



Nuventive User Guide for Program Assessment

Spring 2022

Teaching, Learning and Assessment Center

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GETTING STARTED

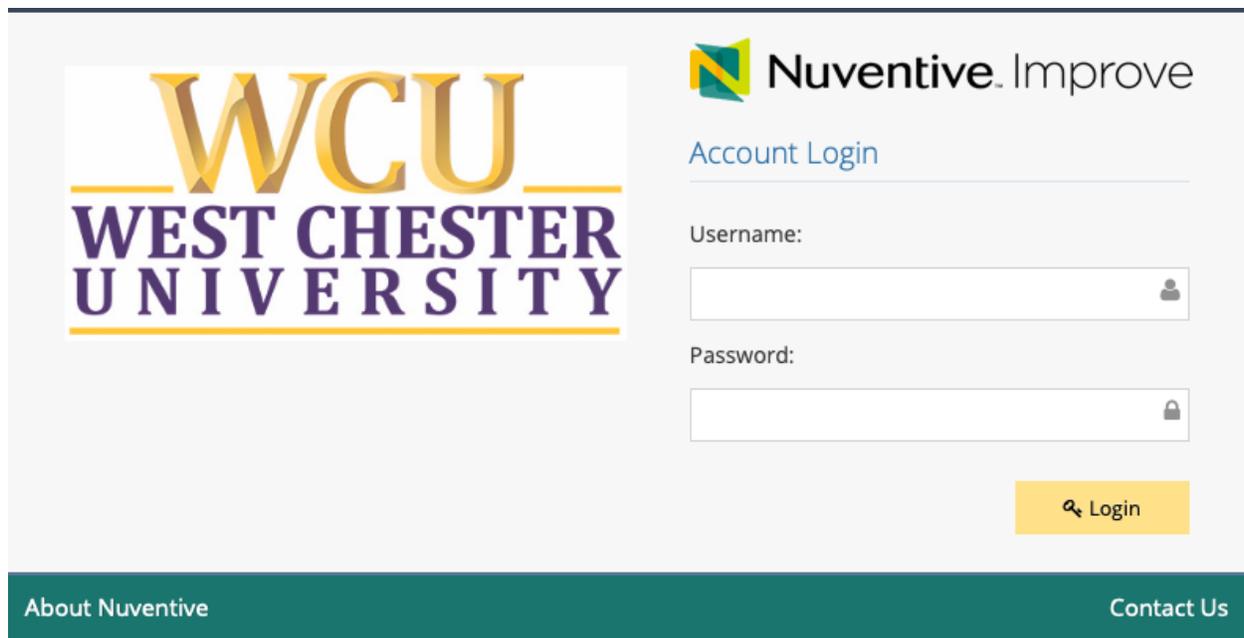
1. Enter the following URL into your Internet web browser (recommended browsers include Firefox and Google Chrome: Safari is not recommended):

<https://wcutracdat.passhe.edu/tracdat/>

Please note, faculty do not automatically have a Nuventive account. New users should contact SLAssessment@wcupa.edu for account creation and activation.

Users can also access the login webpage by accessing the WCU homepage following path: WCU Home > Teaching, Learning, and Assessment Center > Student Learning Assessment > Nuventive

2. Log in using your username and password.
 - Username = 75 + WCU username without the @wcupa.edu
 - For example, if Tom Petty were WCU faculty, his username would be 75tpetty.
 - Password = current WCU password (this will automatically update as you update your WCU password)

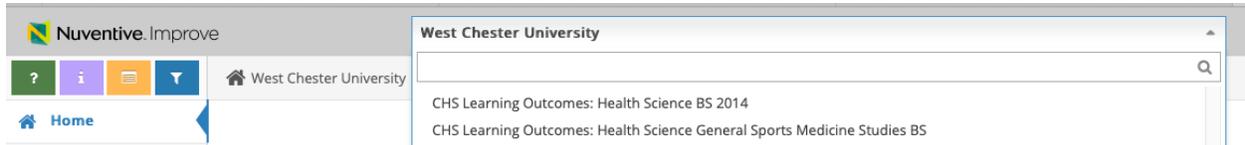


The screenshot shows the Nuventive login interface. On the left is the West Chester University logo. On the right is the Nuventive logo with the tagline 'Improve'. Below the logos is the heading 'Account Login'. There are two input fields: 'Username:' and 'Password:'. The 'Username:' field has a user icon on the right, and the 'Password:' field has a lock icon on the right. A yellow 'Login' button is located below the password field. At the bottom of the page, there are two links: 'About Nuventive' and 'Contact Us'.

For trouble accessing and/or using the Nuventive software platform, please select the “Contact Us” link. You will be directed to Nuventive email support at support@nuventive.com.

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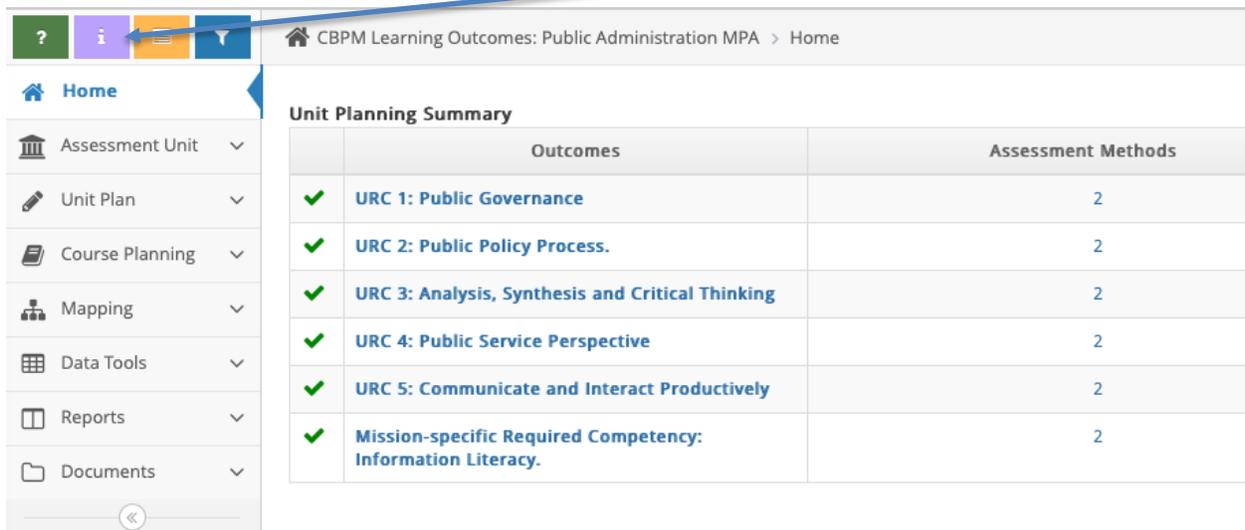
- From the main drop-down menu at the top of the screen, under *Assessment Units*, select your program or unit (e.g., CSM Learning Outcomes Computer Science BS or CAH Program Goals History BA).



