State Assessment Meeting 2010
Program Outcomes Assessment

WENDI DEW, HELEN CLARKE & ROBERTA BROWN
By the end of today, you will be able to

- Evaluate learning outcome statements
- Evaluate performance indicators
- Distinguish among program assessment methods and instruments
- Employ program assessment planning and implementation at your institution
Frustration Alert!

- We’re all at different stages in our program assessment work
  - Learners of new content/familiar content

- Embrace the new terminology
  - Need for consistent terminology at your College

- We might not have time to finish everything to your satisfaction
Speed Dating Intros
30 seconds (or less!)

- Name
- Institution
- Program/Department

“Assessing our program level outcomes provides us with a wonderful opportunity to/for______________________________.”
Much more than accountability...

Program outcomes assessment helps us answer key questions about teaching and learning.
Program Assessment and Teaching & Learning

Key Questions

 What should the student know or be able to do at the end of our program?
   Program Learning Outcomes

 How will we know?
   Assessment Method, Assessment Instrument

 How can we improve to enhance student learning?
   Reflection and Action!
Purpose of Program Assessment

- Improves student learning
- Supports renewal of the curriculum so that learning happens as we intend
- Provides useful information to students, faculty, administrators, and other stakeholders
Purpose of Program Assessment is NOT

- To evaluate individual faculty members
- To prescribe individual course implementation or pedagogy

  - Although assessment can influence learning outcomes, curriculum, and pedagogy
Program Assessment: Opportunities for Authentic Collaboration

- College-wide discussions about teaching & learning
  - Supported by real student data
  - Focuses on student learning
  - Brings college and community partners together

- Build/Strengthen “connections” throughout the curriculum and co-curriculum
  - Alignment and Sequencing

- Renewal of curriculum

- Faculty development
  - Assessment
  - Outcomes-based practice
  - Learning opportunities
### Distinguishing Program-Level & Course-Level Assessment

<table>
<thead>
<tr>
<th><strong>Course-Level Assessment</strong></th>
<th><strong>Program-Level Assessment</strong></th>
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</thead>
<tbody>
<tr>
<td>- Assess student learning outcomes at the end of the course</td>
<td>- Assess student learning outcomes at the end of the program</td>
</tr>
<tr>
<td>- Assign a grade to individual students</td>
<td>- Evaluate aggregate student artifacts for purposes of program improvement</td>
</tr>
<tr>
<td>- Grading often involves only one faculty member who is teaching the course</td>
<td>- Evaluation involves faculty teams across the program/discipline</td>
</tr>
</tbody>
</table>
Program Assessment is accomplished in phases

See handout: Phases of Program Assessment
Phase I: Program Learning Outcome

Phase II: Summative Program Assessments

Phase III: Course- or practice-level Learning Opportunities & Formative Program Assessments

Phase IV: Program-level Evaluation

Phase V: Reflect & Use Results to Improve Program

Align & Sequence I & II

Align & Sequence II & III

See Tan Handout: Phases of Program Assessment
Handout: Phases of Program Assessment

- **Phase I**
  - Determine program learning outcomes & performance indicators that reflect program’s “Big Ideas”
  - Mapping/reflection check point: Align & sequence outcomes and assessments

- **Phase II**
  - Design common assessment method (eg. essay)
  - Design assessment instrument (eg. rubric)
  - Mapping/reflection check point: Align & sequence outcomes and assessments
  - Design implementation process

- **Phase III**
  - Incorporate course or practice-level learning & assessment opportunities that support program learning outcomes

- **Phase IV**
  - Implement common assessment
  - Collect student artifacts
  - Evaluate student artifacts

- **Phase V**
  - Reflect on assessment results
  - Action! Use assessment results for improvement

- An Open and Collaborative Process is Essential for Success
Curriculum Design Terms

- **Aligning**
  - Ensuring student learning outcomes, learning opportunities and assessments “match”

- **Sequencing**
  - Ensuring student learning outcomes and performance indicators are taught and assessed in a logical and incremental manner

✓ These concepts are applied to both programs and courses.
Assessment Terms

• **Summative**- at the end
  - to measure students’ **mastery** of the student learning outcomes (end of a lesson, unit, course, program)

• **Formative**- along the way
  - to measure the students’ learning **progress** (during a lesson, unit, course, program)
Phase I:
Program Learning Outcome

