

# PROGRAM REVIEW: MEANINGFUL ASSESSMENT



*September 20, 2019*



# Outline

- ▶ The Assessment Cycle
- ▶ Developing and Improving Program Learning Outcomes (PLOs)
- ▶ Direct and Indirect Methods of Assessment
- ▶ Best Practices in Meaningful and Useful Assessment
- ▶ Curriculum Mapping
- ▶ Making a Comprehensive Assessment Plan

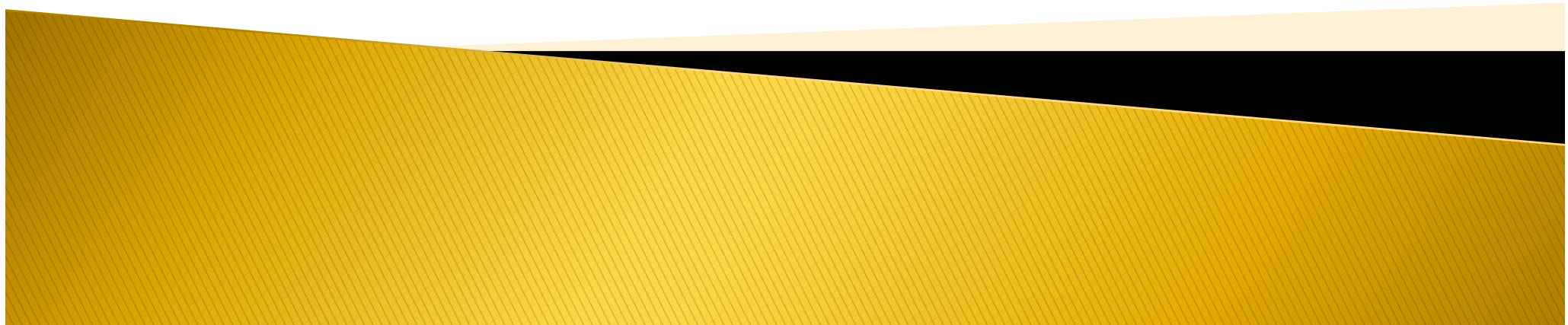


# WASC Senior college and university commission

- ▶ In the *2013 Handbook of Accreditation*, Criteria for Review 4.1 states:
  - The institution employs a deliberate set of quality-assurance processes ... including periodic program review, **assessment of student learning**, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.



