>ISU OT Students will be rated MEETS</p>	<p>Class of 2015 N=26</p>	<p>Class of 2016 N=27</p>	<p>Responsible Individual(s):</p>

<p>professional communication proficiencies.</p> <p><i>Communicate effectively with clients, families, colleagues, other health care workers, and the public orally and in writing.</i></p> <p>Fieldwork Performance</p>	<p>measured: IV Communication 32. Clearly and effectively communicates verbally and nonverbally 33. Produces clear and accurate documentation 34. All written communication is legible 35. Uses language appropriate to the recipient</p> <p>Bb Faculty website</p>	<p>Standards: Performance is consistent with entry-level practice. (80%) on all item</p> <p>Addition: Focus on item #35 to increase performance to 85% per FW experience.</p>	<p>Summer 32. 86% 33. 85% 34. 89% 35. 81%</p> <p>Fall 32. 87% 33. 87% 34. 88% 35. 87%</p>	<p>Summer 32. 85% 33. 84% 34. 86% 35. 80%</p> <p>Fall 32. 88% 33. 90% 34. 87% 35. 86%</p> <p>Overall: 86%</p>	<p>Program Director Academic Fieldwork Coordinator</p> <p>Reviewed OT Advisory Board Meeting (May 2017)</p>
<p>2.Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p><i>Demonstrate continuing personal and professional growth to maintain professional competence, advance career</i></p>	<p>Student scores on AOTA Fieldwork Performance Evaluation (FWE) will demonstrate behavior appropriate for the professional environment. Item # VII 36. Collaborates with supervisor 37. Takes responsibility for professional competence 38. Responds constructively to feedback 39. Demonstrates consistent work behaviors 40. Demonstrates time management 41. Demonstrates positive interpersonal skills 42. Demonstrates respect for diversity</p> <p>Bb Faculty website</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.</p> <p>Addition: Focus on Item # 40 and improve to 88% per FW experience.</p>	<p>Class of 2015 N = 26</p> <p>Summer 36. 89% 37. 86% 38. 89% 39. 93% 40. 87% 41. 91% 42. 87%</p> <p>Fall 36. 94% 37. 89% 38. 92%</p>	<p>Class of 2016 N = 27</p> <p>Summer 36. 93% 37. 91% 38. 93% 39. 91% 40. 85% 41. 94% 42. 92%</p> <p>Fall 36. 91% 37. 88% 38. 91%</p>	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed during OT Advisory Board Meeting (May 2017)</p>

<p><i>development, and contribute to the development as a professional.</i></p> <p>Fieldwork Performance</p>			<p>39.91% 40.875% 41.95% 42.89%</p>	<p>39.90% 40.87% 41.95% 42.89%</p> <p>Overall: 90%</p>	
<p>3. Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p><i>Demonstrate ethical behavior consistent with professional and legal standards.</i></p> <p><i>Provide safe and effective standards of care for a diverse client population.</i></p> <p>Fieldwork</p>	<p>OT students will demonstrate ethical practice as measured on the ACOTE Fieldwork Performance Evaluation section I: Fundamentals of Practice</p> <ol style="list-style-type: none"> 1. Adheres to ethics 2. Adheres to safety regulations 3. Uses judgment in safety <p>Bb Faculty website</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%) on all items.</p> <p>Addition: Focus on item #3 improving to 85% per FW experience.</p>	<p>Class of 2015 N = 26</p> <p>Summer</p> <ol style="list-style-type: none"> 1. 86% 2. 85% 3. 85% <p>Fall</p> <ol style="list-style-type: none"> 1. 88% 2. 88% 3. 87.5% 	<p>Class of 2016 N = 27</p> <p>Summer</p> <ol style="list-style-type: none"> 1. 88% 2. 84% 3. 84% <p>Fall</p> <ol style="list-style-type: none"> 1. 87% 2. 88% 3. 83% <p>Overall: 86%</p>	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed during OT Advisory Board Meeting (May 2017)</p>