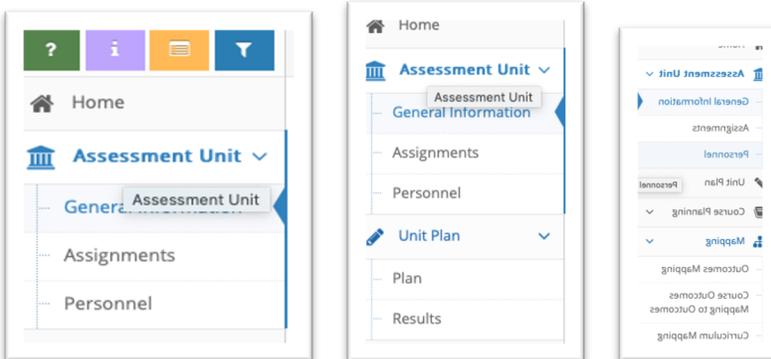
- If you do not see the required assessment unit in your drop-down menu, contact the TLAC Assessment Faculty Associate at SLAssessment@wcups.edu.

GENERAL NAVIGATION WITHIN THE ASSESSMENT UNIT

- Once you have opened your assessment unit, you will see the vertical navigation bar/main menu in the top left of the screen and your login context view. The login context view can be changed using the icons at the top of the navigation bar.



- Each component within the main menu has a drop-down menu that allows users to navigate within the component. See below for examples.

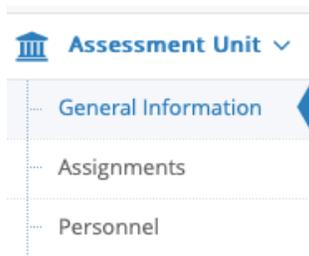


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3. The following sections explore the most widely used components of the main menu and those that are most relevant to the WCU Assurance of Student Learning (ASL) initiative:
- Assessment Unit
 - Unit Planning
 - Mapping
 - Reports
 - Documents

The other components are available to users but are not currently utilized as part of the ASL.

Assessment Unit: The Assessment Unit tab houses General Information, Assignments and Personnel.



General Information: When selected, the General Information tab shows the assessment unit or program's:

- Mission Statement,
- Student Learning Assessment Plan Narrative, and the
- Student Learning Outcomes (SLO) Rotation Schedule.

Each of these areas can be edited using the editing icon located in the top right of the screen.



Once you have selected the editing function, you can select the blue question marks to see a brief explanation of what should be included in each area.

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Programs must indicate their rotation schedule for the next three years to clearly demonstrate what program student learning outcomes (PSLOs) will be reviewed. When a program chooses an outcome to be reviewed in a cycle they must report on all assessment measures for that outcome. All PSLOs must be evaluated at least one time within a three-year cycle. If a program has specialized accreditation standards that dictate a cycle that is longer than 3 years they should indicate this. Programs have the autonomy to assess each outcome every year if they choose to do so. When indicating PSLO cycle please report in the manner shown in the example (This is an example and are NOT the PSLOs that everyone should have)- AY '16-17: PSLO- Critical Thinking and Oral Communication; AY '17-18: Written Communication and Information Literacy; AY '18-19: Ethical Decision Making and Clinical Competence. You do not describe each PSLO here.

* Student Learning Outcome Rotation Schedule

In accordance with the accreditation standards of the Network for Schools of Public Affairs and Administration (NASPAA), the assessment of universal required competencies, mission-specific competencies and concentration-specific competencies is staggered over a seven-year period. Please see the MPA Assessment Plan for Competencies document in the document repository.

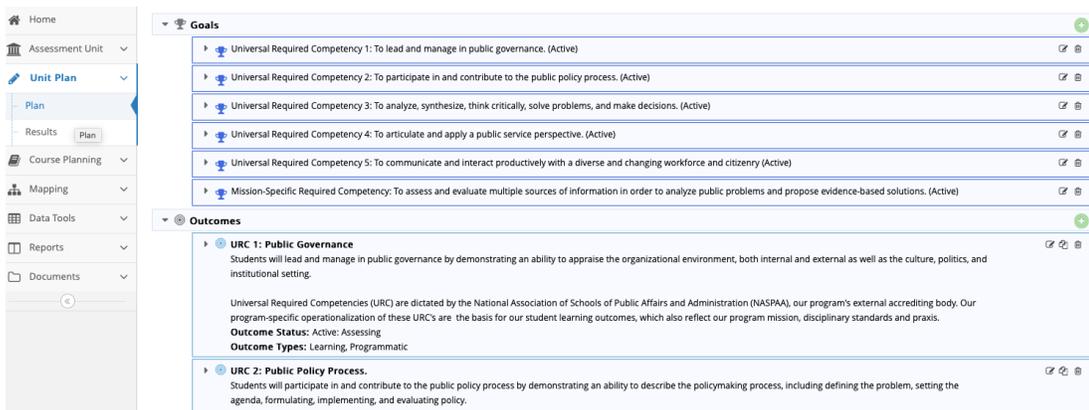
Rotation Schedule 2019-2026: URC 1: 2019-2020; 2022-2023; 2025-2026; URC 2: 2020-2021; 2023-2024; URC 3: 2021-2022; 2024-2025; URC 4: 2019-2020; 2022-2023; 2025-2026; URC 5: 2020-2021; 2023-2024.