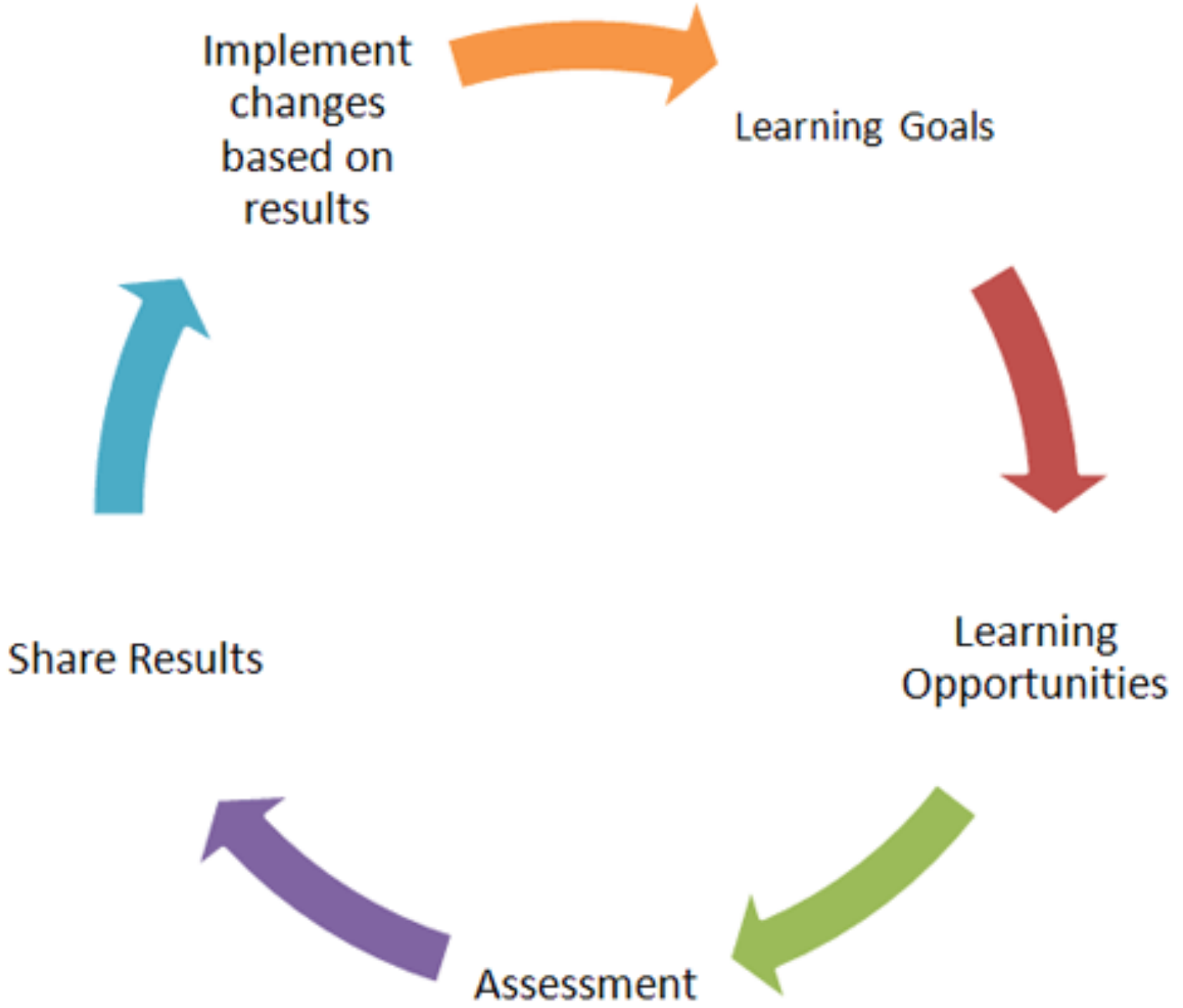
# The Assessment Cycle





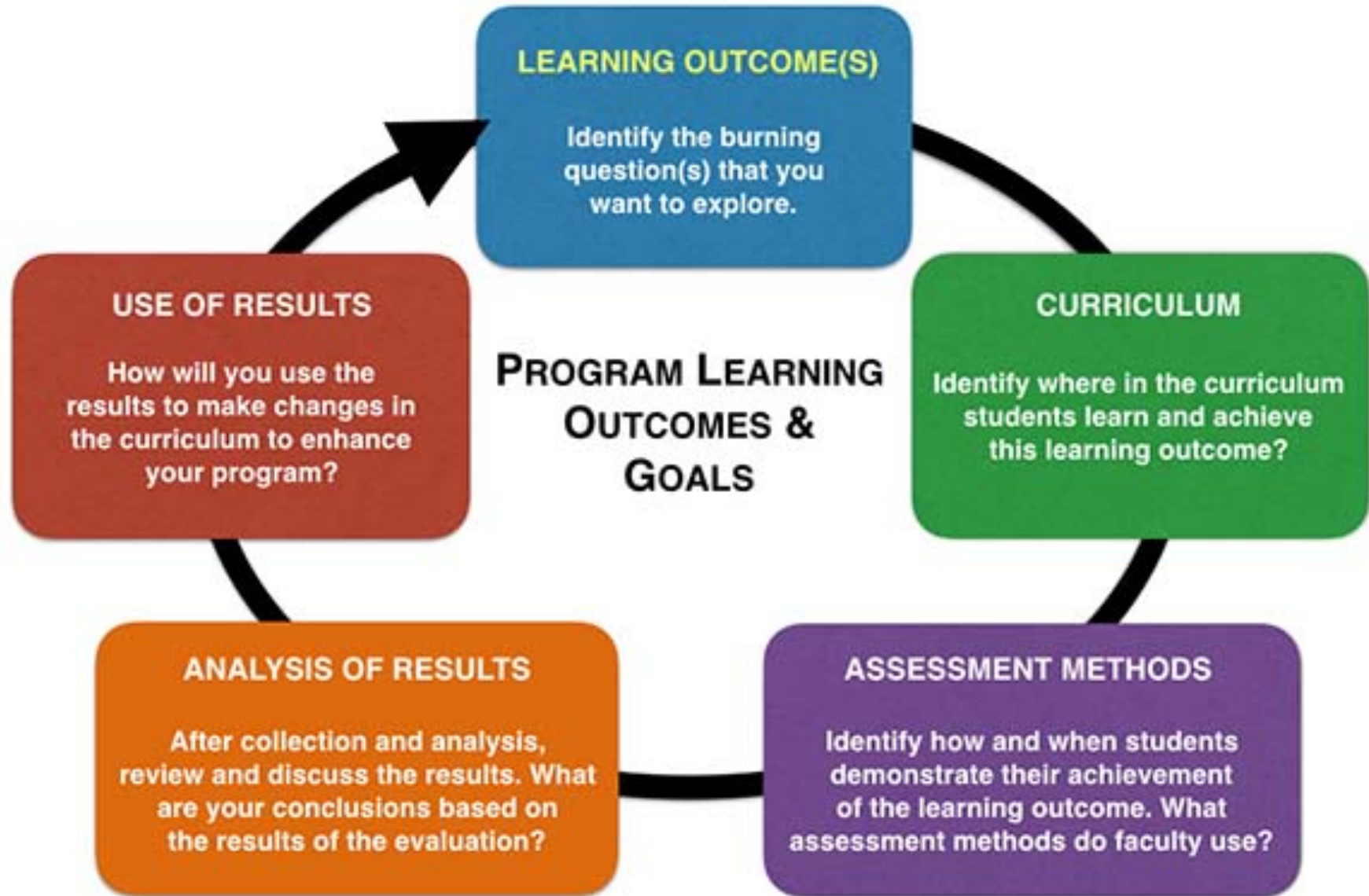
# The Teaching - Learning - Assessment Cycle

## The Assessment Cycle





# The Assessment Cycle





# Programs' Responsibilities for Assessment

- ▶ **Define** each competency or outcome
- ▶ Establish a **standard** of performance at or near graduation: “appropriately ambitious”
- ▶ **Assess**, (dis)aggregate findings
- ▶ Show extent to which **students' performance** meets the **institution's standard** of performance
- ▶ If improvement is needed, **create a plan**, with criteria, timeline, metrics, for judging progress



# Developing Program Learning Outcomes





# Program Learning Outcomes (PLOs) and Alignment with Program Mission and Curriculum

- ▶ Faculty must consider **what** they want students to learn and **which competencies** they should have by graduation
  - This should include a consideration of **disciplinary content** and standards
  - Use examples of **PLOs from similar depts.** In other universities or learning standards developed by your professional organizations



# Alignment with the Institution

- ▶ **Program learning outcomes (PLOs)** should also be aligned with the Institutional Mission and Learning Outcomes
- ▶ Make sure all **Institutional Learning Outcomes (ILOs)**, including the **5 core competencies** (critical thinking, written communication, etc.) can be found within the language of your PLOs



# WASC Senior College and University Commission

- ▶ In the *2013 Handbook of Accreditation*, Criteria for Review 2.2a states:
  - Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, **written and oral communication, quantitative reasoning, information literacy, and critical thinking.**
  
- ▶ Institutions are **free to define each core competency** in a way that makes sense for the institution, its mission, its values, and the needs of its student body.