<p>Performance</p>					
<p>4. Students achieve mastery of the knowledge required in their discipline or profession.</p> <p><i>Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision-making.</i></p> <p>Graduates Performance on the NBCOT</p>	<p>ISU OT Student Scores on the NBCOT Certification Examination will demonstrate mastery of knowledge required by the profession.</p> <p>http://www.nbcot.org/school-performance</p> <p>https://acote.aota.org</p>	<p>Overall pass rate consistent with national average (87%). Upgrade to (100%)</p> <p>Addition: Overall 1st time pass rate consistent with National Average Mean Score: 475</p> <p>Improve individual Domain Scores: Domain #1 75% Domain #2 75% Domain #3 70% Domain #4 75%</p>	<p>Class of 2015 96%</p> <p>Class of 2016 96% (to date)</p> <p>January – December 2016 461 Mean Score</p> <p>Domain I: Acquire information regarding factors that influence human performance: A: functional skills, roles, context... 71% B: Analyze evidence from the profile... 63%</p> <p>Domain 2: Formulate conclusions regarding client needs and priorities to develop and monitor an intervention plan:</p>		<p>Responsible Individual(s): Program Director OT Faculty</p> <p>OT Advisory Board Meeting (May 2017)</p>

			<p>A. Interpret standardized and non-standardized tests... 70%</p> <p>B. Collaborate with the client, relevant others using a client centered approach.... 70%</p> <p>Domain 3: Select interventions for managing a client-centered plan:</p> <p>A. Manage interventions pediatrics: 66%</p> <p>B. Manage interventions young, middle age, older adult (physical): 68%</p> <p>C. Manage interventions young, middle age, older adult (mental health): 69%</p> <p>Domain 4: Manage and direct OT services:</p> <p>A. Competence using professional development, regulatory....: 72%</p> <p>B. OT services with laws, regulations, accreditation, ethics...: 68%</p>	
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<p>5. Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p> <p><i>Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.</i></p> <p>Fieldwork Performance</p>	<p>Overall student scores on the AOTA Fieldwork Performance Evaluation (FWE) will demonstrate skills consistent with entry-level practice.</p> <p>Bb Faculty website https://acote.aota.org</p>	<p>ISU OT Students will be rated MEETS Standards: Performance is consistent with entry-level practice. (80%)</p> <p>Addition: FWE Scores to increase to consistent 85% per FW experience.</p>	<p>Class of 2015 Summer Level II n = 26 Range: 123 to 168 points Average: 83%</p> <p>Fall Level II n = 26 Range: 122 to 163 points Average: 85%</p> <hr/> <p>Class of 2016 Summer Level II n = 27 Range: 122-165 points Average: 83%</p> <p>Fall Level II 2016 n = 27 Range: 117-168 Average 85% *Failing grade override</p>	<p>Responsible Individual(s): Program Director Academic Fieldwork Coordinator</p> <p>Reviewed OT Advisory Board Meeting (2017)</p>
<p>6. Faculty will demonstrate effectiveness in assigned teaching roles.</p>	<p>Faculty will attend / participate in:</p> <ol style="list-style-type: none"> One advanced workshop / course focused on the art and skill of teaching. One advanced workshop / course focused on assigned course content areas. Accompany the AFWC or independently complete an onsite Fieldwork visit per year. 	<p>100% Compliance</p>	<ol style="list-style-type: none"> Faculty attendance at one FCTE offering per semester. OT Faculty attended AOTA National Conference. OT Faculty completed onsite fieldwork visits. 	<p>OT Faculty OT Program Director</p> <p>Reviewed OT Advisory Board Meeting (May 2017)</p>
<p>7. Program Director will</p>	<p>Program Director will attend AOTA Academic and Leadership Council.</p>	<p>100% Compliance</p>	<p>Academic Leadership (October 2016)</p>	<p>Program Assistant</p>

