

Communities of Learning Program Objectives

In order to write an assessable program objective, respond to all of the following:

Content: What does the ideal student completing the COL program know?

Skills: What can she do?

Values: What does he care about?

Complete the following statement: All graduates of the COL program should be able to
....(follow with an appropriate, measurable verb)

Quality of Annual Program Assessment Plans

Program:

Performance Criteria	Attribute	Exceptional [3]	Acceptable [2]	Unacceptable [1]
Is the objective measurable?	Program Objective	Yes, this is a clearly defined measurable objective	Yes, this is a measurable objective	No, this is not a measurable objective
Tangible evidence of what students have or have not learned	Direct Measure	Yes, this is a direct measure		No, this is not a direct measure
The plan contains a second measure	Second measure	The plan contains a second measure		No, the plan does not contain a second measure
Does the method accurately assess the program objectives?	Validity	The method clearly aligns with the objective	The method aligns with the objective but lacks clarity	The method does not align with the objective
Identifies who, what, when	Method	Level of detail is explicit and clearly defines who, what and when	Identifies who, what, when but is not clearly defined.	Level of detail is vague and does not define who, what and when

Score:

Scoring:

15-13 = Exemplary

12-8 = Adequate

7 – 5 = Needs Improvement

Keeping up with Course Assessment

Check list for Course Coordinators:

Course Coordinators throughout TNCC are participating in the assessment of the high risk courses as identified in the QEP. To monitor your progress in this assessment process, use the following checklist.

Has the course coordinator:

Submitted a draft plan for assessment of the course objectives to the COL coordinators?
Received feedback regarding assessment plans?
Submitted a final plan to the appropriate dean
Notified all faculty teaching the courses targeted for assessment and encouraged participation in process
Determined specific assignments of artifacts to be assessed (test questions, essay questions or paper assignments)
Selected faculty individual[s] or committee who will assess student artifacts?
Decided upon acceptable level for achievement of the objective / outcome that is being assessed?
Tabulated results for course assessment results form?

COL Program Assessment Results
Academic Year Fall 06-Spring 07

Specific objectives being assessed:

Statement about method (should provide both direct and indirect measure):

Explain Standards used for Achievement of Objective (cut-offs established to determine if objectives were achieved; for example, "70 % of students will achieve a rubric score of 3 or better." Or "75% of students will provide the correct answer to each of the 4 embedded questions"):

Results:

Number of faculty who participated:

Number of potential faculty that could have participated:

Number of students participating:

Results from direct measure:

Results from indirect measure:

Conclusions regarding the overall assessment process (answer the questions "According to your results, is the objective being achieved?"):

Interpretation of Results:

Identified strengths

Identified weaknesses:

Actions taken for improvement of learning (state at least one action item):