

Middle School Education

**Annual Assessment 2016-2017
Created on the Assessment Insight System**

Annual Assessment

Middle School Education

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2015-2016

2

Student Majors 2016-2017

1

Concentrations 2015-2016

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Middle School Math - 1 student

Middle School Science - 1 student

Middle School Language Arts - 0 student

Middle School Social Sciences - 0 student

Concentrations 2016-2017

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Middle School Mathematics - 1 student

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

We have discussed in our department meetings how we can get Admissions when they meet with prospective students interested in education, to promote our Middle School Education program. Some strategies might be to reach out to our former Middle School program graduates to have them promote the Middle School Education program, enlist the help of our current Middle School program students to promote the program, and also through the University's social media platform such as Facebook. The optimal enrollment we would like to see in this program would be to have at least 5 students enrolled each semester.

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The program is accredited by the Missouri Department of Elementary and Secondary Education.

Program Assessment

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
EDU MID-LA.1	Understand fundamentals of reading comprehension.
EDU MID-LA.10	Understand language in context and conventions of English.
EDU MID-LA.2	Demonstrate the ability to comprehend, interpret, and analyze literature.
EDU MID-LA.3	Demonstrate the ability to comprehend, interpret, and analyze informational and persuasive texts.
EDU MID-LA.4	Understand strategies and techniques for writing arguments.
EDU MID-LA.5	Understand strategies and techniques for writing informative and explanatory texts.
EDU MID-LA.6	Understand strategies and techniques for writing narratives.
EDU MID-LA.7	Understand methods of researching to build and present knowledge.
EDU MID-LA.8	Understand strategies for speaking and listening and for engaging in collaborative discussions.
EDU MID-LA.9	Understand strategies and techniques for presenting knowledge and ideas.
EDU MID-MATH.1	Understand numbers.
EDU MID-MATH.10	Understand principles and techniques of statistics.
EDU MID-MATH.11	Understand principles of probability and techniques for determining probability.
EDU MID-MATH.2	Understand operations.
EDU MID-MATH.3	Understand patterns, relations, and functions.
EDU MID-MATH.4	Understand algebraic techniques and applications.
EDU MID-MATH.5	Understand linear relations and applications.
EDU MID-MATH.6	Understand nonlinear relations and concepts of calculus.
EDU MID-MATH.7	Understand measurement principles, procedures, and applications.
EDU MID-MATH.8	Understand Euclidean geometry in two and three dimensions.
EDU MID-MATH.9	Understand coordinate and transformational geometry.
EDU MID-SCI.1	Understand the practices of scientific inquiry and engineering design.
EDU MID-SCI.10	Understand reproduction, heredity, and biological classification.
EDU MID-SCI.11	Understand the interactions of organisms with their environments.
EDU MID-SCI.12	Understand Earth's history and the processes that shape and change its geosphere.
EDU MID-SCI.13	Understand Earth's hydrosphere, atmosphere, weather, and climate.
EDU MID-SCI.14	Understand the composition and structure of the universe.
EDU MID-SCI.2	Understand crosscutting concepts in the sciences and engineering.
EDU MID-SCI.3	Understand the relationship between science, technology, and human activity in a global context.
EDU MID-SCI.4	Understand the properties of matter.
EDU MID-SCI.5	Understand physical and chemical changes of matter.
EDU MID-SCI.6	Understand the characteristics of energy and energy transformations.
EDU MID-SCI.7	Understand the properties and principles of force and motion.
EDU MID-SCI.8	Understand the characteristics and properties of mechanical and electromagnetic waves.
EDU MID-SCI.9	Understand the characteristics of living organisms.
EDU MID-SS.1	Understand major developments in world history from the beginnings of human society to 1350 CE.
EDU MID-SS.10	Understand basic political science concepts and the foundations of government.