Phase II:
Summative Program Assessments

Phase III:
Course- or practice-level Learning Opportunities & Formative Program Assessments

Phase IV:
Program-level Evaluation

Phase V:
Reflect & Use Results to Improve Program

Aligning and Sequencing

Align & Sequence I & II

Align & Sequence II & III

See tan handout: Phases of Program Assessment
Phase I: Program Learning Outcome

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Phase V: Reflect & Use Results to Improve Program

An Open and Collaborative Process is Essential for Success

We accomplish alignment & sequencing through “Mapping”
Mapping

- A process that ensures we are aligning and sequencing in a way that promotes students’ achievement of the learning outcome(s) we have identified.

✓ This concept is applied to both programs and courses.
“What will the students know or be able to do?”
“How will we know?”

Phase I: Program Learning Outcome

Phase II: Summative Program Assessments

Phase III: Course- or practice-level Learning Opportunities & Formative Program Assessments

Phase IV: Program-level Evaluation

Phase V: Reflect & Use Results to Improve Program

An Open and Collaborative Process is Essential for Success
Phase I

MOVING FROM “BIG IDEA” TO PROGRAM LEARNING OUTCOME
Programs Learning Outcomes Emerge from “Big Ideas”
Prioritize Program Concepts

What do we want our program graduates to know or do 5 years from now?

Based on Wiggins & McTighe
Worth Being Familiar With

Important to Know and Do

Big Ideas/Core Concepts

- What makes our program distinctive?

What do our stakeholders (credentialing bodies, community partners, workforce, state boards) ask of our program graduates?

Based on Wiggins & McTighe
Example: Accounting Technology

Business leaders say: “Graduates should be good problem solvers”
SO, NOW WE HAVE A BIG IDEA.

Next, how do we articulate a measurable learning outcome?
Program Student Learning Outcomes

state what a student should know and/or be able to do

...as a result of what she has learned in a program
Writing Measurable, Assessable Student Learning Outcomes (SLOs)

We use the same principles and techniques when writing a SLO(s) for a program, course, unit or lesson.
SLO Statement Structure

Students will be able to

**action verb** + **result/traight/product**
(what will be done)

Note: All SLOs (Lessons, Units, Courses, Programs) should be one sentence, with one action verb
Example: Accounting Technology

Big Idea:

“Graduates should be good problem solvers.”

Program Learning Outcome:

The student will be able to evaluate business and financial information to support internal decision making.
## Criteria for a Measurable Learning Outcome

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describes a Learning Result</strong></td>
<td>A measurable learning outcome specifies what the student will be able to do, not what the teacher does</td>
</tr>
<tr>
<td><strong>Specific</strong></td>
<td>A measurable learning outcome addresses no more than one single result/trait/product</td>
</tr>
<tr>
<td><strong>Action-oriented</strong></td>
<td>The action verb specifies definite, assessable behaviors</td>
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<tr>
<td><strong>Cognitively Appropriate</strong></td>
<td>The action verb (Bloom’s Taxonomy Thesaurus of Verbs) identifies the desired cognitive level of student thinking</td>
</tr>
<tr>
<td><strong>Clearly Stated</strong></td>
<td>The meaning of the learning outcome is easily understood by students, administrators and faculty members</td>
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Examples of Program Learning Outcomes

Students + **action verb** + result/trait /product (what will be done)

1. The student will be able to **produce** professional quality video projects.

2. The student will be able to **estimate** the costs for labor, materials, and equipment for a construction project using industry-standard software and procedures.

3. The student will be able to **structure** a safe environment in the healthcare setting.

✓ Note: One sentence only, with one action verb
So…what’s the big deal with the verbs & Bloom’s cognitive levels?
Cognitive Level: Build from Lower to Higher Levels

- Remembering
- Comprehending
- Applying
- Analyzing
- Synthesizing
- Evaluating & Creating

Program Learning Outcomes
Higher Cognitive Level
Student will be able to **analyze** and **evaluate** a piece of literature.
Rewritten PLO

- Student will be able to evaluate a piece of literature.
  - Analysis is a requirement of evaluation
  - In other words, students’ learning how to analyze is a “building block” toward their learning how to evaluate
Why one action verb?

