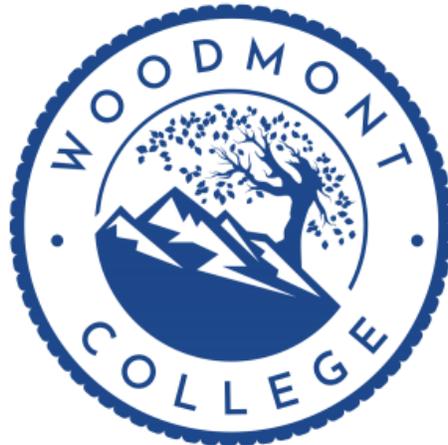


2021 INSTITUTIONAL OUTCOMES ASSESSMENT PLAN

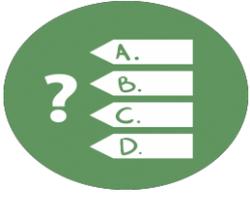


WOODMONT COLLEGE

16375 NE 18th Avenue, Suite 304 North Miami Beach, FL 33162

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Introduction and Overview

Woodmont College is committed to continual assessment of educational effectiveness and quality improvement within the institution. An Outcomes Assessment Plan (OAP) has been developed to continually review the institution's outcomes and create a culture of evidence-based decision making and planning. The OAP provides Woodmont College with the ability to collect and assess metrics and inform key stakeholders of the institution's ability to meet its mission. The plan serves to guide strategic planning, budgeting and assures that assessment activities exist in support of evidence-based decision making related to educational program development, resource allocation and assurance with compliance standards.

The cyclic process of Outcomes Assessment can be seen to occur over the course of a calendar year. Data collection occurs with the end of an enrollment period with analysis occurring at a regularly scheduled meeting occurring at the beginning of the proceeding term. During this meeting, institutional and program data from student achievement and success assessment, marketing, admissions, and student services is reviewed and discussed. Recommendations are carried forward to a Board of Directors Meeting which is scheduled every October and April/May. Strategic Planning and Budgeting evolve from these meetings and changes are implemented accordingly.



Timeline for cycle of review

Activity	Description	Timeframe	Who
Data Collection	Identified data is collected upon conclusion of courses Note: not all data is collected every term.	End of Each Term	Faculty, staff, students
Data Analysis	Identified data is further analyzed	Meeting to occur at beginning of each term	Senior Leadership
Report OAP Results to BOD, Changes Recommended	Selected data is reported to the BOD, analysis may result in strategic planning or budget changes	April/May BOD Meeting	Senior Leadership/BOD
Review and Revise Outcomes Assessment Plan	Determine if measures are producing desired outcomes, select areas of focus, add new courses or programs	By June 30 th annually	Dean/Director
Strategic Plan is Evaluated and Revised	Analyze data, accomplishments and SWOT, add new strategic short-term goals as appropriate.	November BOD Meeting	Senior Leadership/BOD
Budget Planning	Based on Outcomes Assessment and Strategic Planning activities, determine financial resources needed for change.	November BOD Meeting	Senior Leadership/BOD

Those responsible for implementing the planning process are the President of Woodmont College, the Director of Woodmont College and the Dean of Woodmont College. Input is requested from the faculty, students, employees, outside employers, and other important stakeholders in developing and implementing the plan.

The OAP should answer questions related to educational effectiveness, administrative unit effectiveness and co-curricular activity. At Woodmont College, institutional and program level data measuring these areas are outlined in the table below.



Types of Measures/Assessment

Area of Assessment	Direct Measures of Assessment	Indirect Measures of Assessment
Educational Effectiveness	Course level assessments: <ul style="list-style-type: none"> • -Course Assignments (e.g., Case Studies, Research Papers, etc.) • -Quizzes and Examinations Grade Analysis <ul style="list-style-type: none"> • Curriculum Mapping 	Graduation Rates Student Satisfaction Persistence/retention (progress through the program) End of Course Surveys, Mission Statement Survey Employer Survey, Graduate Survey Course Passing Rates Course Completion Rates
Administrative Effectiveness	LMS Data (successful logins, time spent in course, etc.) Library Metrics (LIRN usage summaries, survey questions) Performance Evaluations (HR) Marketing and Admissions Data	Alumni Survey Faculty Survey Mission Statement Survey

