

# OUTCOMES, PLANNING, AND ASSESSMENT (OPA)

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## Outcomes, Planning, and Assessment (OPA)

OPA is Santa Fe's online application for documenting planning units'

- intended outcomes,
- assessments of progress and opportunities relative to achievement of the outcomes, known as Planning Unit Reviews or Department Reviews.

OPA is also used for maintaining records of Santa Fe's academic programs of study. These records include

- program-level student learning outcomes specific to each academic program,
- assessments of progress and opportunities relative to achievement of the program-level student learning outcomes, known as Academic Program Reviews.

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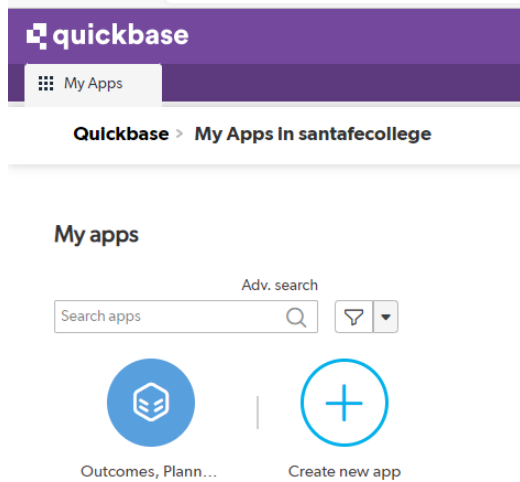
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## Accessing OPA

- If you are a planning unit leader at Santa Fe, you have access privileges for OPA.
- The URL for accessing the OPA application is <https://santafecollege.quickbase.com/>.

*Figure 1: Login Page*

- On the login page, enter your Santa Fe College email address.
- Enter the password you created for OPA access when you created your quickbase profile.
- Click the blue button labeled “Sign in.”



*Figure 2 Selection of QuickBase Applications*

- Click the icon for “Outcomes, Planning, and Assessment” to see your OPA home screen, which provides a list of Santa Fe’s planning units.

The screenshot shows the Quickbase interface for 'Outcomes, Planning, and Assessment'. The main content area displays a table titled 'Santa Fe College Departments'. The table has the following columns: Department Name, Division, Department Leader, Department Outcomes, Planning Unit Reviews, and Does the department have primary responsibility programs? The rows list various departments such as Academic Technologies, Administrative Affairs, Admissions & International Student Services, Adult Education, Advisement, Allied Health Programs, Andrews Center, and Athletics.

Department Name	Division	Department Leader	Department Outcomes	Planning Unit Reviews	Does the department have primary responsibility programs?
Academic Technologies	Academic Affairs	Jerzak, Page	Departmentoutcomes	Planningunitreviews	no
Administrative Affairs	Administrative Affairs	Barnes, Andrew	Departmentoutcomes	Planningunitreviews	no
Admissions & International Student Services	Student Affairs	Rodkin, Dan	Departmentoutcomes	Planningunitreviews	no
Adult Education	Academic Affairs	Falt, Julie	Departmentoutcomes	Planningunitreviews	no
Advisement	Student Affairs	Evangelist, Andrea	Departmentoutcomes	Planningunitreviews	no
Allied Health Programs	Academic Affairs	Whitcraft, Sharon	Departmentoutcomes	Planningunitreviews	yes
Andrews Center	Academic Affairs	Greenidge, Gina	Departmentoutcomes	Planningunitreviews	no
Athletics	Student Affairs	McVey, Gregory	Departmentoutcomes	Planningunitreviews	no

Figure 3 Planning Units (partial view of OPA screen)

## Planning Units

Santa Fe's complete list of planning units appears in the table below.

Planning Unit Name	Division	Is the Planning Unit Responsible for Academic Programs?
Academic Technologies	Academic Affairs	no
Administrative Affairs	Administrative Affairs	no

Planning Unit Name	Division	Is the Planning Unit Responsible for Academic Programs?
Admissions & International Student Services	Student Affairs	no
Adult Education	Academic Affairs	no
Advisement	Student Affairs	no
Allied Health Programs	Academic Affairs	yes
Andrews Center	Academic Affairs	no
Athletics	Student Affairs	no
Biotechnology Programs	Academic Affairs	yes
Blount Center	Academic Affairs	no
Business Technology	Academic Affairs	yes
College Placement	Academic Affairs	no
Community & Continuing Education	Academic Affairs	no
Construction & Technical Programs	Academic Affairs	yes
Counseling	Student Affairs	no
Davis Center	Academic Affairs	no

Planning Unit Name	Division	Is the Planning Unit Responsible for Academic Programs?
Dental Programs	Academic Affairs	yes
Education Programs	Academic Affairs	yes
English	Academic Affairs	no
Facilities	Facilities Services	no
Financial Aid	Student Affairs	no
Fine Arts	Academic Affairs	yes
Health Sciences Advising	Academic Affairs	no
High School Dual Enrollment Program	Academic Affairs	no
Human Resources	Assessment, Research, and Technology	yes
Humanities and Foreign Languages	Academic Affairs	no
Incubation and Entrepreneurship	Academic Affairs	no
Information Technology Education	Academic Affairs	yes
Information Technology Services	Assessment, Research, and Technology	no
Institute of Public Safety	Academic Affairs	yes



Planning Unit Name	Division	Is the Planning Unit Responsible for Academic Programs?
Institutional Research	Assessment, Research, and Technology	no
International Education	Academic Affairs	no
Learning Commons	Academic Affairs	no
Liberal Arts and Sciences	Academic Affairs	yes
Library	Academic Affairs	no
Marketing and Communications	Office for Advancement	no
Mathematics	Academic Affairs	no
Natural Sciences	Academic Affairs	no
Nursing Programs	Academic Affairs	yes
Outreach and Support	Student Affairs	no
Perkins Program Workforce Development	Academic Affairs	no
Perry Center	Academic Affairs	no
Records	Student Affairs	no
Sciences for Health Programs	Academic Affairs	no

Planning Unit Name	Division	Is the Planning Unit Responsible for Academic Programs?
Social and Behavioral Sciences	Academic Affairs	no
Student Development and Leadership Instruction	Academic Affairs	no
Student Life	Student Affairs	no
Student Support	Student Affairs	no
Teaching Zoo	Academic Affairs	yes
Watson Center	Academic Affairs	no

All departments which are designated planning units are responsible for conducting annual department reviews, described in a subsequent section of this booklet.