- When we measure a PLO, we measure the action...
  - each stated action verb, must be measured

- Usually the additional action verbs suggest lower order thinking that is subsumed in the PLO
Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

**BETTER:**

Students will be able to apply factual information to a problem.

**BETTER BECAUSE:**

- Learner is directly mentioned
- Specific because it measures one result/trait
- Measurable because it has only one action-oriented verb
Questions so far?
So, how do we measure (and teach!) something as big as a Program Learning Outcome?
“Building Blocks” help us further define the PLO in measurable terms by asking...

What can my students do that will indicate they have the discrete skills that build to mastery of the student learning outcome?
The answers to this question become the **Performance Indicators** ("Building Blocks") for the PLO.

- provide a more specific picture of students’ abilities and or skills.

- define and clarify the cognitive level and quality of performance necessary to meet the requirements of the learning outcome.
Something to Note

- Performance Indicators are structured the same way as learning outcomes.

  (the only difference is that the Performance Indicators are the incremental steps to achieve the PLO)
Building to Higher Cognitive Levels

Pls to PLOs

- Remembering
- Comprehending
- Applying
- Analyzing
- Synthesizing
- Evaluating & Creating

Program Learning Outcomes
Higher Cognitive Level
Think, Pair, Share, Write

What are possible Performance Indicators for this PLO?

The student will be able to plan a balanced diet.

(creating/evaluating)
Student Learning Outcome to Performance Indicators

- The student will be able to plan a balanced diet. (creating/evaluating)
  - The student will be able to examine the implication of a balanced diet to good health. (analyzing)
  - The student will be able to describe what constitutes a balanced diet. (comprehending)
  - The student will be able to identify the components of a balanced diet. (remembering)
Student learning ... throughout a program ... requires a sequenced and aligned curriculum.
Sequencing & Aligning Student Learning

- Course Learning Outcomes
- Program Learning Outcomes
- Learning Opportunities/Assessments
Questions so far?
Phase II

SELECTING & DEVELOPING PROGRAM ASSESSMENT METHODS & INSTRUMENTS
Assessment Terms

- **Assessment Method**
  - Type of assessment used to document student learning (program learning outcomes)
    - Written paper, multiple choice test, presentation, skill demonstration

- **Assessment Instrument**
  - Criteria and standards for assessing/evaluating student work
    - Rubric, answer key, rating scale

- **Student Artifacts**
  - Student work produced; observable student performance or behavior
    - Videotaped speech, timed essay, portfolio
Key Questions in Program Assessment Planning

- What will the student know or be able to do?
  - Program Learning Outcomes & Performance Indicators

- How will we know the student can demonstrate mastery of the PLO?
  - Assessment Method, Assessment Instrument
“What will the students know or be able to do?”
“How will we know they can?”

Phase I: Program Learning Outcome

Phase II: Summative Program Assessments

Phase III: Course- or practice-level Learning Opportunities & Formative Program Assessments

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Phase V: Reflect & Use Results to Improve Program

An Open and Collaborative Process is Essential for Success
Aligning PLOs and Assessments

- Backwater CC wants its students to be able to analyze the link between a balanced diet and overall health as a result of the Nutrition program.

- Yet, the department gives its students a multiple choice test on nutritional information definitions.

- Backwater needs help. Why?
Student learning … throughout a program … requires a sequenced and aligned curriculum and assessments.
Choosing the Appropriate Assessment Method

- Indirect Methods
- Direct Methods
Indirect Assessment Methods

- Capture student or other stakeholder perceptions/ reflections of student learning or the learning environment
  - Aren’t sufficient by themselves to indicate student learning
  - Compliment direct methods
Some Examples of Indirect Assessment Methods

- Student satisfaction surveys
- Alumni and employer surveys
- Graduation rates
- Licensure rates/placement rates
- Focus groups
Direct Assessment Methods

- Require students to **demonstrate** knowledge and skills articulated in program learning outcomes
Some Examples of Direct Assessment Methods

- Multiple Choice Tests
- Essay Tests
- Formal Writing Assignments
  - Short papers (reflections, specialized formats);
  - Research Papers and Proposals;
  - Project Reports (e.g., financial, technical, etc);
- Designs, Models, Creative Works
- Portfolios
- Projects (Team or Individual)
- Presentations (Team or Individual)
- Internships
- Observation/Interviews, and
- Others?
When To Assess?

