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WILLIAM WOODS  
UNIVERSITY

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**MED Administration Annual Assessment  
2016-2017**

## ANNUAL ASSESSMENT 16-17

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# Master of Education in Administration

## Program Profile

### Program Mission

### Program Objectives

Objective 1: Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

Objective 2: Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.

Objective 3: Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Objective 4: Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Objective 5: Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Objective 6: Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

### Program Demographics

#### Total Enrollment 2015-2016

335

#### Total Enrollment 2016-2017

297

#### Incoming Students 2015-2016

30

#### Incoming Students 2016-2017

35

### 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 graduation rates? Consider enrollment trends and what the optimal enrollment would be for the program.*

The MED in Administration is declining, in part due to the stringent requirements DESE has placed on candidates for the degree along with an expanded number of programs currently offering the degree. Additional degree offerings at WWU may also be taking some students away from the MED in Administration.

### Program Delivery

Cohort (selected)  
 OnLine  
 Hybrid  
 Cohort and OnLine

### External Accreditation

*Does the program hold external accreditation?*

Yes (selected)  
 No

### 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.*

CAEP, June 2011, the next review will be November 2018.

## 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
MED ADM.1	Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
MED ADM.2	Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED ADM.3	Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED ADM.4	Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
MED ADM.5	Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED ADM.6	Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

## Curriculum Map

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

### Master of Education- Administration

	EDU 500	EDU 520	EDU 525
<b>MED ADM.1</b> Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.	I		A, M
<b>MED ADM.2</b> Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.	I	R	R
<b>MED ADM.3</b> Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	I	R	R
<b>MED ADM.4</b> Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	I	R	R
<b>MED ADM.5</b> Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	I		R
<b>MED ADM.6</b> Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	I		A, M

	EDU 535	EDU 536	EDU 545
<b>MED ADM.1</b> Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.	R	R	
<b>MED ADM.2</b> Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.	R	R	A, M
<b>MED ADM.3</b> Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	A, M	A, M	
<b>MED ADM.4</b> Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	A, M	A, M	A, M
<b>MED ADM.5</b> Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	R	R	R
<b>MED ADM.6</b> Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	R	R	

	EDU 546	EDU 557	EDU 570
<b>MED ADM.1</b> Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.		R	R
<b>MED ADM.2</b> Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.	A, M	R	A, M
<b>MED ADM.3</b> Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.		R	R
<b>MED ADM.4</b> Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	A, M	R	
<b>MED ADM.5</b> Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	R	R	A, M
<b>MED ADM.6</b> Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.		R	A, M

	EDU 585	EDU 590	EDU 597
<b>MED ADM.1</b> Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.	A, M	R	R
<b>MED ADM.2</b> Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.		R	R
<b>MED ADM.3</b> Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	A, M		R
<b>MED ADM.4</b> Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.			R
<b>MED ADM.5</b> Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	A, M	R	R
<b>MED ADM.6</b> Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	R		R

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Master of Education- Administration

MED ADM.1 Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

Assessment Measures	<b>EDU 525</b>				
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Research Paper	Has the criterion Barrier Research Paper-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	95%+ met the criterion		No improvement necessary at this time.
	<b>EDU 585</b>				
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Research Paper	Has the criterion NCLB Research Project-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the criterion		No improvement necessary at this time.

MED ADM.2 Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.

Assessment Measures

<b>EDU 545</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Evaluation Paper-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion.		No improvement necessary at this time.

<b>EDU 546</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Curriculum Evaluation Paper-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion		No improvement necessary at this time.

<b>EDU 570</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion MO Educator Evaluation Tool-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	98% Met the Criterion		No improvement necessary at this time.

**MED ADM.3 Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

Assessment Measures

<b>EDU 535</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Scheduling and Staffing Critique-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	99% Met the Criterion		No improvement necessary at this time.

<b>EDU 536</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Scheduling and Staffing Critique-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	99% Met the Criterion		No improvement necessary at this time.

<b>EDU 585</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Missouri Safe Schools Act-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion		No improvement necessary at this time.

MED ADM.4 Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Assessment Measures

<b>EDU 535</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Community Relations Plan-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	99% Met the Criterion		No improvement necessary at this time.

<b>EDU 536</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Community Relations Plan-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	99% Met the Criterion		No improvement necessary at this time.