Some departments have primary responsibility for one or more academic programs of study. For example, the department “Liberal Arts and Sciences” has primary responsibility for the academic program “Associate of Arts.” Departments that have primary responsibility for one or more academic programs of study are responsible for conducting a triennial Academic Program Review for each. Academic Program Reviews are described in a subsequent section of this booklet, where a schedule for their submission is provided.

As exhibited on page 6, your OPA home screen provides a list of Santa Fe’s departments which are designated planning units.

- On the OPA home screen, click the eye icon to view the associated planning unit’s records. For each planning unit you view, you will see

- a) Planning Unit Name (also known as department name)
  - b) Division
  - c) Planning Unit Leader Name (also known as department leader)
  - d) Department Outcomes
  - e) Academic Programs
    - Note: The heading “Academic Programs” appears only if the planning unit has primary responsibility for one or more academic programs of study.
  - f) Annual Department Reviews
- Click the pencil icon to edit the associated planning unit’s records. Typically, you are only able to edit a planning unit’s records if you lead that planning unit.

### Department Outcomes

A department outcome is an outcome whose achievement is an essential focus of the planning unit. It describes in observable and measurable terms one of the following:

- A particular attribute of the learning environment or level of support for learning resulting from the actions of the department (a learning environment outcome)
- A particular level of service resulting from the major and ongoing operations of the planning unit (an operations outcome)
- A particular level of knowledge, skills, and abilities an individual has attained at the end of (or as a result of) his/her engagement in a learning experience provided by the department, outside of any academic courses or academic programs provided by the department (a learning outcome, excepting academic course-level and academic program-level student learning outcomes)

Department outcomes should be stated as complete sentences.

Each should begin with a subject that makes it clear who will achieve the outcome, for example

- Students who complete Orientation
- Students assisted by Admissions staff

- Fine Arts faculty
- Financial Aid staff

Typically, the subject is followed by the word “will,” then an appropriate verb. It is helpful to refer to Bloom's taxonomy to select a verb. The taxonomy provides a list of verbs sorted by domain (cognitive, affective, psychomotor) and level within domain.

Finally, the sentence is completed with an appropriate object so that it clearly conveys what an observer can expect to

- witness in terms of the learning environment or levels of support for learning (learning environment outcome).
- witness as a result of the major and ongoing operations of a planning unit (operations outcome).
- witness an individual do as a demonstration of the learning that has occurred (learning outcome).

## Viewing, Editing, or Adding Department Outcomes Using OPA

- Any OPA user can **view** the outcomes associated with a planning unit by clicking the planning unit’s name from the home screen and scrolling to the section labeled “Department Outcomes.”
- For example, by clicking “Biotechnology Programs,” a user may scroll to view the department’s outcomes:

### Department Outcomes

Department Outcomes	
<input type="checkbox"/>	▼ Department Outcome
<input type="checkbox"/>	Faculty will enhance teaching through professional development and provide service to the college.
<input type="checkbox"/>	The Academic Chair will continually add new internship sites for the programs. At a minimum, five new sites should be added each year.
<input type="checkbox"/>	The Academic Chair will facilitate recruitment with the academic advisor to expand the population of the Perry Center programs.
<input type="checkbox"/>	The Academic Director will work with Perry Center director to secure more general education courses be delivered each semester at The Perry Center.
<input type="checkbox"/>	The department chair and faculty will assess the quality of operations, academic programs, instruction, support, and learning in the department and project-manage action plans for improvement.

Figure 4 Department Outcomes for the department “Biotechnology Programs” (partial view of OPA screen)

- To **edit** the outcomes associated with a planning unit, you must have edit rights. By default, only the department's leader has edit rights.
- If you have edit rights, click the pencil icon beside an existing department outcome to edit that outcome. You will then see a form that displays the outcome, along with descriptions of the methods of assessment the department uses to gather information about levels of performance relative to the outcome. For example, if a user with edit rights clicks the first Biotechnology Programs outcome ("Faculty will enhance teaching through professional development and provide service to the college"), the user will see this form:

## Department Outcome

---

State the department outcome as a complete sentence.

DepartmentOutcomeStatement

Faculty will enhance teaching through professional development and provide service to the college.

## Method(s) of Assessment

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Indicate up to three methods of assessing this department outcome.

Please note that at least one method of assessment should yield direct evidence of achievement.

AssessmentMethod1

Faculty Self Evaluation (Annual)

Information-AssessmentMethod1

Regardless of tenure track, faculty will be required to complete a short self evaluation annually for the Academic Chair. Faculty should indicate any professional development, seminars or strategies they engaged in to enhance their professional development.

AssessmentMethod2

College Service

Information-AssessmentMethod2

Faculty will be required to provide proof of a minimum of 3 events which lead to service for the college, such as hiring committees, mentorships or research guided assistance to students.

Figure 5 A Department Outcome for the department "Biotechnology Programs" (partial view of OPA screen)

- On the outcomes form, it is very common for more than one method of assessment to be listed, as in the previous figure. The form will accommodate a list of up to three methods of assessment.
- Please note that for every outcome, at least one method of assessment listed must provide a **direct assessment measure**.

A **direct assessment measure** is an assessment measure whose value or state is determined according to direct evidence of achievement of the specified outcome or some aspect of the specified outcome.

Note: The value of a direct assessment measure for a specified student learning outcome is determined according to student work that demonstrates attainment of that outcome. For student learning outcomes, only student work can provide direct evidence of attainment.

- Below each method of assessment listed, the information box should be used to briefly describe relevant data sources, assessment practices, and targets. An **assessment measure target** is the value or state of the assessment measure that would indicate the associated outcome has been achieved at the desired level. If at all possible, even for new assessment measures, targets should be established.

### Action Plans for Improvement – Department Outcomes

Once relevant methods of assessment have been chosen for each department outcome, and targets set for each resulting assessment measure, leaders are able to assess the extent to which their departments are meeting essential responsibilities. When the value of an assessment measure is not on target, it is an indication that the associated outcome is not being achieved at the desired level. This calls for an action plan for improvement!

In general, each department leader is responsible for working with appropriate faculty and staff to create and execute an action plan for improvement for any department outcome for which assessment measures are not on target. In consultation with the division vice president or designated AVP, though, a department leader may choose to focus improvement efforts on one or two outcomes at a time rather than more than two outcomes. This may yield better results than tackling too many action plans at once.