# Institutional Learning Outcomes (ILOs) at Cal State LA

- ▶ **Knowledge: Mastery of content and processes of inquiry**
- ▶ **Proficiency: Intellectual skills**
- ▶ **Place and Community: Urban and global mission**
- ▶ **Transformation: Integrative learning**

*For details please see Handout*



# The Big Five Core Competencies as defined by WASC

1. **Critical Thinking**
2. **Quantitative Reasoning**
3. **Oral Communication**
4. **Written Communication**

*For details please see Handout*



# The Big Five Core Competencies as defined by WASC

## 5. Information Literacy

According to the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to **determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.**

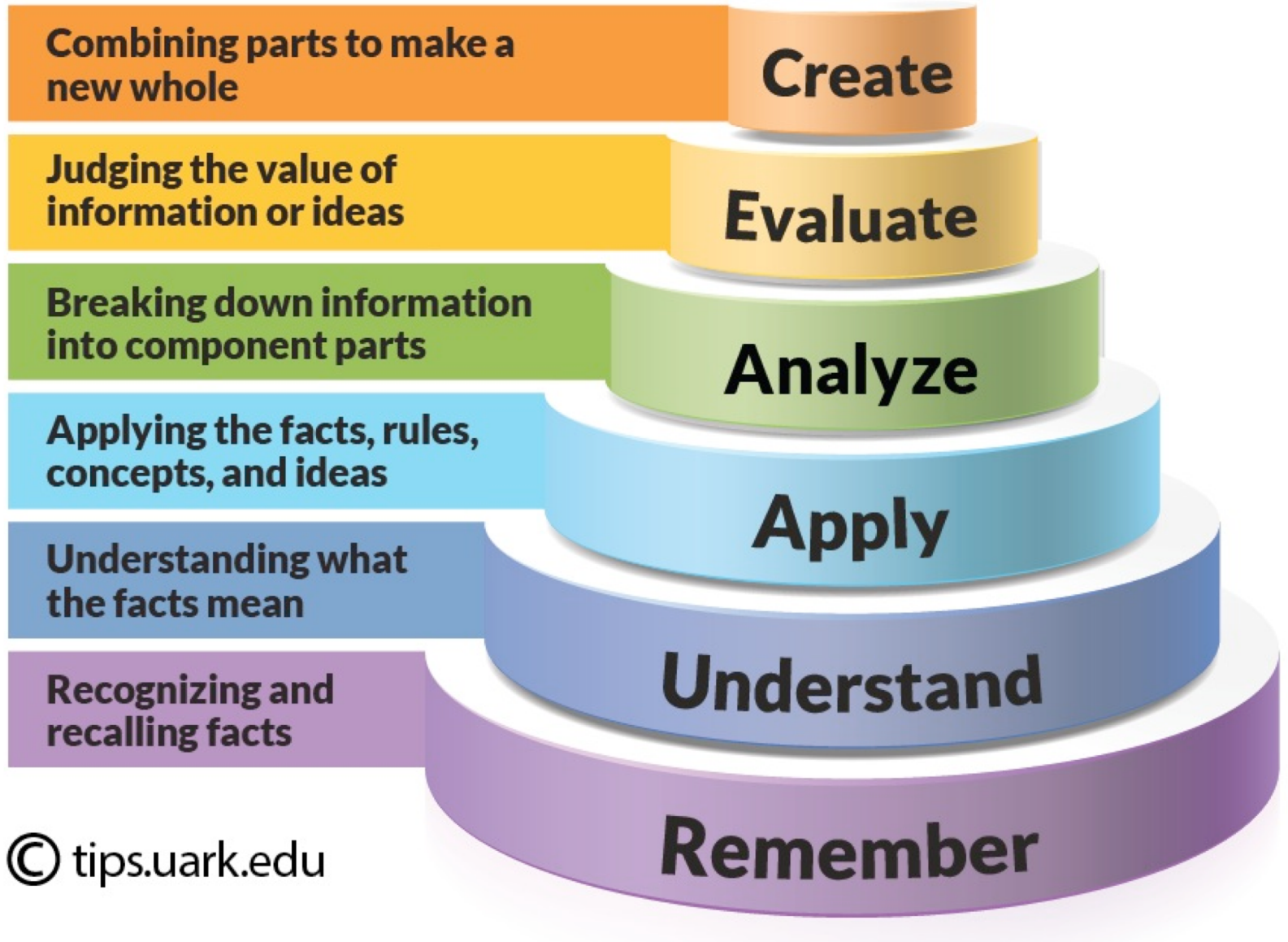


# Best Practices in Articulation of Program Learning Outcomes (PLOs)

- ▶ **How many should there be?**
  - Not too numerous that it would be difficult to assess them all on a regular cycle
  - 4-10
  
- ▶ **How should they be expressed?**
  - Should be measurable- use concrete action words when possible (see Bloom's taxonomy)
  - Should specify what students should be able to do and demonstrate
    - Too vague: “Students will demonstrate information literacy skills”
    - Better: “Students will locate information and evaluate it critically for its validity and appropriateness”



# Bloom's Taxonomy



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*For a better view see Handout*





# PLOs Across the Curriculum

- ▶ Differentiate between expectations at **different** levels
