Mission / Purpose
The mission of the Department of Curriculum and Instruction is to prepare early childhood, elementary education, special education teacher candidates and in-service teachers to become highly effective teachers for P-12 schools. As a result, the department exists to develop well-informed, competent teachers who command 21st century pedagogical skills, use varied and appropriate technology to communicate effectively with diverse audiences, value the differences their students bring to the classroom, and model high moral and ethical professional standards and dispositions.

I. Goals and Student Learning Outcomes/Objectives, with Any Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the educational, social, and cultural needs of the overall student body.
Address the educational, social, and cultural needs of the overall student body.

1. Outcome: Demonstrates ability to utilize best practices
The Empowered Practitioner (Curriculum and Instruction student) will demonstrate the ability to utilize best practices in teaching and assessment in the LiveText student portfolio assessment.

a. Measure: Utilizes best practices
The LiveText student portfolio will be used to assess the student's ability to utilize best practices in teaching and assessment.

1. Achievement Target:
Seventy five percent of teacher candidates will demonstrate the ability to utilize best practices in teaching and assessment by scoring proficient or above on the Livetext student portfolio on Student Learning Outcome #1: Teaching, Learning and Assessment on professional disposition rubric.

2. Findings (2016-2017) - Target: Met
An analysis of data obtained from Livetext reflects that ninety-six percent of Curriculum and Instruction Undergraduate Students scored proficient or above on the Student Learning Outcome One (SLO1) according to the UWA Professional Disposition Rubric, which measures the ability to model sound research-based teaching methods and assessments to facilitate learning. Ninety-one percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO1.

b. Measure: Implement EdTPA pilot program
The Curriculum and Instruction department will continue the Education Teaching Portfolio Assessment (EdTPA) pilot program for the 2016-2017.

1. Achievement Target:
15 out of 30 teacher candidates will successfully complete the EdTPA pilot program. Each candidate will submit a portfolio to be assessed by an expert, external reviewer in conjunction with Pearson Education Cooperation.
2. Findings (2016-2017) - Target: Met
Eight Teacher Candidate Portfolios were submitted to Pearson for review this academic year. Seven of the Eight received scores above the cut mark. A total of Fourteen out of eighteen edTPA portfolios to date have received passing scores. This is a 77 percent passing rate, which is well above the goal of fifty percent passing rate.

2. Outcome: Demonstrates strong content knowledge
The Empowered Practitioner (Curriculum and Instruction student) applies content knowledge, research, and theoretical concepts to enhance learning.

a. Measure: Strong content knowledge
Through completing the Livetext portfolio, The Empowered Practitioner (teacher candidate) will demonstrate the ability to apply content knowledge, relevant research, and theoretical concepts to enhance teaching and learning.

1. Achievement Target:
Seventy five percent of The Empowered Practioners (teacher candidates) will demonstrate the ability to apply strong content knowledge, relevant research, and theoretical concepts to enhance teaching and learning through completion of the Livetext portfolio by scoring proficient or above on Student Learning Outcome #2: Content Knowledge, Research, and Theory on professional disposition rubric.

2. Findings (2016-2017) - Target: Met
An analysis of data obtained from Livetext reflects that ninety-six percent of Curriculum and Instruction Undergraduate Students scored proficient or above on the Student Learning Outcome Two (SLO2) according to the UWA Professional Disposition Rubric, which measures the ability to apply content knowledge, research, and theoretical concepts to enhance learning. Ninety-six percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO2.

3. Outcome: Demonstrates ability to enhance teaching and learning
The Empowered Practitioner (teacher candidate) enhances teaching and learning through effective technology integration.

a. Measure: Enhance teaching and learning through effective technology integration
Through completion of the Livetext portfolio, The Empowered Practitioner (teacher candidate) will demonstrate the ability to enhance teaching and learning through effective technology integration.

1. Achievement Target:
Seventy five percent of The Empowered Practioners (teacher candidates) will demonstrate the ability to enhance teaching and learning through effective technology integration through completion of the Livetext portfolio by scoring proficient or above on Student Learning Outcome #4: Technology and Communication on professional disposition rubric.

2. Findings (2016-2017) - Target: Met
An analysis of data obtained from Livetext reflects that ninety-nine percent of Curriculum and Instruction Undergraduate Students scored proficient or above on the Student Learning Outcome Four (SLO4) according to the UWA Professional Disposition Rubric, which measures the ability to enhance teaching and learning through effective technology integration. Ninety-five percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO4.

