Best Practices for Completing the Annual Program/Course Assessment Report

<u>Program Outcome Identified</u>:
-One or more assessable outcome has been identified for the project. (minimum)

<u>Standard/Objective Identified</u>:
-A standard/objective must be listed. (minimum)
-The standard listed is logical as it relates to the outcome identified and collection tool used. (minimum)
-The standard appears to be at an appropriate level.

<u>Method Comments (Details about the method[Project, Exam, Demonstration, etc])</u>:
-Thoroughly Describe the Data Collection Tool used. (minimum)
-The Collection Tool, Standard and Outcome are a logical match. In other words, the standard "fits" the outcome and the tool can effectively measure the outcome with evidence that the standard has or has not been met.
-The Collection Tool is valid to address the outcome.
-The Collection Tool is Reliable to address the outcome.
-The Collection Tool carries significant weight (meaning) to be taken seriously by the students.
-The Collection Tool/Method was developed or discussed and approved as a reasonable tool for its purpose by the faculty members involved in the program/course rather than by one person.

<u>Result Indicated</u>:
-An appropriate result is indicated based on the data collected. (minimum)

<u>Data Collected (Evidence Collected)</u>:
-Describes the data collected generally or specifically. (minimum)
-Data collected seems thorough in regard to the collection tool used.
-Data is reported in a logical and understandable manner.
-Data is reported so that others can draw the same general conclusions concerning the result indicated.

<u>Analysis-What we learned</u>:
-The data analysis is described clearly and is understandable. (minimum)
-The analysis described is logical as related to the data collected.
-The analysis described addresses outcome identified.
-The analysis described is logical based on the standard set and the result indicated.
-Analysis reflects discussion among faculty members involved in the program/course rather than determined by one person.

<u>Use of Data to Improve Student Learning</u>:
-How the data was used to improve student learning is reported clearly. (minimum)
-The data was used to improve student learning in logical ways as a result of the analysis and results described. (For instance changes were made to: prerequisites, topics covered or emphasized in the course/program, materials/textbooks, pedagogy, assignments, etc.)
-Actions taken seem to reasonably lead to improved student learning.
-Actions taken reflect decision-making among faculty members involved in the program/course rather than by one person.
-What resources are needed to assist in improving the program and student success?

Clegg: 4/26/12