

Section 1 – Program Mission

Program Mission

The mission of the Bachelor of Science program in Applied Psychology is to empower students to apply general knowledge of psychology and in-depth knowledge and skills in specific areas of psychology to communicate effectively, think critically, behave ethically and with cultural awareness, and work interpersonally with people from a wide variety of backgrounds.

The Applied Psychology program's educational objectives are:

1. To produce graduates with effective interpersonal skills who can work in a variety of practical settings.
2. To empower students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas.
3. To provide opportunities for students to apply their psychological training to their personal life and employment in business, educational settings, and human service-related organizations.
4. To prepare undergraduate students for graduate study in various areas of psychology, such as Social Work, Applied Behavior Analysis, Experimental Psychology, or Marriage and Family Therapy.
5. To serve as a minor to complement other programs.
6. To provide meaningful general education social science courses.

Mission Alignment

The Bachelor of Science in Applied Psychology program is aligned with the university mission to provide a professionally focused program with hands-on learning. The program prepares students for careers that apply the principles of psychology in diverse settings. The program provides a strong core curriculum designed to ensure students understand the foundations, theories, and principles of each area of psychology. As an **applied program**, both core and elective courses have a **skills-based focus**, allowing students to identify personal strengths, **apply knowledge to real-world situations, create and implement new ideas, and ultimately be prepared to enter the workforce or continue to graduate programs**. The Applied Psychology program has maintained networked connections with several organizations allowing for our students to gain experiential learning through our externship opportunities, the Well-being Program, the Relationship Building Program, and the Behavior Improvement Group Applied Behavior Analysis Clinic in Klamath Falls. Through an Applied Experience requirement, students have the opportunity to participate in externships, advanced research courses, or community work to prepare themselves for exciting and rewarding careers or graduate programs.

Section 2 – Program Student Learning Outcomes

PSLO 1: Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation.

PSLO 2: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.

PSLO 3: Students will demonstrate basic psychological principles and skills.

PSLO 4: Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews, and theoretical papers.

PSLO 5: Students will demonstrate effective oral communication skills in various formats.

The Applied Psychology Program's PSLOs are linked to external sources. They align with both Oregon Tech's ISLOs, as well as the American Psychological Association's Guidelines for the undergraduate psychology major, version 3.0 (2023).

Section 3 – Curriculum Map

Student Learning Outcomes Table – BS Applied Psychology 4-year program

F – Foundation (Introduction) P – Practice (Reinforcement and Application) C – Capstone (Synthesis)

University	ISLO 2 Inquiry & Analysis ISLO 4 Quant Literacy	ISLO 3 Ethical Reasoning		ISLO 1 Communication		ISLO 5 Teamwork	ISLO 6 Diverse Perspectives
Program	PSLO 1 Research	PSLO 2 Ethics	PSLO 3 Skills	PSLO 4 Writing	PSLO 5 Oral Com		
Course							
COM 11Z					F		
WRI 121Z				F			
WRI 122Z/227Z				F			
SPE 321						P	
MATH 111Z	F						
STAT 243Z	F						

PSY 201Z/202Z	F	F					
PSY 215/216		F	F				
PSY 301		P	P		P		P
PSY 311/312	F						
PSY 313	P	P	P	C			
PSY 317		F	F		F		
PSY 330/331							F
PSY 334/335		P	F				
PSY 339	F						
PSY 455							
Applied Experience	F	C	C		C		C
PSY 475	C	C	C	C	C	P	

Section 4 – Assessment Cycle

		Act	Collect	Plan
ISLO	PSLO	2022-2023	2023-2024	2024-2025
Communication	PSLO 4 PSLO 5			PSY 313 PSY 475 Student Exit Survey
Ethics	PSLO 2	PSY 301 PSY 313 Student Exit Survey		
Teamwork				PSY 475 Student Exit Survey
Diverse Perspectives		PSY 301 Student Exit Survey		
Inquiry and Analysis	PSLO 1		PSY 313 Student Exit Survey	
Quantitative Literacy	PSLO1		PSY 313 Student Exit Survey	
	PSLO3	PSY 301 PSY 335		

The Applied Psychology Program plans to follow Oregon Tech's 3-year ISLO assessment cycle. The 3-year PSLO cycle will align with the ISLO cycle.