## Department Reviews

All planning units are responsible for conducting annual department reviews.

A department review is created by filling out the “Template for Annual Planning Unit Review” form. A copy of the form may be found in appendix I.

In its original form, the template has five tables. A planning unit with five department outcomes will use the template in its original form. Planning unit leaders may customize the template to create a working copy that has one table for each of their department outcomes. A planning unit with seven department outcomes will create a working copy with seven tables.

Each table has a gold section for assessment and a green section for planning. By filling out one table, a planning unit leader is documenting assessment of one department outcome (over the previous year) and documenting plans for improved achievement of that outcome (over the coming year).

A department review includes completed tables for each of the department’s outcomes.

Department reviews should be uploaded to OPA by the end of May each year. The May deadline ensures that department reviews are completed in time to be discussed with department leaders’ supervisors as part of their annual evaluations.

It is the responsibility of the leader of a department which is designated a planning unit to create annual department reviews that meet or exceed the requirements described within the document “Rubric for Annual Planning Unit Review.” A copy of the rubric may be found in appendix II.

## Uploading a Department Review to OPA

- A user may upload a department review to OPA by clicking the department’s name from the home screen, scrolling down to the section labeled “Annual Department Reviews,” and clicking the button labeled “Add a New Department Review.”
- When you click “Add a New Department Review,” you will see this form:

The screenshot shows a web form titled "Add Planning Unit Review" under the "PlanningUnitReviews" section. The breadcrumb path is "Reports & Charts". At the top right, there are "Save & close" and "Cancel" buttons. Below the breadcrumb, there is a "ReportingYear" dropdown menu with a red asterisk indicating it is required. The form is divided into two sections: "Upload the Planning Unit Review" and "Upload a SWOT Analysis (Optional)". The "Upload the Planning Unit Review" section includes instructions to use a Microsoft Word template and a "Choose File" button with the text "No file chosen". The "Upload a SWOT Analysis (Optional)" section includes instructions on when to use a SWOT Analysis and a "Choose File" button. At the bottom left, there are "Save & close" and "Cancel" buttons.

Figure 6 Form to Add a New Department Review

- Choose the current year as the reporting year by using the dropdown menu.

- Upload a completed department review template by clicking “Choose File” within the section labeled “Upload the Planning Unit Review.”
- Upload a completed analysis of department strengths, weaknesses, opportunities, and threats (SWOT Analysis), if one has been completed during the reporting year, by clicking “Choose File” within the section labeled “Upload a SWOT Analysis (Optional).”
  - It would not be unusual for a planning unit to use a SWOT analysis for two or three years before conducting a new one. Typically, the faster significant change comes to and occurs within a department, the more frequently it benefits the department to conduct SWOT analyses.

## Institutional Effectiveness – Department Reviews

When department reviews are uploaded to OPA, the college receives important documentation of the use of Santa Fe's institutional effectiveness processes to continuously improve student learning, staff learning, the learning environment, and operations. That documentation persists from one planning year to the next. In other words, creation of a new year's planning unit review does not lead to loss of planning unit reviews from prior years. They remain within OPA.

High quality department reviews provide a snapshot of planning units' outcomes and associated assessment measures, as well as the measures' values relative to their respective target values.

For each of the college's planning units, creation of a planning unit review ends the current planning year. It also begins the next planning year. Within the planning unit review:

- The assessment component of a department review (the gold-shaded portions) captures the department's status at the time of the review in terms of its essential responsibilities and the measures it uses to assess its level of performance.
- The assessment component also captures information on action plans completed since the last department review and summarizes progress the planning unit has made over the course of the current planning year.
- The planning component (the green-shaded portions) provides a beginning for the next planning year.

Generally, a planning unit's outcomes should be somewhat stable from one planning year to the next, but they may certainly be revised over time to reflect the planning unit's growth and best thinking about the way forward, or to describe new or redefined responsibilities.

At least some assessment methods, assessment measures, or targets are usually adjusted during completion of the planning component (the green-shaded portion) of a department review, hopefully to reflect the planning unit's latest assessment plans, recent progress, and renewed expectations.

The full collection of planning unit reviews for one year provides Santa Fe with documentation of institutional effectiveness for that year in the categories of administrative support services, academic and student support services, and community/public service. In the category of educational programs, documentation of institutional effectiveness also includes triennial academic program reviews, discussed in the next section of this booklet.

## Academic Programs

Santa Fe's complete list of academic programs appears in the table below.

Academic Program Name	Associated Degree or Certificate	Planning Unit with Primary Responsibility for the Academic Program
Accounting	AS	Business Technology
Accounting	Bachelor's	Business Technology
Air Conditioning, Refrigeration and Heating Technology	Certificate	Construction & Technical Programs
Applied Welding Technology	Certificate	Construction & Technical Programs
Associate in Arts	AA	Liberal Arts and Sciences
Automotive Service Management Technology	AAS	Construction & Technical Programs
Automotive Service Technology	Certificate	Construction & Technical Programs
Biomedical Equipment Technician	AS	Biotechnology Programs
Biotechnology Lab Technology	AS	Biotechnology Programs
Building Construction Management Technology	AS	Construction & Technical Programs
Business Administration	AS	Business Technology
Business Administration - Insurance & Risk Management	AS	Business Technology
Cardiovascular Sonography	AS	Allied Health Programs

Academic Program Name	Associated Degree or Certificate	Planning Unit with Primary Responsibility for the Academic Program
Cardiovascular Technology	AS	Allied Health Programs
Carpentry Apprenticeship	Certificate	Construction & Technical Programs
Central Sterile Processing Technology	Certificate	Allied Health Programs
Chemical Laboratory Specialist	Certificate	Biotechnology Programs
Chemical Technology	AS	Biotechnology Programs
Child Development Early Intervention	Certificate	Education Programs
Clinical Laboratory Science	Bachelor's	Biotechnology Programs
Computed Tomography	Certificate	Allied Health Programs
Computer Information Technology	AS	Information Technology Education
Computer Programmer	Certificate	Information Technology Education
Computer Programming Specialist	Certificate	Information Technology Education
Corrections Officer	Certificate	Institute of Public Safety
Criminal Justice Technology	AS	Institute of Public Safety
Crossover Correctional Officer to Law Enforcement	Certificate	Institute of Public Safety
Crossover Law Enforcement Officer to Correctional	Certificate	Institute of Public Safety
Dental Assisting	Certificate	Dental Programs
Dental Hygiene	AS	Dental Programs

