William Woods University

Master of Education in Teaching & Technology Annual Assessment
2017-2018

ANNUAL ASSESSMENT 17-18

Graduate Annual Assessment 17-18

Master of Education: Teaching and Technology

Program Profile

Program Mission

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers.

Program Demographics

Total Enrollment 2016-2017

 50

Total Enrollment 2017-2018

 19

Incoming Students 2016-2017

 12

Incoming Students 2017-2018

 10

Program Assessment Data Sheet
Upload the Assessment Data sheet from Institutional Research
Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data
Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Program Delivery

Cohort
Online (selected)
Hybrid
Cohort and Online

External Accreditation
Does the program hold external accreditation?
Yes
No (selected)

If yes, state the name of the organization.
Along with the name of the organization, please note the date of approval, and the date of review.

Program Objectives

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ISTE-NETS-T-2008.1	Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
ISTE-NETS-T-2008.2	Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???S. Teachers:
ISTE-NETS-T-2008.3	Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
ISTE-NETS-T-2008.4	Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
ISTE-NETS-T-2008.5	Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Curriculum Map MED T&T 2016

	EDU 500	EDU 520	EDU 530	EDU 543	EDU 558	EDU 561
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R	A, I, R	A	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???S. Teachers:		R	R	I	R	A
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:		R	R	I	R	A
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R	A, I, R	R	A
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	A	R	A, I, R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R	I	A	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	R	A	I	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	R	I	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	R	A	A	I	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R	A, I, R	A	R

	EDU 563	EDU 571	EDU 589	EDU 590
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???S. Teachers:	R	A	R	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R	A	R	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R	A
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	A	R	R	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	A	R	A
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A	R	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map MED T&T 2016

ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

Assessment Measures

EDU 543				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Integration Framework and Use assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better	Via___EDU543___ISTE_T_1___Ingegration_Framework_and_Use_Paper___ _09_06_2018_113848.pdf	

EDU 558				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	97.2% of the students scored proficient or better.	Via___EDU558___ISTE_T1___Modified_Instructional_Module_09_07_2018_ 214812.pdf	

ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???S. Teachers:

Assessment Measures

EDU 561				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better.	Via___EDU561___ ISTE_T2___Instruc tional_Design_Vide o____09_09_2018 _101707.pdf	

EDU 571				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher	Via___EDU571___ ISTE_T2___Create d_Instructional_Vid eo_09_09_2018_1 05135.pdf	

ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

Assessment Measures

EDU 561				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better.	Via___EDU561___ISTE_T3___Instructional_Design_Video___09_09_2018_102056.pdf	

EDU 571				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher	Via___EDU571___ISTE_T3___Created_Instructional_Video_09_09_2018_105336.pdf	

ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global

societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

Assessment Measures

EDU 543				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the digital citizenship paper assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better	Via___EDU543___ISTE_T_4___Digital_Citizenship_paper___09_06_2018_114055.pdf	

EDU 561				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module Template assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better.	Via___EDU561___ISTE_T4___Interactive_Learning_Module_Template_09_09_2018_102258.pdf	

ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

Assessment Measures

EDU 520				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Rubric 1. been met yet? Met	100 % of the students scored proficient or higher	Via___EDU520___ISTE_T_5___Research_Design_Paper_164348.pdf	

EDU 543				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal Learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better.	Via___EDU543___ISTE_T_5___PLN_Voice_Thread___09_06_2018_114311.pdf	

NBPTS.1 Teachers are committed to students and their learning.

Assessment Measures

EDU 558				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	97.2% of the students scored proficient or better.	Via___EDU558___NBPTS_1___Modified_Instructional_Module_09_07_2018_214812.pdf	

EDU 590				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Evaluate a Performance Task and Rubric assignment. Uses Rubric 2. been met yet? Met	97.8% scored proficient or higher	Via___EDU590___NBPTS_1___Evaluate_Performance_Task_and_Rubric_09_09_2018_113005.pdf	

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

Assessment Measures

EDU 530				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or higher	Via___EDU530___ NBPTS_2___Lesson_Plan_Improvement__09_07_2018_203643.pdf	

EDU 563				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	99.4% proficient or higher	Via___EDU563___ NBPTS_2___Interactive_Learning_Unit_Planning_Template_09_09_2018_103526.pdf	

EDU 590				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module - Assessment Elements assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better	Via___EDU590___NBPTS_2___Interactive_Learning_Module_Assessment_Elements_09_09_2018_112308.pdf	

NBPTS.3 Teachers are responsible for managing and monitoring student learning.
Assessment Measures

EDU 571				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, technical aspects, and application/use elements of the Initial Instructional Platform assignment. Uses Rubric 5. been met yet? Met	98% proficient or higher	Via___EDU571___NBPTS_3___Initial_Instructional_Platform_09_09_2018_105625.pdf	

EDU 590				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Assessment Analysis assignment. Uses Rubric2. been met yet? Met	90.1% proficient or higher	Via___EDU590___NBPTS_3___Assessment_Analysis_09_09_2018_113806.pdf	- Curriculum Revision: While the overall objective was met, it was obvious that the Recommendations, Conclusions, Improvement Suggestions, and/or Modifications aspect had some weakness with only 76.3% of the students meeting this criterion. During the next revision cycle, this aspect will be addressed to provide more emphasis.