Co-Curricular Effectiveness	Mentoring Service Work Metrics Scholarship (These assessments are to be implemented in a future OAP)	Alumni Surveys Student Satisfaction Surveys Mission Statement Survey
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Institutional mission

The OAP is designed to assess the institutional capacity for achieving its mission. In doing so, the OAP is aligned closely with the institution's mission:

Mission: Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. The institution is able to make education accessible by offering courses online, via distance education. Woodmont College believes that education is the key to personal growth and success, and that students should be imbued with professional skills together with moral development and education for values. The values Woodmont College hopes to impart to students are G-d's instructions for humanity as expressed in His revelation of the Torah.

From the results of OAP and its analysis, strategic planning is driven, in a cyclic process that drives planning, budgeting, strategy and educational effectiveness.





Institutional goals and measures

Educational effectiveness is defined by Woodmont College as those measures that demonstrate student achievement, satisfaction, perceived learning. Specific measures may include students successfully attaining course and program learning outcomes/objectives and completing their program of study. The tools measuring student achievement are aligned with course and program objectives. The types of data collected to support student achievement and learning include those at an institutional level, program and the course level.

Program level outcomes are aggregated to report institutional outcomes and course level outcomes drive program outcomes. Institutional outcomes describe what all Woodmont College graduates will look like upon graduation. As such it is important to identify the institutional outcomes/objectives as follows:

Academic Goals

- ➔ Students demonstrate depth of knowledge required for a degree, as identified by its program outcomes.
- ➔ Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions.
- ➔ Students gain skills to continue learning, including self-management and the ability to research new topics.

Ethical Goals

- ➔ Students utilize ethical reasoning to evaluate dilemmas and behaviors in order to act with integrity.

Economic Goal

- ➔ Graduates of Woodmont College will enter professional life without prohibitive debt.

Professional Goals

- ➔ Graduates develop the skills to be successful in the workforce.

Measurement of the Institutional Goals occurs on a rotating basis with information and data being collected according to a predetermined schedule and based on when the data becomes available for collection and reporting. In 2018-2019, the following goals will be measured:

Economic Goal: Graduates of Woodmont College will enter professional life without prohibitive debt.

Academic Goals:

- ➔ Students demonstrate depth of knowledge required for a degree, as identified by its program outcomes.
- ➔ Students develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions.
- ➔ Students gain skills to continue learning, including self-management and the ability to research new topics.

Measurement of this goal will occur as an indirect measure and will be a question within the Mission Statement Survey (**See Appendix 1**). Additional metrics from balance sheets will determine the average cost per credit given scholarships, grants and funding.

Measure of Institutional Goals 2018-2019		
Goal	Measure	Timeframe
Graduates of Woodmont College will enter professional life without prohibitive debt.	Analysis of student cost will average \$300.00 or less per credit.	Analyze and report to BOD: October 2022
	Number of academic and need based scholarships will be at least 25% of total enrollments	Analyze and report to BOD: October 2022
	Track percentage of student who pay with a payment plan	Analyze and report to BOD: October 2022
Graduates demonstrate depth of knowledge required for a degree, as identified by its program outcomes	80% of students earn a C or above on all assignments that are mapped on Curriculum Maps	Analyze and Report to BOD: October 2022
	80% of courses require research paper or final project.	
Graduates develop creative and critical thinking skills, allowing students to analyze issues, evaluate ideas, and apply solutions.	80% of students earn C or above on research paper of final project	
Graduates gain skills to continue learning, including self-management and the ability to research new topics.		



Program Learning Outcomes and Direct Measures of Learning

Program Learning Outcomes describe how a graduate of a given program will look upon graduation from that program. Course level objectives describe what a student should be able to do upon completion of the course.