Academic Program Name	Associated Degree or Certificate	Planning Unit with Primary Responsibility for the Academic Program
Dental Hygiene Bridge	AS	Dental Programs
Diagnostic Medical Sonography	AS	Allied Health Programs
Digital Media Technology	AS	Fine Arts
Early Childhood Education	AS	Education Programs
Early Childhood Education	Bachelor's	Education Programs
Electrical Construction Apprenticeship	Certificate	Construction & Technical Programs
Emergency Medical Services	AS	Institute of Public Safety
Emergency Medical Technology	Certificate	Institute of Public Safety
Graphic Design Production	Certificate	Fine Arts
Graphic Design Support	Certificate	Fine Arts
Graphic Design Technology	AS	Fine Arts
Health Information Technology	AS	Business Technology
Health Services Administration	Bachelor's	Business Technology
Health Services Management	AS	Business Technology
Healthcare Informatics Specialist	Certificate	Business Technology
Heating and Air Conditioning Installer/Service Apprenticeship	Certificate	Construction & Technical Programs
Industrial Biotechnology	Bachelor's	Biotechnology Programs
Information Systems Technology	Bachelor's	Information Technology Education

Academic Program Name	Associated Degree or Certificate	Planning Unit with Primary Responsibility for the Academic Program
Invasive Cardiovascular Technology	AS	Allied Health Programs
IT Security	AS	Information Technology Education
Law Enforcement	Certificate	Institute of Public Safety
Medical Coder/Biller	Certificate	Business Technology
Multimedia and Video Production Technology	Bachelor's	Fine Arts
Network Infrastructure	Certificate	Information Technology Education
Network Security	Certificate	Information Technology Education
Network Server Administration	Certificate	Information Technology Education
Networking Systems Technology	AS	Information Technology Education
Nuclear Medicine Technology	AS	Allied Health Programs
Nursing	Bachelor's	Nursing Programs
Nursing (RN)	AS	Nursing Programs
Nursing Assistant (CNA)	Certificate	Nursing Programs
Nursing Bridge (LPN/PR to RN)	AS	Nursing Programs
Office Administration	AS	Business Technology
Office Specialist	Certificate	Business Technology
Organizational Management	Bachelor's	Business Technology
Paralegal Studies	AS	Business Technology



Academic Program Name	Associated Degree or Certificate	Planning Unit with Primary Responsibility for the Academic Program
Paramedic	Certificate	Institute of Public Safety
Phlebotomy	Certificate	Biotechnology Programs
Physical Therapist Assistant	AS	Allied Health Programs
Plumbing Apprenticeship	Certificate	Construction & Technical Programs
Plumbing Technology	Certificate	Construction & Technical Programs
Polysomnography	Certificate	Allied Health Programs
Practical Nursing	Certificate	Nursing Programs
Programming and Analysis	AS	Information Technology Education
Radiography	AS	Allied Health Programs
Respiratory Care	AS	Allied Health Programs
Surgical Technology	Certificate	Allied Health Programs
Theatre and Entertainment Technology	AS	Fine Arts
Welding Technology Advanced	Certificate	Construction & Technical Programs
Zoo Animal Technology	AS	Teaching Zoo

Santa Fe's academic programs culminate in associate degrees, bachelors' degrees, or vocational certificates.

There is a department tasked with primary responsibility for each academic program. Selection of this department is based on the location of faculty with the disciplinary expertise required for academic leadership of the program. For example, the

program “Surgical Technology” is assigned to the department “Allied Health Programs,” because faculty with disciplinary expertise in (and credentialed to teach) surgical technology are members of that department.

The department to which an academic program is assigned is responsible for conducting its triennial Academic Program Review, described in a subsequent section of this booklet. Each Academic Program Review covers a period of three consecutive academic years, the last of which ends with the summer term of the year the program review is prepared. For example, the next program review for “Surgical Technology” will be prepared in 2023. It will cover the academic years 2020-2021, 2021-2022, and 2022-2023.

Some Career and Technical Education (CTE) programs are accredited by external agencies. The planning unit to which such an academic program is assigned is responsible for preparing reports and/or self-studies required by the external accrediting agency, and for hosting any site visits by representatives of the external accrediting agency. These activities do not replace preparation of triennial Academic Program Reviews.

## Program-Level Student Learning Outcomes

A **program-level student learning outcome** is a statement that describes in observable and measurable terms particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his/her engagement in an academic program; such as a vocational certificate program, an associate of applied science degree program, an associate of science degree program, the associate of arts degree program, or a baccalaureate degree program.

Program-level student learning outcomes should be stated as complete sentences.

Each should begin with a subject that makes it clear who will achieve the outcome, for example:

- Students who complete the AS in Networking Systems Technology
- Students earning a certificate in Applied Welding Technology
- Students completing the general education program

Typically, the subject is followed by the word “will,” then an appropriate verb. It is helpful to refer to Bloom's taxonomy to select a verb. The taxonomy provides a list of verbs sorted by domain (cognitive, affective, psychomotor) and level within domain.

Finally, the sentence is completed with an appropriate object so that it clearly conveys what an observer can expect to witness a student do as a demonstration of the learning that has occurred.