EDU MID-SS.11	Understand U.S. government, the political process, and the rights and responsibilities of citizenship.
EDU MID-SS.12	Understand the functions structure, and operation of government in the United States and Missouri.
EDU MID-SS.13	Understand basic economic concepts and microeconomics.
EDU MID-SS.14	Understand macroeconomics and international economics.
EDU MID-SS.15	Understand consumer economics and personal finance.
EDU MID-SS.2	Understand major developments in world history from 1350 to 1850.
EDU MID-SS.3	Understand major developments in world history from 1850 to the present.
EDU MID-SS.4	Understand major developments in Missouri and U.S. history from the pre contact period to 1789.
EDU MID-SS.5	Understand major developments in Missouri and U.S. history from 1789 to 1918.
EDU MID-SS.6	Understand major developments in Missouri and U.S. history from 1918 to the present.
EDU MID-SS.7	Understand basic geographic concepts and physical systems.
EDU MID-SS.8	Understand human systems.
EDU MID-SS.9	Understand the interaction between the environment and human societies.
MO-SPE-TC.1	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
MO-SPE-TC.1C1	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
MO-SPE-TC.1C2	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
MO-SPE-TC.1C3	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
MO-SPE-TC.1C4	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
MO-SPE-TC.1C5	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
MO-SPE-TC.2	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
MO-SPE-TC.2C1	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
MO-SPE-TC.2C2	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
MO-SPE-TC.2C3	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
MO-SPE-TC.2C4	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.
MO-SPE-TC.2C5	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that student's prior experiences, learning styles, multiple intelligences,

	strengths and needs impact learning.
MO-SPE-TC.2C6	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to student's prior experiences and family, culture, and community.
MO-SPE-TC.3	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
MO-SPE-TC.3C1	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate can locate national and state standards and align to learning outcomes.
MO-SPE-TC.3C2	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
MO-SPE-TC.3C3	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
MO-SPE-TC.4	Critical Thinking: The teacher uses a variety of instructional strategies to encourage student's development and critical thinking, problem solving, and performance skills including instructional resources.
MO-SPE-TC.4C1	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
MO-SPE-TC.4C2	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
MO-SPE-TC.4C3	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
MO-SPE-TC.5	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
MO-SPE-TC.5C1	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
MO-SPE-TC.5C2	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
MO-SPE-TC.5C3	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
MO-SPE-TC.6	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
MO-SPE-TC.6C1	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
MO-SPE-TC.6C2	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student's communications.
MO-SPE-TC.6C3	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.

MO-SPE-TC.6C4	Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.
MO-SPE-TC.7	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???'s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
MO-SPE-TC.7C1	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
MO-SPE-TC.7C2	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
MO-SPE-TC.7C3	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.
MO-SPE-TC.7C4	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
MO-SPE-TC.7C5	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.
MO-SPE-TC.7C6	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.
MO-SPE-TC.8	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
MO-SPE-TC.8C1	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
MO-SPE-TC.8C2	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
MO-SPE-TC.8C3	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
MO-SPE-TC.9	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
MO-SPE-TC.9C1	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.
MO-SPE-TC.9C2	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
MO-SPE-TC.9C3	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

GE Cluster Descriptions FINAL Version Approved.docx

Curriculum Map

A - Assessed

I - Introduced

R - Reinforced

M - Master

Curriculum Map Language Arts

Curriculum Map Mathematics

Curriculum Map Science

	PHY 201	PHY 202	PHY 212	PHY 213	SCI 230
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Curriculum Map Social Sciences

and human societies.

Missouri Teaching Standards

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	BIO 418	EDU 311	EDU 314	ENG 418	HIS 418	MAT 418
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MO-SPE-TC.8 Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.						
MO-SPE-TC.8C1 Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.						
MO-SPE-TC.8C2 Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.						
MO-SPE-TC.8C3 Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.						
MO-SPE-TC.9 Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.						
MO-SPE-TC.9C1 Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.						
MO-SPE-TC.9C2 Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.						
MO-SPE-TC.9C3 Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.						

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map Language Arts Assessment Findings for the Assessment Measure level for Curriculum Map Mathematics Assessment Findings for the Assessment Measure level for Curriculum Map Science Assessment Findings for the Assessment Measure level for Curriculum Map Social Sciences Assessment Findings for the Assessment Measure level for Missouri Teaching Standards

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for

collection and analysis of program data.

Currently, Kelsey Scherder is the only education major in our Middle School program. She is in the Middle School Mathematics concentration area. She did not participate in the assessment day activities that the department conducted on February 22 and 23, 2017. She did not take the practice test for the MOCA during Assessment Day. She also did not participate in the Department's internal Pre- and Post- Assessment activity which was implemented this semester.