The learning goals and outcomes for each course and program are defined and identified by the Director of Woodmont College, the Educational Director, the Dean, and the faculty, in consultation with the Advisory Committee. Every summer, the Educational Director conducts a Program Review of the programs at the institution. A part of the Program Review, he reviews and revises programs and curricula. The review ensures that the programs are up-to-date, reflecting advances in the fields. The review also includes outcomes assessment data which impact changes that the Education Director suggests and implements. He ensures that programs include employability skills, reflecting the mission of Woodmont College. Detailed learning goals and outcomes have been formulated for each course. The Advisory Committee and faculty have identified what the students will be able to do or know upon program completion.

Within each program, program objectives have been mapped to one or more course objectives. Within each course, one or more assignment has been mapped to a course objective. This alignment is intended to ensure successful completion of assignments and demonstrate attainment of course and program objectives. **See Appendices 2 and 3.**

Associate Degree in Software and Web Development

PROGRAM DESCRIPTION:

Woodmont College's Associate Degree in Software and Web Development covers a wide range of computer and programming skills used in today's organizations, such as application programming and web development. Students learn JAVA as well as Python, becoming full-stack developers with knowledge of both client-side and server-side web development.

This degree equips students with knowledge of numerous languages and skills, opening a spectrum of opportunities in the world of programming.

PROGRAM OUTCOMES:

The following outcomes are designed to meet the school's mission and program goals.

Upon graduation from the Associate Degree in Software and Web Development, students will be able to:

1. Explain the function of hardware and software components.
2. Program in modern object-oriented programming languages, leveraging appropriate patterns and structures.
3. Develop and optimize websites on the server and browser.
4. Consider the impact of technology on both the local and global society.
5. Research and investigate technologies to keep pace with the ever-changing field of computers and information systems.
6. Demonstrate awareness of ethical and social issues related to technology.

Bachelor Degree in Computer Programming and Technology

PROGRAM DESCRIPTION:

Woodmont College's Bachelor Degree in Computer Programming and Technology covers a wide range of computer and technology aspects used in today's organizations, such as application programming, security, networking and web development. The degree consists of a number of core courses that provide skills in different areas of programming. Students learn languages for software and web development. In addition to building and writing programs, students complete courses in the fundamentals of information technology. This program is employer driven, providing hands-on experience in the skills needed for entry level positions in a broad spectrum of companies.

PROGRAM OUTCOMES:

The following outcomes are designed to meet the school's mission and program goals:

Upon graduation from the Bachelor Degree in Computer Programming and Technology, student will be able to:

1. Explain the function of hardware and software components.
2. Implement and integrate networking and security procedures.
3. Program in modern object-oriented programming languages, leveraging appropriate patterns and structures.
4. Determine end-to-end software solutions for real-world problems through analyzing systems and developing processes
5. Develop and optimize websites on the server and browser
6. Consider the impact of technology on both the local and global society.
7. Research and investigate technologies to keep pace with the ever-changing field of computers and information systems.
8. Demonstrate awareness of ethical and social issues related to technology.

Bachelor Degree in Judaic Studies

PROGRAM DESCRIPTION:

The Judaic Studies program is designed to introduce students to basic Judaic principles and enable them to study Jewish texts in depth. There are three tracks for the Judaic Studies Program:

1. Tanach
2. Rabbinic Literature
3. Talmud

The Tanach track includes Bible (Parsha and Chumash), Prophets, Scripture, Classic Jewish Philosophy and thought, and Jewish law. It includes in-depth study of Chumash (Bible.) This program enriches Jewish knowledge, enables its graduates to teach Judaic Studies, and enter programs offering higher degrees.

The Rabbinic Literature track includes Bible (Parsha and Chumash), Prophets, Scripture, Classic Jewish Philosophy and thought, and Jewish law. It includes in-depth study of Gemara (Talmud.) This program enriches Jewish knowledge, enables its graduates to teach Judaic Studies, and enter programs offering higher degrees.

The Talmud track includes courses in Talmud and Jewish law. Talmud is the area of scholarship which forms the basis of contemporary Jewish Law and tradition. The program consists of survey courses in Talmud, intensive courses in Talmud, and Jewish law. It prepares students for

a Rabbinical degree.