<b>EDU 545</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Analysis of Demographics -90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion		No improvement necessary at this time.

<b>EDU 546</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Analysis of Demographics -90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion		No improvement necessary at this time.

MED ADM.5 Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Assessment Measures

<b>EDU 570</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Release of Tenured Teacher-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	98% Met the Criterion		No improvement necessary at this time.
<b>EDU 585</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Landmark Supreme Court Case on Desegregation -90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion		No improvement necessary at this time.

**MED ADM.6 Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.**

Assessment Measures

<b>EDU 525</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct – Essay	Has the criterion Administrator Interview Reflection- 90% of the students will receive a minimum of 80% on the paper. been met yet? Met	100% Met the Criterion		No improvement necessary at this time.

<b>EDU 570</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Growth and Improvement Plan-90% of the students will receive a minimum of 80% on the paper. been met yet? Met	98% Met the Criterion		No improvement necessary at this time.

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

MED ADM.1 Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

Improvement Narrative	<b>EDU 525</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.
	<b>EDU 585</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.

MED ADM.2 Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.

Improvement Narrative	<b>EDU 545</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.
	<b>EDU 546</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.
	<b>EDU 570</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.

**MED ADM.3 Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

Improvement Narrative

<b>EDU 535</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

<b>EDU 536</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

<b>EDU 585</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

MED ADM.4 Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Improvement Narrative

<b>EDU 535</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

<b>EDU 536</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

<b>EDU 545</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

<b>EDU 546</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

MED ADM.5 Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Improvement Narrative

<b>EDU 570</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

<b>EDU 585</b>	
<b>Improvement Type</b>	<b>Summary</b>
	No improvement necessary at this time.

MED ADM.6 Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Improvement Narrative	<b>EDU 525</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.
	<b>EDU 570</b>	
	<b>Improvement Type</b>	<b>Summary</b>
		No improvement necessary at this time.

**Assessment List**

**Program Activities**

**Student Accomplishments**

**Faculty Accomplishments**

**Alumni Accomplishments**

*Recent graduates only*

**Professional Development Opportunities**

*List professional development opportunities made available to faculty during the academic year.*

Professional development was provided online through participation in the Pearson Content Assessment training.

**Professional Development**

*Upload any documentation supporting the professional development offered.*

## 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:
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program learning outcomes are aligned to national standards</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Measurable program learning outcomes.</li> <li><input type="checkbox"/> Learning outcomes are clearly articulated.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program learning outcomes are not clear or measurable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>
<b>Assessment Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes.</li> <li><input type="checkbox"/> Rubrics or guides used are provided.</li> <li><input type="checkbox"/> All measurements are clearly described.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific measures are clearly identified</li> <li><input type="checkbox"/> Measures relate to program learning outcomes.</li> <li><input type="checkbox"/> Measures can provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some measurements are described, but need further description.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives).</li> <li><input type="checkbox"/> Assessment measures are not clear.</li> <li><input type="checkbox"/> No assessment measures are established.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>
<b>Assessment Results</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided.</li> <li><input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning.</li> <li><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A majority of learning outcomes assessed annually.</li> <li><input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s).</li> <li><input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives).</li> <li><input type="checkbox"/> Data collection is incomplete</li> <li><input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning outcomes are not routinely assessed.</li> <li><input type="checkbox"/> Routine data is not collected.</li> <li><input type="checkbox"/> N/A Program is too new to have collected assessment data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
<b>Faculty Analysis and Conclusions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</li> <li><input type="checkbox"/> Includes input from adjunct faculty.</li> <li><input type="checkbox"/> Includes input from outside consultant.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</li> <li><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some program faculty receive annual assessment results</li> <li><input type="checkbox"/> Faculty input about results is sought</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty input is not sought.</li> <li><input type="checkbox"/> Conclusions about student learning are not identified.</li> <li><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	<input type="checkbox"/>
<b>Actions to Improve Learning and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement.</li> <li><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</li> <li><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</li> <li><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</li> <li><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data</li> <li><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No actions are taken to improve student learning.</li> <li><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</li> <li><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	<input type="checkbox"/>

Additional Comments: