

Program Assessment Report

14/15 Program Assessment Report					BASELINE YEAR
Course Assessment Benchmark Faculty	Outcome 1	Outcome 2	Outcome 3		Comments
Course: PLGL 1010 Assessment: ORC/USCA Worksheet Benchmark: 80% of students will meet benchmark of C or better Faculty: J Sturgill	67% of students met benchmark 15 students				This is an Intro course and is consistent with a beginning attempt at research. Research is a continuing skill taught in every PLGL class.
Course: PLGL 2150 Assessment: Lexis Nexus certification Benchmark: 100% of students will meet benchmark Faculty: J Sturgill			PLGL 2150 Certification 100% of students will Complete		100% of students obtained certification
Course: Assessment: Benchmark: Faculty:					
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Reflection question to help you write your comment narrative and choose your benchmarks

BASIC PARAMETERS:

- Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
- Each faculty member should assess at least one program outcome.
- First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
- Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above * for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.