PROGRAM OUTCOMES

The following outcomes are designed to meet the school's mission and program goals:

Upon graduation from the Bachelor Degree in Judaic Studies, students will be able to:

1. Research and articulate topics and themes in Judaic Studies.
2. Interpret and evaluate primary sources of Jewish Texts.
3. Critique interpretations provided by commentaries on Jewish literature.
4. Apply ethical and moral reasoning within the context of Jewish law and society.
5. Analyze Jewish laws, philosophies and values.
6. Assess social, civic and global responsibilities as it applies to Jewish ideals and principles.
7. Reflect and appraise Jewish laws and values within one's contemporary surroundings and situations in a lifelong learning process.

Direct Outcomes Measures

Curriculum Mapping : Key assignments are mapped to program outcomes, which are mapped to institutional outcomes. 80% of students must earn a C or above to reach this benchmark.

Final Examinations, Research Papers, and Final Projects: Final, cumulative assessments for courses. Faculty review student grades for these important assessments and measures student achievement with them. 50% of students in a course must earn a C or above on these cumulative assessments.



Indirect Outcomes Measures

Outcomes measures may support assessment at the institutional, program or course level. Woodmont College determined the several measures of student achievement and satisfaction.

The following measures are utilized for educational, administrative and co-curricular effectiveness at the institutional, program and course levels. These measures and tools are used to inform evidenced based decision making and planning. Additionally, these measures will be reported to DEAC on an annual basis:

Graduation Rates -Data is collected on the number of students entering the institution as full-time, first-time, degree seeking students in a particular year, the number completing their program within 150% of normal time to completion.

Additionally, tracking occurs on the number of students who have a cumulative grade point average of 2.0 or above, and the numbers who have a minimum pace of completion by passing $\frac{2}{3}$ of the courses they attempt that semester. This is SAP.

Benchmark: The percentage of students who persist and graduate within 150% of the intended time in program, will meet or exceed the DEAC annual benchmarks.

Bachelor Degree Programs

Overall Student Progress

IPEDS Graduation Rate Cohort

<u>Name of Degree Program</u>	<u># of New Students in Year Cohort was Established</u>	<u># of Students Excluded from the Original Cohort</u>	<u># of Students Still Continuing in Program</u>	<u># Graduating Since Cohort was Established</u>	<u>Average Years to Complete For Graduates</u>	<u>Overall Graduate Rate</u>	<u># of First-time, Full-time, Degree Seeking Students</u>	<u># of Exclusions</u>	<u># of Students Graduating within 6 Years</u>	<u>Graduation Rate (IPEDS)</u>

TOTAL

Progress Through Program/Course (Retention/Attrition) A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.

Most of the students at Woodmont College are non-traditional part-students. Consequently, they are expected to complete their degrees in more than 4 years.

At the conclusion of each course, the faculty member and Director review student grades on the key assignments. If certain assignments consistently result in poor grades, an assessment of the assignment wording and instructional materials is conducted. This information is provided during the annual program review. As necessary, changes are made to the assignment and / or instructional materials. If relevant, this information is recorded in the Curriculum Mapping spreadsheet.

At the start of the Fall term, the Dean reviews students' final grades from the previous academic year and evaluates whether each student is within Woodmont College SAP. The Woodmont College SAP spreadsheet contains the following information for each student: whether the student is a full time or part time student, (Woodmont College categorizes a full time student as someone who takes at least three courses a semester,) Pace Requirement (whether the student has passed 2/3 of the courses she or he took that academic year,) the student's CGPA (cumulative grade point average,) Time Frame (whether the student has completed 150% of their courses,) SAP (whether the student is within Woodmont College Student Academic Progress guidelines,) and whether a Response is necessary and was sent out[CM5].

The Director, the Dean and the faculty members review course completion data and program graduation data on an annual basis to determine if students are making adequate progress through the courses.

The Registrar maintains course and program progress data. At the completion of each semester the following information is shared with the Dean using the DEAC Course Completion Data Chart:

Courses offered

Final Grades

Course withdrawal

The Dean, Educational Director, and Director review this data with the faculty members each semester and with Student Services, when relevant. The stakeholders suggest ways to improve instruction and student achievement. In addition, programs with low completion rates or low enrollments may be revised or terminated.