4. Outcome: Demonstrates ability to use effective communication skills and demonstrate
literacy across curriculum

The Empowered Practitioner (teacher candidate) will demonstrate the ability to use effective communication skills and demonstrates literacy across the curriculum.

a. Measure: Effective communication skills and demonstrates literacy across the curriculum

Through completion of the Livetext portfolio, The Empowered Practitioner (teacher candidate) will demonstrate the ability to use effective communication skills and demonstrates literacy across the curriculum.

1. Achievement Target:
Seventy five percent of The Empowered Practitioners (teacher candidates) will demonstrate the ability to use effective communication skills and demonstrates literacy across the curriculum through completion of the Livetext portfolio by scoring proficient or above on Student Learning Outcome #5: Literacy on professional disposition rubric.

2. Findings (2016-2017) - Target: Met
An analysis of data obtained from Livetext reflects that ninety-five percent of Curriculum and Instruction Undergraduate Students scored proficient or above on the Student Learning Outcome Five (SLO5) according to the UWA Professional Disposition Rubric, which measures the ability to utilize effective communication skills and demonstrate literacy across the curriculum. Ninety-five percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO5.

3. Action Plan:

Improve literacy skills for undergraduates

Beginning fall 2016, iCommunicate will be added to the curriculum in ED 300, Introduction to Teaching. iCommunicate is a curriculum to improve literacy skill for undergraduate students. Effective communication and message analysis are key elements in life, both personally and professionally; therefore, UWA believes it is important that iCommunicate be successfully implemented in a variety of academic disciplines to benefit students in their personal and professional communication decisions. UWA students will benefit from the knowledge of how to adapt effective communication strategies to all forms of communication; they will be prepared to communicate effectively for a vast majority of professions; they will gain skills in media literacy and message analysis, thus enabling them to be more informed and responsible citizens; and they will be better prepared to apply these sound concepts to new forms of communication that may arise in the future. Measurable Student Learning Outcomes: The University of West Alabama QEP is designed to help students translate traditional communication strategies (including persona, audience, tone, style, and occasion) across a variety of media platforms. In today's media savvy world, students must navigate a wide variety of media modes and have an understanding of how each of these modes functions in society. As media modes continue to multiply and evolve, it is important that educators teach students to apply traditional rhetorical techniques to all interactions, whether personal or professional. The QEP focus is on creating and interpreting messages appropriately for any occasion. The following SLOs will be used to assess student learning and the overall success of the QEP: UWA students will:
- Demonstrate improved writing skills
- Demonstrate improved skills in the analysis of existing messages

Assessment data will be collected and measured using two methods. First Obtained from http://www.uwa.edu/sacsiCommunicate.aspx

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Effective communication skills and demonstrates literacy across the curriculum | Outcome/Objective: Demonstrates ability to use effective communication skills and demonstrate literacy across curriculum

Implementation Description: iCommunicate will be added to ED 300 Syllabus The method of teaching persona, audience, tone, style, occasion, and media literacy will vary by discipline. However, each QEP course will include the following elements: One or more lectures on persona, audience, tone, style and occasion One or more PATS-based writing assignments, appropriate to the academic discipline One or more PATS-based critiques of an existing media message, appropriate to the academic discipline The use of two or more

Responsible Person/Group: Dean of College of Education

II. Goals and Other Outcomes/Objectives, with Any Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the educational, social, and cultural needs of the overall student body.
Address the educational, social, and cultural needs of the overall student body.

1. Objective: Model sound research-based teaching methods
The Department of Curriculum and Instruction faculty will model sound research-based teaching methods. This modeling will be done through demonstrating best practices in a variety of educational setting such as the college classroom, community classroom, and other professional venues.

a. Measure: Provide professional development opportunities for partnership schools.
Faculty in Curriculum and Instruction will collaborate with regional school districts and provide professional development opportunities to pre-service and/or in-service teachers.

1. Achievement Target:
90% of faculty will provide professional development opportunities for pre-service and in-service teachers through workshops, webinars, conference presentations, model lessons, etc... as reflected in the Faculty Service Report.

2. Findings (2016-2017) - Target: Met
100% of faculty provided professional development opportunities for pre-service and in-service teachers through workshops, webinars, conference presentations, model lessons, etc... as reflected in the Faculty Service Report.

2. Objective: Engage community partners in collaboration
Faculty will engage community partners in collaboration to inspire positive change in the Black Belt region.

a. Measure: Collaborate with partnership schools
Collaborate with partnership schools’ faculty and administration to reflect, assess, plan, and when necessary implement program changes in The Department of Curriculum and Instruction.