## Viewing, Editing, or Adding Program-Level Student Learning Outcomes Using OPA

- From the home screen, any OPA user can **view** the student learning outcomes associated with an academic program by clicking the name of the planning unit responsible for the program, scrolling to the section labeled “Academic Programs,” clicking the name of the academic program, and scrolling to the section labeled “Learning Outcomes.”
- For example, by clicking “Education Programs,” a user may scroll to view the academic programs for which the department is responsible:

### Academic Programs

Academic Programs

Full Report | Email | More ▼ 4 Programs

ProgramName	ProgramType
Child Development Early Intervention	Certificate
Early Childhood Education	AS
Early Childhood Education	Bachelor's
Educator Preparation Institute	Certificate

Figure 7 Academic Programs for which the Education Programs Department is Responsible (partial view of OPA screen)

- From the screen above, by clicking “Early Childhood Education” (AS) and scrolling to “Learning Outcomes,” the user sees:





■	▼ Learning Outcome	Current?	AssessmentMethod1	Information-AssessmentMethod1
<input type="checkbox"/>  	Students who complete the AS in Early Childhood Education will be able to analyze appropriate guidance and management techniques relative to the various stages of development of young children.	yes	Task or Activity	<p>The student learning outcome is assessed in EEX 1600. A specific task has been designated for assessment of mastery of the outcome.</p> <p>The target is for 85% of students in the course to demonstrate mastery of the outcome.</p>
<input type="checkbox"/>  	Students who complete the AS in Early Childhood Education will be able to analyze community resources to make recommendations to families of young children with various needs.	yes	Task or Activity	<p>The student learning outcome is assessed in EEC 2401 and EEX 2010. A specific task has been designated for assessment of mastery of the outcome.</p> <p>The target is for 85% of the students in these courses to demonstrate mastery of the outcome.</p>

Figure 8 Program-level Student Learning Outcomes for Early Childhood Education (AS) (partial view of OPA screen)

- To **edit** the student learning outcomes associated with an academic program, you must have edit rights. By default, only the department's leader has edit rights.
- If you have edit rights, click the pencil icon beside an existing learning outcome to edit that outcome. You will then see a form that displays the outcome, along with descriptions of the methods of assessment the department uses to gather information about levels of performance relative to the outcome. For example, if a user with edit rights clicks the first Early Childhood Education outcome ("Students who complete the AS in Early Childhood Education will be able to analyze appropriate guidance and management techniques relative to the various stages of development of young children. "), the user will see this form:

## ▼ Program-Level Student Learning Outcome

---

State the student learning outcome (LO) as a complete sentence.

Learning Outcome

Students who complete the AS in Early Childhood Education will be able to analyze appropriate guidance and management techniques relative to the various stages of development of young children.

Check this box if the LO is current, meaning that students in the academic program are currently responsible for

## ▼ Method(s) of Assessing This LO

---

Use the drop down menus below to indicate up to three methods of assessing this student learning outcome.

Please note that at least one method of assessment should yield direct evidence of student learning.

For each method of assessment indicated, provide information about the setting and instrument used to gather Assessment Method 2," provide the survey's name and briefly describe when/how it is administered).

Assessment Method  
1

Task or Activity

Information about  
Assessment Method  
1

The student learning outcome is assessed in EEX 1600. A specific task has been designated for assessment of mastery of the outcome.

The target is for 85% of students in the course to demonstrate mastery of the outcome.

Figure 9 A Learning Outcome for the academic program "Early Childhood Education" (AS) (partial view of OPA screen)

- On the outcomes form, it is very common for more than one method of assessment to be listed. The form will accommodate a list of up to three methods of assessment.
- Please note that for every outcome, at least one method of assessment listed must provide a **direct assessment measure**.

A **direct assessment measure** is an assessment measure whose value or state is determined according to direct evidence of achievement of the specified outcome or some aspect of the specified outcome.

Note: The value of a direct assessment measure for a specified student learning outcome is determined according to student work that demonstrates attainment of that outcome. For student learning outcomes, only student work can provide direct evidence of attainment.

- Below each method of assessment listed, the information box should be used to briefly describe relevant data sources, assessment practices, and targets. An **assessment measure target** is the value or state of the assessment measure that would indicate the associated outcome has been achieved at the desired level. If at all possible, even for new assessment measures, targets should be established.

### Action Plans for Improvement – Student Learning Outcomes

Once relevant methods of assessment have been chosen for each program-level student learning outcome, and targets set for each resulting assessment measure, faculty are able to assess the extent to which students are achieving the learning outcomes. When the value of an assessment measure is not on target, it is an indication that the associated student learning outcome is not being achieved at the desired level. This calls for an action plan for improvement!

In general, each department leader is responsible for working with appropriate faculty and staff to create and execute an action plan for improvement for any student learning outcome for which assessment measures are not on target. In consultation with the provost or designated AVP, though, a department leader may choose to focus improvement efforts on one or two outcomes at a time rather than more than two outcomes. This may yield better results than tackling too many action plans at once.



## Academic Program Reviews

All departments responsible for academic programs are responsible for conducting triennial academic program reviews for each.

An academic program review is created by filling out the “Template for Triennial Academic Program Review” form. A copy of the form may be found in appendix III.

In its original form, the template has five tables. An academic program with five program-level student learning outcomes will use the template in its original form. Program leaders may customize the template to create a working copy that has one table for each of the program’s student learning outcomes. An academic program with seven program-level students learning outcomes will create a working copy with seven tables.

Each table has a gold section for assessment and a green section for planning. By filling out one table, a program leader is documenting assessment of one student learning outcome (over the previous three academic years) and documenting plans for improved achievement of that outcome (over the coming three academic years).

An academic program review includes completed tables for each of the program’s student learning outcomes.

Academic program reviews should be uploaded to OPA by the end of October during the year they are due. Academic program reviews are discussed with program leaders’ and department leaders’ supervisors as part of their next evaluation.

It is the responsibility of the leader of an academic program to create triennial academic program reviews that meet or exceed the requirements described within the document “Rubric for Triennial Academic Program Review.” A copy of the rubric may be found in appendix IV.

## Uploading an Academic Program Review to OPA

- A user may upload an academic program review to OPA by clicking the academic program’s name from the responsible department’s screen, scrolling down to the section labeled “Triennial Academic Program Reviews,” and clicking the button labeled “Add a New Academic Program Review.”
- When you click “Add a New Academic Program Review,” you will see this form:

The screenshot shows a web form with the following elements:

- A dropdown menu labeled "ReportingYear" with a downward arrow.
- A section header "Upload the Academic Program Review" with a blue underline.
- Text: "To create an Academic Program Review, use the appropriate Microsoft Word template." followed by an information icon and the text "Academic Program Review".
- Text: "Upload your completed Academic Program Review here." followed by a "Choose File" button.
- A section header "Consider the Future of the Program" with a blue underline.
- Text: "Check the box below if discontinuation of the academic program is recommended." followed by "If you check the box, a new section of this form will open to allow upload of a teach-out plan for the program."
- A checkbox labeled "Discontinuation Recommended" with an information icon.
- Two buttons at the bottom: a green "Save & close" button with a downward arrow, and a grey "Cancel" button.