- Course Embedded Assessments
  - Connected to the course
  - Students are already motivated to perform their best

- End of Program Assessments

- Pre/Post Program Assessment
  - Value –added?
Moving From Assessment Method to Assessment Instrument ...

Remember, assessment instruments describe criteria and standards for assessing/evaluating student work
Many types of instruments to choose from:
  ◦ Checklist
  ◦ Score card
  ◦ Objective questions
  ◦ Analytic rubric
  ◦ Holistic rubric
  ◦ Other?

Each instrument has pros and cons

Important! What will the criteria described in the instrument tell us about student learning?
# THINK Analytic Rubric (2005)

**Rubric for the Analytical Assessment of Critical Thinking across the Curriculum**

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<table>
<thead>
<tr>
<th>Think Indicators</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyzing information: data, ideas, or concepts</strong></td>
<td>Inaccurate</td>
<td>Correct</td>
<td>Accurate</td>
<td>Precise</td>
</tr>
<tr>
<td></td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</td>
<td>Interprets information (data, ideas, or concepts) accurately, appropriately and in depth in new contexts</td>
</tr>
<tr>
<td><strong>Applying formulas, procedures, principles, or themes</strong></td>
<td>Inappropriate</td>
<td>Appropriate</td>
<td>Relevant</td>
<td>Insightful</td>
</tr>
<tr>
<td></td>
<td>Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them</td>
<td>Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies</td>
<td>Applies formulas, procedures, principles, or themes appropriately and accurately in familiar contexts</td>
<td>Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts</td>
</tr>
<tr>
<td><strong>Presenting multiple solutions, positions or perspectives</strong></td>
<td>Singular</td>
<td>Dualistic</td>
<td>Multiplistic</td>
<td>Balanced</td>
</tr>
<tr>
<td></td>
<td>Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective</td>
<td>Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies</td>
<td>Describes two or more solutions, positions, or perspectives accurately</td>
<td>Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</td>
</tr>
<tr>
<td><strong>Drawing well-supported conclusions</strong></td>
<td>Illogical</td>
<td>Reasonable</td>
<td>Logical</td>
<td>Perceptive</td>
</tr>
<tr>
<td></td>
<td>Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</td>
<td>Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</td>
<td>Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</td>
<td>Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</td>
</tr>
<tr>
<td><strong>Synthesizing ideas into a coherent whole</strong></td>
<td>Fragmented</td>
<td>Consistent</td>
<td>Coherent</td>
<td>Unified</td>
</tr>
<tr>
<td></td>
<td>Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</td>
<td>Arranges ideas or solutions into a simple pattern</td>
<td>Connects ideas or develops solutions in a clear and coherent order</td>
<td>Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</td>
</tr>
</tbody>
</table>

*This rubric is intended for use at the institutional level. It can also be used as a guide for development of rubrics to measure critical thinking at the program, course and section levels. Please send your comments and suggestions about this rubric to Emily Hooker, Learning Evidence Associate, emhooker@valenciacollege.edu.*
Rubric for the Holistic Assessment of Critical Thinking across the Curriculum
© Valencia Community College Version June 10, 2005

4 Accomplished (precise, insightful, balanced, perceptive, and unified)
Does all or almost all of the following:
- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in new contexts
- Employs formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in new contexts
- Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

3 Competent (accurate, relevant, multiplistic, logical, coherent)
Does many or most of the following:
- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes two or more solutions, positions, or perspectives accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order

2 Developing (correct, appropriate, dualistic, reasonable, consistent)
Does many or most of the following:
- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern

1 Beginning (inaccurate, inappropriate, singular, illogical, fragmented)
Does all or almost all of the following:
- Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information
- Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them
- Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective
- Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether
- Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order

*This rubric is intended for use in the assessment of student learning and the improvement of instruction at the institutional level. Please send your comments and suggestions about this rubric to Emily Hooker, Learning Evidence Associate, ehooker@valenciacollege.edu.
Assessment Methods & Instruments: Two Important Considerations

- Do the assessment method and instrument measure what we want them to measure? (validity)

- Are the assessment method and the assessment instrument used consistently in multiple uses by varied users? (reliability)
Validity: Program Outcome Assessment

- Do the assessment method and instrument measure student learning as articulated in the program learning outcome and performance indicators?