Section 5 – Assessment Data Collection Processes

The 2023-2024 assessment addresses one PSLO (#1) and two ISLOs (#2 and #4). Multiple activities across the year were used to assess these learning outcomes.

ISLO 4: Quantitative Literacy

- **Performance Target**
The target performance level was 75% of students earning 75% or higher on exam 4 in PSY 313 Research Methods in Psychology.
- **Activity:**
This outcome was assessed in PSY 313 Research Methods in Psychology (Fall online, Winter KF, Spring online). The assessment activity was Exam 4. This unit exam consisted of 30 multiple choice questions and two essay questions.
- **Sample:**
A total of 32 students completed the assessment activity in PSY 313 across three terms. Two terms the class was online and the other term it was on the Klamath Falls campus. 28.1% were online applied psychology majors, 68.6% were Klamath Falls applied psychology majors, and 6.3% (2 students) were not applied psychology majors. There were 11 seniors, 24 juniors, and 3 sophomores.
- **Accountability:** The multiple-choice questions were scored by Canvas. The essay questions were scored by the instructor, Ed Clint, according to the rubric.
- **Representation:** All modalities and terms offered were represented. Fall and spring terms it was online and winter term it was in Klamath Falls.
- **Rubric:** 75% on the overall Exam score is acceptable. Essay 1 rubric: 3 points: Student must read the provided empirical article and indicate that the response rate being low should be a cause for concern. 2 points: Student articulates justification for their answer based on the facts of the study and/or the problems associated with low response rates in surveys in general. Essay 2 rubric: 2 points- correctly identify the type of reliability relevant to the study (inter-rater reliability). 3 points- correctly determine that that is not necessary to the study because its dependent variable is highly objective. Partial credit for correct reasoning about reliability even is misapplied to the current study

ISLO 2: Inquiry and Analysis

PSLO 1: Research Methodologies

- **Performance Target**
The target performance level was 75% of students earning 75% or higher on exam 4 in PSY 313 Research Methods in Psychology.
- **Activity:**
This outcome was assessed in PSY 313 Research Methods in Psychology (Fall online, Winter KF, Spring online). The assessment activity consisted of three article report assignments. Each assignment included critical review of three empirical science articles. The student needed to locate and provide the articles and answer eight questions about each article.
- **Sample:**

A total of 32 students completed the assessment activity in PSY 313 across three terms. Two terms the class was online and the other term it was on the Klamath Falls campus. 28.1% were online applied psychology majors, 68.6% were Klamath Falls applied psychology majors, and 6.3% (2 students) were not applied psychology majors. There were 11 seniors, 24 juniors, and 3 sophomores.

- **Accountability:** The assignments were scored by the instructor, Ed Clint, according to the rubric.
- **Representation:** All modalities and terms offered were represented. Fall and spring terms it was online and winter term it was in Klamath Falls.
- **Rubric:**
7.5 points of 10 or better per this rubric:
1 pt Article is correct type/topic for assignment. Empirical study, not meta-analysis, letter, etc.
1 pt Citation provided and in proper APA format
1 pt Article research question(s) correctly identified
1.5 pt At least 3 points from introduction identified, relevant to student's topic
1 pt Type of research methodology correctly identified (survey, experiment, etc.)
1 pt Participants described (number, demographics specified in article)
1 pt One or more measures used by authors correctly identified.
1 pt Brief summary of results correctly, completely characterizes the findings of the article.
1.5 pt At least 3 points from Discussion section identified, relevant to student's topic.

Section 6 – Assessment Data and Interpretations

Performance Criteria	Assessment Methods	Performance Target	Results	Interpretation - Met	Equity Gap?
Quantitative Literacy	Direct: Exam in classes assessed Indirect: Senior Exit Survey	Direct: 75% of students scoring 75% or higher Indirect: 75% of students reporting proficiency or higher	Direct: 75% - Web, FA23, 12 75% - KF, WI24, 8 67% - Web, SP24, 12 Indirect: 84.6% reported proficiency or higher	Direct: Yes Yes No Indirect: Yes	No on all aspects
Inquiry and Analysis; PSLO 1 (Research Methodologies)	Direct: Assignments in classes assessed	Direct: 75% of students scoring 7.5 or higher	Direct: 50% - Web, FA23, 12 75% - KF, WI24, 8 67% - Web, SP24, 12 Indirect:	Direct: No Yes No Indirect:	No on all aspects Online sections had students more likely