Assignments: Assignments are not currently used for ASL purposes.

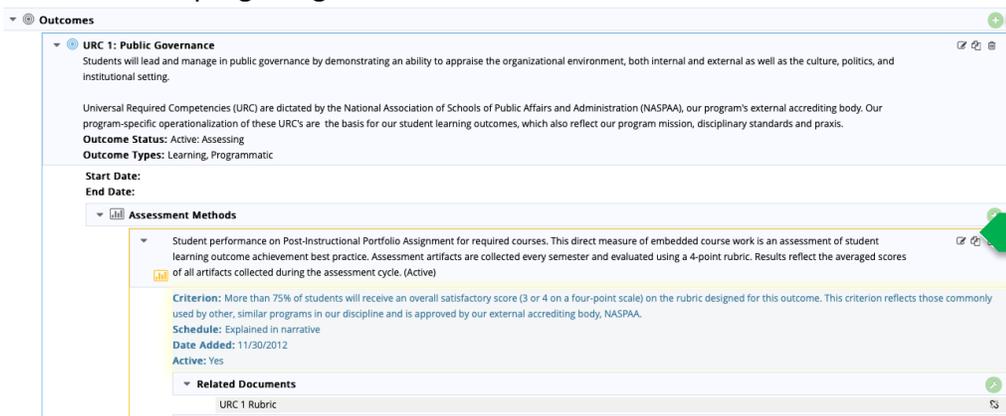
Personnel: When selected, the *Personnel* tab shows which WCU personnel have access to the assessment unit.

Unit Plan: The Unit Plan tab houses the assessment Plan (including program goals, SLOs, assessment measures and rationales, and criterion for success) and Results (including action plans to close the feedback loop).

Plan: When selected, the Plan tab shows the assessment unit/program’s Goal and SLOs. Please note the carrot icons that allow each section within the tab to be opened and closed.



Opening individual outcomes reveals assessment measures, rationales, criteria for success and related program goals associated with each SLO.



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The green plus icons can be used to add SLOs or measures. The edit icons can be used to edit the text and substance of SLOs, rationales, and criteria.

Mapping: The Mapping tab is used to show each assessment unit’s curriculum map. Within the tab, *Curriculum Mapping*, is the only function currently being used for ASL purposes. When selected, the Curriculum Mapping tab shows a curriculum map in the form of a grid. The left vertical axis lists the program’s SLOs. The top horizontal axis lists the courses where assessment takes place.

Assessment Unit	Courses A-Introduced, B-Practiced, C-Assessed				
	PPA 500 - Foundations of Public Administration*	PPA 501 - Analysis and Decision Making I*	PPA 502 - Analysis and Decision Making II*	PPA 503 - Public Budgeting and Finance*	PP/ Hu Ma
Outcome URC 1: Public Governance Students will lead and manage in public governance by demonstrating an ability to appraise the ...	✓ A B C		✓ A B C	✓ A B C	
URC 2: Public Policy Process. Students will participate in and contribute to the public policy process by demonstrating an ability ...	✓ A B C		✓ A B C	✓ A B C	
URC 3: Analysis, Synthesis and Critical Thinking Students will analyze, synthesize, think critically, solve problems and make ...	✓ A B C	✓ A B C		✓ A B C	
URC 4: Public Service Perspective Students will articulate and apply a public service perspective by demonstrating an ability to ...	✓ A B C		✓ A B C	✓ A B C	
URC 5: Communicate and Interact Productively Students will communicate and ...	✓				

Courses included in the course list/horizontal axis are maintained by Nuventive. The TLAC Faculty Associate and Assessment Coordinators DO NOT have access to add or edit the course list. Requests for changes must be submitted to SLAssessment@wcupa.edu using the Course List Change Request form provided on the TLAC website.

Reports: The Reports tab includes two options, *Standard Reports* and Ad Hoc Reports. The *Standard Reports* function is currently the only one used for ASL purposes. Programs interested in exploring Ad Hoc Reports and/or developing program-specific reports should contact the TLAC Faculty Associate at SLAssessment@wcupa.edu.

Standard Reports: Once selected, the Standard Reports function offers two reporting options. The ASL initiative uses the *Assessment: Assessment Unit Four Column Report* for its annual review and scoring process. The first page of the report includes all the General Information provided in the Assessment Unit tab of the unit, i.e., mission statement, student learning assessment plan narrative, and student learning outcome rotation schedule. Following this information, the report is formatted into 4 columns that show Outcomes, Assessment Methods, Results, and Action Plans.

Outcomes	Assessment Methods	Results	Actions
URC 1: Public Governance - Students will lead and manage in public	Student performance on Post-Instructional Portfolio Assignment	Reporting Period: 2020-2021 Result Type: Inconclusive	Actions: See rotation schedule. This SLO will be assessed in AY

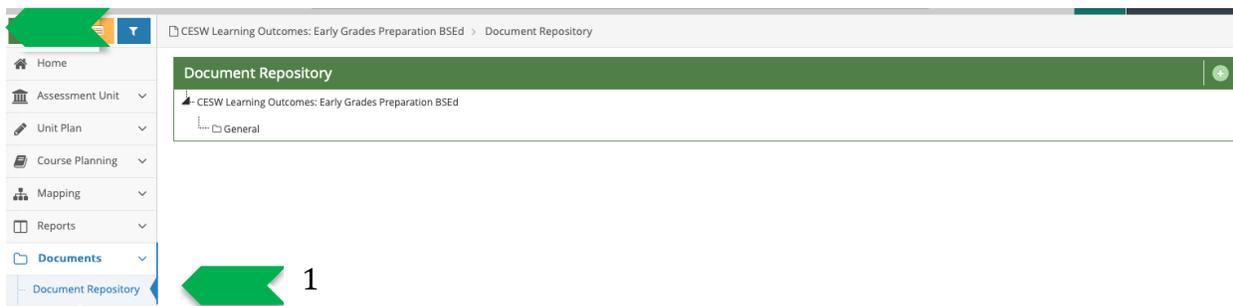
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Once selected, users can select their choice of format (i.e., PDF, HTML or Word) and can use various filters. The University Assessment Advisory Committee (UAAC) uses the Reporting Period filter to run a report that includes only the results and action plans of the assessment cycle under review. Running the report without this filter will results in a report that includes all of the unit’s historical data.