1. Achievement Target:
Provide an Annual Partnership Luncheon and schedule a program advisory meeting for each academic program in The Department of Curriculum and Instruction.
2. Findings (2016-2017) - Target: Met
The Department of Curriculum and Instruction faculty and staff collaborated with community partners during the Annual Partnership Luncheon. A Program Advisory Meeting was hosted by the College of Education. The Program Advisory Committees were comprised of community partners, former and current students, and UWA faculty and staff. During the meeting, each C&I program reviewed data from various exams, Livetext, and anecdotal evidence. Strengths and weaknesses were also identified.

3. Objective: Nurture and develop responsible, innovative, reflective, and caring educational professionals
Faculty will nurture and develop responsible, innovative, reflective, and caring educational professionals.

a. Measure: Appropriate professional practices
At the completion of each education course, faculty will complete a professional disposition evaluation on each teacher candidate. The professional disposition evaluation assesses candidates on the following areas: Teaching, Learning, and Assessment; Content Knowledge, Research and Theory; Diverse Learners; Technology and Communication; Literacy; and Professionalism.

1. Achievement Target:
Seventy five percent of The Empowered Practioners (teacher candidates) will demonstrate appropriate professional practices through completion of the Livetext portfolio by scoring proficient or above on Student Learning Outcome #6: Professionalism on professional disposition rubric.

2. Findings (2016-2017) - Target: Met
An analysis of data obtained from Livetext reflects that ninety-three percent of Curriculum and Instruction Undergraduate Students scored proficient or above on the Student Learning Outcome Six (SLO6) according to the UWA Professional Disposition Rubric, which measures the ability to utilize best practices. Ninety-five percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO6.

4. Objective: Provide diverse experiences for learners
Faculty will provide diverse experiences for learners to support development of global citizens.

a. Measure: Engage diverse learners
Teacher candidates will be assigned to diverse settings during their field experiences, clinicals, practicum, and/or internship (relevant to program) to ensure exposure to needs associated with different student populations. Following assignment to diverse settings and completion of Livetext portfolio, The Empowered Practioner (teacher candidate) will demonstrate the ability to engage diverse learners.

1. Achievement Target:
Seventy five percent of The Empowered Practioners (teacher candidates) will demonstrate the ability to engage diverse learners through completion of the Livetext portfolio by scoring proficient or above on Student Learning Outcome #3: Diverse Learners on professional disposition rubric.

2. Findings (2016-2017) - Target: Met
An analysis of data obtained from Livetext reflects that ninety-seven percent of Curriculum and Instruction Undergraduate Students scored proficient or above on
the Student Learning Outcome Three (SLO3) according to the UWA Professional Disposition Rubric, which measures the ability to engage diverse learners. Ninety-five percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO3.

### III. Other Plans for Improvement

**A. An extensive evaluation of data in LiveText on student performance will continue.**

A more comprehensive examination of all data compiled in LiveText will be conducted.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** In-Progress
- **Priority:** High
- **Implementation Description:** Faculty will examine data from assignments given and graded by faculty in addition to data showing the PRAXIS II results. This is necessary to formulate a more accurate picture of instructional needs within the department.
- **Projected Completion Date:** 05/10/2013
- **Responsible Person/Group:** Jodie Winship and Faculty in the Department of Curriculum & Instruction

**B. Professional Development**

Increase travel funds for support of professional development opportunities for faculty in the Department of Curriculum & Instruction.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** In-Progress
- **Priority:** High
- **Implementation Description:** Increase travel funds to support professional development opportunities (trainings, workshops, conferences, etc.) for faculty.
- **Projected Completion Date:** 05/27/2014
- **Responsible Person/Group:** C & I Faculty Dept. Chair Dean
- **Additional Resources Requested:** Increase in travel budget- from $600 to $1000 per faculty member on campus and on-line. Additional $6800 needed for current faculty and $3000 needed for the 3 new faculty. Of all the budget needs in C&I, this is the most needed.
- **Budget Amount Requested:** $9,800.00 (recurring)

**C. Provide Professional Development for Partnership Schools**

Develop a plan to provide professional development opportunities for Partnership Schools and to strengthen the relationship among the partners.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** In-Progress
- **Priority:** High
- **Implementation Description:** Provide professional development opportunities for Partnership Schools (Early Childhood Conference, AISA, etc.) Develop a plan to establish Professional Development Partnerships with area schools.
- **Projected Completion Date:** 05/28/2014
- **Responsible Person/Group:** C & I
- **Additional Resources Requested:** Guest speakers Conference resources/marketing materials
- **Budget Amount Requested:** $5,000.00 (recurring)