	Indirect: Senior Exit Survey	Indirect: 75% of students reporting proficiency or higher	100% reported proficiency or higher	Yes	to withdraw
Graduation Rate	University Dashboard	6-year rate >50%	92%	Yes	Yes, based on small populations noted below that skew statistical significance Native American—50% (1/2) 2 or More Races -50% (1/2)
Retention	University Dashboard	1-year rate >75%	68% (51.6% same major 16.7% changed major)	No	No
Post Graduation Success	Employment survey	6 months post-graduation employment >75%	NA	NA	NA
DFWI	University Dashboard	All program <12%	7.8%; 6.1% Klamath Falls 8.8% Online	6.1% KF 8.8% online	No

- Interpretation of Results:** The level of quality is consistent across terms and modalities based on the results obtained from this year's assessment data with no gaps in equity noted. However, in some cases the online classes have higher DFWI rates compared to the Klamath Falls based class. Of note, there is a slightly higher percentage of those withdrawing from the online course. This is not large and it is not surprising. Online students have reasons for why that modality works the best for them and there are many personal reasons that come into play when they decide they need to withdraw from a class. It is typically not due to the instructional quality of the learning experience in the psychology classes. Students may choose to withdraw from a course due to advising that it would be better to do

so than fail a class. Students' perspectives, an indirect measure via the Senior Exit Survey, note positively that they acquired the learning outcomes.

- **History of Results:** Data trends can be observed in the table below. Graduation rate has steadily increased over the years, though retention has dropped a bit. The DFWI rate has remained steadily below the university target level. While the quantitative literacy ISLO has been met over the years, the inquiry and analysis ISLO and PSLO1 research methodologies have fallen a bit from previous assessments. This is likely due to the sampling differences between the years. The previous assessment did not include the online sections of the research methods class, but the current year's assessment did. The online sections had somewhat lower rates of meeting the goal for these objectives.

Assessment year	2018-19	2019-20	2020-21	2021-2022	2022-2023	2023-2024
Graduation Rate	46.7	56.8	62.5	61.4	54.3	NA
Retention	71.4	77.3	66.7	50	61.1	NA
DFWI	8.3	8.0	8.1	8.1	9.6	5.4
PSLO1 research			Met			Mixed
Inquiry and analysis			Met			Mixed
Quantitative literacy		Met				Met

- **Evaluation of Past Actions:** As reported in the 2020-2021 and 2021-2022 assessment reports, it would be ideal to have faculty seek additional training on how to better address Inquiry and Analysis skills in relevant courses. The primary course in our program is PSY 313 Research Methods. The instructor for this course was in his second year as an Assistant Professor during the collection period and first took on teaching this class online during this period. There has been regular turnover for this position. Faculty support in this area would be beneficial. This is an area the program has lacked in and another psychology faculty member is needed to support the program and student needs.

Previous Action Plan	Previous Data	Current Data	Interpretation
Assess in multiple sections of PSY 313 across modalities	33.3% of sections assessed	100% of sections assessed	Improvement

Section 7 – Data-driven Action Plans:

- **Action Drivers:**
 - 1: Increase student engagement in applied research projects. This will provide students with opportunities to participate in many professional activities related to Inquiry and Analysis, Quantitative Literacy, PSLO 1, and many other programmatic and institutional outcomes. Students will be involved in conducting research, writing conference submission proposals, presenting at professional conferences, and attending educational conference sessions.
 - 2: Investigate ways to refresh students on fundamentals of statistics at the start of their PSY 313 Research Methods course, especially for online sections.
- **Action Specifics:**
 - 1: Students in the Relationship Building Program and Well-being Program will be conducting research, generating proposals, and presenting at the Western Psychological Association conference and

Western Positive Psychology Association conference. Additional students from Psychology Club will also attend a conference. Students will be recruited to join in research outside of these programs, as well.

2: Look at possible statistics review in online class, such as with a separate module that may be provided as a resource and/or graded activities.

