Continuously Improving @Collin

Institutional Effectiveness a division of Institutional Research Office

CIP Workshop

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**Mission and Core Values**

**Mission**

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

 **Vision**

*We have a passion for:*

Learning

Service and Involvement

Creativity and Innovation

Academic Excellence

Dignity and Respect

Integrity

**Core Values**

Delivering a brighter future for our students and communities.

**Philosophy and Purpose**

Through its campuses, centers, and programs, Collin County Community College District fulfills community and industry needs and its statutory charge by providing:

* Academic courses in the arts and sciences to transfer to senior institutions
* Programs leading to baccalaureate degrees, associate degrees or certificates, including technical programs, designed to develop marketable skills and promote economic development
* Continuing adult education programs for academic, professional, occupational and cultural enhancement
* Developmental education and literacy programs designed to improve the basic skills of students
* A program of student support services, including counseling and learning resources designed to assist individuals in achieving their educational and career goals
* Workforce, economic, and community development initiatives designed to meet local and statewide needs
* Other purposes as may be directed by the Collin Board of Trustees and/or the laws of the State of Texas

Source: <https://www.collin.edu/aboutus/missioncorevalues.html>

## Outcomes

*Learning Outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of the program.* They identify what the learner will know and be able to do by the end of the program – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of the program. Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity; i.e., the outcomes that students must meet on the way to attaining a particular degree.

**Examples of learning outcomes:**

* Students will be able to demonstrate graphically and explain how a change in expectations affects the loanable funds market.
* On hearing musical selections, students will be able to identify the form, texture, and makeup of the ensemble.
* Students will be able to distinguish between different psychological issues.
* Students will be able to use word processing, spreadsheets, databases, and presentation graphics to prepare projects and reports.
* Students will be able to create a hypothesis and determine the methods necessary to test their hypothesis.

**Examples for service units:**

* Students will be able to identify courses in their degree plan.
* Students will be able to list the types of research services available in the library.
* Students will be able to identify at least three transferable skills for their resume.
* Customers will express satisfaction with the quality of services provided.

Based on material from the University of Central Florida: “UCF Academic Program Assessment Handbook”, 2005. Courtesy of the University of Connecticut, Storrs, CT

*Guiding Questions 1*

(Academic and Workforce Programs Only)

* Outcome: What is your goal? What are you trying to accomplish (primary purposes that you exist)? Write this as a skill that you are teaching the student (The student will be able to compare/analyze/distinguish, etc….).
* Measurement: How will you measure your outcome/skill? What tool will you use? How often will you measure it? In what course/semester or month/year? If possible, try to measure in both a lower level course and a higher level course.
* Target: How well do you want students to score on your outcome? What would be a score that would indicate that students are performing well (i.e. 75% of students will score 80% or above)?
* Action Plan: What activities or services do you need to provide to students to achieve your outcome? Examples: number of lessons needed to teach the skill, assigning a project, a coop assignment, lab exercises in a particular chapter, etc. The action might also be thought of as an intervention. What will you do to teach the needed skill or learning outcome?
* Results Summary: After you’ve implemented the action plan, what ‘score’ did you actually achieve?
* Findings: Analyze your results. Did you achieve your target? Why or why not?
* Implementation of Findings: How did you implement your findings to improve student learning? What improvements were actually made to your program (if no improvements were made, explain what happened and what will you do differently next time to foster improvement to learning)?

 *Guiding Questions 2*

(Service Units Only)

* Outcome: What is your goal? What are you trying to accomplish (primary purpose(s) that you exist)? What service do you provide that supports student success (i.e. helping students identify appropriate majors, career exploration for employment, graduation, research skills, etc.)
* Measurement: How will you measure your outcome? What tool will you use (satisfaction survey, focus group, questionnaire)? How often will you measure it? In what semesters or month(s)/year(s)?
* Target: How well do you want to score on your outcome? What would be a score that would indicate that students are benefiting from your service (i.e. 85% students satisfied, 80% students report learning x,y,z…, 75% students say they benefited from…)
* Action Plan: What activities or services do you need to provide to students to achieve your outcome? Examples: present workshops, provide handouts, meet with students 2x per year, demonstrate software, etc.
* Results Summary: After you’ve implemented the action plan, what ‘score’ did you actually achieve?
* Findings: Analyze your results. Did you achieve your target? Why or why not?
* Implementation of Findings: How did you implement your findings to improve student outcomes? What improvements were actually made to your unit to impact student success (if no improvements were made, explain what happened and what will you do differently next time to foster improvement for students who utilize your service)?

