

CHECKLIST AND EVALUATION FORM
Academic Planning and Assessment Committee

Date of Review: **Spring 2021**

Assessment Results of Academic Year: **2019 - 2020**

ACADEMIC PROGRAM:

Program Score: **___ of 12**

Rating: **Exceeds Expectations (10 – 12) | Meets Expectations (7 – 9.5) | Developing (0 – 6.5)**

Objectives Score: ___ of 3

Program-level learning objectives describe what students will know, value, and be able to do upon graduation.

Objectives...	YES	SOME	NO
Focus on student learning			
Clearly describe content or skill to be measured			
Identify specific students for assessment (either in objective or assessment method)			
Address critical reading, critical thinking, and communication (required); addresses content knowledge (recommended)			

Objectives Feedback:

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Assessment Methods Score: ___ of 3

Assessment methods are mechanisms for evaluating student learning for progress on objectives; assessment methods and objectives should have clear and direct relationships. There should be at least one direct measure for each objective.

Assessment Methods...	YES	SOME	NO
Describe the assessment method (research paper, oral presentation, standardized exam, portfolio)			
Describe the students who participated in the assessment, including major and when the assessment occurs in the program			
Include one direct measure for each objective			
Clearly describe the relationship between objectives and assessment methods			
Specify the criterion or desired result for each objective (justification for criterion recommended)			

Assignments, rubrics, and/or scoring guides are uploaded in Related Documents			
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Assessment Methods Feedback:

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Results/Observations Score: ___ of 3

Results are outcomes of the assessment methods that indicate how well students are achieving program-level learning objectives. Results should be clearly stated and relate to objectives and assessment methods. Interpretation of results should align with objectives. Interpretation of results should include multiple faculty and results should be disseminated to faculty and other stakeholders.

Results/Observations...	YES	SOME	NO
Are clearly described and include data collection dates			
Clearly relate to objectives, assessment methods, and criteria			
Include a comparison between previous results and current year's results			

Interpretation of Data...	YES	SOME	NO
Indicates multiple faculty interpreted results			
Includes how classes, activities, or other factors affected results			
Includes conclusions clearly based on results			
Describes planned changes based on results (including dates of implementation)			

Dissemination of Data...	YES	SOME	NO
Discusses how results were provided to faculty			
Discusses how results were shared with other stakeholders			

Results/Observations Feedback:

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Meaningful Change Score: ___ of 3

Meaningful change, sometimes thought of as use of results or closing the loop, details completed action that has been made to improve student learning. The narrative should focus on completed changes intended to improve student learning and present modification or improvements related to the assessment process.

Meaningful Change...	YES	SOME	NO
Describes actions to improve student learning (completed changes; past tense only)			
Describes actions to improve assessment processes, as needed (completed changes; past tense only)			
Provides changes that are directly based on results			
Provides specific documents serving as evidence of meaningful change, which have been described in Meaningful Change and uploaded in Related Documents (located in Results/Observations in TracDat)			

Meaningful Change Feedback:

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