Figure 10 The form used to upload an academic program review (partial view of OPA screen)


- Choose the current year as the reporting year by using the dropdown menu.
- Upload a completed academic program review template by clicking “Choose File” within the section labeled “Upload the Academic Program Review.”

- If appropriate, check the box labeled “Discontinuation Recommended” within the section labeled “Consider the Future of the Program.”
  - This will cause an addition section on the form to appear, labeled “Upload Required Teach-out Plan.” The form will then look like this:

▼ **Upload the Academic Program Review**

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To create an Academic Program Review, use the appropriate Microsoft Word template.

 **Academic Program Review**

Upload your completed Academic Program Review here.

No file chosen

▼ **Consider the Future of the Program**

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Check the box below if discontinuation of the academic program is recommended.


If you check the box, a new section of this form will open to allow upload of a teach-out plan for the program.

**Discontinuation Recommended** 

▼ **Upload Required Teach-out Plan**

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You have recommended this academic program be discontinued.

 **Teach-out Plan**

SACSCOC requires submission and prior approval of a teach-out plan for an academic program the College plans to discontinue.

Upload the required teach-out plan here and notify the appropriate AVP of your recommendation.



- Upload a teach-out plan by clicking “Choose File” within the section labeled “Upload Required Teach-out Plan.”

## Institutional Effectiveness – Academic Program Reviews

When academic program reviews are uploaded to OPA, the college receives important documentation of the use of Santa Fe's institutional effectiveness processes to continuously improve student learning, staff learning, the learning environment, and operations. That documentation persists from one three-year planning cycle to the next. In other words, creation of a new academic program review does not lead to loss of academic program reviews from prior years. They remain within OPA.

High quality academic program reviews provide a snapshot of student learning outcomes and associated assessment measures, as well as the measures' values relative to their respective target values.

For each of the college's academic programs, creation of an academic program review ends the current three-year planning cycle. It also begins the next three-year planning cycle. Within the academic program review:

- The assessment component of an academic program review (the gold-shaded portions) captures the program's status at the time of the review in terms of its student learning outcomes and the measures it uses to assess students' level of performance.
- The assessment component also captures information on action plans completed since the last academic program review and summarizes progress the department has made in improving student learning over the course of the current three-year planning cycle.
- The planning component (the green-shaded portions) provides a beginning for the next three-year planning cycle.

Generally, an academic program's student learning outcomes should be somewhat stable from one planning cycle to the next, but they may certainly be revised over time to describe new or redefined student learning outcomes and the department's best thinking about the way forward.

At least some assessment methods, assessment measures, or targets are usually adjusted during completion of the planning component (the green-shaded portion) of an academic program review, hopefully to reflect the program's latest assessment plans, recent progress, and renewed expectations.

The full collection of academic program reviews for one three-year cycle provides Santa Fe with documentation of institutional effectiveness for that cycle in the category of educational programs.

## Appendix I: Template for an Annual Department Review

Department Name/Month and Year:

	Outcome 1:	<i>Copy your first department outcome statement from OPA into this box.</i>
<b>Assessment of achievement of this outcome over the last 12 months</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which you have achieved the outcome over the last 12 months.	
	What action(s) did you take to reach this level of achievement?	
<b>Planning for achievement of this outcome over the next 12 months</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan to achieve the outcome over the next 12 months?	
	What action(s) do you plan to take to reach that level of achievement?	

	Outcome 2:	<i>Copy your second department outcome statement from OPA into this box.</i>
<b>Assessment of achievement of this outcome over the last 12 months</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which you have achieved the outcome over the last 12 months.	
	What action(s) did you take to reach this level of achievement?	
<b>Planning for achievement of this outcome over the next 12 months</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan to achieve the outcome over the next 12 months?	
	What action(s) do you plan to take to reach that level of achievement?	

	Outcome 3:	<i>Copy your third department outcome statement from OPA into this box.</i>
<b>Assessment of achievement of this outcome over the last 12 months</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which you have achieved the outcome over the last 12 months.	
	What action(s) did you take to reach this level of achievement?	
<b>Planning for achievement of this outcome over the next 12 months</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan to achieve the outcome over the next 12 months?	
	What action(s) do you plan to take to reach that level of achievement?	

	Outcome 4:	<i>Copy your fourth department outcome statement from OPA into this box.</i>
<b>Assessment of achievement of this outcome over the last 12 months</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which you have achieved the outcome over the last 12 months.	
	What action(s) did you take to reach this level of achievement?	
<b>Planning for achievement of this outcome over the next 12 months</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan to achieve the outcome over the next 12 months?	
	What action(s) do you plan to take to reach that level of achievement?	



	Outcome 5:	<i>Copy your fifth department outcome statement from OPA into this box. Note: If this is not your last outcome statement, you will need to add copies of this table to the end of this document to continue your Planning Unit Review.</i>
<b>Assessment of achievement of this outcome over the last 12 months</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which you have achieved the outcome over the last 12 months.	
	What action(s) did you take to reach this level of achievement?	
<b>Planning for achievement of this outcome over the next 12 months</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan to achieve the outcome over the next 12 months?	
	What action(s) do you plan to take to reach that level of achievement?	

## Appendix II: Rubric for Assessment of a Department Review

### Rubric for Assessment of a Planning Unit Review (Three Parts)

#### I. Outcomes

Exceeds Requirements	<ul style="list-style-type: none"> <li>• The set of outcomes accurately described the department’s work and</li> <li>• all outcomes were measurable and</li> <li>• all outcomes were stated as clear, concise, and complete sentences and</li> <li>• the set of outcomes effectively conveyed the department’s distinctive contributions to the operation of the College and/or alignment with the College’s mission.</li> </ul>
Meets Requirements	<ul style="list-style-type: none"> <li>• The set of outcomes accurately described the department’s work and</li> <li>• all outcomes were measurable and</li> <li>• all outcomes were stated as clear, concise, and complete sentences</li> </ul>
Does Not Meet Requirements	<ul style="list-style-type: none"> <li>• The set of outcomes did not accurately describe the department’s work or</li> <li>• some outcomes were not measurable or</li> <li>• some outcomes were not stated as clear, concise, and complete sentences.</li> </ul>

