



**Physical Education/Sport, Recreation and Leisure**

**Annual Assessment 17-18**

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**ANNUAL ASSESSMENT 17-18** **3**

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|--|----------|
| <b>PHYSICAL EDUCATION/ SPORTS, REC AND LEISURE</b> | <b>3</b> |
| PROGRAM PROFILE                                    | 3        |
| PROGRAM ASSESSMENT                                 | 4        |
| CURRICULUM MAP                                     | 6        |
| ASSESSMENT FINDINGS                                | 7        |
| PROGRAM ACTIVITIES                                 | 11       |

## Annual Assessment 17-18

### Physical Education/ Sports, Rec and Leisure

#### 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 2016-17

24

##### Student Majors 2017-18

14

##### Concentrations 2016-17

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

##### Concentrations 2017-18

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

#### 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?*

Currently our student numbers have hovered in the 20's, which has been consistent over the time that I have been here and are slightly lower over the past two years. In the education field, there are now three assessments that student's must complete in order to be certified as teachers, with two of those assessments being used in order to gain admission to the teacher preparation program and to be admitted to student teaching, which is the culmination project for the major. These assessments have added rigor to the program and allowed for an external assessment that can be used in conjunction

with this internal assessment. Through advising and aligned curriculum, students have done extremely well on the Missouri Content Assessment (MoCA) which is used to assess the content knowledge of this program. They have struggled on the math and science sections of the Missouri General Education Assessment (MoGEA), but plans are being created to help them take earlier practice assessments through Student Assessment days and advising after that assessment will be used in order to help them identify strengths and weaknesses in their General Education. There has also been an increase in attention to the pedagogical portions of the secondary education checklist that allows for emphasis to be placed on the Missouri Performance Teacher Assessment (MoPTA) that will enable them to have tools necessary to succeed during their student teaching block. The main goals for me in retaining our teachers is to make sure they are getting the tools that they need in order to be successful on these exams and continue to offer support through advising windows, student performance days, and class periods that enable them to ask questions, gain resources, and feel confident in their abilities to perform. Currently we have been graduating 4-5 PE teachers per year and our freshman classes have been averaging 5-6. The goal is to continue to replace what we lose each year, with the hopes that Recruitment University wide will continue to grow.

### 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?*

This program is accredited by the Department of Elementary and Secondary Education. We will be seeking CAEP accreditation in Fall of 2018.

## 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-PHY.1  | Understand principles of motor development and efficient human movement.  |
| EDU-PHY.2  | Understand movement concepts and fundamental movement skills.   |
| EDU-PHY.3  | Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills. |
| EDU-PHY.4  | Understand principles, skills, and techniques for individual, dual, and team sports.  |

|            |   |
|------------|---|
| EDU-PHY.5  | Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.  |
| EDU-PHY.6  | Understand basic concepts of anatomy and physiology, major components of personal wellness and fitness, and significant factors that influence wellness and fitness, including diverse cultural, economic, and geographic contexts. |
| EDU-PHY.7  | Understand principles and activities for promoting cardiorespiratory fitness.   |
| EDU-PHY.8  | Understand principles and activities for promoting muscular strength and endurance and muscular and joint flexibility.  |
| EDU-PHY.9  | Understand strategies and activities for promoting healthy levels of body composition and the skills needed to develop personal health and physical activity plans.   |
| EDU-PHY.10 | Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals.   |
| EDU-PHY.11 | Understand how children and adolescents learn and how to provide them with opportunities that support their psychomotor, cognitive, social, and emotional development.  |
| EDU-PHY.12 | Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.  |
| EDU-PHY.13 | Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.  |
| EDU-PHY.14 | Understand ethical, legal, professional, and safety guidelines and practices in physical education.   |

### 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.*

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU. Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cutscore that is established by the University for these four areas. A vote by the State Board of Education (SBE) will begin determining this cut score on August 29, 2016. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

|                        |   |
|------------------------|---|
| MoGEA SubTest          | General Education Course Covering Content   |
| Writing                | ENG 101 and 102   |
| Mathematics            | MAT 114 and 231 (elementary, middle, SPED only)   |
| Social Science/Science | LGS 105, HIS 101 or 102, HIS 103 or 104, SCI 130/131 or BIO 105/106, Critical Thinking course |
| Reading Comprehension  | Students take courses in Meaning, Value, and Critical Thinking in order to achieve this goal. |