**Bloom’s Verbs**

**And Matching Assessment Types**

Events People Recordings Newspapers

Tape recording Drama

Skit Cartoon Story

Describe

Speech Photography Diagram Graph

Own statement

Match Restate Paraphrase Rewrite

Give example

Example

Model Conclusion

Implication based on idea Causal relationships Summary

Analog

Outline Compare

Explain Defend Distinguish Summarize Interrelate Interpret

Map Project Forecast Diagram Illustration

Magazine articles Television shows Radio

Text readings Films/video Plays Filmstrips

Conclusion Self-evaluation

Recommendation Valuing

Court trial Survey Evaluation

Standard Compared Standard

Select List Name Define

Judge Relate Weigh

Memorize Recognize Identify Locate Recite State Label

Criticize Support Evaluate Consider Critique Recommend Summarize Appraise Compare

Illustrate

Knowledge

Evaluation

Compose

Comprehension

Synthesis

Extend

Application

Analysis

Plan

Organize Generalize Dramatize Prepare Produce Choose Sketch

Compare Analyze Classify Point out Distinguish Categorize Differentiate Subdivide

Apply Solve Show Paint

Infer Survey Select

Paper that

Follows an outline

Solution Question List Project Drama Painting Sculpture

Questionnaire Argument Parts of propaganda Word defined

Statement identified Conclusion checked Syllogism

broken down

Established Group discussion

Article Invention Report

Set of rules

Set of standards

Originate

Source: The Tenth Annual Curriculum Mapping Institute: Snowbird Utah, July15-18, 2004 Adapted from Benjamin Bloom

Hypothesize Develop

Design

Combine Role-play Construct Produce

Game Song Machine

Alternative course of action

Create

Invent Organize

Experiment Play

Book Formulation of hypothesis Question

Report Survey Graph

**Watch Out for Verbs that are not Measurable**

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

**WORDS TO AVOID**

* *Believe*
* *Hear*
* *Realize*
* *Capacity*
* *Intelligence*
* *Recognize*
* *Comprehend*
* *Know*
* *See*
* *Conceptualize*
* *Listen*
* *Self-Actualize*
* *Memorize*
* *Think*
* *Experience*
* *Perceive*
* *Understand*
* *Feel*

**PHRASES TO AVOID**

**Evidence a (n): To Become: To Reduce:**

* *Appreciation for*
* *Acquainted with*
* *Adjusted to*
* *Awareness of*
* *Capable of*
* *Comprehension of*
* *Cognizant of*
* *Enjoyment of*
* *Conscious of*
* *Familiar with*
* *Interest in*
* *Interested in*
* *Knowledge of*
* *Knowledgeable about*
* *Understanding of*

## Learning Outcomes Prep Sheet

|  |  |  |
| --- | --- | --- |
| This is what you’ll learn to do.(skill/learning outcome) | This is what you’ll do to learn it. | This is how you’ll show me that you’ve learned it. |
|  |  |  |
|  |  |  |
|  |  |  |

Adapted from Linda Suskie, 2019

# Activity I: Program Learning Outcomes Exercise

1. Select any academic or workforce program.
2. Identify what the student should learn (choose 2 or 3 competencies). For example:
3. What the student should be expected to know.
4. What the student should be expected to be able to do.

 Competency 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Competency 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Competency 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each competency identified, what is the level of proficiency expected?

Indicator of Proficiency 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicator of Proficiency 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicator of Proficiency 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify how you will measure/assess (documentation, artifacts, evidence).