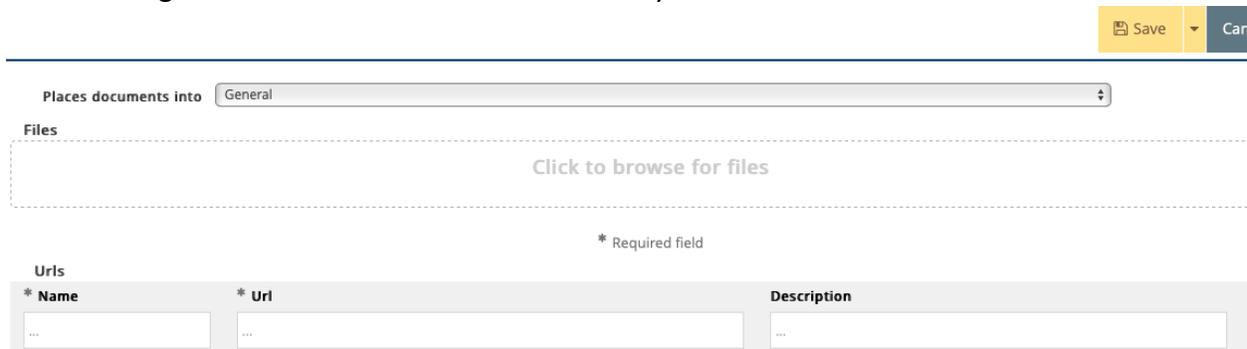
Documents: The *Document Repository* is located within the Documents tab. The Document Repository is where programs upload any documents or data referenced within their Unit Plan, e.g., broad assessment plans, rubrics, departmental exams, and assessment results. Once uploaded to the Document Repository, these documents can be linked within the Unit Plan and the Assessment Unit Four Column Report. Additionally, the qualitative results of each year’s ASL review are housed here (uploaded by UAAC).

ADDING DOCUMENTS TO THE DOCUMENT REPOSITORY

1. Open the Documents tab in the main menu to reveal the option for the Document Repository.



2. Use the green + icon the add documents from your files or to link a Url.



* Name	* Url	Description
...

RELATING DOCUMENTS TO ASSESSMENT METHODS

1. Select Unit Plan > Plan. Scroll down and open Outcomes. Open Assessment measures. Use the green wrench icon to Relate documents such as rubrics, exams, assessment data documents, to a particular measure.

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Assessment Methods

- Student performance on Post-Instructional Portfolio Assignment for required courses. This direct measure of embedded course work is an assessment of student learning outcome achievement best practice. Assessment artifacts are collected every semester and evaluated using a 4-point rubric. Results reflect the averaged scores of all artifacts collected during the assessment cycle. (Active)
 - Criterion:** More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome. This criterion reflects those commonly used by other, similar programs in our discipline and is approved by our external accrediting body, NASPAA.
 - Schedule:** Explained in narrative
 - Date Added:** 11/30/2012
 - Active:** Yes
 - Related Documents**
 - URC 1 Rubric
 - Assignment**
- Student perception of improvement using self-assessment tool. This indirect measure of a student self-assessment survey is an assessment of programmatic and student learning outcome achievement best practice.. The self-assessment is administered in the beginning and the end of each student's degree program. Results

2. Drag documents from the Document Repository into Related Documents.

ENTERING NEW RESULTS

4. Once you have opened the appropriate *Assessment Unit*, select *Unit Plan* from the menu bar on the left side of the screen.

		Courses	Course Outcomes
✓		COM 100 - Internship in Computerized Communication	0
✓		COM 112 - Communication Media Practicum	0
✓		COM 200 - Communication Careers Planning I	0

5. From the *Unit Plan* drop-down menu, select *Results*.

Unit Plan

- Annual Updates
- Plan
- Results**
- Course Planning

Results

- 1 Proficiency** Attain basic mastery of key figures and movements in the history of philosophy.
- 2 Analytic and Critical Thinking** Demonstrate an ability to write substantive essays, state their own argument.
- 3 Mastery** Either write an acceptable master's thesis OR pass qualifying examinations in the field.
- 4 Information Literacy** Become acquainted with scholarly literature, including journals, books, and articles.

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- Program *Learning Outcomes* (as identified by department/program assessment committees and individual assessment coordinators) are provided to the right of the menu bar. Each can be expanded by selecting the triangle immediately to the left.
6. You will need to expand the *Learning Outcome* to enter new *Results*. Once expanded, you will see each *Assessment Method* (e.g., Embedded Course Assessment, Survey Instrument, etc.) associated with the selected *Learning Outcome*.

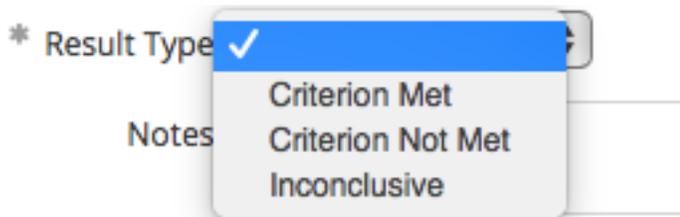
7. To enter new *Results*, expand the individual *Assessment Method* and select **Add Result** (green +) to the far right.