## Curriculum Map

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

### Physical Education Content Assessment

|  | PED 104    | PED 108 | PED 136 | PED 137 | PED 220    | PED 307 | PED 308 | PED 418 | EXS 103 | PSY 401 |
|--|------------|---------|---------|---------|------------|---------|---------|---------|---------|---------|
| <b>EDU-PHY.1</b> Understand principles of motor development and efficient human movement.  |            |         |         |         |            |         | R       | R       |         |         |
| <b>EDU-PHY.2</b> Understand movement concepts and fundamental movement skills.   |            |         |         |         | I          | R       | R       | R, M    |         | M, A    |
| <b>EDU-PHY.3</b> Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills.   |            |         | I       |         | I          | R       | R       | M, R    |         | R       |
| <b>EDU-PHY.4</b> Understand principles, skills, and techniques for individual, dual, and team sports.  | I          | I, A    |         | I       | R          | R       | R, M    |         |         | M, A    |
| <b>EDU-PHY.5</b> Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.  | I, R, M, A |         |         |         | R, M       | R       | M, A    |         |         |         |
| <b>EDU-PHY.6</b> Understand basic concepts of anatomy and physiology, major components of personal wellness and fitness, and significant factors that influence wellness and fitness, including diverse cultural, economic, and geographic contexts. |            |         |         |         | R          | R       | R, M, A |         |         |         |
| <b>EDU-PHY.7</b> Understand principles and activities for promoting cardiorespiratory fitness.   |            |         |         |         |            | R       | R, M, A |         |         |         |
| <b>EDU-PHY.8</b> Understand principles and activities for promoting muscular strength and endurance and muscular and joint flexibility.  |            |         | I       |         | I, R, M, A |         | R       |         |         |         |
| <b>EDU-PHY.9</b> Understand strategies and activities for promoting healthy levels of body composition and the skills needed to develop personal health and physical activity plans.   |            |         |         |         | R          | R       | R       |         |         |         |
| <b>EDU-PHY.10</b> Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals.  |            |         |         |         | R          | R       | R       |         |         |         |
| <b>EDU-PHY.11</b> Understand how children and adolescents learn and how to provide them with opportunities that support their psychomotor, cognitive, social, and emotional development.   |            |         |         |         | R          |         | M, R, A | I, R    |         |         |
| <b>EDU-PHY.12</b> Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.   |            |         |         |         |            |         | R       |         |         |         |

|   |         |  |  |      |  |   |  |   |      |  |
|---|---------|--|--|------|--|---|--|---|------|--|
| EDU-PHY.13 Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs. |         |  |  | I, A |  |   |  | R |      |  |
| EDU-PHY.14 Understand ethical, legal, professional, and safety guidelines and practices in physical education.  | I, A, M |  |  |      |  | R |  |   | M, A |  |

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Physical Education Content Assessment(Imported)

| EDU-PHY.2 Understand movement concepts and fundamental movement skills. |  |         |                                |                        |
|---|--|---------|--------------------------------|------------------------|
| Assessment Measures   |  |         |                                |                        |
| PED 418   |  |         |                                |                        |
| Assessment Measure  | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment   | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet?                         |         |                                |                        |
| Direct - External Testing   | Has the criterion Students will score a minimum of 220 on the MoCA exam and score a 2 out of 4 on Competency 3 been met yet? |         |                                |                        |

| EDU-PHY.3 Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills. |  |         |                                |                        |
|---|--|---------|--------------------------------|------------------------|
| Assessment Measures   |  |         |                                |                        |
| PED 307   |  |         |                                |                        |
| Assessment Measure  | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment   | Has the criterion Students will score a minimum of 2 out of 4 on program rubric. been met yet? |         |                                |                        |

| EDU-PHY.4 Understand principles, skills, and techniques for individual, dual, and team sports. |  |         |                                |                        |
|--|--|---------|--------------------------------|------------------------|
| Assessment Measures  |  |         |                                |                        |
| PED 136  |  |         |                                |                        |
| Assessment Measure   | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment  | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet? |         |                                |                        |

| EDU-PHY.5 Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges. |  |         |                                |                        |
|--|--|---------|--------------------------------|------------------------|
| Assessment Measures  |  |         |                                |                        |
| PED 108  |  |         |                                |                        |
| Assessment Measure   | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment  | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet? |         |                                |                        |

| EDU-PHY.6 Understand basic concepts of anatomy and physiology, major components of personal wellness and fitness, and significant factors that influence wellness and fitness, including diverse cultural, economic, and geographic contexts. |  |         |                                |                        |
|---|--|---------|--------------------------------|------------------------|
| Assessment Measures   |  |         |                                |                        |
| PED 418   |  |         |                                |                        |
| Assessment Measure  | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment   | Has the criterion Students will score a 3 out of 4 on the performance rubric been met yet? |         |                                |                        |

EDU-PHY.8 Understand principles and activities for promoting muscular strength and endurance and muscular and joint flexibility.