- **Accountable Parties:** Trevor Petersen and Ed Clint
- **Timeline:** Conference proposals are due December 16th and December 18th. Conferences are held in the spring.
- **Resources Needed:** Immediate need for two full-time, tenure track faculty in Psychology. In the process of hiring a full-time program manager for the Relationship Building Program and Well-being Program. Funds are needed to support student registration and travel to professional conferences, as well as faculty to attend these conferences, either as presenters or supporting student travel activities. Online learning needs support to provide services to faculty, especially adjunct faculty if we must continue to rely on adjunct instruction.
- **Reassessment:** Inquiry and Analysis, Quantitative Literacy, and PSLO 1 will be reassessed on the 3-year cycle.

Section 8 – Closing the Loop: Reflection on previous work

- **Last Year's Action Plans:** The Applied Psychology program did not have enough full-time faculty members to allow for all programmatic activities to be completed. As other more pressing matters took precedence, the assessment report was not completed.
- **Programmatic Improvements/Changes (not assessment driven):** Two primary changes the program experienced are not all improvements.
 - 1: The program had a visiting instructor for the year. This person was able to be considered the instructor of record for many classes, but did not add value to the program or experiences for students. We spent time last year conducting interviews to hire a full-time faculty member in psychology to start fall 2024. This search, after considerable time was devoted and several promising candidates were interviewed, was frozen and ultimately canceled. This year we do not have either a visiting or full-time faculty member and are understaffed more than last year, causing reliance on many adjuncts. This will have a negative impact on our student outcomes performance.
 - 2: The second change was the development and now implementation of PSY 201Z and PSY 202Z due to state mandates of common course numbering. This caused changes in instruction, course offerings, dual credit arrangements, major requirements, and minor requirements, all planned last year and starting this year. This should not impact student outcomes performance significantly. It may, however, have an impact on enrollment in our general education offerings. This will need to be monitored.
- **Improvements in Assessment Process:** The past year's assessment examined several outcomes based on a few measures in one class, as well as indirectly via the Senior Exit Survey. Additional areas to assess these outcomes can be identified, such as the IDEA Center evaluations for PSY 313 Research Methods and using the university provided ISLO rubrics. It would also be beneficial to more immediately review the data collected. This could be done at the start of each term, reflecting on the data gathered the previous term, rather than an entire year being examined at the start of the next academic year. It would also be beneficial for the program to have access to data on post-graduation success and plans of our graduates, including how many enter Oregon Tech's

Masters Programs in Applied Behavior Analysis and Marriage and Family Therapy. This information could be an additional way for us to assess our programs strengths and where we might be able to make changes.

- **Faculty Discussion:** Applied Psychology faculty met weekly in September and October 2024 to review and discuss the assessment data. We assessed a total of three learning outcomes during the 2023-2024 academic year across all terms and via multiple sites (Klamath Falls and Online). Our sample was an adequate representation of the Applied Psychology major. Data indicate student performance on direct assessment measures is at or above performance targets except for slightly lower outcomes for some students in the online sections. We will continue to assess in multiple sections, across locations, and across modalities whenever possible. Faculty will continue to seek to incorporate high impact teaching practices to support student learning.

Some topics we discussed beyond the ISLOs were our program mission, objectives, PSLOs, related classes, data collection from previous years, data collection for this year, assessment report reviews, web pages to update, the Outcomes feature in Canvas, and both the results and needed edits to the Senior Exit Survey. We discussed sections of this report together, including reviewing and interpreting the data and planned data collection. This coming year we will be collecting student performance on Teamwork in PSY 475 and on Communication (written and oral) in PSY 313 and 475.

The DFWI rate for all PSY courses is at an acceptable rate. The majority of those are for Incompletes. Most incompletes occur for students enrolled in PSY 420: Externship. We recognize that factors beyond the student's control may impact their ability to complete the required hours for their externship experience. We also recognize that a student's overall GPA and progress toward graduation may be negatively impacted by a lower grade. When warranted, we work with students to allow them to continue progress in the externship and to eventually receive a passing grade (as well as a positive experience). Although the DFWI rate is often viewed as an indicator of equity gaps, the appropriate use of the Incomplete grade can provide the support that students need to succeed. This is also true for students that are advised to withdraw from classes rather than continue and ultimately not succeed in a class. Of note, classes with higher DFWI rates on the Klamath Falls campus were PSY 313, 420, 455, and 465 and on the Online campus PSY 215, 301, 312, 334, 335, and 420. Summer DFWI rates were higher compared to the other terms. Faculty will continue to seek opportunities to support students, including working with the Advising and Retention Office and utilizing the student early alert system.