Measurement 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measurement 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measurement 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from LEAP TX Workshop 2019

# Activity Ia for service units: Program Outcomes Exercise

1. Select any service unit.

Identify what the fundamental functions are of your unit and how they support student success. For example:

1. What the student should be expected to know or do after receiving services from your unit (**may or may not be applicable to a service unit**).
2. What services do you provide that would cause the student to be more successful?

 Service 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Service 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Service 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each service identified, what is the level of proficiency expected (i.e. 80% satisfaction with services, 75% will learn how to use Cougar Compass, etc.)?

Indicator of Proficiency 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicator of Proficiency 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicator of Proficiency 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify how you will measure/assess (survey, interview, focus group).

Measurement 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measurement 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measurement 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from LEAP TX Workshop 2019

**Continuous Improvement Plan Example**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date:** 1/1/25 **Name of Program/Unit:** Navigation School

**Contact name:** Ciella Stargazer **Contact email:** cstargazer@collin.edu **Contact phone:** 972.115.1122

**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcome(s)**Results expected in this unit (e g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) |  **B. Measure(s)**Instrument(s)/process(es) used to measure results(e.g. survey results, exam questions, etc.) | **C. Target(s)**Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Demonstrate the ability to recognize a variety of harmful or extreme flying conditions and use knowledge of defensive flying & maneuverability to protect self, others, and saucers (Critical Thinking).  | Capstone Knowledge & Performance Test,Section A:Critical Thinking | Knowledge: 90% pass ratePerformance:100%No loss of life or craft |
| Design & execute a safe & efficient trip, appropriate to purpose & cargo, hitting the key stellar targets in a timely manner within budget. | Capstone Knowledge & Performance Test, Section B:(Personal Responsibility) |

|  |
| --- |
| Knowledge: 80% Performance: State pass rate-88%  |

 No substantive deficiency |
|

|  |
| --- |
| Manage & accurately maintain the documents as required by various agencies in order to comply with applicable intergalactic laws and regulations that relate to the safe & efficient transport of goods or passengers through space.  |

 | Capstone Knowledge & Performance Test, Section C: Social Responsibility; Compliance Audit | Knowledge: 80% Performance: 85%No substantive finding on Compliance AuditFunctional Working Environment |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

|  |
| --- |
| 1. **Outcome #1**

Demonstrate the ability to recognize a variety of harmful or extreme flying conditions and use knowledge of defensive flying & maneuverability to protect self, others, and saucers. |
| 1. **Measure (Outcome #1)**

Capstone Knowledge & Performance Test,Section A:Critical Thinking | 1. **Target (Outcome #1)**

Knowledge: 90% pass ratePerformance:100%No loss of life or craft |
| 1. **Action Plan (Outcome #1)**

Increase hands-on practice time by 33% through assignment of individual randomized simulation scenarios. Purchase software license for 25 personal computers in Flight Lab to allow individuals access during class. Currently limited to 5 1-hr sessions per student in Flight Simulation Test Center.  |
| 1. **Results Summary (Outcome #1)**

Knowledge: 90% pass rate Performance: 72%  |
| 1. **Findings (Outcome #1)**

Knowledge: Met Performance: Not Met Students recognized dangerous conditions but reacted too slowly and or needed to improve maneuverability.  |
| 1. **Implementation of Findings**

Since performance measure of 100% was not met (only 72%), it is believed that more hands-on practice is needed. Next term, syllabus will be modified to increase hands-on activity from 33% in the original action plan to 50%. |
| 1. **Outcome #2**

Design & execute a safe & efficient trip, appropriate to purpose & cargo, hitting the key stellar targets in a timely manner within budget. |
| 1. **Measure (Outcome #2)**

Capstone Knowledge & Performance Test, Section B:(Personal Responsibility) | 1. **Target (Outcome #2)**

Knowledge: 80% pass ratePerformance: State-pass rate-88%No substantive deficiency |
| 1. **Action Plan (Outcome #2)**

Increase hands-on practice time by 33% through assignment of individual randomized simulation scenarios. Purchase software license for 25 personal computers in Flight Lab to allow individuals access during class. Currently limited to 5 1-hr sessions per student in Flight Simulation Test Center.  |
| 1. **Results Summary (Outcome #2)**