Assessment Measures

| PED 137                   |  |         |                                |                        |
|---------------------------|--|---------|--------------------------------|------------------------|
| Assessment Measure        | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment | Has the criterion Students will score a 2 out of 4 on performance rubric been met yet? |         |                                |                        |

EDU-PHY.9 Understand strategies and activities for promoting healthy levels of body composition and the skills needed to develop personal health and physical activity plans.

Assessment Measures

| EXS 103                   |  |         |                                |                        |
|---------------------------|--|---------|--------------------------------|------------------------|
| Assessment Measure        | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet? |         |                                |                        |

EDU-PHY.10 Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals.

Assessment Measures

| PSY 401                 |  |         |                                |                        |
|-------------------------|--|---------|--------------------------------|------------------------|
| Assessment Measure      | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet? |         |                                |                        |

EDU-PHY.12 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.

Assessment Measures

| PSY 401                   |  |         |                                |                        |
|---------------------------|--|---------|--------------------------------|------------------------|
| Assessment Measure        | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment | Has the criterion Students will score a minimum of a 2 out of 4 on the Program Rubric. been met yet? |         |                                |                        |

EDU-PHY.13 Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.

Assessment Measures

| PED 418                   |   |         |                                |                        |
|---------------------------|---|---------|--------------------------------|------------------------|
| Assessment Measure        | Criterion   | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet?  |         |                                |                        |
| Direct - External Testing | Has the criterion Students will score a minimum of 220 on MoCA assessment, with a minimum of a 2 out of 4 on the competency scoring for Section 3 been met yet? |         |                                |                        |

EDU-PHY.14 Understand ethical, legal, professional, and safety guidelines and practices in physical education.

Assessment Measures

| PED 104                   |  |         |                                |                        |
|---------------------------|--|---------|--------------------------------|------------------------|
| Assessment Measure        | Criterion  | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet? |         |                                |                        |

| PED 418                   |   |         |                                |                        |
|---------------------------|---|---------|--------------------------------|------------------------|
| Assessment Measure        | Criterion   | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Class Assignment | Has the criterion Students will score a minimum of a 2 out of 4 on the program rubric. been met yet?                                      |         |                                |                        |
| Direct - External Testing | Has the criterion Students will score a minimum of a 220 on MoCA assessment with a minimum of a 2 out of 4 on Competency 3. been met yet? |         |                                |                        |

### 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.*

In order to establish a clear link between objectives and external assessment, the assessment portfolio has been constructed to have an assessment early on in the learning process to establish a baseline, later to establish mastery, and then a comparison is made to the external assessment, the Missouri Content Exam. While the assessments listed here have been used for the past two years, the assignments that were set up on LiveText were not completed in time for the fall to collect reliable, valid data. However, there were two students that took the external assessment. Those students averaged a 237 out of 300, well above the passing score of 220. When this assessment cycle began two years ago, 7 students have taken the exam and the average has been 244, with all students passing within the first two attempts and all having high marks during their student teaching.

Currently, all assignments are working well. The struggle has been getting all teachers, including adjuncts, to use the assessment correctly and have the students upload it correctly.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## 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?*

During the previous student performance review day, 4 physical education majors took a practice assessment in the content area. The scores ranged from 51-59 correct out of 100 points. The mean score on the assessment was a 55. The student who scored a 59 passed the assessment with a score of 223, which is 3 above the minimum requirement. For the three students that have completed the exam, we have had a mean average on the real exam of a 238.3. The state average for the test, on the best attempt, is 236.2. Our average of 238 exceeds that average, but not by much. Until more data is readily available, the plan will be to continue doing what we are doing and monitoring for any changes. Currently, we have a 100% pass rate over the past two years in two attempts, as mandated by DESE, and a 100% hire rate in that time frame. I am extremely proud of what we have accomplished in the past four years. When I took over, our pass rate was at 40%, so we have seen tremendous growth in the knowledge base and hope to continue to see that growth over the next few years.