  - Lower division and upper division
  - UG and graduate levels



# Learning Outcomes for Political Science B.A.

- 1. Active Citizenship and Civic Engagement**
- 2. Critical Thinking and Political Communication**
- 3. Political Power and Decision Making**
- 4. Foundations of Political Science**
- 5. A Global Perspective**

*For details please see Handout*



# Learning Outcomes for the Political Science M.A.

1. Students will develop **in-depth understanding** of one or more subfields in political science.
2. Students will be able **to analyze** complex political questions utilizing discipline-based theories.
3. Students will develop **necessary skills for conducting and executing research** on the political process.
4. Students will learn **to integrate and present** research findings.
5. Students will be able **to situate and analyze** political activity in local, national, and global contexts.
6. Students will be able **to apply the findings** of advanced political science research to contemporary issues and debates.



# Direct and Indirect Methods of Assessment



# Assessment in 5 Easy Steps

1. Pick a PLO that is a priority
2. Examine data that already exists
  - IR or university assessment results (info literacy, oral communication)
  - Share results from course-based assessments
3. Decide how to collect better data using indirect and/or direct methods
4. Collect the data in multiple classes at multiple levels (lower, mid, capstone)
5. Discuss results and close the loop



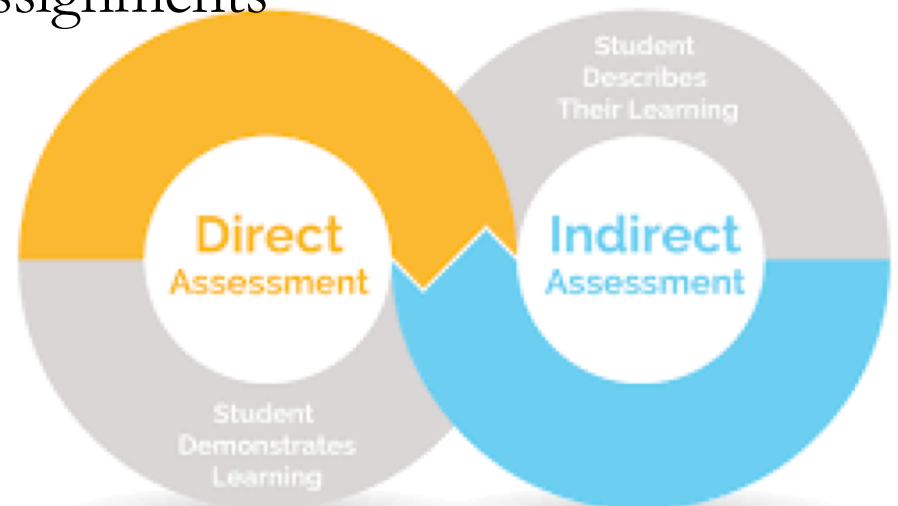
# What is Meaningful Assessment?