We will continue to monitor retention. Faculty noted students in fully online programs may be more likely to follow part-time paths to graduation. They also may be more likely to withdraw from classes. This population of students typically seeks more flexibility in timing of courses and is more willing to stop out for periods of time due to life factors unrelated to their classes or degree program. We recognize this flexibility increases access for students even while depressing retention and graduation rates. This is likely to continue to be reflected in the Applied Psychology assessments, as a large percentage of our students are online students.

We have continued understaffing in the program and continue to struggle to find qualified adjunct instructors for our program. It may be challenging to conduct assessment activities with adjunct instructors. Additional support for adjunct instructors, monetary and other, would increase our ability to engage with them on assessment. We continue to request additional full-time faculty. Faculty will continue to engage in professional development related to teaching and learning and will incorporate changes as appropriate. Resources to support faculty professional development is needed.

Section 9 – Executive Summary

1. Top three continuous improvements:

- Oregon's HECC mandated common course numbering for introduction to psychology classes. We needed to replace our three course, nine credit series of PSY 201, 202, and 203 with the new two course, eight credit series of PSY 201Z and 202Z. We were able to get these successfully implemented in our program, including revising our major and minor requirements. We are also aligning these new courses with our dual credit high school partners. The new classes were first offered summer 2024. We are in compliance with Oregon HECC requirements.
- As our program is understaffed, we conducted a faculty search during the 2023-2024 academic year. Our committee identified and interviewed many promising candidates. The search was then frozen and ultimately cancelled. We are continually trying to improve our program's ability to have faculty members advise and educate our students with a variety of course offerings. In our current state, we have high advising loads and limited ability to offer elective classes. We also rely on adjuncts to offer instruction in core classes without serving as an advisor or connecting students to applied opportunities.
- While stretched with demands, faculty continue to work individually with students in both advising, instruction, and applied experience. This likely contributes to our low DFWI rate and absence of equity gaps in our program.

2. Three examples of student achievement:

- DFWI rates for the program are down and within a good range. The majority of these are for incompletes, especially externships, which ultimately provide a student focused solution that allows for successful completion of work and a good experience.
- Many students were involved in program activities that led to presentations and a publication. Details related to this are noted in number 3 of this section.
- Students continue to be involved in applied learning activities. This includes Department of Human Services sponsored programs with the Relationship Building and Well-being programs, as well as externship and clinic activities. These contribute to students continuing on to graduate school and being employed by their externship sites after graduation.

3. Three examples of student success stories:

- At the end of April 2024, a group of five Oregon Tech Applied Psychology students traveled to San Francisco, CA to attend the Western Psychological Association annual convention. There, in addition to learning from expert psychologists in the field and networking, they were also able to present outcome research from their work in the Oregon Tech Relationship Building Program called *Outcomes from Student Involvement in a High-Impact Practice (HIP): A Behavioral Parenting Program for DHS Affiliated Families*. The results reflected that involvement in this program significantly added to students' networking, experience, knowledge, and skills.
- During the 2023 fall term, Lily Bonomo traveled to Cuenca Ecuador to participate in a Study Abroad/Service-Learning program through the Oregon Tech Applied Psychology Program. There, in partnership with Orphanage Support Services Organization (OSSO), she volunteered in

various facilities that serve at-risk populations. These agencies included state- and privately-run orphanages, an adult home for individuals with severe developmental/intellectual disabilities, and a preschool for impoverished parents. She was also able to participate in weekly excursions to learn about the history, food, government/politics, business, traditions, and nature of Ecuador.

- Student Winter Smith was a co-author of Hults, C. M., Francis, R. C., Clint, E. K., **Smith, W.**, Sober, E. R., Garland, T., Jr, & Rhodes, J. S. (2024). Still little evidence sex differences in spatial navigation are evolutionary adaptations. *Royal Society Open Science*, 11(1), 231532.