Students have 16 weeks to complete a course. In cases with extenuating circumstances, students can request an Incomplete grade and have two (2) extra weeks to complete the course. The Dean can extend the time to complete outstanding work until the end of the following semester. She determines if there is cause for an extension that is longer than two (2) weeks. She also determines the length of the extension.

The following completion rates will be utilized for determining benchmarks:

Program (full tie attendance)	On time completion rate	Extended (150%) completion rate
Associates Degree	2 years	3 years
Bachelor's Degree	4 years	6 years

If a course or program completion rate falls below 75 percent, the Dean will take the following steps:

1. Review Course Surveys for the affected courses
2. Discuss potential solutions with faculty members and the Advisory Board
3. Recommend changes in the programs or courses and vote on these program changes during the annual review.

Benchmark: Completion rates for courses: 65%. Completion rates for associate degree programs: 47%. Completion rates for bachelor degree programs: 58%.

Student Satisfaction

Student satisfaction is when students report that they are satisfied with different

aspects of the institution. Students evaluate whether student services has helped them, ease of use of the institution's platforms and whether tech support assisted them, whether they have achieved course objectives, and whether they would recommend the program to others and are satisfied with it as a whole. In accordance with the mission to prepare students for employment and for advanced degrees in their fields of study, our goal is for our students to complete courses and programs. Student satisfaction influences the decision for a student to continue a program of study. Therefore, student satisfaction is measured on a regular basis.

End-of-Course Surveys

Students evaluate several aspects of the courses: whether they achieved course objectives, student services, technology, and satisfaction with the course and program.

Mission Statement Survey

The institution surveys key stakeholders annually regarding its institutional mission and goals. Survey participants include students, employees, BOD, Advisory Council, and Alumni. This survey gives Woodmont College the opportunity to assess achievement of its mission and goals, offers an opportunity for constituents to provide feedback on the mission and goals of the College, and to recommend changes or shifts in focus. **See Appendix 1.**

Employment and Alumni Surveys

Woodmont College recognizes the importance of understanding the benefits of education in the workplace. In 2019, Woodmont College sent out its first Employer Survey, in which graduates employers assess their employees skills that they developed at Woodmont College. As of Fall 2019, the institution has 7 graduates. 6 are employed. None of their employers answered the Employer Survey. The Alumni Survey was also sent to alumni and none of the alumni responded. The institution will continue to make the employer and alumni surveys available to relevant stakeholders.

Faculty Survey

Faculty feedback is important to the assessment and planning process. A survey is distributed annually to collect this feedback. **See Appendix 6**



Reporting to Accreditors

Woodmont College will compile all reports and exhibits required by the Distance Education and Accrediting Commission in order to maintain accreditation for our programs and degrees. When submitting the Annual Report to DEAC, Woodmont College will provide the necessary documentation to demonstrate student achievement in each program. When necessary, the plan to improve services and curriculum will be provided. Reports include (but are not exclusive,) SAP, Curriculum Mapping, student responses to the DEAC required questions in the satisfaction surveys, retention data, and graduation data.

Program	<input type="checkbox"/> Associate Degree in Software and Web Development <input type="checkbox"/> Bachelor Degree in Computer Programming and Technology <input type="checkbox"/> Bachelor Degree in Judaic Studies			
Year/Term				
Data Collection				
Data Collected	Analysis	Specific Action to be Completed	Person (s) Responsible	Timeframe



Timeline and Action Planning

The following plan will outline future improvements to the Outcomes Assessment Plan:

Implementation Timeline Woodmont College		
Task to be Completed	Area of Assessment	Anticipated Completion Date
Develop direct assessment measures of co-curricular effectiveness.	All	Spring 2022

Appendices

Appendix 1-Mission Statement Survey

Mission Statement:

Mission Statement:

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. We are able to make education accessible by offering our courses online, via distance education. We believe that education is the key to personal growth and success, and that students should be imbued with professional skills together with moral development and education for values. The values we hope to impart to our students are G-d's instructions for humanity as expressed in His revelation of the Torah.

Institutional Goal and Objectives:

Woodmont College has the following academic, ethical, economic, and professional goals and objectives.

Academic Goals:

- Students become lifelong learners
- Students gain skills to continue learning
- Students demonstrate mastery of the tools to perform successfully in a technology driven world.

Ethical Goals:

- Students act with integrity
- Students utilize ethical business practices.

Economic Goal:

- Graduates of Woodmont College will enter professional life without prohibitive debt.

Professional Goals:

- Graduates will gain employment.
- Graduates will function successfully in a professional team.

Answer questions on a scale from 1-5 with 1 being low and 5 being high.

1. What is your relationship to Woodmont College?

Current Student, Board Member, Current Staff Member, Alumnus, Donor, Employer of Alumnus, Former Staff Member, Facebook Friend,

2. The opening statement of the mission statement is strong.

3. Our mission statement conveys why we exist as a school.

4. Our goals provide a mental picture of where the school is headed.

5. Our value of professional employment is demonstrate
6. d through faculty employed in the field who include real-life application of knowledge
7. Our value of accessibility is demonstrated through offering online classes.
8. Our value of accessibility is demonstrated through a user friendly website
9. Our value of morality is demonstrated by requiring students to study Ethics as a core requirement.
10. Our value of morality is demonstrated by including ethical topics in multiple courses
11. Our value of affordability is demonstrated through our low fees - \$300 a credit.
12. Our value of affordability is demonstrated through various academic and need based scholarships
13. Our value of affordability is demonstrated through allowing students to pay with payment plans
14. Our value of professional employment is demonstrated through our core requirements such as introductory computer courses
15. Our value of professional employment is demonstrated through high quality, relevant major courses
16. Our value of professional employment is demonstrated through career counseling
17. Our value of universal education is demonstrated through our recruitment of students who had limited opportunity to advance their higher education
18. Our value of universal education is demonstrated through our online offerings, which are accessible to anyone with access to a computer, webcam, and the internet
19. Our value of universal education is demonstrated through high quality course materials and experienced instructors that ensure students achieve depth of knowledge
20. Our educational values are demonstrated through assignments that develop critical thinking and research skills so that students can learn new topics and evaluate them.
21. Our educational values are demonstrated by students completing assignments in an online college that require self-management
22. Which of the following statement(s) apply to our mission statement? (Mark all that apply)
 - Identifies who Woodmont College serves,
 - Communicates intended outcomes,
 - Gives the organizational purpose for Woodmont College,
 - Tells what we plan to accomplish as a college,
 - Gives a future direction,
 - Provides distinct characteristics of Woodmont College
23. Which of the following statement(s) apply to our institutional goals? (Mark all that apply)
 - Identifies who Woodmont College serves,
 - Communicates intended outcomes,
 - Gives the organizational purpose for Woodmont College,
 - Gives a future direction,
 - Provides distinct characteristics of Woodmont College,
 - Tells what we plan to accomplish as a college

Appendix II: See Exhibit 7 for Curriculum Maps

Appendix III: End of Course Survey

Woodmont College

End of Course Survey

Course: BIBL201 Yechezkel

Semester:

Professor:

Date:

Please answer the following questions by selecting a number from 1-5, with 1 being the lowest level of satisfaction and five being the highest level of satisfaction.

1. Did you find the video lectures informative and interesting? 1 2 3 4 5
2. Is the workload out of class fair and manageable? 1 2 3 4 5
3. Does the discussion board add to the class experience? 1 2 3 4 5
4. Do teachers respond to emails in a timely fashion? 1 2 3 4 5
5. How challenging is the material being taught? (1 is easiest) 1 2 3 4 5
6. Was the material relevant to your program? (1 is least relevant) 1 2 3 4 5
7. Did the assessments reflect the course material ? (1 is no) 1 2 3 4 5

Were you referred to Student Services this semester? If yes, answer the following question by rating from 1 to 5:

1. Student Services administrators offered me academic or emotional support 1 2 3 4 5
2. Student Services offered useful solutions to my challenges 1 2 3 4 5
3. Student Services' support was helpful and effective 1 2 3 4 5

Evaluate the technological components of the Woodmont

platform. Was the website easy to use?

YES _____ NO _____

Did you experience technical difficulties over the course of your studies? YES _____ NO _____

How much time did you spend on the course? (This includes time spent on lectures, readings, discussion board, assignments, emailing)

1-3 hours a

week 4-6 hours

a week 7-9

hours a week

10-12 hours a

week

Other _____

Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started this course or program? YES _____ NO ___

Would you recommend these studies to a friend?

YES _____ NO _____

All things considered, were you satisfied with your studies with us?

YES _____ NO _____

Comments:

Please rate your ability to complete each of the tasks below, by marking off one of the numbers below, with 1 being least able and 5 being most able.

	1	2	3	4	5
Students will be able to demonstrate understanding of the unique character of the prophet Yechezkel and the visions he imparted such as the two eagles of destruction, symbolizing Babylonia and Egypt.					
Students will be able to analyze and incorporate the timeless messages of the prophet Yechezkel such as serving Hashem in exile and how to move beyond the sins of one's past and develop a new level of self-definition.					
Students will be able to evaluate the nature of prophecy and the motivations that drew people after false prophecy.					
Students will be able to discuss themes in <i>Yechezkel</i> such as the covenant between Hashem and the Jewish people, free choice, Divine Providence, suffering, heavenly decrees, and exile as a prelude to redemption. Students will be able to relate these themes to their lives.					
Students will be able to compare and contrast the vision of Yechezkel as it relates to key motifs such as the three <i>avot</i> and the first blessing of <i>shemonei esrei</i> .					

Students will be able to list the causes and ramifications of the Jews’ rebellion against Hashem.	1	2	3	4	5
--	----------	----------	----------	----------	----------

Students will be able to analyze the change that occurred in the Jewish people’s relationship to Hashem after the destruction.	1	2	3	4	5
---	----------	----------	----------	----------	----------

Students will be able to explain how the prophecies of the fall of the foreign nations is relevant to the Jewish people. They will be able to apply the lessons learned to their lives.	1	2	3	4	5
--	----------	----------	----------	----------	----------

Students will analyze the role of symbolism in prophecy – both symbolic visions and symbolic actions of the prophet.	1	2	3	4	5
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Appendix IV-Faculty Survey

Woodmont College

Instructor Satisfaction Survey

Course:

Semester:

Professor:

Date:

Note: If you prefer to evaluate your teaching experience at Woodmont College verbally, please notify Chana Prero to schedule a brief meeting. Otherwise, please fill out the form below. Responding with details helps us improve your experience at Woodmont College. Thank you for your time and thoughts!

Please answer the following questions by selecting a number from 1-5, with 1 being the lowest level of satisfaction and five being the highest level of satisfaction.

1. Did you find the Woodmont College platform simple to navigate? 1 2 3 4 5
2. Was the teacher training in how to navigate the Woodmont College platform sufficient? (1 is insufficient support) 1 2 3 4 5
3. Was the teacher training in how to access and utilize Instructor Resources sufficient? (1 is insufficient support) 1 2 3 4 5
4. Was the description of instructor responsibilities clear and accurate? (1 is unclear and/or inaccurate) 1 2 3 4 5
5. Is your workload out of class fair and manageable? (1 is unmanageable) 1 2 3 4 5
6. Does the discussion board add to the class experience? 1 2 3 4 5
7. Was the syllabus satisfactory? 1 2 3 4 5
8. Did you use LIRN extensively throughout course? (1 is least use of LIRN) 1 2 3 4 5
9. Did you receive sufficient support from student services? (1 is insufficient support) 1 2 3 4 5
10. Did you receive sufficient support from the administrators? (1 is insufficient support)
- 11.

12. Did the assessments reflect the course material? (1 is no) 1 2 3 4 5

13. Do you think students achieved course and program objectives? 1 2 3 4 5

14. Would you be interested in teaching this course again? Why or Why not?

15. What courses did you take for continuing education this year?

_____ Were you
satisfied with your continuing education courses? Why or why not?

16. How can Woodmont College support your continued professional development?

Overall, were you satisfied with this course? YES _____ NO _____

Comments: (Please explain any negative or insufficient ratings above so we can improve our programs and course offerings. How would you modify the course to improve student learning?)