- ▶ Should be **intentional** and **purposive**
- ▶ **Backward design** means beginning with the end in mind, anticipating the use of evidence
- ▶ Articulate questions important for the program:
  - Are there disparities in academic performance among various ethnicities in our program?
  - Are students able to transfer knowledge between our courses?
  - What assignments are used in our capstone courses and what knowledge can be learned from these in terms of performance and pedagogical effectiveness?



# Methods of Assessment

- **Indirect** assessment measures of student learning
  - Graduation or completion rates
  - Student opinion or alumni surveys
  - Focus groups
- **Direct** assessment of student learning
  - Standardized assessments
  - Classroom-based assessments and assignments
  - Rubrics
  - Portfolios
  - Capstone Projects





# Example Strategies of Department-Wide Assessment

- Administering **standardized tests** to a sample of students
- Embedding a set of items measuring the PLO into **final exams** of several class sections
- Collecting products (such as papers, posters, etc.) from several classes and scoring them with a **common rubric**
- Creating a **common assignment** for a set of classes and collecting the scores (graded with a common rubric) from instructors
- Asking students to **self-reflect** on their achievement of the learning outcome
- Conducting **focus groups** with students





## Effectiveness Rubric for a Poster

		Exceeds Competency (3 points)	Meets Competency (2 points)	Does Not Meet Competency (1 pt.)
Content	Introduction	Concisely described background information is logically related to hypotheses	Information is relevant but may be too wordy	Information is confusing or not clearly related to hypotheses
	Method and Results	Easy to understand method and results	Describes method and results, but clarity could be improved	Difficult to understand methods and/or results
	Discussion	Connects findings to other research, thoughtful description of implications or future research	Describes conclusions and future research, but may not connect to other research	Description of conclusions is confusing and implications are unclear
Style and Format	APA Format Citations	An occasional error, but demonstrates knowledge of rules	Minor errors in format, but cites appropriately	Major errors and/or missing citations
	Syntax and Use of Language	An occasional error	Some errors (can be repeated) but not distracting	Errors make it difficult to understand
	Style	Visually engaging, professional, neat, and organized	Info. is organized, but may be visually boring or crowded with too small font	Components are difficult to follow or hard to read, may look messy

**Total Scores**  
**15-18 Exceeds Competency**  
**12-14 Meets Competency**  
**8-11 Approaching Competency**  
**3-7 Does Not Meet**



# Assessment Resources

<http://www.calstatela.edu/apra/assessment-resources>

- ▶ Association of American Colleges and Universities (AAC&U) VALUE rubrics
  - ***Intellectual and Practical Skills, including***
    - Inquiry and analysis
    - Critical and creative thinking
    - Written and oral communication
    - Quantitative literacy
    - Information literacy
    - Teamwork and problem solving
  - ***Personal and Social Responsibility, including***
    - Civic knowledge and engagement—local and global
    - Intercultural knowledge and competence
    - Ethical reasoning and action
    - Foundations and skills for lifelong learning
- ▶ National Institute for Learning Outcomes Assessment (NILOA)
- ▶ Degree Qualifications Profile (DQP)



# Best Practices in Making Use of Assessment Data

- ▶ **Infrastructure**
  - Standing committee continuously collects and disseminates data
- ▶ **Disaggregation**
  - Results are examined across time, populations, and outcomes
- ▶ **Presentation and Publication of Findings**
  - Findings are reported and made available online
  - Students are aware of findings
- ▶ **Use of Findings**
  - Results prompt faculty discussions and lead to changes in practices or curriculum
  - Action plans are made and carried out



# Degree Specification using the DQP

- ▶ The **Degree Qualifications Profile (DQP)** outlines a set of reference points for what students should know and be able to do upon completion of associate, bachelor's and master's degrees – in any field of study.
  - Five broad categories of proficiencies which provide a profile of what degrees mean in terms of specific learning outcomes.
  - Focusing on broad areas of learning and the application of that learning, the DQP illustrates progressively challenging performance expectations for all students.
- ▶ **Tuning** is the collaborative process of coming together to define core competencies expected of students studying a particular discipline.