**D. Technology**

Purchase technology/media.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** In-Progress
- **Priority:** High
Implementation Description: Purchase technology/media of best practices in curriculum implementation.
Projected Completion Date: 05/09/2014
Responsible Person/Group: C & I faculty
Budget Amount Requested: $1,700.00 (recurring)

E. Increase UWA average passing score on PRAXIS examination
UWA average passing score has continued to remain below national average passing score. In order to increase UWA's average passing score, department has started integrating NorthStar into multiple education courses with required assignments listed in course syllabi. These required assignments ensure all students are exposed to PRAXIS content. The College of Education is also exploring increasing entrance requirements into the teacher education program, which will ideally increase the probability of higher PRAXIS scores due to higher caliber teacher candidates.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: 1. Provide NorthStar tutorials to multiple education courses. 2. Implement required assignments listed in course syllabi. 3. Evaluate entrance requirements into Teacher Education Program. 4. Implement UWA 103. This course will imbue potential teacher candidates with the importance of their basic courses as it relates to the Praxis and other Teacher Education Program requirements.

F. PRAXIS Preparation for Elementary Education Majors
Purchase Northstar Learning for PRAXIS II preparation.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Northstar Learning for PRAXIS II was purchased for 2012-2013 using UWA Library funds. This cost needs to be added to the recurring budget in Curriculum & Instruction so that the service can be continued.
Responsible Person/Group: Esther Howard, Chair, Department of Curriculum & Instruction
Budget Amount Requested: $6,500.00 (recurring)

G. Training for Master Teachers
Funds are needed to implement the training for the Clinical Master Teacher Program. The funds will be used to cover travel, meals, and training materials for Master Teachers.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Master Teachers will be invited to training sites and provided in-depth study of how to support and mentor student interns from the College of Education.
Projected Completion Date: 05/13/2015
Responsible Person/Group: Esther Howard, Chair of Curriculum & Instruction
Budget Amount Requested: $5,000.00 (recurring)

H. Improve literacy skills for undergraduates
Beginning fall 2016, iCommunicate will be added to the curriculum in ED 300, Introduction to Teaching. iCommunicate is a curriculum to improve literacy skill for undergraduate students. Effective communication and message analysis are key elements in life, both personally and professionally; therefore, UWA believes it is important that iCommunicate be successfully implemented in a variety of academic disciplines to benefit students in their personal and professional communication decisions. UWA students will benefit from the knowledge of how to adapt effective communication strategies to all forms of
communication; they will be prepared to communicate effectively for a vast majority of professions; they will gain skills in media literacy and message analysis, thus enabling them to be more informed and responsible citizens; and they will be better prepared to apply these sound concepts to new forms of communication that may arise in the future. Measurable Student Learning Outcomes: The University of West Alabama QEP is designed to help students translate traditional communication strategies (including persona, audience, tone, style, and occasion) across a variety of media platforms. In today's media savvy world, students must navigate a wide variety of media modes and have an understanding of how each of these modes functions in society. As media modes continue to multiply and evolve, it is important that educators teach students to apply traditional rhetorical techniques to all interactions, whether personal or professional. The QEP focus is on creating and interpreting messages appropriately for any occasion. The following SLOs will be used to assess student learning and the overall success of the QEP: UWA students will: Demonstrate improved writing skills Demonstrate improved skills in the analysis of existing messages Assessment data will be collected and measured using two methods. First Obtained from http://www.uwa.edu/sacsiCommunicate.aspx

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Effective communication skills and demonstrates literacy across the curriculum | Outcome/Objective: Demonstrates ability to use effective communication skills and demonstrate literacy across curriculum

Implementation Description: iCommunicate will be added to ED 300 Syllabus The method of teaching persona, audience, tone, style, occasion, and media literacy will vary by discipline. However, each QEP course will include the following elements: One or more lectures on persona, audience, tone, style and occasion One or more PATS-based writing assignments, appropriate to the academic discipline One or more PATS-based critiques of an existing media message, appropriate to the academic discipline The use of two or more

Responsible Person/Group: Dean of College of Education

I. edTPA Coordinator needed
Hire a full-time edTPA coordinator since this will become a consequential requirement to teaching certification for all initial candidates in August, 2018.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High
Implementation Description: Recruit and Hire a full-time edTPA coordinator.
Projected Completion Date: 05/30/2018
Responsible Person/Group: Responsible for training all faculty and staff on the requirements of edTPA. Train faculty and staff to evaluate teacher candidates on edTPA rubrics. Train candidates to meet the expectations set forth in edTPA.
Additional Resources Requested: Technology
Budget Amount Requested: $60,000.00 (recurring)
Implementation Notes: 11/28/2017 Plans are to begin advertising for this position in January 2018.