II. Assessment of Achievement of Outcomes over the Last 12 Months

Exceeds Requirements	<ul style="list-style-type: none"> <li>• There were multiple assessment methods/measures for most outcomes and</li> <li>• at least one measure for each outcome provided direct evidence of level of achievement and</li> <li>• a clear, comprehensive, and useful summary of data/evidence was provided and</li> <li>• either actions planned during the last assessment cycle were taken over the last 12 months, or satisfactory rationale was provided for taking alternative actions and</li> <li>• results and conclusions were clearly described, with attention called to opportunities for improvement, and</li> <li>• explanation was provided on how actions taken were informed by evidence of level of achievement and</li> <li>• explanation was provided either on significant improvements made as a result of actions taken or on significant insight gained that will lead to future improvements.</li> </ul>
Meets Requirements	<ul style="list-style-type: none"> <li>• There were multiple assessment methods/measures for most outcomes and</li> <li>• at least one measure for each outcome provided direct evidence of level of achievement and</li> <li>• a clear, comprehensive, and useful summary of data/evidence was provided and</li> <li>• either actions planned during the last assessment cycle were taken over the last 12 months, or satisfactory rationale was provided for taking alternative actions and</li> <li>• results and conclusions were clearly described, with attention called to opportunities for improvement.</li> </ul>
Does Not Meet Requirements	<ul style="list-style-type: none"> <li>• It was not the case that there were multiple assessment methods/measures for most outcomes or</li> </ul>

	<ul style="list-style-type: none"><li>• for at least one outcome, there was no direct evidence provided of level of achievement or</li><li>• a clear, comprehensive, and useful summary of data/evidence was not provided or</li><li>• it was neither the case that actions planned during the last assessment cycle were taken, nor that satisfactory rationale was provided for taking alternative actions or</li><li>• results and conclusions were not clearly described, or attention was not called to opportunities for improvement.</li></ul>
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III. Planning for Achievement of Outcomes over the Next 12 Months

Exceeds Requirements	<ul style="list-style-type: none"> <li>• Outcome statements were updated as appropriate and</li> <li>• assessment methods/measures were updated as appropriate and</li> <li>• the level to which the department plans to achieve its outcomes over the next 12 months was described clearly in terms of its assessment methods/measures and</li> <li>• a reasonable set of feasible and relevant actions for reaching that level of achievement was clearly described and</li> <li>• explanation was provided on how the set of actions had the power to impact achievement of outcomes and/or aligned with targeted assessment methods/measures and</li> <li>• reflection was provided on how necessary staff time would be freed up to direct towards execution of planned actions, necessary funds would be earmarked or acquired, and/or necessary partnerships established or strengthened</li> </ul>
Meets Requirements	<ul style="list-style-type: none"> <li>• Outcome statements were updated as appropriate and</li> <li>• assessment methods/measures were updated as appropriate and</li> <li>• the level to which the department plans to achieve its outcomes over the next 12 months was described clearly in terms of its assessment methods/measures and</li> <li>• a reasonable set of feasible and relevant actions for reaching that level of achievement was clearly described</li> </ul>
Does Not Meet Requirements	<ul style="list-style-type: none"> <li>• Outcome statements were not updated as appropriate or</li> <li>• assessment methods/measures were not updated as appropriate or</li> <li>• the level to which the department plans to achieve its outcomes over the next 12 months was not described clearly or was not described in terms of its assessment methods/measures or</li> </ul>

- |  |   |
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|  | <ul style="list-style-type: none"><li>• it was not the case that a reasonable set of feasible and relevant actions for reaching that level of achievement was clearly described</li></ul> |
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### Appendix III: Template for a Triennial Academic Program Review

Program Name/Month and Year:

	Outcome 1:	<i>Copy your first program-level outcome statement from OPA into this box.</i>
<b>Assessment of student achievement of this learning outcome over the last 3 academic years</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which students have achieved the outcome over the last 3 academic years.	
	What action(s) did you take to support students in reaching this level of achievement?	
<b>Planning for student achievement of this learning outcome over the next 3 academic years (for use when discontinuation of the academic program is not recommended)</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan for students to achieve the outcome over the next 3 years?	

	What action(s) do you plan to take to support students in reaching that level of achievement?	
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	Outcome 2:	<i>Copy your second program-level outcome statement from OPA into this box.</i>
<b>Assessment of student achievement of this learning outcome over the last 3 academic years</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which students have achieved the outcome over the last 3 academic years.	
	What action(s) did you take to support students in reaching this level of achievement?	
<b>Planning for student achievement of this learning outcome over the next 3 academic years (for use when discontinuation of the academic program is not recommended)</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan for students to achieve the outcome over the next 3 years?	

	What action(s) do you plan to take to support students in reaching that level of achievement?	
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	Outcome 3:	<i>Copy your third program-level outcome statement from OPA into this box.</i>
<b>Assessment of student achievement of this learning outcome over the last 3 academic years</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which students have achieved the outcome over the last 3 academic years.	
	What action(s) did you take to support students in reaching this level of achievement?	
<b>Planning for student achievement of this learning outcome over the next 3 academic years (for use when discontinuation of the academic program is not recommended)</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan for students to achieve the outcome over the next 3 years?	

	What action(s) do you plan to take to support students in reaching that level of achievement?	
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	Outcome 4:	<i>Copy your fourth program-level outcome statement from OPA into this box.</i>
<b>Assessment of student achievement of this learning outcome over the last 3 academic years</b>	Describe relevant data; write a paragraph or two summarizing your observations/conclusions based on the data.	
	Comment on the level to which students have achieved the outcome over the last 3 academic years.	
	What action(s) did you take to support students in reaching this level of achievement?	
<b>Planning for student achievement of this learning outcome over the next 3 academic years (for use when discontinuation of the academic program is not recommended)</b>	Describe planned updates to this outcome statement as well as any appropriate updates to the assessment methods/measures related to the outcome.	
	In terms of your assessment methods/measures, to what level do you plan for students to achieve the outcome over the next 3 years?	