Therefore, no data is available for the assessment day and the Department's Pre/Post Assessment activities for her. However, Kelsey took the MOGEA test and the breakdown of her scores for the MOGEA are as follows: Reading 226; Math 251; Science 232; Writing 220. Her scores were way above the cut scores for the MOGEA approved by the department as follows: Reading 202; Math 200; Science 204 and Writing 193. She has also taken the MOCA and passed with a score of 247. Kelsey has done exceptionally well in both the MOGEA and the MOCA assessments. She will be student teaching in the fall semester 2017. Kelsey would be considered to be very successful in the Middle School program.

We have two new students who have declared middle school education as their majors. There are both freshmen. Maggie Wieberg is in the Middle School Math concentration area and Raegan Rieber is in the Middle School Social Sciences concentration area. As they progress in the Middle School program, we will have assessment data to present in future reports.

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The Department instituted assessment day activities whereby students could participate in either the MOGEA or the MOCA assessments by taking the Practice Exams. Since Kelsey did not participate in the assessment day activities, there is no data to present. Her performance in the MOGEA and MOCA assessments have been discussed and presented in the previous page on Assessment Findings.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

[Student_Performance_Reviews_for_EDU_Major_2017__1_.docx](#)

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Because Kelsey is not in the student teaching program yet, there is no Senior Showcase information to present. She will be student teaching in the fall semester, 2017.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

A Reverse Career Fair (Wednesday, April 26, AB 301, from 4-6) where students will move from one student teacher to another to learn about the highlights of their student teaching experiences. It was conducted for LEAD credit and was a great learning experience for those who are planning to student teach soon.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

A total of 7 education majors, 5 in the elementary education area, 1 in Secondary biology, and 1 in English education were inducted into Kappa Delta Pi, an International Honorary Society in Education this spring on April 27, 2017.

Annual Assessment Rubric

2.000 pts 13.33%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty 	<ul style="list-style-type: none"> Measurable program learning objectives. Learning objectives are available to students. 	<ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> Program learning objectives are not clear or measurable 	<ul style="list-style-type: none"> N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> Multiple measures are used to assess a student-learning objectives. Rubrics or guides are used for the measures. All measurements are clearly described. External evaluation of student learning included. 	<ul style="list-style-type: none"> Assessment measures relate to program learning objectives. Various measures are used to assess student learning. Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> Assessment focuses on class content only. Minimal description of how the assessment relates to the objective. Minimal assessment measures established. 	<ul style="list-style-type: none"> Assessment measures not connected to objectives. Assessment measures are not clear. No assessment measures are established. 	<ul style="list-style-type: none"> N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> All objectives are assessed annually, or a rotation schedule is provided. Data are collected and analyzed to show learning over time. Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> Most objectives assessed annually. Data collected and analyzed showing an annual snapshot of student learning. Data are used to highlight gaps in student learning. Some data from non-course based content. 	<ul style="list-style-type: none"> Data collected for at least one program objective. Data collection is incomplete. Gaps in student learning not identified. Lacking external data to support course data. 	<ul style="list-style-type: none"> Learning objectives are not routinely assessed. Routine data is not collected. No discussion on gaps in student learning. No use of external data to support student learning. Assessment data not yet collected. 	<ul style="list-style-type: none"> N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> Data is shared that incorporates multiple faculty from the program. Discussions on data results incorporate multiple faculty. Opportunities for adjunct faculty to participate. Includes input from external sources when possible. 	<ul style="list-style-type: none"> Multiple program faculty receive assessment results. Assessment results are discussed. Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> Minimal faculty input about results is sought. Data not used to determine success or not to the objective. Minimal conclusions made. 	<ul style="list-style-type: none"> Faculty input is not sought. Conclusions about student learning are not identified. N/A Program recently started or too few graduates to suggest any changes. 	<ul style="list-style-type: none"> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. Changes to assessment are inclusive of multiple faculty. Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. Changes to assessment measures is highlighted. Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> At least one change to improve learning or assessment is identified. The proposed action(s) relates to faculty conclusions about areas for improvement. Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> Lacking actions to improve student learning. Actions discussed lack supportive data. Lacking discussion of the effectiveness of the assessment plan 	<ul style="list-style-type: none"> N/A
Comment:					