8. Once **Add Result** is selected, the following data fields will appear: *Result Date*, *Result*, *Reporting Period*, *Result Type*, and *Notes*. All fields except *Notes* are required to save the newly entered data.



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- **Result Date:** The *Result Date* is auto-filled and will reflect the actual date the *Result* is entered, unless manually changed.
- **Result:** See the University Assessment Advisory Committee (UAAC) Assurance of Student Learning Rubric (Appendix A) for guidance on what information should be included as an appropriate *Result*.
- **Reporting Period:** This data field includes a drop-down menu. The *Reporting Period* reflects the time of data collection rather than the time the data is reported. For example, when reporting for the November 1, 2017 deadline, you would select 2016-2017 as the reporting period because the data were collected in Fall 2016 and Spring 2017.
- **Result Type:** This data field includes a drop-down menu with three options: *Criterion Met*, *Criterion Not Met*, and *Inconclusive*. Select the appropriate option based on your stated criterion.



- **Notes:** *Notes* are an optional field and can serve as a great place to provide clarifying information. Be careful not to enter *Results* or *Action Plans* in this field. See the UAAC Assurance of Student Learning Rubric (Appendix A) for guidance.

9. SAVE your newly entered *Results*!

CBPM Learning Outcomes: Management BS > Unit Plan > Results > Add Result

Save Return

International Students will recognize the global context and how it relates to managerial decisions.

Outcome Types: Learning

Embedded Course Assessment Globalization Essay in MGT200. Essay in which students must identify ways that the internationalization of the business environment has effected the manager. This is scored on a common rubric.

Criterion 75% of the students will score a 75% or higher on the essay.

Schedule Every semester.

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- In some instances TracDat will prompt you to save any new data before leaving the page; however, it is always better to be safe than sorry!

ENTERING NEW ACTION PLANS

1. Follow Steps 1 – 6 in the ENTERING NEW RESULTS section of this user guide.
2. Once the required data fields are completed and saved, select **Add Actions** (green +), found below the *Results* data fields to the right.
3. Once **Add Actions** is selected, you will see a new screen that reflects the recently entered *Reporting Period*, *Result Type*, and *Result*, as well as two additional data fields: *Action Date* and *Actions*.



2020-2021 | Inconclusive | 10/28/2021

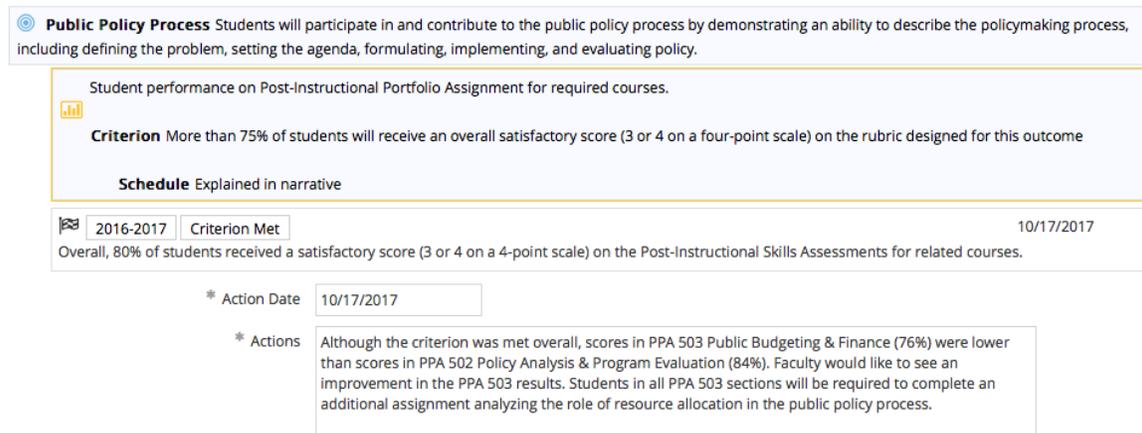
This SLO is not assessed in this assessment cycle.

Actions

Actions See rotation schedule. This SLO will be assessed in AY 2022-23. (10/28/2021)

Follow-Up

Assignment



Public Policy Process Students will participate in and contribute to the public policy process by demonstrating an ability to describe the policymaking process, including defining the problem, setting the agenda, formulating, implementing, and evaluating policy.

Student performance on Post-Instructional Portfolio Assignment for required courses.

Criterion More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome

Schedule Explained in narrative

2016-2017 | Criterion Met | 10/17/2017

Overall, 80% of students received a satisfactory score (3 or 4 on a 4-point scale) on the Post-Instructional Skills Assessments for related courses.

* Action Date 10/17/2017

* Actions Although the criterion was met overall, scores in PPA 503 Public Budgeting & Finance (76%) were lower than scores in PPA 502 Policy Analysis & Program Evaluation (84%). Faculty would like to see an improvement in the PPA 503 results. Students in all PPA 503 sections will be required to complete an additional assignment analyzing the role of resource allocation in the public policy process.

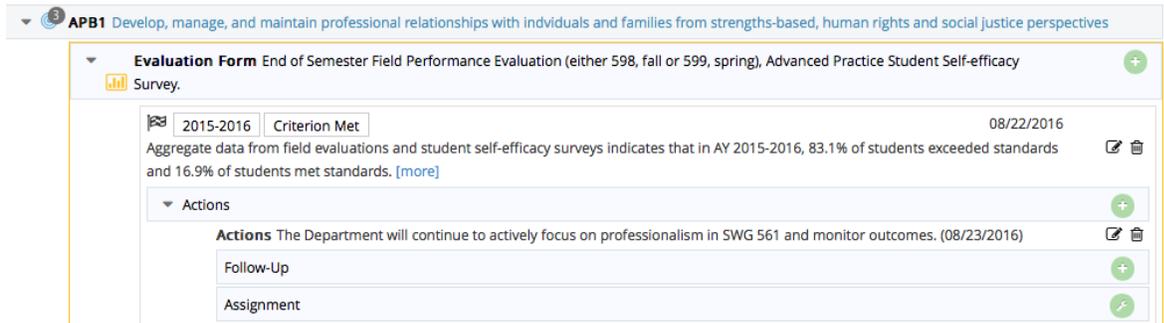
- *Action Date*: The action date is auto-filled and will reflect the actual date the *Action* is entered, unless manually changed.