demonstrate effectiveness in assigned role.			Academic Leadership (April 2017)	Reviewed OT Advisory Board Meeting (May 2017)
8.Academic Fieldwork Coordinator will demonstrate effectiveness in assigned role.	AFWC will attend / participate in AOTA sponsored FW workshops / courses.	100% Compliance	AFWC attended FW related workshops and courses at the National AOTA Conference (4/2017)	OT Program Director Reviewed OT Advisory Board Meeting (May 2017)
9.Students will progress through the program by completing coursework on time.	Students will progress without deviating from program of study timeline. https://acote.aota.org	80% Compliance	Goal Achieved Class of 2015 = 100% Class of 2016 = 100% Class of 2017 (100% to date) Class of 2018 (93% to date)	OT Program Director Reviewed OT Advisory Board Meeting (May 2017)
10.Students admitted to the program will be retained and graduate.	Semester Advising Review of Progress / Graduation Rates https://acote.aota.org	80% Compliance	Class of 2015 = 100% Class of 2016 = 100% Class of 2017 (100% to date) Class of 2018 (93% to date) *Multiple students received warnings and were placed on probation for academic and non-academic reasons.	OT Program Director OT Faculty (Advisors) Reviewed OT Advisory Board Meeting (May 2017)
11.Student satisfaction with the program.	Graduates of the program will state satisfaction on the Graduate Survey: 1. Faculty and Staff were available on my request. 2. I felt I received individualized attention when I requested it. 3. I felt the faculty and staff cared about me as a person. 4. I considered faculty to be mentors. 5. Faculty and Staff demonstrated	Baseline Means on a 5 point Likert Scale at 4.0 or higher.	Class of 2015 n = 11 1. 3.82 (SD = .98) 2. 4.0 (SD = .77) 3. 4.09 (SD = .94) 4. 3.91 (SD = .94) 5. 4.09 (SD = .83) 6. 4.09 (SD = .94) 7. 4.27 (SD = .65) Class of 2016	OT Program Director Reviewed OT Advisory Board Meeting (May 2017)

	<p>flexibility when necessary.</p> <p>6. I felt the clinical experiences were diverse.</p> <p>7. I found the faculty to be very knowledgeable.</p>		(available July 2017)	
12. Student evaluation of Fieldwork	<p>Students will complete Level I Fieldwork Evaluations. Experiences will indicate consistency with ACOTE required Curricular Threads. Each site will demonstrate evidence of each theme: Excellence in Practice / Professional Responsibility / Interprofessional Collaboration (Program ACOTE Outcome)</p> <p>Excellence in Practice: (authentic context, occupation-based, client centered, evidence based, reflective practitioner)</p> <p>Professional Responsibility: (evidence based practice, advocacy, ethics, stress, life balance)</p> <p>Interprofessional Collaboration: (referrals, intraprofessional, documentation)</p>	<p>Student Evaluation of Level I FW. Students observe three curricular threads while on fieldwork. 100%</p> <p>Goal to be discontinued secondary to required AOTA Level I Form.</p>	<p>Class of 2015 & 2016</p> <p><u>Excellence in Practice</u> Level I FW site evaluations Weakest: Reflective Practitioner</p> <p><u>Professional Responsibility</u> Level I FW site evaluations Weakest: Ethical Distress Community Engagement</p> <p><u>Interprofessional Collaboration</u> Level I FW site evaluations Weakest : OT / OTA Relationship</p>	<p>Academic Fieldwork Coordinator OT Program Director</p> <p>Reviewed OT Advisory Board Meeting (May 2017)</p>
<p>13. Obtain employment as an Occupational Therapist.</p> <p>Graduate Job Placement and performance as determined by employer</p>	<p>Graduates of the program will obtain employment within 6 months of graduation.</p> <ul style="list-style-type: none"> • Preferred geographical location • Underserved area • Preferred area of practice <p>Employers will report satisfaction with entry-level competencies of new graduates.</p>	<p>Maintain 96% on preferred area of practice and geographical location.</p> <p>Increase response rate to Employer's survey to 33%.</p>	<p>Class of 2015</p> <ul style="list-style-type: none"> • Location 96% • Underserved • Preferred 96% <p>Class of 2016 (n = 1)</p> <ul style="list-style-type: none"> • Unable to determine Employer satisfaction with one response. 	<p>OT Program Director</p> <p>Reviewed OT Advisory Board Meeting (May 2017)</p>