- Is the assessment method administered at a time to allow instruction and/or experiences necessary to achieve the program learning outcome?
Reliability: Program Outcomes Assessment

- If using papers, portfolios, creative works, or projects, would different evaluators give approximately the same score or rating to the assessment?
  - Will you establish common criteria (rubrics) and train evaluators course faculty or others) in their use?

- If using objective examinations, how will you know if your tests are consistent?
  - Will you get statistical measures of reliability (test-retest or internal consistency measures)?

- Are students familiar with the process and are they assessed under the same conditions?
Phase I: Program Learning Outcome

Phase II: Summative Program Assessments

Phase III: Course- or practice-level Learning Opportunities & Formative Program Assessments

Phase IV: Program-level Evaluation

Phase V: Reflect & Use Results to Improve Program

“What will the students know or be able to do?”
“How will we know they can?”

An Open and Collaborative Process is Essential for Success
Phase III: Here we are implementing learning & assessment opportunities in support of the Program Outcomes
PHASE III

Course- & Practice-level learning opportunities & assessments that support program learning outcomes

Learning & Assessment Opportunity Methods...

- inquiry
- planning
- practice
- exploration
- listening
- observation
- tests
- writing
- discussion
- experimentation
- discovery
- presentation
- reading
- quizzes
Phase IV

PROGRAM-LEVEL EVALUATION
Phase I: Program Learning Outcome

Phase II: Summative Program Assessments

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Phase V: Reflect & Use Results to Improve Program

“What will the students know or be able to do?” “How will we know they can?”

✓ An Open and Collaborative Process is Essential for Success

Align & Sequence (Mapping)
Data Collection

• Collection of Artifacts

  ◦ How will student work be collected?
    • Will a collection process be implemented consistently?

  ◦ Is anonymity important for faculty or students?
    • If so, how will you ensure it?

  ◦ How will you ensure artifacts are submitted?
    • What considerations may there be for faculty or student non-participation?
    • If sampling, will you oversample?
Sampling

- When is sampling necessary?
  - It isn’t always possible to evaluate the artifacts (products, portfolios, tests, etc) produced by all students in your program.
  - What will be your sampling strategy?

- Why a random sample?
  - If student artifacts are to be collected using a sample, it is important to minimize the bias in the sample and ensure it is representative of the actual population.
  - What characteristics will be important in determining the sample?

- Sampling procedures will vary dependant upon the details of your assessment plan
  - Institutional Research should be able to assist you.
Phase V

REFLECTION AND USE OF RESULTS
“What will the students know or be able to do?”
“How will we know they can?”

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An Open and Collaborative Process is Essential for Success
Reflecting & Using Results

**Culture of Evidence**

- Collection of Student Work
- Scoring and Analysis of Assessment Results
- Reflection on and Use of Results for Improvement
- IMPLEMENTATION
Maintaining Program Assessment

- Create a plan that includes:
  - Broad faculty and staff engagement in dialogue about assessment results
  - An opportunity to reflect on those results and plan improvements to the process or curriculum
  - A clear indication of how and when recommended improvements will be implemented
Let’s Recap!

Write 2-3 basic principles for successful program assessment from what we discussed today or from your own experience.

Pair, Share
Basic Principles of Program Assessment

- Embedded into the regular practice of teaching and learning
- Data-centric
- Faculty Development is imperative in all stages
- Faculty-driven
- Ongoing, continuous
- Focus on improvement of student learning
- Student-centered
- Collaboration and communication during all stages
NEXT STEPS FOR YOUR COLLEGE’S PROGRAM ASSESSMENT WORK
Checkpoint: Think, Pair, Share

Using the Evolution of Program Level Assessment Rubric:

- Identify what level your institution is at for each of the stages.

- Discuss what you might do to move to the next level of achievement.

Be prepared to report out to the larger group.

See Blue Handout
## Evolution of Program Level Assessment

<table>
<thead>
<tr>
<th>Element/Progress/Stage</th>
<th>1. Initial</th>
<th>2. Developing</th>
<th>3. Emerging</th>
<th>4. Developed</th>
<th>5. Full Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
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<tr>
<td>Curriculum/Program Mapping</td>
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<td>Methods and Measures</td>
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<tr>
<td>Assessment Infrastructure</td>
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<td>Findings</td>
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<td>Use of Findings</td>
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</table>
Thanks for your feedback!
References