Results for Learning Outcomes Not Measured in a Given Assessment Cycle

Not all *Learning Outcomes* are measured in every assessment cycle/reporting period. This is expected and is considered an assessment best practice. In an effort to be responsive to WCU's external accreditors, the UAAC asks that a *new, Inconclusive Result* be added with a note of explanation.

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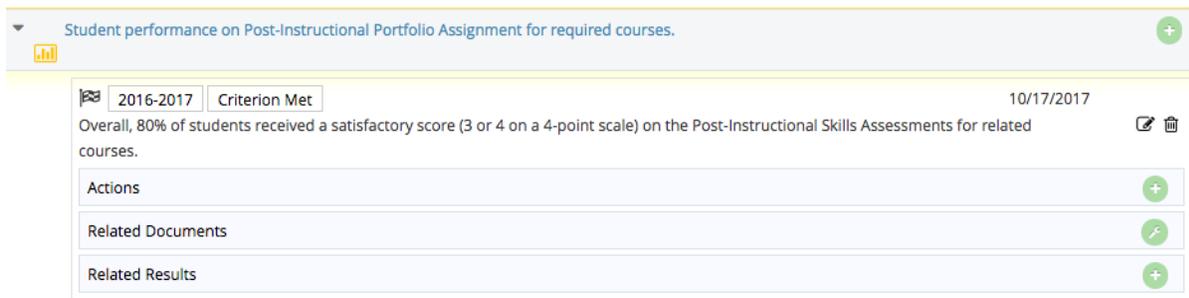
- *Actions*: See the UAAC Assurance of Student Learning Rubric (Appendix A) for guidance on what information should be included as appropriate *Actions*.
- If an identified action is “discussion at the department/program level” a finalized, targeted action needs to be included immediately post-meeting using the *Follow-Up* function.



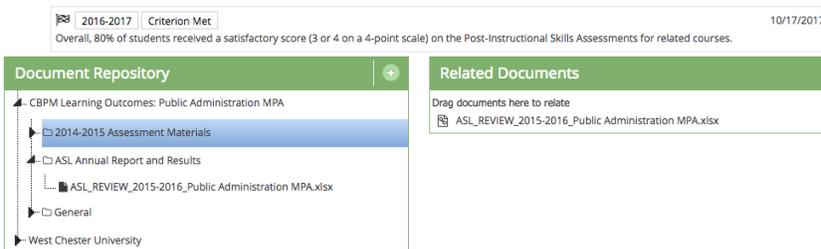
RELATING DOCUMENTS or URLs TO RESULTS

1. To relate documents or a URL, start by entering a new *Result*. Once you have saved changes, select **Relate Documents** (green wrench symbol) below *Actions*.

- Please see Appendix A: UAAC Assurance of Student Learning Initiative Rubric for guidance regarding the appropriate use of related documents.

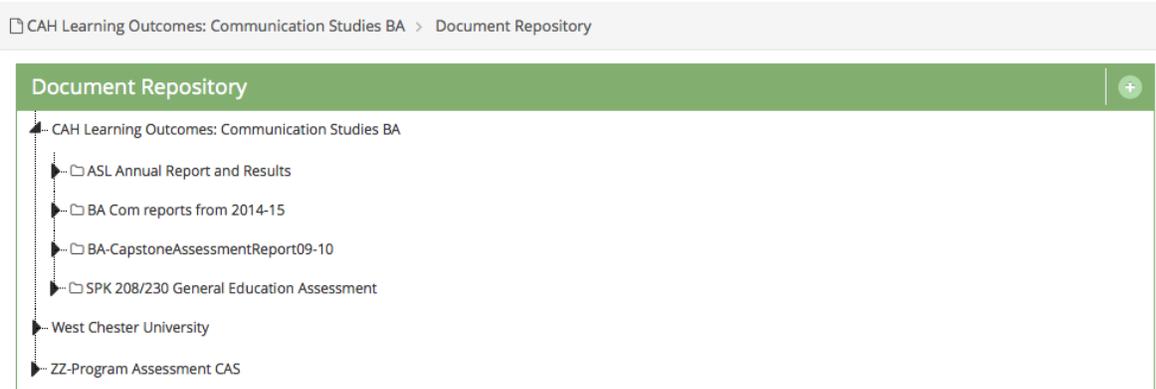


2. Select **Relate Documents**, which will open your *Document Repository* below the *Result*.



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- If the document or URL is already saved in your *Document Repository*, drag and drop the document or URL into *Related Documents* for that *Result*.
- If you need to add the document or URL to the *Document Repository*, select **Upload New Documents** (green + in top right corner of Document Repository).



- Once **Upload New Document** is selected, a drop-down menu with folder options for document placement appears as well fields to search your computer for documents and relevant URLs.

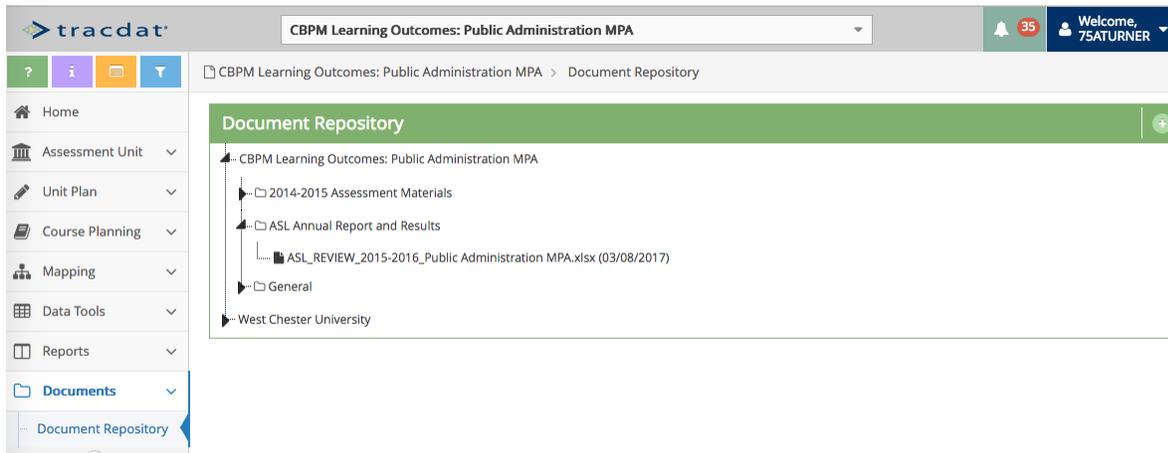
The screenshot shows the document upload form. At the top right, there are two buttons: 'Save and Relate' (yellow) and 'Cancel' (grey). Below the buttons is a section titled 'Places documents into' with a dropdown menu showing '2014-2015 Assessment Materials'. Below this is a 'Files' section with a list of folders: '2014-2015 Assessment Materials' (selected), 'ASL Annual Report and Results', and 'General'. Below the 'Files' section is a 'Urls' section with three input fields: '* Name', '* Uri', and 'Description'. The asterisk indicates a required field. Below the input fields is a note: '* Required field'.

- Select the appropriate folder, find the document or paste the URL, and **SAVE AND RELATE**.
3. After the document or URL is saved and related, return to the *Result/Document Repository* screen and select **Complete**.

ACCESSING AND MANAGING THE DOCUMENT REPOSITORY

The *Document Repository* can also be accessed directly by selecting and expanding the *Documents* tab in the menu bar on the left of the screen.

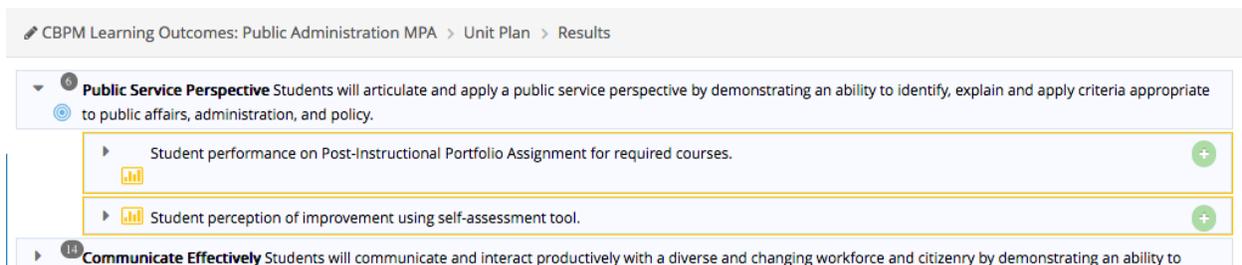
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Once the Document Repository is open, follow the same **Upload New Document** process outlined above to add new folders, documents, or URLs. Please see Appendix A: UAAC Assurance of Student Learning Initiative Rubric for guidance regarding the appropriate use of related documents.

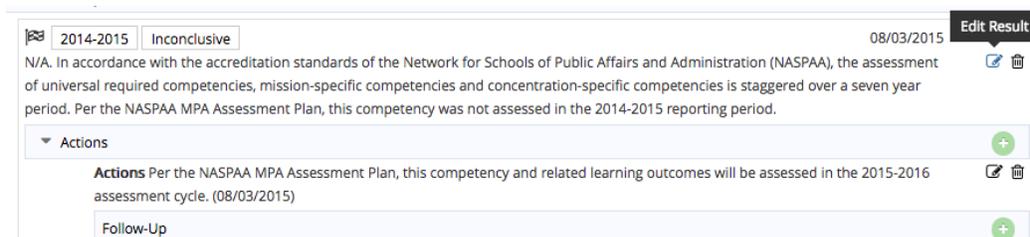
REVIEWING/EDITING RESULTS

1. After entering and saving your *Result*, select **Return** to see your *Results* organized by *Learning Outcome*. Alternatively, select *Results* from the menu bar to the left and go directly to *Results*, organized by *Learning Outcomes*.



- Expanding the individual *Assessment Methods* will reveal all *Results* and accompanying information for that *Assessment Method* in reverse chronological order (i.e., starting with most recent).

2. Select **Edit Result** to edit the text or any other information.



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- *Follow-Up* actions can also be added using these steps. Please see Appendix A: UAAC Assurance of Student Learning Initiative Rubric for guidance regarding the appropriate use of the *Follow-Up* function.

3. **Save** your edited information and **Return** to the *Results* page.

RUNNING REPORTS

1. To run reports, select and expand *Reports* from the menu bar on the left. Select *Standard Reports*.

- The *Assessment Unit Four Column Report* is the most common report, and is the report used by the UAAC when evaluating department/program assessment plans. The contents of the *Four Column Report* are described above. The image below illustrates a *Four Column Report*.

Outcomes	Assessment Methods	Results	Actions
will articulate and apply a public service perspective by demonstrating an ability to identify, explain and apply criteria appropriate to public affairs, administration, and policy. Outcome Status: Active: Assessing Outcome Type: Learning	Instructional Portfolio Assignment for required courses. Criterion: More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome Schedule: Explained in narrative	Result Type: Inconclusive N/A. In accordance with the accreditation standards of the Network for Schools of Public Affairs and Administration (NASPAA), the assessment of universal required competencies, mission-specific competencies and concentration-specific competencies is staggered over a seven year period. Per the NASPAA MPA Assessment Plan, this competency was not assessed in the 2014-2015 reporting period. (08/03/2015) Related Documents: MPA Assessment Plan Overview.docx	Assessment Plan, this competency and related learning outcomes will be assessed in the 2015-2016 assessment cycle. (08/03/2015)

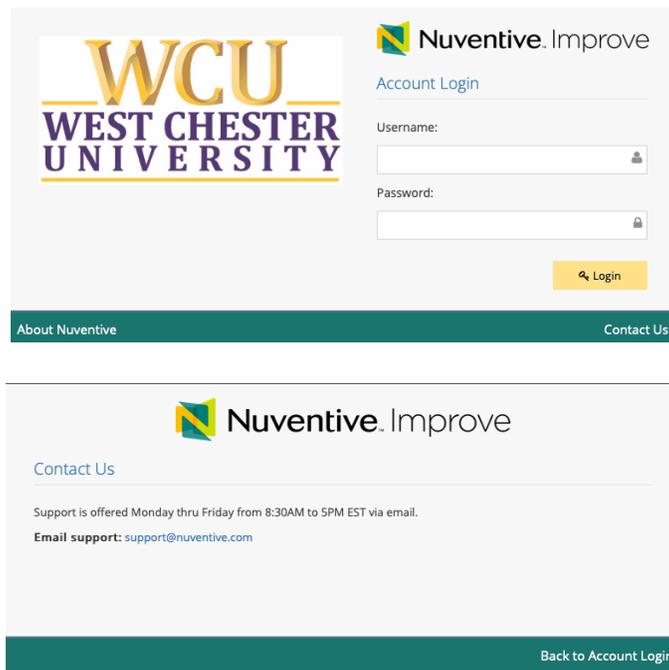
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- The UAAC recommends running this report prior to their annual review to ensure that all assessment data is clearly and accurately presented.
2. Once *Assessment Unit Four Column Report* is selected, you have a number of options regarding layout, filters and other preferences. The UAAC selects only the *Reporting Period* under review for its evaluation; however, different variations of this report can be beneficial for internal department/program purposes.

ADDITIONAL SUPPORT

If you have any questions or concerns about your Tracdat access or the availability of particular features, contact Allison Turner, aturner@wcupa.edu.

For technical problems, you can contact Nuventive Support at support@nuventive.com. Selecting the Contact Us link on the Account Login page can access this address.



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Appendix A

University Assessment Advisory Committee Assurance of Student Learning Initiative Rubric

STUDENT CENTERED LEARNING OUTCOMES				
1	2	3	4	Score
No outcomes stated.	Some (less than ½) outcomes present, but with imprecise verbs (e.g. know, understand). Vague description of content/skill/or attitudinal domain, and non-specificity of who should be assessed (e.g. students).	Most (more than ½) outcomes generally contain precise verbs, rich description of the content/skill/ or attitudinal domain, and specificity of whom should be assessed (e.g. graduating seniors in the Biology B.S. program).	All outcomes with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed	

CURRICULUM MAP				
1	2	3	4	Score
No courses listed.	Some (less than ½) courses listed are not linked to outcomes.	Most (more than ½) courses have outcomes linked to them.	All courses have outcomes linked to them.	

ASSESSMENT MEASURES				
A. Types of Measures				
1	2	3	4	Score
No measures indicated for outcomes.	Outcomes assessed primarily via indirect (e.g. survey) measures and measures are not attached.	Most outcomes assessed primarily via direct measures although some have indirect only.	All outcomes assessed using at least 2 measures of at least 1 is a direct measure (e.g. test, essay). Program attaches the respective measures (i.e. rubric, exam, or exam questions, survey) for measures under review for this cycle.	
B. Rationale for Measure				
1	2	3	4	Score
No information is provided about data collection process or data not collected.	Some (less than ½) information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g. 35 seniors took the test).	Most (more than ½) information is provided to understand the data collection process, such as description of sample, testing protocol, testing conditions, and student motivation. However several flaws such as unrepresentative sampling, inappropriate testing conditions, one rater for ratings, or mismatch with specification of desired results.	All data collection processes are clearly explained and are appropriate to the specification of desired results (including but not limited to: representative sample, adequate motivation, two or more trained raters for performance, pre/post design to measure gain, cutoff defended for performance vs criterion.	
C. Criteria for Success				
1	2	3	4	Score
No criteria specification and justification provided desired results for outcomes.	Some (less than ½) statement of desired result but no specificity.	Most (more than ½) desired result specified and justified. Gathering baseline data is also acceptable for this rating.	All desired result specified and justified (e.g. Regional accrediting body, disciplinary accrediting body, or previous student work).	

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Appendix A

University Assessment Advisory Committee Assurance of Student Learning Initiative Rubric

RESULTS				
1	2	3	4	Score
No results presented.	Current year's results provided do not include all of the outcomes and measures as indicated in the rotation schedule AND results are superficial (indicates achievement of criterion only) or absent (Data is not explained or presented/attachments are not clear).	Current year's results provided for outcomes as indicated in the rotation schedule for both measures but are not clearly explained.	Current year's results provided for outcomes as indicated in the rotation schedule for both measures. Results clearly explained (i.e data is presented and/or attachments are offered and clear).	

ACTION PLANS				
1	2	3	4	Score
No mention of how program used prior results to evaluate OR improve student learning.	Action Plan is not present for all outcomes as indicated in the rotation schedule AND actions lack specificity as it relates to documenting strengths of curriculum OR targeted actions to improve the curriculum. (i.e. program action focuses only on discussion).	Action Plan is present for each outcome as indicated in rotation schedule. However actions lack specificity as it relates to documenting strengths of curriculum OR targeted actions to improve the curriculum.	<p>Action is present for each outcome as indicated in rotation schedule. Plan addresses either:</p> <ul style="list-style-type: none"> ✓ The identification of strengths within curriculum or ancillary services (i.e. tutoring/mentoring at university/department level) contribute to outcome achievement OR ✓ Targeted action that will be undertaken as a result of the weaknesses identified. Inclusive of a timeline of when (i.e. dates) and where (what courses) in the curriculum the actions will impact. <p>If an identified action is "discussion at department/program level" a finalized targeted action needs to be included immediately post-meeting using the follow up function.</p>	