TRACDAT Assessment Report

1 Unit Reviewed

2 Unit Department
○ EDUC
○ ELE
○ HSC
○ HSR
○ KIN
○ SED

3 Report Year

4 Reviewer's Name

5 Rate each item below.

6 Objectives

7 Objectives are concise, clearly worded, detailed, and limited in scope
○ Revise
○ Acceptable
○ Excellent

8 Comments

9 Objectives are written at an appropriate level (most outcomes require the demonstration of higher level skills, e.g., analysis, synthesis, evaluation, rather than focusing only on knowledge.)
10. Comments

11. Objectives are stated in terms of measurable knowledge, skills, or behaviors.
   - Revise
   - Acceptable
   - Excellent

12. Comments

13. Objectives are stated in terms of measurable knowledge, skills, or behaviors.
   - Revise
   - Acceptable
   - Excellent

14. Comments

15. Objectives are important and worthwhile.
Objectives are not stated in terms of strategies or tasks.
- Revise
- Acceptable
- Excellent

Objectives focus on student learning.
- Revise
- Acceptable
- Excellent

Objectives are singular. Differing objectives are not "bundled together." (e.g. "Students will demonstrate the ability to speak effectively and think critically.")
22 Comments

23 Objective supports the department/program mission.
   □ Revise
   □ Acceptable
   □ Excellent

24 Comments

25 Objectives types are appropriately identified for each objective in TracDat.
   □ Revise
   □ Acceptable
   □ Excellent

26 Comments

27 Objectives are linked to and aligned with the college/division and university goals and
mission in TracDat.

- Revise
- Acceptable
- Excellent

28 Comments

29 ASSESSMENT METHODS

Provides specifics about how results were obtained (i.e. who is assessed, what is the sampling method, description of measure, who administers, what is assessed, when administered, where assessed).

- Revise
- Acceptable
- Excellent

31 Comments

32 Methods support inferences about student mastery on specific objectives (i.e. one is able to assess strengths and weaknesses related to a specific objective).

- Revise
- Acceptable
- Excellent

33 Comments
34 Methods are clearly aligned and matched with objectives.
- Revise
- Acceptable
- Excellent

35 Comments

36 Methods do not use course grades.
- Revise
- Acceptable
- Excellent

37 Comments

38 Methods provide meaningful assessment of objectives.
- Revise
- Acceptable
- Excellent

39 Comments
40 Uses a direct assessment method, and another direct or indirect assessment method.
  ○ Revise
  ○ Acceptable
  ○ Excellent

41 Comments

42 Methods allow for collection of reliable and valid student learning data (e.g., appropriate sampling, use of rubrics rather than scales, evaluation of individual student work rather than groups of students).
  ○ Revise
  ○ Acceptable
  ○ Excellent

43 Comments

44 Multiple methods are not bundled together in one assessment method entry in TracDat (i.e. each method is entered as a separate method in TracDat).
  ○ Revise
  ○ Acceptable
  ○ Excellent
Methods provide actionable results.
- Revise
- Acceptable
- Excellent

Methods provide adequate data for analysis.
- Revise
- Acceptable
- Excellent

Methods provide a strong focus on direct evidence of student learning.
- Revise
- Acceptable
- Excellent
52 Criteria

53 Criteria are clearly aligned with objective and assessment method.
   ○ Revise
   ○ Acceptable
   ○ Excellent

54 Comments

55 Clear and reasonable targets are specified for each assessment method.
   ○ Revise
   ○ Acceptable
   ○ Excellent

56 Comments

57 Specifies the desired level of achievement using indicators other than grades.
   ○ Revise
   ○ Acceptable
58 Comments

59 RESULTS

60 Provides sample size.
   ○ Revise
   ○ Acceptable
   ○ Excellent

61 Comments

62 Data is presented in an aggregated format (i.e., frequency table) and not as a report of individual student results.
   ○ Revise
   ○ Acceptable
   ○ Excellent

63 Comments

Results are aligned with objectives, measures, and criteria.
64 © Revise
   © Acceptable
   © Excellent