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

Student\_Performance\_Days\_Data\_2017\_\_\_K12\_Secondary.pdf

Student\_Performance\_Reviews\_for\_EDU\_Major\_2017.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?*

Senior Showcase this semester became a reverse showcase of student knowledge and interviewing skills. Students were not graded this semester. Rather, for two hours, presented their Professional Competency Portfolios (PCP's), to younger education majors and teachers/administrators from surrounding areas. We believe that this format will be very beneficial moving forward and our plan is to continue to use it for next Fall. During this time, we also survey students on their experience in our program in the same manner that they are surveyed by DESE. The results are included in the attachment below.

### **Assessment Rubrics**

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

spring\_17\_report\_for\_tim.pdf

### **Service Learning**

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

Yes (selected)

No

### **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?*

Every fall in our methods coursework, students are engaged in teaching the Fulton/Columbia Homeschool Association physical education class. This project has been very beneficial for the past 3 years because students get an opportunity to really see what it is like to teach in a real setting and plan lessons accordingly. For 10 weeks, students come to WWU for 1 hour (2x) and participate in lessons that are designed and delivered by our pre-service teachers. The activities are linked directly to the 9 Missouri Teacher Standards and involve lesson planning as well as directly focusing on how to

make effective classroom managers. The community benefits as over 25 students receive access to physical education that would not have had access to it if we would not have done the program.

**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.*

No lead events were specific to physical education this year.

**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.*

Alonzo Findley - Hired as assistant track and field coach, Jefferson City High School, and hired 9th grade Health and Physical Education teacher, Simonsen Center, Jefferson City, MO

Clara Scott - Hired at Warrenton Elementary School, Warrenton, MO, beginning graduate school.

Jordan Dey - Hired in Sedalia Public Schools, beginning graduate school at Columbia College

**Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

Presented at multiple conferences.

## Annual Assessment Rubric

5.000 pts 33.33%

|  | <b>3.000 Assessment Reflects Best Practices</b>   | <b>2.000 Assessment Meets the Expectations of the University</b>  | <b>1.000 Assessment Needs Development</b>  | <b>0.000 Assessment is Inadequate</b>   | <b>N/A</b>                              |
|--|---|---|--|---|---|
| Learning Objectives weight: 1.000                        | <ul style="list-style-type: none"> <li>• Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>   | <ul style="list-style-type: none"> <li>• Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>   | <ul style="list-style-type: none"> <li>• Program learning objectives are identified and are generally measurable</li> </ul>  | <ul style="list-style-type: none"> <li>• Program learning objectives are not clear or measurable</li> </ul>   | <input checked="" type="checkbox"/> N/A |
| Comment:   |   |   |  |   |   |
| Assessment Measures weight: 1.000                        | <ul style="list-style-type: none"> <li>• Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>   | <ul style="list-style-type: none"> <li>• Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>   | <ul style="list-style-type: none"> <li>• Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>   | <ul style="list-style-type: none"> <li>• Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>   | <input checked="" type="checkbox"/> N/A |
| Comment:   | There is minimal course based assessment, the majority of assessment is based on the content exams of the state. This makes sense for the Core content, but not so much for the discipline specific content, unless there is a discipline specific test that I am unaware of? only a few program objectives have assessments the lower level courses. |   |  |   |   |
| Assessment Results weight: 1.000                         | <ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>  | <ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>  | <ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul> | <input checked="" type="checkbox"/> N/A |
| Comment:   | there is no course based data completed in the report. There is a report on the data from the external assessments, but the class based works not completed. It was noted that the program was working on changing the course based assessment to Via and would be doing the transition over the summer leading into the 18-19 academic year.         |   |  |   |   |
| Faculty Analysis and Conclusions weight: 1.000           | <ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed.</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>  | <ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought.</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>   | <ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A</li> <li>• Program recently started or too few graduates to suggest any changes.</li> </ul>  | <input checked="" type="checkbox"/> N/A |
| Comment:   |   |   |  |   |   |
| Actions to Improve Learning and Assessment weight: 1.000 | <ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul> | <ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul> | <ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>   | <input checked="" type="checkbox"/> N/A |
| Comment:   |   |   |  |   |   |