# Degree Qualifications Profile (DQP)

1

## Specialized Knowledge

This category addresses what students in *any* specialization or major field of study should demonstrate with respect to that specialization. Tuning, a field-specific effort to map learning outcomes, is necessary to describe the concepts, knowledge areas and accomplishments that students in a *particular* specialization should demonstrate to earn the degree.

### At the associate level, the student

Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field.

Applies tools, technologies and methods common to the field of study to selected questions or problems.

Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.

### At the bachelor's level, the student

Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.

Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.

Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.

Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.

### At the master's level, the student

Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study.

Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances.

Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.

*For a better view see Handout*



# DQP cont.

2

## Broad and Integrative Knowledge

This category asks students at all three degree levels to consolidate learning from different broad fields of study (e.g., the humanities, arts, sciences and social sciences) and to discover and explore concepts and questions that bridge these essential areas of learning.

### At the associate level, the student

Describes how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts.

Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems.

Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.

Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.

### At the bachelor's level, the student

Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields.

Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.

Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.

### At the master's level, the student

Articulates how the field of study has developed in relation to other major domains of inquiry and practice.

Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods.

Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context.

# DQP cont.

3

## Intellectual Skills

This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Throughout, the DQP emphasizes that students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).

	At the associate level, the student	At the bachelor's level, the student	At the master's level, the student
Analytic inquiry	Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.	Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.	Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.
Use of information resources	Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.	Locates, evaluates, incorporates and properly cites multiple information resources in different media or different languages in projects, papers or performances.  Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.	Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
Engaging diverse perspectives	Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations.  Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.	Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities.  Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.	Investigates through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies.

# DQP cont.

<p><b>Ethical reasoning</b></p>	<p>Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems.</p>	<p>Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished.</p> <p>Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively.</p>	<p>Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance.</p> <p>Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning.</p>
<p><b>Quantitative fluency</b></p>	<p>Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.</p> <p>Creates and explains graphs or other visual depictions of trends, relationships or changes in status.</p>	<p>Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations.</p> <p>Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.</p>	<p>Uses logical, mathematical or statistical methods appropriate to addressing a topic or issue in a primary field that is not for the most part quantitatively based.</p> <p><b>or</b></p> <p>Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based.</p> <p>Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.</p>
<p><b>Communicative fluency</b></p>	<p>Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences.</p> <p>Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences.</p> <p>Negotiates with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing.</p>	<p>Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.</p> <p>Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources.</p> <p>Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.</p>	<p>Creates sustained, coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media or languages for both general and specialized audiences.</p>



# DQP cont.

4

## Applied and Collaborative Learning

This category emphasizes what students can *do* with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom. This category includes research and creative activities involving both individual and group effort and may include practical skills crucial to the application of expertise.

### At the associate level, the student

Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application.

Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom.

Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.

Demonstrates the exercise of any practical skills crucial to the application of expertise.

### At the bachelor's level, the student

Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.

Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.

Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.

Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.

### At the master's level, the student

Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result.

Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.

# DQP cont.

5

## Civic and Global Learning

This category recognizes higher education's responsibilities both to democracy and the global community. Students must demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

### At the associate level, the student

Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions.

Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.

Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience.

Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it.

### At the bachelor's level, the student

Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.

Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.

Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.

Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.

### At the master's level, the student

Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.

Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed.

Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.



# Using the DQP for Tuning

- ▶ Look at the degree specification rubric and worksheet.
- ▶ How could you use these to improve your Program Learning Outcomes (PLOs) and refine your program?
- ▶ Which competencies do you think are missing from your PLOs?



# Assessment Reflection

- ▶ How well-developed is your department's assessment process?
  
- ▶ What first steps will you take?
  - Will you start with indirect methods (student perception survey) or direct methods (collecting student assignments or tests)?