	What action(s) do you plan to take to support students in reaching that level of achievement?	
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## Appendix IV: Rubric for Assessment of an Academic Program Review

### Rubric for Assessment of an Academic Program Review (Three Parts)

#### I. Learning Outcomes

<p>Exceeds Requirements</p>	<ul style="list-style-type: none"> <li>• The set of learning outcomes accurately described the knowledge, skills, and abilities students would be able to demonstrate as a result of completing the academic program and</li> <li>• all outcomes were program-level, observable, and measurable and</li> <li>• all outcomes were stated as clear, concise, and complete sentences and</li> <li>• all outcome statements featured verbs at the developmentally appropriate level of Bloom’s Revised Taxonomy and</li> <li>• the set of outcomes effectively conveyed the academic program’s distinctive nature/benefits</li> </ul>
<p>Meets Requirements</p>	<ul style="list-style-type: none"> <li>• The set of learning outcomes accurately described the knowledge, skills, and abilities students would be able to demonstrate as a result of completing the academic program and</li> <li>• all outcomes were program-level, observable, and measurable and</li> <li>• all outcomes were stated as clear, concise, and complete sentences and</li> <li>• all outcome statements featured verbs at the developmentally appropriate level of Bloom’s Revised Taxonomy</li> </ul>

Does Not Meet Requirements	<ul style="list-style-type: none"><li>• The set of learning outcomes did not accurately describe the knowledge, skills, and abilities students would be able to demonstrate as a result of completing the academic program or</li><li>• some outcomes were not program-level, observable, and measurable or</li><li>• some outcomes were not stated as clear, concise, and complete sentences or</li><li>• some outcome statements did not feature verbs at the developmentally appropriate level of Bloom's Revised Taxonomy</li></ul>
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II. Assessment of Student Achievement of Learning Outcomes over the Last 3 Academic Years

Exceeds Requirements	<ul style="list-style-type: none"><li>• There were multiple assessment methods/measures for most learning outcomes and</li><li>• at least one measure for each outcome provided direct evidence of level of student learning for that distinct outcome and</li><li>• a clear, comprehensive, and useful summary of data/evidence across the three academic years spanned by the academic program review was provided and</li><li>• the academic program leader uploaded within OPA three annual data summaries for each learning outcome – specifically one for each of the three academic years spanned by the academic program review and</li><li>• either actions planned during the last assessment cycle were taken over the last 3 years, or satisfactory rationale was provided for taking alternative actions and</li><li>• results and conclusions were clearly described, with attention called to opportunities for improved student learning, and</li><li>• explanation was provided on how actions taken were informed by evidence of level of student learning and</li><li>• explanation was provided either on significant improvements in student learning as a result of actions taken or on significant insight gained that will lead to future improvements in student learning.</li></ul>
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Meets Requirements	<ul style="list-style-type: none"><li>• There were multiple assessment methods/measures for most learning outcomes and</li><li>• at least one measure for each outcome provided direct evidence of level of student learning for that distinct outcome and</li><li>• a clear, comprehensive, and useful summary of data/evidence across the three academic years spanned by the academic program review was provided and</li><li>• the academic program leader uploaded within OPA three annual data summaries for each learning outcome – specifically one for each of the three academic years spanned by the academic program review and</li><li>• either actions planned during the last assessment cycle were taken over the last 3 years, or satisfactory rationale was provided for taking alternative actions and</li><li>• results and conclusions were clearly described, with attention called to opportunities for improved student learning</li></ul>
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Does Not Meet Requirements	<ul style="list-style-type: none"> <li>• It was not the case that there were multiple assessment methods/measures for most learning outcomes or</li> <li>• for at least one outcome, there was no direct evidence of level of student learning for that distinct outcome or</li> <li>• a clear, comprehensive, and useful summary of data/evidence across the three academic years spanned by the academic program review was not provided or</li> <li>• the academic program leader did not upload within OPA three annual data summaries for each learning outcome – specifically one for each of the three academic years spanned by the academic program review or</li> <li>• it was neither the case that actions planned during the last assessment cycle were taken, nor that satisfactory rationale was provided for taking alternative actions or</li> <li>• results and conclusions were not clearly described, or attention was not called to opportunities for improved student learning.</li> </ul>
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III. Planning for Student Achievement of Learning Outcomes over the Next 3 Academic Years

A. *For Use When Discontinuation of the Academic Program Is Not Recommended*

Exceeds Requirements	<ul style="list-style-type: none"> <li>• Learning outcome statements were updated as appropriate and</li> <li>• assessment methods/measures were updated as appropriate and</li> <li>• the level to which the department plans for students to achieve the learning outcomes over the next 3 years was described clearly in terms of associated assessment methods/measures and</li> <li>• a reasonable set of feasible and relevant actions for faculty and staff to take to support students in reaching that level of achievement was clearly described and</li> <li>• explanation was provided on how the set of actions had the power to impact student achievement of learning outcomes and/or aligned with targeted assessment methods/measures and</li> <li>• reflection was provided on how necessary staff time would be freed up to direct towards execution of planned actions, necessary funds would be earmarked or acquired, and/or necessary partnerships established or strengthened</li> </ul>
Meets Requirements	<ul style="list-style-type: none"> <li>• Learning outcome statements were updated as appropriate and</li> <li>• assessment methods/measures were updated as appropriate and</li> <li>• the level to which the department plans for students to achieve the learning outcomes over the next 3 years was described clearly in terms of associated assessment methods/measures and</li> <li>• a reasonable set of feasible and relevant actions for faculty and staff to take to support students in reaching that level of achievement was clearly described</li> </ul>

Does Not Meet Requirements	<ul style="list-style-type: none"> <li>• Learning outcome statements were not updated as appropriate or</li> <li>• assessment methods/measures were not updated as appropriate or</li> <li>• the level to which the department plans for students to achieve the learning outcomes over the next 3 years was not described clearly in terms of associated assessment methods/measures or</li> <li>• it was not the case that a reasonable set of feasible and relevant actions for faculty and staff to take to support students in reaching that level of achievement was clearly described</li> </ul>
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*B. For Use When Discontinuation of the Academic Program Is Recommended*

Meets Requirements	<ul style="list-style-type: none"> <li>• The conditions leading to the recommendation were clearly described, including recent enrollment trends, recent employment trends for program completers, and other considerations, and</li> <li>• a compelling case was made for discontinuing the academic program and</li> <li>• a teach-out plan, suitable for submission to SACSCOC for approval, was uploaded within OPA</li> </ul>
Does Not Meet Requirements	<ul style="list-style-type: none"> <li>• The conditions leading to the recommendation were not clearly described or</li> <li>• a compelling case was not made for discontinuing the academic program or</li> <li>• a teach-out plan, suitable for submission to SACSCOC for approval, was not uploaded within OPA</li> </ul>