satisfaction.				
<p>14. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice.</p>	<p><i>Research Literature Competency focuses on the students' ability to locate, evaluate source, understand findings and use APA format to cite sources appropriately. This is foundational for future evidence-based intervention courses. Competency occurs second semester in the program.</i></p> <p><i>Previous scores: Class of 2015 (47%) Class of 2016 (67%) Class of 2017 (96%)</i></p>	<p><i>80% first time pass rate on the Research Literature Competency.</i></p> <p><i>Increase competency first time pass rate to 95%.</i></p>	<p><i>Research Competency Class of 2018 (93%)</i></p>	<p><i>OT Faculty</i></p> <p><i>Reviewed OT Advisory Board Meeting (May 2017)</i></p>
<p>15. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.</p>	<p><i>During select OT courses, students will analyze then needs of the local community by collaborating with agencies / institutions to develop health and well-being. This objective is attained through class discussion with select agencies.</i></p>	<p><i>OT Faculty will arrange and engage students in a least one community based experience per semester.</i></p> <p><i>Revise goal to address analyzing trends in healthcare as it relates to community experiences. Develop assessment form that will be used in select community experiences that focuses on analyzing trends in healthcare.</i></p>	<p><i>Class of 2016</i></p> <p><i>Students engaged the community in the following activities:</i></p> <p><i>Semester 1: Accountable Care Organization—Union Hospital Emergency Care Experience</i></p> <p><i>Semester 2: ISU Resident Hall Groups – targeting at risk students.</i></p> <p><i>Semester 3: Rebuilding Together</i></p> <p><i>Semester 4: Psychosocial Groups / Lighthouse Mission and Adult Rehabilitation Services.</i></p> <p><i>Semester 5: Single Mom's Event Denver Developmental Screening and Pediatric Massage Class at Ryves Center</i></p> <p><i>Semester 6: CarFit</i></p> <p><i>Class of 2017</i></p>	<p><i>OT Faculty</i></p> <p><i>Reviewed OT Program Retreat (May 2017)</i></p> <p><i>Reviewed OT Advisory Board Meeting (May 2017)</i></p>

		<p><i>Semester 1: Living Scrapbook – Wabash Activity Center</i></p> <p><i>Semester 2: Cultural awareness groups and competency</i></p> <p><i>Semester 3: Rebuilding Together and Denver Developmental screening University Child Care Center</i></p> <p><i>Semester 4: Lighthouse Mission, Camp Gadget, Next Step, Vigo County Juvenile Detention, Easter Seals Crossroads</i></p> <p><i>Semester 5: VanDyne Elementary School, Handwriting without tears, Backpack awareness</i></p> <p><i>Semester 6: Grassroots Advocacy, Clubhouse Mental Health Model, OT House in the Community, OT Fieldwork Scholarships to Underserved Areas, VanDyne Grant for Sensory Classroom, Sarah Scott Middle School Therapeutic Garden, Transitional Services, School System Therapists and membership State Associations</i></p> <p><i>Class of 2018:</i></p> <p><i>Semester 1: Living Scrapbook – Westminster Activity Center</i></p> <p><i>Semester 2: Cultural awareness groups and competency</i></p> <p><i>Semester 3: VanDyne</i></p>	
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			<i>Observation OT Fine Motor Group</i>	
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Part Two: Engagement and 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) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and 3) what your assessment plan will focus on in the coming year.

In 2016-2017, the Occupational Therapy Program assessed ACOTE Accreditation Standards, ACOTE Program Outcomes, ISU Student Success, and College of Graduate and Professional Studies Goals. ACOTE Accreditation Standards require annual assessment. The design of the Occupational Therapy Program's Assessment Plan meets the requirements of ACOTE and Indiana State University; including, the ACOTE requirement that qualitative (indirect) and quantitative (direct) measures. The first cohort of occupational therapy students graduated in December 2015. The 2015-2016 outcomes establish a baseline for future assessments. The 2016-2017 assessments has allowed us to identify specific areas to facilitate continuous learning.