65 Comments

66 Discussion of results is clear, concise, and substantive.
   © Revise
   © Acceptable
   © Excellent

67 Comments

68 Discussion focuses on the results and not complaining or making excuses.
   © Revise
   © Acceptable
   © Excellent

69 Comments

70 Reported and analyzed results indicate areas where students excel, meet criteria, or fail
short.
○ Revise
○ Acceptable
○ Excellent

71 Comments

72 Results are benchmarked against other institutions.
○ Revise
○ Acceptable
○ Excellent

73 Comments

74 Result types (i.e., Criterion Met, Criterion Not Met, Inconclusive) are clearly identified.
○ Revise
○ Acceptable
○ Excellent

75 Comments
76 A summary result statement is provided for each objective based on the results of the
two or more assessment methods.
☐ Revise
☐ Acceptable
☐ Excellent

77 Comments

78 A summary result statement is provided for each objective based on the results of the
two or more assessment methods.
☐ Revise
☐ Acceptable
☐ Excellent

79 Comments

80 Results support action plans presented to improve the program.
☐ Revise
☐ Acceptable
☐ Excellent

81 Comments
**82** **Actions**

83 Action plans are presented when criteria are not met, these are inconclusive results, or when criteria are met but data indicates changes are needed in program or assessment plans.

- Revise
- Acceptable
- Excellent

**84 Comments**

85 Demonstrates that results have been shared, discussed, and acted upon by relevant groups.

- Revise
- Acceptable
- Excellent

**86 Comments**

87 Actions are clearly based on assessment results, and assessment results are cited in the action.

- Revise
- Acceptable
- Excellent

**88 Comments**
89 Actions are related to the objective.
○ Revise
○ Acceptable
○ Excellent

90 Comments

91 Action plans do not use words like "continue" or "maintain."
○ Revise
○ Acceptable
○ Excellent

92 Comments

93 Action plans are substantive, not trivial.
○ Revise
○ Acceptable
○ Excellent

94 Comments
Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented).

- Revise
- Acceptable
- Excellent

Comments

FOLLOW-UP

Provides evidence of improvement or additional actions if required.

- Revise
- Acceptable
- Excellent

Comments

Provides evidence that follow-up information has been shared, discussed, and acted upon by relevant groups.

- Revise
- Acceptable
101. Comments

102. Follow-up is clearly based on assessment results.
   - Revise
   - Acceptable
   - Excellent

103. Comments

104. Follow-up information is specific and clear, and includes information on when and how additional actions, if needed will be implemented.
   - Revise
   - Acceptable
   - Excellent

105. Comments

106. Follow-up information is specific and clear, and includes information on when and how additional actions, if needed will be implemented.
   - Revise
Acceptable

Comments

ATTACHED DOCUMENTS

A frequency table with assessment results is attached. For each assessment for each objective, a record of assessments included in the sample is provided.

Revise
Acceptable
Excellent

Comments

A copy of exact assessment instruments is attached. For each assessment for each objective, an electronic version (either a scanned document or the Word, Excel, etc. document) of the assessment instrument and/or directions provided to students is attached.

Revise
Acceptable
Excellent

Comments
Copy of scoring guides, evaluation criteria, rubrics, or correct answers. For each assessment for each objective, scoring keys, rubrics, etc. are attached.

☐ Revise
☐ Acceptable
☐ Excellent

Comments

Exceptional, average, and poor copies of student work samples are attached or a statement of where they can be viewed is included.

☐ Revise
☐ Acceptable
☐ Excellent

Comments

Minutes of meetings are attached to action plans and follow-up.

☐ Revise
☐ Acceptable
☐ Excellent
Comments

GENERAL

The report clearly demonstrates "closing the loop."

☐ Revise
☐ Acceptable
☐ Excellent

Comments

Consistent language used throughout the report for program, office, or assessment.

☐ Revise
☐ Acceptable
☐ Excellent

Comments

Information presented in the report is consistent with information provided in the catalog and/or on the department/program website.

☐ Revise