<https://doi.org/10.1098/rsos.231532>

The paper was covered by NewsWeek among others; Some of Winter's contributions were featured in the Daily Mail's article.

<https://www.newsweek.com/scientists-debunk-myth-males-better-navigating-1861136>

<https://www.dailymail.co.uk/sciencetech/article-12973911/Study-finds-men-better-directions-women.html>

4. Efforts in closing equity gaps: This is an area of success for the program, as there are no equity gaps. This has been determined by examining the data provided through the Equity Gap Dashboards. The lack of equity gaps has been consistent across years of assessment since the introduction of the Equity Gap Dashboards. We will continue to monitor for any potential equity gaps and work on avoiding any in the future.

Actions taken to help student achieve their potential occur at all levels of our curriculum. Some examples of this are available both in our course and external activities. One faculty member, Alishia Huntoon, was a pilot member of an equity focused open educational resource used in Human Growth and Development courses. This also extended outside of the classroom as she has presented about equity minded educational materials and practices at national and international conferences. Another faculty member, Trevor Petersen, developed a study abroad program that allows students to experience professional opportunities and cultural activities in Ecuador. Students continue to take part in experiential learning programs through externships, the Relationship Building Program, the Well-being Program, and the BIG ABA Clinic. Psychology Club and Psi Chi National Honor Society also continue to engage students and support conference attendance.

PSY 313 Article Report

The purpose of this assignment is to begin critical review of research literature in order to prepare the introduction and method sections of your research project paper.

In order to successfully complete this assignment, you need to be able to locate relevant research literature. You may want to choose from your list of PsycINFO articles from Lab 2.

To get started – choose 3 articles and complete the attached forms – one for each article

Instructions:

1. Find a research article that is relevant to your research topic AND is interesting to you!
2. Make a copy of the article or download the PDF and attach in Canvas – if you need to request the article through ILL it can take a few days! Plan ahead!
3. Read the article
4. Answer the following questions (next pages of this assignment)
5. Repeat for 2 more articles
6. Submit your answers in Canvas along with the original articles

When completing this assignment, keep details notes. One purpose of completing these assignments is so that you can understand how to pull relevant information out of a journal article that you will need to use in your introduction section. The more thorough you are now, the less work you will have to do later!

Your research topic:

For EACH article, provide the following:

Article Citation (using appropriate APA format – authors, year, article title, journal, vol, pp)

Research Question or Purpose of this article

3-5 key points from Introduction that may be useful for your project

Type of Research Methodology used (i.e., survey, expt. with pre-posttest, etc)

Brief description of participants

Measures used (data collected) (list names of measures or give brief description)

Might you want to use any of these measures in your study?

Brief summary of results (hint – see beginning of discussion section)

3-5 key points from Discussion that might be useful for your study (hint- what do they suggest for future research? What do they identify as limitations of this study?)

Final thoughts – brief summary of information that you might be able to use in your study

Program Assessment Report Feedback Rubric

2023-24 Assessment Report

Program:

Department Chair:

Program Assessment Report Author:

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	x
Educational Objectives Wording is Actionable	x
PSLO's are justified by Professional Standards	x
PSLO'S are aligned to ISLO	x
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	x
Assessment Cycle is three years or less to cover all PSLO and ISLO	x
Actions taken by programs on assessment during each year of the cycle are specified	x
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	x
Rubric: Criteria for grading the assignment is described (may include as an appendix)	x
Sample: Number of samples reviewed is specified	x
Accountability: Reviewer of the assignment are specified	x
Assessment data is collected across all locations and modalities	
Performance Targets of acceptability are indicated	x
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	x
Interpretation: Current results are compared against performance targets	x
Interpretation: Current results are compared against previous years of data	x
Interpretation: Current results are compared against some external comparator	x
Action drivers: Items not meeting performance targets have actions planned	x
Action drivers: Additional action plans for overall department improvement are indicated	x
Action plans: Specifics of accountability and timelines are indicated	x
Action plans: Actions are linked to identification of resources needed	x
Faculty discuss trends in the data	x
Faculty discuss previous action plan success given new data	x
Faculty discuss the assessment process and make any improvements necessary	x

Directions: Please provide comments on any item that is not graded as well developed.