IV. Analysis Questions and Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
An analysis of data obtained from Livetext reflects that ninety-five percent of Curriculum and Instruction Undergraduate Students scored proficient or above on the Student Learning Outcome One (SLO1) according to the UWA Professional Disposition Rubric, which measures the ability to model sound research-based teaching methods and assessments to
facilitate learning. Ninety-four percent of Curriculum and Instruction Graduate Students scored proficient or above on SLO1. 100% of faculty modeled sound research-based teaching methods by providing professional development opportunities for pre-service and in-service teachers through on/off campus workshops; webinars; local, state, regional, national, and international conference presentations; model lessons, reading fairs etc. Eighteen Teacher Candidate Portfolios were submitted to Pearson for review this academic year. 14 out of 18 received passing scores. This is a 77 percent page rate thus far, which is far better than the original goal.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
Although we met all goals, we must maintain and continue to improve since these are the best practices in the education field. We have made great strides in our passing rate of edTPA. In 2018, this will become a consequential requirement for teaching certification.

C. What plans were implemented?
Faculty examined data from Livetext and PRAXIS II results. Data was utilized to make program improvements. C&I faculty actively provided faculty development opportunities to Partnership Schools through on-site conferences, UWA Ted Talks, and through collaboration with professional teaching organizations. Faculty also provided requested professional development opportunities on specific topics at Partnership Schools. Purchased classroom technology for training teacher candidates for a greater impact on P-12 students. Continue providing Northstar Praxis preparation material to assist with certification requirements.

D. What plans were not implemented?
All plans were implemented.

E. How will assessment results be used for continuous improvement?
Livetext data and Praxis scores will continue to drive curriculum decisions. COE continues to improve the assessment system to make richer data available. The department developed a series of four signature assessments to provide more authentic assessment information for undergraduate certification programs. Piloted data is currently being analyzed.

V. Annual/Special Reporting Section

A. Key Achievements:
November of 2016, the College of Education achieved full accreditation from the National Council for Accreditation for Teacher Education. All standards were passed on both the initial and advanced levels.

B. Faculty Achievements
C. Staff Achievements
   Arranging Read Across America activities in local schools.

C. Public/Community Service
   Kelly served as the following: Delegate to the NCSS House of Delegates: Elementary Community of the National Council for the Social Studies (Attended and Voted at Meetings at NCSS, December, 2016) The HOD (House of Delegates) assemblies are a vital part of NCSS, and function as a forum for discussion and debate about essential issues impacting the social studies and NCSS. Minear served on Doctoral Committee at University of Alabama. Arranging Read Across America activities in local schools.
## Planning and Assessment Approval

**Department or Division:** Department of Teaching and Learning  
**Chair or Director:** Dr. Jodie Winship  
**Dean or Vice President:** Dr. Jan Miller

### ANNUAL PLAN

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td></td>
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</tr>
<tr>
<td>Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.</td>
<td>YES</td>
<td>gm</td>
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<tr>
<td><strong>Outcomes/Objectives</strong></td>
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<tr>
<td>Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.</td>
<td>YES</td>
<td>gm</td>
</tr>
<tr>
<td>Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.</td>
<td>YES</td>
<td>gm</td>
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<tr>
<td><strong>Measures</strong></td>
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<tr>
<td>Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.</td>
<td>YES</td>
<td>gm</td>
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<tr>
<td><strong>Achievement Targets</strong></td>
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<tr>
<td>Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.</td>
<td>YES</td>
<td>gm</td>
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<tr>
<td>NO</td>
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## Self-Study

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>Findings</strong></td>
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<tr>
<td>Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.</td>
<td>YES</td>
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<td>NO</td>
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<tr>
<td><strong>Action Plans</strong></td>
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<tr>
<td>Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable).</td>
<td>YES</td>
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<td>Action plans created in previous cycles have been updated with implementation notes.</td>
<td>YES</td>
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<tr>
<td><strong>Annual Report</strong></td>
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<tr>
<td>The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.</td>
<td>YES</td>
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<td>NO</td>
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<tr>
<td><strong>Analysis Report</strong></td>
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<tr>
<td>The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.</td>
<td>YES</td>
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<td></td>
<td>NO</td>
<td>______</td>
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</table>

Approved by: [Signature of Dean or Vice President]
Date: 12/1/17

Received by OIE: [Signature of Coordinator of Planning and Assessment]
Date: 12/1/17