CGPS / ACOTE:

1. Our students did well communicating verbally and nonverbally and with written documentation. The primary weakness as identified on the American Occupational Therapy Fieldwork Evaluation was #35 (Uses language appropriate to the recipient). Upgraded goal to 85% per fieldwork experience.
2. By the end of the experience our students did well collaborating with their clinical instructor, responding to feedback, and overall work behaviors. Our students struggled with time management #40. Next year we will focus on Item # 40 setting a goal of 88% per fieldwork experience.
3. ISU OT students demonstrate ethical practice during their fieldwork experience. The identified weakness in this area of the AOTA Fieldwork Evaluation is using judgment and safety. The future focus will be on item #3 increasing the goal to 85% per FW experience.
4. The first time pass rate on the national certification exam for OT (NBCOT) fell below the national average. The focus will be to improve first time mean scores to 475 (Class of 2016 mean scores 461). We will also address individual domain scores. ISU OT students struggled in the area of interventions.
5. ISU OT students meet the required benchmark set by AOTA for overall performance on the Fieldwork Evaluation (Level II). ISU students exceed the requirement. Will upgrade goal to 85% per fieldwork experience.

ACOTE

6. Faculty continue to participate in program requirements of attending one FCTE offering per semester, national conference, and Interacting by completing a fieldwork site visits.
7. Program Director continues her competency by attending the Academic Leadership Council.
8. Academic Fieldwork Coordinator continues her competency by attending specialty designed workshops at the AOTA National Conference.
9. Students will progress without deviation from the plan of study. The program is currently addressing issues related to attrition for future cohorts by adjusting admission requirements. Program meets ACOTE standards of 80%.

10. Students in the OT program will be retained. The program is currently addressing issues related to attrition for future cohorts by adjusting admission requirements. Program meets ACOTE standards of 80%.
11. Faculty limitations are the areas of identified weakness in the student satisfaction survey. The OT faculty have been short faculty members for the last two academic years. Information is not available for the Class of 2015.
12. Goal to be discontinued due to a new form created by AOTA. In the next academic year the program will develop assessment measures.
13. Students in the Class of 2015 did well at obtaining employment. Of those students that passed the NBCOT evaluation all were gainfully employed in identified preferred area of practice and geographical area. The program will modify survey to identify if the population served by the student considered underserved (Critical Access Areas). Information not available for the Class of 2016.
14. Overall, ISU OT students do well on the Research Literature Competency. The program will establish a benchmark for future classes.
15. Revise goal to specifically address analyzing trends in healthcare as it relates to community experiences. During the next academic year the OT faculty will develop a form that focuses on the quality of the experience and how it addresses healthcare trends.

In many areas of the assessment the OT students did well or exceeded the national benchmarks. The next academic year will focus on first time passage rate on the NBCOT exam and the identified areas of Domain weaknesses.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: MS in Occupational Therapy

Date: 12.20.17

	Level 0 - Undeveloped	Level 1 - Developing	Level 2 - Mature	Level 3 - Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.

				<input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.)	<input checked="" type="checkbox"/> Multiple measures were employed, and most are direct. <input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.

			were provided.	<input checked="" type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.	<input type="checkbox"/> Data are being collected and analyzed. <input type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.	<input checked="" type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance

	<input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. <input checked="" type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as

				<p>the result of assessment.</p> <p><input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 - Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 - Mature	<input type="checkbox"/> Level 3 - Exemplary

Excellent work from beginning to end. Outcomes are clear and measurable and directly linked to Graduate Student Learning Outcomes. Measures are multiple (mostly direct) and information is provided to show that they are appropriately aligned to the related outcomes. Standards are high, and additional aspirational goals have been set. Students generally meet performance expectations, and details are provided about what they do well and less well. I am a little unclear about the results of the NBCOT, since Part One seems to show that the class of 2016 exceeded the national average with a 96% pass rate, yet Part Two indicates that student scores were below the mean. ?? In any case, the faculty pay careful attention to results and develop action plans to improve performance. Thank you for your report!