Knowledge: 99% Performance: 95%  |
| 1. **Findings (Outcome #1)**

Knowledge: Met Performance: Met  |
| 1. **Implementation of Findings**

Improvement targets have been met and exceeded for this outcome. Following one year of maintaining rates above the target set, the program will then move to implement Outcome #3: Manage & accurately maintain the documents as required by various agencies in order to comply with applicable intergalactic laws and regulations that relate to the safe & efficient transport of goods or passengers. |

Activity II: Continuous Improvement Plan

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date:** **Name of Program/Unit:**

**Contact name:** **Contact email:** **Contact phone:**

**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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|  |  |  |
|  |  |  |
|  |  |  |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

|  |
| --- |
|  **A. Outcome #1** |
|  **B. (Outcome #1)** | 1. **Target (Outcome #1)**
 |
| 1. **Action Plan (Outcome #1)**

 |
| 1. **Results Summary (Outcome #1)**
 |
| 1. **Findings (Outcome #1)**
 |
| 1. **Implementation of Findings**
 |

|  |
| --- |
| 1. **Outcome #2**
 |
| 1. **Measure (Outcome #2)**
 | 1. **Target (Outcome #2)**
 |
| 1. **Action Plan (Outcome #2)**
 |
| 1. **Results Summary (Outcome #2)**
 |
| 1. **Findings (Outcome #1)**
 |
| 1. **Implementation of Findings**

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**Collin College**

**Rubric for Reviewing Quality of Continuous Improvement Plan**

Program/Unit Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall Rating** | [ ] **Accepted** | [ ] **Accepted with Recommendations** | [ ] **Revisit/Revise** |
| **Expected Outcomes** | [ ] Academic/Workforce programs include 3 program learning outcomes (best practice)[ ] Are specific and measurable | [ ] Academic/Workforce programs must include at least 1 program learning outcome[ ] Somewhat specific and/or measurable | [ ] Academic/Workforce program have no program learning outcome[ ] Not specific or measurable |
| **Measures** | [ ] Clearly defines the instrument or process used to measure the outcome[ ] Clearly defines what course/semester and/or frequency in which the measure will be used[ ] Clearly aligns/appropriate for outcome | [ ] Somewhat clearly defines the instrument or process used to measure the outcome[ ] Somewhat defines frequency of and/or location of where measurement will occur[ ] Somewhat aligns/appropriate for outcome | [ ] Unclear what process or instrument will be used to measure the outcome[ ] Unclear when and how often the measure will be used[ ] Unclear or is not aligned/appropriate for outcome |
| **Targets** | [ ] Clearly defined, indicating the degree of success expected for the outcome | [ ] Somewhat clearly defined, indicating the degree of success expected for the outcome | [ ] Unclear what success rate/degree is expected for the outcome or is not consistent with proposed target |
| **Action Plan** | [ ] Clearly defines what actions will be taken to accomplish the outcome | [ ] Somewhat clearly defines what actions will be taken to accomplish the outcome | [ ] Unclear what actions will be taken to accomplish the outcome |
| **Results Summary** | [ ] Clearly summarizes the information and data collected in Year 1 | [ ] Somewhat clearly summarizes the information and data collected in Year 1 | [ ] Unclear or no summary of information and data collected in Year 1  |
| **Findings** | [ ] Clear explanation of how the information/data or action plan has impacted the expected outcome and program/unit success | [ ] Somewhat clear explanation of how the information/data or action plan has impacted the expected outcome and program/unit success | [ ] Unclear or no explanation of how the information/data or action plan has impacted the expected outcome and program/unit success |
| **Implementation of Findings** | [ ] Clearly defines what improvements have been made to the program OR why attempted improvements/action plan may have failed. If needed, what adjustments will now be made | [ ] Somewhat clearly defines what improvements have been made to the program OR why attempted improvements/action plan may have failed | [ ] Unclear that any improvements have been made OR attempted by program, no mention of adjustments needed |
| Notes:  |

***\*any designation of Revisit/Revise indicates that the program/unit should revise the item noted and re-submit their plan as soon as possible***

Adapted from University of Central Arkansas