# Curriculum Mapping





# PLOs Across the Curriculum

- ▶ Learning of each PLO should be intentionally embedded across the curriculum
  - Curriculum mapping
  - Student Learning Outcomes (SLOs) in each course proposal should be carefully developed to communicate to instructors and students which learning outcomes are expected





# Curriculum Mapping

	1500	2000	3020	3040	3080	3100	3220	3230	4110	4120	4250	4650
PLO1	I				D	D			M	M		M
PLO2		I	D	D								M
PLO3		I			D			M				
PLO4	I	D		D	D	D	D			M	M	M
PLO5		I		D	D							M
PLO6		I		D								
PLO7	I		D			D			M			

**I = Introduced; D = Developed; M = Mastered**





# Making a Comprehensive Assessment Plan





# The 5-Year Assessment Plan

	17-18	18-19	19-20	20-21	21-22
PLO1	Action plan and timeline				
PLO2		Action plan and timeline			
PLO3			Action plan and timeline		
PLO4				Action plan and timeline	
PLO5					Action plan and timeline
Other Related Activities	Revise PLOs, syllabus audit, course redesign				



# Comprehensive 5-Year Assessment Plan

- a. Institutional learning outcomes (**ILOs**)
- b. Program learning outcomes (**PLOs**)
- c. Student learning outcomes (**SLOs**) (course-level)
- d. The course(s) where each student learning outcome is assessed
  - Not all courses in a major will be designated as an SLO assessment course.
- e. An assessment activity (also called signature assignment)
  - Assignment that directly measures the stated behavior in the SLO



# Comprehensive 5-Year Assessment Plan

## f. Assessment tool

- Instrument used to score or evaluate the assessment activity, such as rubrics or checklist

## g. Assessment schedule

h. How the findings will be quantitatively or qualitatively reported

i. Who will collect, analyze, and interpret student learning outcome data

j. Program data/findings dissemination schedule

k. Anticipated strategies to “close the loop”



# Comprehensive 5-Year Assessment Plan

*Sample: Industrial Management*

*Please see Handout*

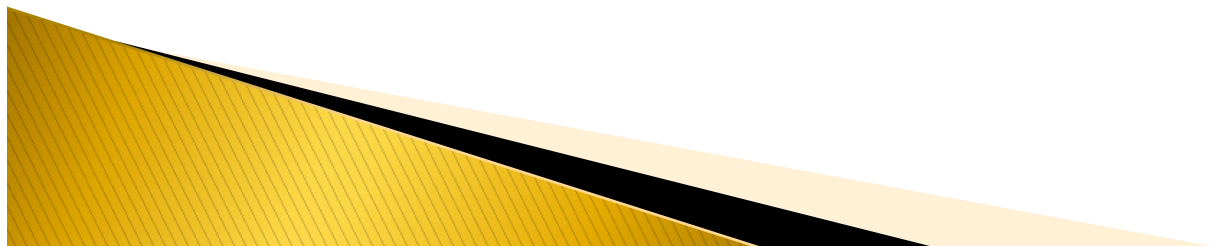


# Assessment in the Self-Study Template

Progress   Stage Element	DEVELOPED (3)
<p><b>Program Learning Outcomes (PLOs)</b></p>	<p>Student learning outcomes specific to program and measurable.</p>
<p><b>Curriculum/Program Mapping</b></p>	<p>Courses are listed and are linked to PLOs. Clear levels of learning are defined for PLOs at all levels (I, D, M)*. Some mapping evident. Program level outcomes map to college and institutional outcomes.</p>
<p><b>Methods/Measures</b></p>	<p>Multiple methods and measures used and linked to PLOs. Assessment at only 1 level of learning. Indirect and direct methods used.</p>
<p><b>Assessment Infrastructure</b></p>	<p>Faculty committee and program faculty communicate regularly. Admin support evident and evidence seen of regular data collection. Regular use of technology seen.</p>
<p><b>Presentation and Publication of Findings</b></p>	<p>Findings explained and available online, current and accessible and some are linked to PLOs or standards. Some students are aware of findings</p>
<p><b>Use of Findings</b></p>	<p>Findings discussed among faculty, issues are identified and changes are made to program (e.g. pedagogy, courses changed or added) Annual reports seen.</p>



# Questions?





Thank You!

