STUDENT LEARNING ASSESSMENT PLAN

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BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: INDIRECT MEASURES FROM STUDENT GENERATED COURSE EVALUATIONS ARE STORED ELECTRONICALLY BY INSTITUTIONAL EFFECTIVENESS OFFICE. SAMPLES OF COURSE MATERIALS REVIEWED ARE HELD ELECTRONICALLY ON COURSE BLACKBOARD AND IN PAPER BY COURSE FACULTY.

EXECUTIVE SUMMARY

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Supporting Courses	Year of Last Assessment	This Year 2014-2015	Year of Next Planned Assessment
Through the use of organizational analysis and research methodology, develop and implement OD interventions that support high performance in individuals, teams, and organizations.	*OD521, HRM 509, OD525*	*Never assessed before: first year certificates were required.*	*yes*	*2018-2019*
Identify and develop OD and knowledge management interventions that support business strategies and add value to the entire business enterprise.	*OD521, OD509, OD523, MBA515*	*Same as above.*	*no*	*2016-2017*
Function as a role model of OD leadership, orchestrating strategy and working effectively as an individual contributor or within a team environment.	*OD521, MGT515, OD523*	*Same as above.*	*yes*	*2018-2019*

Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant School Plan:

*Note: These learning outcomes and goals are not yet consistent with the Catalogue. Given that this is the first year that the certificate requires assessment, we are behind in aligning all documentation. The alignment will be made for the next catalogue

revisions. That said, students requesting this certificate are handed a separate learning outcome and goals sheet explaining the difference between getting the certificate vs. the full HRM degree.

The program's overall goals are a subset of those for the entire HRM full degree program. The difference is that the certificate only includes those required courses that are deemed "essential" to practice OD in the industry (as outlined by the Association of Talent Management and Society of Human Resource Management, our evaluation bodies):

This is a 15-credit certificate that includes the following courses:

- MGT515 Leading and Managing Teams
- OD521 Organization Change and Consulting
- OD525 Organization Theory and Design or MBA515 Management in Organizations
- OD523 Executive Coaching
- HRM509 The Learning Organization

The student graduates with just the basics without further in depth study in elective/supporting HR course work. Thus, the pertinent goals for this certificate are that graduates will
   1) Be prepared to act and support general OD interventions in the field
   2) Have acquired essential competencies in core OD functional areas

The intent of the program is to provide a degree for students who
   1) Already have a master degree in another or an associated discipline and wish to demonstrate further education in OD.
   2) Are not sure whether they want the full HRM degree or not and the certificate allows initial emersion into the field with the hope of switching to the full degree program. This happens in 80% of the cases and thus the certificate has played a major recruitment role for the HRM/OD program.

The program's outcomes support the University's mission/vision (including mission/vision of 2015) in terms of
a) "Emphasizing academic excellence"—High standards are established for each course with rubrics emphasizing outcomes for each assignment that supports one or more assessment outcomes.

b) "Career preparation"—Each course in the program has a balance of theory and practical application with a major project requiring access to an organization within the Washington, D.C area.

c) "Professional development"—Professional development is the cornerstone of this particular program: Human Resource Management. Students learn to develop themselves while developing others within organizations—that's the essence of Human Resources.

d) "The moral growth of the individual"—Ethics is a component of every course. Human Resources professionals are the "keepers" of organizational ethics and our students must demonstrate this in all outcome projects.

e) "Global perspective"—The program has been recently modified to insert global issues within every HR course, whether it be associated with pay, benefits, recruitment, law, or organization development.

The program's outcomes support the School's mission/vision. As updated in 2015, the outcomes emphasize ethics, communications, critical thinking, leadership, and team building.

a) "Educating current and future professional managers"—The degree requires assignments that require students to actively engage with outside professionals within the industry in assessing and learning about HR initiatives. In doing so, the nature of leadership and being a role model is at the core of course success.

b) "Knowledge that has value for the business community and society"—Human Resources is a part of every business entity, whether it is a department of 1 or 200. Human Resources also plays the major role in linking organizations with the outside community and creating internal cultures within the organization itself. Teamwork—both leading teams and participating as an engaged member—is a method used in every course.

c) "…seeks to develop a new breed of principled business professionals"—The HRM curriculum is highly application focused. Students work on cases and go into organizations to solve problems and demonstrate the transfer of skills in the real world. The actual process of critical thinking is taught as applied to ethical, legal, and business scenarios.

Each learning outcome is linked directly to both the University and the School mission and strategic plan in the following ways:

1. Through the use of organizational analysis and research methodology, develop and implement HR interventions that support high performance in individuals, teams, and organizations. Supports "career preparation" and "professional development." Students are prepared to manage through a systems approach and apply interventions to solve organizational problems and improve performance in the following essential HR functional areas: compensation, benefits, organization development, recruitment, performance management, personnel law, team work, and global issues. They personally develop in applying analytical tools to

business issues. Furthermore, supports "academic excellence" and "future professional managers." Students learn to apply qualitative and quantitative rigor to their work. It also supports SBA's goal to enhance and apply technological strategies. Students apply research and measurement methods to HR programs in order to validate HR efforts and demonstrate correlations between HR initiatives and organizational outputs.

2. Identify and develop HR interventions that support business strategies and add value to the entire business enterprise. Supports "value for the business community" and "future professional managers." Students learn to work closely with an organization's overall strategic direction so the entire business enterprise is successful and essential HR functional areas (listed in #1) are aligned with the overall strategies and goals of the business (i.e., if a business is trying to expand into the global marketplace, the student learns to tailor HR strategies and knowledge to global cultures and environments).

3. Implement and continuously monitor HR initiatives in alignment with personnel law, health and safety regulations, ethical behavior, labor relations, diversity, and international issues. Supports "value for business community," "moral growth," and "academic excellence." Students study and apply strict human resource laws in organizations, learn the value of working within diverse and international environments, and develop/apply HR tools that maximize ethical, diverse, and international initiatives.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements: The <u>Assessment Process</u> improvements and update:

First, the assessment process we used this year:

- All courses in the HRM curriculum have a culminating project that measures student learning in <u>one or more of the four</u> learning objectives, as shown in the matrix above.
- Each year we test <u>two l</u>earning outcomes.
- Every cycle we rotate the courses in order to continually monitor the effectiveness of the outcome project for all the courses, ensuring that each one measures what we have built into the learning outcomes for that course.

Our assessment process includes both direct and indirect methods that measure the percentage of students demonstrating the designated level of learning required to meet the outcome assessment criteria established for that particular learning objective. This is done through
- Teacher evaluation of major learning assessment from that course (comprehensive project that embodies the skills/knowledge stated).

- Teacher evaluation compared to the review of three outside readers (all against the stated learning criteria). Outside readers are all experts in the field who have attended a conference session on how to evaluate the projects in a consistent and valid way (all using the same provided templates). Given that the work of both full time HRM students and certificate students may sometimes be in the same course, the process requires that one certificate assignment be included in the sample packet (total of 4) used for the teacher evaluation/outside readers' process.
- Student/alumni assessment of all core courses: through focus groups and surveys—a process that is actually a part of a leader-led project that is completed every year within one of the team project courses (confidential, reliable, and valid).
- Graduating student assessment survey and other surveys they may do throughout the year (through university outcomes assessment office)
- *Of special note this year, we had three "extra" activities that we were able to use for assessment.
  - --The student/alumni assessment that we conduct (survey/focus groups) was more intense this year (used survey and increased the number of focus groups—for a total of 150 responses).
  - --University Assessment also sent data on the numbers of students in each program. Given our fallen numbers for the HRM program, we have created a task force for a program over haul
  - --We instituted a special task force of professors and adjuncts to further analyze the program assessment results (done every five years and completed last year) and successfully implemented changes to the program to be more in line with SHRM's new criteria (our measurement body).

Describe how the program implemented its planned improvements from last year [this section emphasizes the assessment process; next section emphasizes the actual improved changes to the program based on the assessment]:
Note: The reports outcomes below from "past assessment process" are based on those relevant pieces of the total HRM program assessment process that was conducted. Again, the reasoning for this is there is no assessment data that exists only for the certificate program since this is the first year we are doing such an assessment. That said, the only components used here are those that align with the goals and outcomes of the certificate learning outcomes, not the entire HRM degree learning outcomes.

Outcome	Planned Improvement	Update (Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)
Assessment process last year was effective but we needed to continue to streamline the rather bulky process.	Used a more streamlined process for the outside evaluators—connected with them earlier in the process, had one-on-one phone calls with each one to walk through the process and their role, provided more precise	Proved to be an effective approach. Evaluators appreciated the longer lead time and submitted great feedback on the alignment of student results to program objectives. This feedback was obtained

	job aids for them to submit their input. We lost two readers just before we needed them but we were able to find and train substitutes in time.	through a feedback sheet that was part of each evaluator's package. Evaluators said they enjoyed the process since it forced them to think through critical learning competencies as one enters "real life" HR.
Implement a survey/focus process that is more robust (get more student/alumni participation).	We solicited two graduate students (outside HR program for objectivity) needing a research project to conduct our focus groups and survey of existing students and graduate students. We provided them with training and monitored their appropriate use of research techniques.	Led to a greater number of students giving feedback and more valid results. Shared in next section.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements: Update <u>on the improvements we made to the program based on last year's results</u> [the previous section emphasizes the assessment process; this section emphasizes the actual improved changes to the program based on the assessment]:

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	**Update** (Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)
Continue to monitor results based on raising the criteria measure for "successful learning" from 90% to 92% of participants and from 80 to 82 points to ensure more accurate and robust results. The first year after implementing this higher criteria proved successful but we needed to dig deeper to get to the "lowest of the data points" in order to detect weak spots.	Three professors (Bianco-Mathis, Combs, and Yusko) studied each outcomes assessment assignment and tested each one for clarity and total alignment with objectives being measured. Two were found to need improvement (still within range, but lower) and the following changes were made: --the assessment in the law course was increased to analyzing two case studies	Using two cases made the course more robust and provided more in depth assessment of each student's learning. Because of this emphasis, we were able to raise output success by 3 points. Changing the group project in OD to an individual project (and switching the team experience to a presentation instead of the intervention) had a positive result. Given that

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	instead of one and making sure the cases were as HRM specific as possible. --the OD521 assessment project was changed from a group project to an individual project.	this project contained the major outcome criteria, we were able to test each student more carefully. Before, students were able to "hide" behind the group. This was originally designed that way because doing a "real" project in an organization takes a lot of hours and has many parameters. And, in the real world, such projects are usually conducted as a team. However, upon reflection, we realized that we are trying to measure each student and we needed to tease that out. Consequently, we built into the course two extra team practice cases so the student would feel more confident about taking on the individual project at the end. Feedback has proven that this is successful. We expected the scores to actually go down because of the "pressure" of such an individual project, but points actual increased by 2.
Two cycles ago, outside evaluators were asked—and they shared—that the major difference between higher outcomes assignments and lower ones seem to be in the "recommendations" sections in the assignments. We decided to give more attention to this point during this cycle.	The Chair spent time with each professor/adjunct emphasizing the need to spend more time in the classroom discussing how to formulate recommendations and to ensure "recommendation" sections of rubrics were specific. This immediate past cycle we designed "recommendation templates" to guide more critical thinking for the recommendations.	Evaluators saw improvement in the recommendation outputs overall—especially since students had to include the new template as part of their projects. The Chair emphasized this point with the professors who were involved in this assessment.
Indirect measures indicated "lower" scores with research and ethical responses.	--Implemented new "Voicing Values" approach for covering ethics and included specific measure in the assignments for more accurately measuring critical thinking and	--Indirect scores improved in ethics (1%)—though still not as high as we want. Need to further work this issue in next cycle (even sharper emphasis and measure in outcome

	application on HR specific cases. We made sure the ethical case studies were HR related and students found them provocative and meaningful.	assignment).
	--As for research, this was the year where we eliminated the research course as a requirement and, instead, instituted research components into the core courses. The Chair made sure these components were added to each syllabi.	--Scores are still "lower" for research. Testing for this in our focus groups, students felt this was due more to a general dislike of "statistics" than to their capability. They also said they felt more "application research" would be prudent. Thus, for next cycle, we will look at changing some of the assignments to better capture this criteria. Through SHRM we have realized that we should emphasize "analytics" as opposed to research.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report: *(List each recommendation and provide a specific response to each).*
No response other than "thank you." We received "Met" on all measurements and comments such as "nicely done," "good overview and description of assessment process," effective use of quality assessment strategies and inter-rater reliability confirmation," and "strong agreement with University mission."
Learning Outcome 1: Through the use of organizational analysis and research methodology, develop and implement OD interventions that support high performance in individuals, teams, and organizations.

Assessment Activity: OD521, Organization Change and Consulting

During this time period, only 2 students did not switch to full HRM degree and chose to graduate with just the OD certificate. Thus, the outcomes of only these two students are reflected in this report. This is true except for the Graduating Student Survey wherein only one of the two OD certificate students completed the survey.

Outcome Measures	Performance Standard	Data Collection	Analysis
Explain how student learning will be measured and indicate	*Define and explain acceptable level of student performance.*	*Discuss the data collected and student population*	*1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers*

whether it is direct or indirect.			*participating and deemed acceptable.*
--OD521: OD Project Research, benchmarking, development, and implementation of an OD intervention <u>within a real organization.</u> Select an organization, interview/research individuals within the organization using an OD data gathering tool, analyzes data using an OD methodology, provide OD recommendations, plan implementation using OD implementation techniques, present to client.	--The standard is that 92% of enrolled students score more than 82 points across the defined components of rubric. Criteria points for all assignments are directly aligned to the program assessment outcomes. The two certificate students met this requirement since his/her work was included in the sample and the standard was met across the board. --An outside team of qualified readers, using the same rubric, score representative samples of the final outcomes within six points of the instructor rating.	--For OD521 during this time (14 students, 2 of them just the OD certificate), instructor provided rubric used on culminating project: described in first column. --Three outside readers analyze a representative sample of 4 final project assignments against the course rubric. The work of one of the OD students was included in the sample. The work of the second OD student was included in the sample for the second course below.	--Instructors report over 92% (93.8%) of enrolled students met 82 outcome criteria points (86) for the course. The certificate students, as part of the 92%, met this requirement. ----For the course, results of assessment by 3 outside readers came in within 6 points of that of the instructor (and nothing below standard), validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes. The work of one of the OD students was included in the sample. The work of the second OD student was included in the sample for the second course below.
Graduating Student Survey for OD certificate. Only one of the two certificate students completed the survey.	100% of certificate responders report "Good" or "Excellent" in key areas.	Since only one student	Conducted by IR. Results in key areas met 100% criteria. The student rated all measurement areas as 100%.

This is not a relevant sample. That said, the results are outlined below.	Number of respondents: 1	completed the survey, the criteria of 100% was used to indicate meeting the criteria	
Class-room and alumni focus groups and survey: Indirect This is done every year by the professor and a team from OD521, guided by the professor. This year, we included 20 alumni for the first time.	--For survey, 92% of students rate each learning outcome as being achieved at 3.5 or better on a 5.0 scale. --For topic areas concerning effectiveness, content, delivery, and applicability of learning areas, the majority of students (collated using a coding system), rate the majority of areas as being "high." The two certificate students rated as such.	Students from Organization Development and Change (as part of their culminating measurement project) conducted focus groups and handed-out a survey about the particular course learning outcomes and key learning areas. Four different HRM/OD courses were included and 20 alumni, for a total of 120 participants.	Results indicate that 92% of students (including the two certificate students) rate the classes as achieving each learning outcome at 3.5 or better and 94% of students rated the majority of focus group areas as "high."

Interpretation of Results

Extent this Learning Outcome has been achieved by certificate students (*Use both direct and indirect measure results*)**:**
The learning outcome is achieved according to the direct measure on the culminating class assignment (as ascertained by instructor and 3 outside readers) for the course, effectively measuring program learning outcome #1. Student experience within the course as indirectly measured on the graduate survey, and through survey/focus group comments, indicates that learning outcomes #1 has

been achieved – and should continue as designed. Even with increasing the criteria from 90% to 92%, 92% of students achieved a total of at least 82 points (an increase from 80 points) for all learning outcome related work within the courses—and this includes the certificate students.

For OD521: Using the supplied scoring template and assignment description, evaluators scored a group of four representative projects from this course. These projects fell into the high (92 – 100), good (82 -92), and acceptable (72 – 82) categories, as outlined in the assessment plan and originally assessed by the course instructor. The evaluation template was based on the core objectives which were aligned with learning outcome #1. As can be seen from the chart below, all papers (each paper separately indicated by a letter) met the 72 points acceptable score for meeting the requirements of the course. As can also be seen, the scores were also consistent within range and category, which further supports how the requirements were taught, applied, and evaluated. Given this evaluation, this course seems to be developed and taught in such a way that the intended outcome is being met. More specifically, by going through past records, it turns out that one of the sample papers was that of the certificate student. Thus, the numbers hold up for the certificate program.

Range	Instructor's Rating	Evaluator #1 Rating	Evaluator #2 Rating	Evaluator #3 Rating
High	A-96	A-95	A-96	A-100
Good	B-84	B-86	C-88	B-83
Acceptable	C-76	C-74	C-74	C-78
	D-75	D-77	D-74	C-78

Program strengths <u>relative to assessment of outcome</u>:
For the course, the measured assignment requires application of the key concepts of the course and application of the learning outcome for certificate students—specifically, measurement of
--organizational analysis and research methodology,
--development and implementation of OD interventions

Academic Year :   For 2014-2015   Program: OD Certificate

The major assignment assessed for this learning outcome demonstrates the understanding and application of OD analysis, development and implementation. The rubric requires a full discussion of how the findings in the assignments relate to high OD performance at all three levels of an organizations—individuals, teams, and the organization as a whole. This type of assignment is indicative of one of the most sophisticated activities in the OD field; namely, combining research, models, and a real-life situation. In this course, students get to "live" the successes and failures of their work since they are interacting with real employees and a real client. Guided by the instructor, these students provide actual helpful advice to area companies and are able to gain hands-on experience in what works and doesn't work when implementing initiatives. Again, the final assignment rubric (which is the key tool for outcomes assessment) explains the final project, outlines the criteria, and stipulates how outcome learning points are applied. The criteria cited in the rubric match the learning outcome objective.

Discuss planned curricular or program improvements/opportunities for improvement <u>for this year based on assessment of outcome:</u>
--The results of both direct and indirect measures do not indicate program changes.

Learning Outcome 2: Identify and develop OD and knowledge management interventions that support business strategies and add value to the entire business enterprise.

<u>**Assessment Activity: OD523, Executive Coaching**</u>

During this time period, only 2 students did not switch to full HRM degree and chose to graduate with just the OD certificate. Thus, the outcomes of only these two students are reflected in this report. This is true except for the Graduating Student Survey wherein only one of the two OD certificate students completed the survey.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
--OD523: Executive Coaching Project: Identify a coaching client and conduct a 4-part	--The standard is that 92% of enrolled students score more than 82 points across the defined	--For OD523 (24 OD students with two of them being certificate students) instructor	--Instructors report over 92% (94.3%) of enrolled students met 82 outcome criteria points (85) for the course. The two certificate students, as part of the 92%, met this requirement.

coaching project over the period of the semester to include application of coaching models, selection and implementation of coaching tools, and analysis of your own performance and that of the coachee against coaching criteria. Submit four coaching journal entries according to a detailed rubric and an overall analysis paper.	components of rubric. Criteria points for all assignments are directly aligned to the program assessment outcomes. The OD certificate students met this requirement since his/her work was included in the sample and the standard was met across the board. --An outside team of qualified readers, using the same rubric, score representative samples of the final outcomes within six points of the instructor rating. The certificate student's work was I included as one of the four submissions.	provided rubric used on culminating project: as described in first column. --Three outside readers analyze a representative sample of 4 final project assignments against the course rubric. The work of the second OD student was included in the sample for the second course above.	----For the course, results of assessment by 3 outside readers came in within 6 points of that of the instructor (and nothing below standard), validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes. The work of the second OD student was included in the sample for the second course above.
Graduating Student Survey for OD certificate. Only one certificate students completed the survey. This is not a relevant sample, but results are indicated	100% of certificate responders report "Good" or "Excellent" Number of respondents: 2	Since only one student completed the survey, the criteria of 100% was	Conducted by IR. Results in indicated key areas met 100% criteria.

below. Indirect Evaluator rate all survey components as 100%.		used to indicate meeting the criteria.	
Class-room and alumni focus groups and survey: Indirect This is done every year by the professor and a team from OD521, guided by the professor. This year, we included 20 alumni for the first time.	--For survey, 92% of students rate each learning outcome as being achieved at 3.5 or better on a 5.0 scale. This included the certificate student. --For topic areas concerning effectiveness, content, delivery, and applicability of learning areas, the majority of students (collated using a coding system), rate the majority of areas as being "high." The certificate students rated as such.	Students from Organization Development and Change (as part of their culminating measurement project) conducted focus groups and handed-out a survey about the particular course learning outcomes and key learning areas. Four different HRM/OD courses were included and 20 alumni, for a total of 120 participants.	Results indicate that 92% of students (including the two certificate students) rate the classes as achieving each learning outcome at 3.5 or better and 94% of students rated the majority of focus group areas as "high."

Interpretation of Results

Extent this Learning Outcome has been achieved by certificate students (*Use both direct and indirect measure results*)**:**
The learning outcome is achieved according to the direct measure on the culminating class assignment (as ascertained by instructor and 3 outside readers) for the course, effectively measuring program learning outcome #2. Student experience within the course as indirectly measured on the graduate survey, and through survey/focus group comments, indicates that learning outcomes #2 has been achieved – and should continue as designed. Even with increasing the criteria from 90% to 92%, 92% of students achieved a

total of at least 82 points (an increase from 80 points) for all learning outcome related work within the courses—and this includes the certificate students.

For OD523: Using the supplied scoring template and assignment description, evaluators scored a group of four representative projects from the OD523 course. These projects fell into the high (92 – 100), good (82 -92), and acceptable (72 – 82) categories, as outlined in the assessment plan and originally assessed by the course instructor. The evaluation template was based on the core objectives which were aligned with learning outcome #2. As can be seen from the chart below, all papers (each paper separately indicated by a letter) met the 72 points acceptable score for meeting the requirements of the course. As can also be seen, the scores were also consistent within range and category, which further supports how the requirements were taught, applied, and evaluated. Given this evaluation, this course seems to be developed and taught in such a way that the intended outcome is being met. More specifically, by going through past records, it turns out that one of the sample papers was that of one of the certificate students. Thus, the numbers hold up for the certificate program.

Range	Instructor's Rating	Evaluator #1 Rating	Evaluator #2 Rating	Evaluator #3 Rating
High	A-95	A-95	A-98	A-94
Good	B-88	B-87	B-85	B-88
	C-84	C-85	C-88	C-85
Acceptable	D-74	D-78	D-75	D-77

Program strengths <u>relative to assessment of outcome</u>:
The measured assignment requires application of the key concepts of the course and application of the learning outcome for certificate students—specifically, measurement of
--identification and development of an OD intervention (executive coaching)
--OD intervention adding value to the entire business enterprise

The major assignments assessed for this learning outcome demonstrates the understanding and application of analysis, development and implementation OD concepts; specifically, executive coaching. The rubrics require a full discussion of how the findings in the assignments relate to successful executive coaching at all three levels of an organizations—individuals, teams, and the organization as a whole. This type of assignment is indicative of one of the most sophisticated activities in the OD field; namely, combining research, models, and a real-life situation. Students get to "live" the successes and failures of their work since they are interacting with real employees and a real client. Guided by the instructor, these students provide actual helpful advice to area companies and are able to gain hands-on experience in what works and doesn't work when implementing initiatives. Again, the final assignment rubric (which is the key tool for outcomes assessment) explains the final project, outlines the criteria, and stipulates how outcome learning points are applied. The criteria cited in the rubric match the learning outcome objective.

Discuss planned curricular or program improvements/opportunities for improvement <u>for this year based on assessment of outcome:</u>
--The results of both direct and indirect measures do not indicate program changes.