NBPTS.4 Teachers think systematically about their practice and learn from experience.
Assessment Measures

EDU 520				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Rubric 1. been met yet? Met	100% of the students scored proficient or higher.		

EDU 530				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or higher		

EDU 563				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	99.4% proficient or higher	Via___EDU563___NBPTS_4___Interactive_Learning_Unit_Planning_Template_09_09_2018_104141.pdf	

NBPTS.5 Teachers are members of learning communities
Assessment Measures

EDU 543				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better	Via___EDU543___ NBPTS_2___PLN_ Voice_Thread___0 9_06_2018_11431 1.pdf	

EDU 558				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Reflection Upload and Mind Map Sharing assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better.	Via___EDU558___ NBPTS_5___PLN_ Voice_Thread___0 9_07_2018_21585 5.pdf	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	NBPTS.3 Teachers are responsible for managing and monitoring student learning.

Legend	A
Course/Event	EDU 590
Assessment Measure	Direct - Essay
Assessment Findings	Met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	While the overall objective was met, it was obvious that the Recommendations, Conclusions, Improvement Suggestions, and/or Modifications aspect had some weakness with only 76.3% of the students meeting this criterion. During the next revision cycle, this aspect will be addressed to provide more emphasis.

Assessment List

Program Activities

Student Accomplishments

Since this is an online program, identifying specific student accomplishments can be difficult. This year none of the instructors reported any specific student accomplishments. We will implement a process next year requesting instructors to make note of any outstanding student accomplishments and to report them to the Program Manager.

Faculty Accomplishments

Two of our faculty members have had some notable achievements during the year. Nicole Whitfield received Level 1 and level 2 Google Certified Educator certification as well as being qualified to deliver training on Google for Education tools. Karalin Sanders received her Level 1 Google Certified Educator Certification. Karalin Sanders was also became the Online Learning Coordinator for her school district with the responsibility of overseeing online learning for enrichment and credit acquisition. Karalin was also chosen to serve on the Board of Directors for the Regional Consortium for Education and Technology-Southwest. Martha Barwick-Turner was appointed to the planning committee for the 2019 ISTE National Convention to be held in Boston, MA.

Alumni Accomplishments
Recent graduates only

Our program does not currently have access to a source of data to easily assess this item.

Professional Development Opportunities
List professional development opportunities made available to faculty during the academic year.

Several professional development opportunities were offered to all of our faculty during the past academic year. The first Adjunct Faculty Professional Development Workshop was held on October 23, 2017 on the campus of William Woods University. A second Adjunct Faculty Professional Development Workshop was held on March 26, 2018 on the campus of William Woods University. These workshops are generally streamed live or recorded, making it possible for faculty to participate even if they were not able to attend the live presentation. Agendas for the workshops are attached.

An Online Program Director Retreat was held on May 8, 2018 in the Aldridge Conference Center on the WWU campus. This retreat provided an opportunity for Online Program Managers to receive up to date information concerning a variety of issues related to their program. An agenda is attached.

In addition Martha Barwick-Turner attended the ISTE Conference in Chicago.

Professional Development
Upload any documentation supporting the professional development offered.
Adjunct_20Professional_20Development_20October_2023_202017_20update.docx
Professional_20Development_20March_2026_202018.pdf
Retreat_20Schedule_202018.docx

Assessment Rubric

Assessment Rubric
Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	☐ Program learning outcomes are aligned to national standards	☐ Measurable program learning outcomes. ☐ Learning outcomes are clearly articulated.	☐ Program learning outcomes have been identified and are somewhat measurable	☐ Program learning outcomes are not clear or measurable	☐
Assessment Measures	☐ Multiple measures are used to assess a student-learning outcomes. ☐ Rubrics or guides used are provided. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student learning.	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.	☐
Assessment Results	☐ All learning outcomes are assessed annually; or a rotation schedule is provided. ☐ Data are collected and analyzed to evaluate prior actions to improve student learning. ☐ Standards for performance and gaps in student learning are clearly identified.	☐ A majority of learning outcomes assessed annually. ☐ Data collected and aggregated are linked to specific learning outcome(s). ☐ Standards for student performance and gaps in student learning are recognized.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.	☐
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**	**Comments:**
Faculty	☐ All faculty within	☐ Program faculty	☐ Some program	☐ Faculty input is	☐

Analysis and Conclusions	the program synthesize the results from various assessment measures to form conclusions about each learning outcome. ☐ Includes input from adjunct faculty. ☐ Includes input from outside consultant.	receive annual assessment results and meet to discuss assessment results. ☐ Specific conclusions about student learning are made based on the available assessment results.	faculty receive annual assessment results ☐ Faculty input about results is sought	not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or too few graduates to suggest any changes.	
Actions to Improve Learning and Assessment	☐ A comprehensive understanding of the program's assessment plan and suggestions for improvement. ☐ Clearly stated adjustments in curriculum as a result of assessment data. ☐ Actions are innovative in approach in attempt to improve student learning.	☐ Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. ☐ Description of action includes a timetable for implementation and identifies who is responsible for action ☐ Actions are realistic, with a good probability of improving learning or assessment.	☐ Adjustments to the assessment plan are proposed but not clearly connected to data ☐ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	☐ No actions are taken to improve student learning. ☐ Actions discussed are not connected to data results or analysis. ☐ N/A Program recently started or too few graduates to suggest any changes.	☐

Additional Comments: