

Helpful Hints for Completing the Assessment Section of Your DAPR Report

General Guidelines

1. All information should be entered directly into the DAPR report. Readers should not merely be referred to Taskstream. Some information can be copied from Taskstream. To do so, paste the copied material into a Word document first as text only (no formatting), then copy and paste that content into the DAPR system.
2. Questions 1-4 refer to the department/program student learning outcomes. These outcomes are tailored to individual department/program missions and are unique for each program/department at Lakeland.
3. Questions 5-7 refer to the Lakeland Learning Outcomes (LLOs). LLOs represent the college's vision of skills Lakeland graduates should possess to succeed throughout their professional and personal lives. These outcomes are the same for all the programs/departments at Lakeland.
4. All learning outcomes have one or more performance indicators associated with them. These performance indicators are the measurable components of the learning outcomes. When questions ask about outcomes and indicators, be sure to include both.
5. Use language/terms that readers who are not in your academic discipline will understand.

Question 1: Provide a list of your program student learning outcomes and performance indicators. Review the outcomes and indicators to determine whether they are still relevant or if they need to be modified.

- Hint: To allow for a more efficient review, provide a full list of the outcomes and their performance indicators in your report. The outcomes and their related performance indicators can be found in Taskstream on the "SLO/Performance Indicator" page within the "1 Department/Program Outcome" workspace. For example:
 1. *Use information responsibly*
 - a. *The student will be able to recognize plagiarized material.*
 - b. *The student will know how to use a standard documentation format.*
 2. *Compose a unified, well-developed essay*
 - a. *The student will develop a clear thesis.*
 - b. *The student will provide support for the thesis.*
- Hint: Be sure to include a statement regarding the continued relevance of the outcomes and any need for modification. For example:

All of the outcomes are still relevant, as they assist students who are entering various health fields prepare for the Anatomy and Physiology sequence.

OR

Outcome #2 is no longer relevant due to the evolving needs/demands from employers in the Occupational Therapy field.

Question 2: Use Taskstream to identify the department/program student learning outcomes and their related performance indicators for which *target achievement levels were met or exceeded* over the last five years.

List these outcomes and indicators and, for each one, provide numerical data from Taskstream showing how many artifacts were evaluated, what the target level was, and what level students achieved. Describe the factors that may have contributed to achievement of target levels for these outcomes and indicators.

- Hint: This answer requires a summation of the last five cycles of Assessment findings. If you do not have data for five years/cycles to discuss, provide an explanation for why the data is incomplete.
- Hint: Every time Assessment Findings are entered in Taskstream, users are asked to indicate whether the target achievement level for each performance indicator was met or not. All indicators whose target levels were met in the last five years should be included in your summary. For example:

Outcome 1: Target achievement level for each indicator is 85% of students earning a 75% on the assignment.

1.1 (2013-14): 82% earned at least a 2/3

1.2 (2016-17): 97% earned at least a 2/3

1.3 (2013-14): 87% earned at least a 2/3

Outcome 2: Target achievement level for each indicator is 85% of students earning a 75% or higher on the assignment.

2.2 (2014-15): 97.8% earned at least a 75%

2.4 (2015-16): 93% earned at least a 75%

Outcome 3: Target achievement level for each indicator is 85% of students earning a 75% or higher on the assignment.

3.1 (2015-16 and 2017-18): 94% (15-16) and 90% (17-18) earned at least a 75%

3.3 (2017-18): 97% earned at least a 75%

3.4 (2017-18): 93% earned at least a 75%

Outcome 4: Target achievement level for each indicator is 85% of students earning a 75% or higher on the assignment.

4.1 (2017-18): 100% earned at least a 75%

4.2 (2018-19): 92.5% earned at least a 75%

4.3 (2015-16 and 2017-18): 96% (15-16) and 97% (17-18) earned at least a 75%

- Hint: Don't forget to describe the factors that contributed to achievement of target levels. For example:

The key factors that assist students in demonstrating these skills include a common textbook, instructional examples and the use of multiple assessments to allow students to verify that they understand the concepts and receive regular feedback. For the second, third and fourth item the students are provided with multiple

opportunities to refine and demonstrate the skills in formative and summative assessments

Question 3: Use Taskstream to identify the department/program student learning outcomes and their related performance indicators for which *target achievement levels were NOT met* over the last five years.

List these outcomes and indicators and, for each one, provide numerical data from Taskstream showing how many artifacts were evaluated, what the target level was, and what level students achieved. Describe the factors that may have contributed to below-target levels for these outcomes and indicators.

- See the hints for question two, listing instead the performance indicators for whom target achievement levels were NOT met.
- Hint: Don't forget to describe the factors that you believe contributed to below-target achievement. For example:

This outcome is assessed in the MECT 2210 course that requires a good working knowledge of the Technical Physics courses. The changes made in the Technical Math initiative will become apparent in the Technical Physics and lead to better achievement in the MECT 2210 course.

Question 4: Describe how you have used and will continue to use the last five years of Assessment Findings in Taskstream (the summary data as well as reflections and recommendations) to guide the future assessment of department/program student learning outcomes. State whether any curricular or pedagogical changes are needed.

- Hint: This question asks you to reflect on the Assessment data from the previous two questions to determine what changes could improve student performance and/or your Assessment process. Reviewing the recommendations and reflections portions of Taskstream findings for the last five years is likely to help in answering this question.
- Hint: Explain whether any changes need to be made because of the Assessment data analysis for the five-year period. If changes were made, make sure to describe them in detail. This is the time to promote your continuous improvement efforts and hard work in your department! For example:

As a result of the missed target regarding the ability to communicate results, I have begun to better define to internship sites the expectations regarding the complexity of the project planned for the students. For example, our students have not been enrolled in a full Genetics course. Many genetic concepts are introduced in the Principles of Biology course, as well as our Biochemistry, and Recombinant DNA technology course. My better communication with internship sites should lead to less confusion and reduced stress for the students.

Question 5: Use Taskstream to identify the Lakeland Learning Outcomes and their related performance indicators for which *target achievement levels were met or exceeded* over the last five years.

List these outcomes and indicators and, for each one, provide numerical data from Taskstream showing how many artifacts were evaluated, what the target level was, and what level students achieved. Describe the factors that may have contributed to achievement of target levels for these outcomes and indicators.

- See the hints provided for Question 2, applying them to Lakeland Learning Outcomes instead of department/program outcomes.

Question 6: Use Taskstream to identify the Lakeland Learning Outcomes and their related performance indicators for which *target achievement levels were NOT met* over the last five years.

List these outcomes and indicators and, for each one, provide numerical data from Taskstream showing how many artifacts were evaluated, what the target level was, and what level students achieved. Describe the factors that may have contributed to below-target levels for these outcomes and indicators.

- See the hints provided for Question 3, applying them to Lakeland Learning Outcomes instead of department/program outcomes.

Question 7: Describe how you have used and will continue to use the last five years of Assessment Findings in Taskstream (the summary data as well as reflections and recommendations) to guide the future assessment of Lakeland Learning Outcomes. State whether any curricular or pedagogical changes are needed.

- See the hints provided for Question 4, applying them to Lakeland Learning Outcomes instead of department/program outcomes.