Assessment Council
Competency Subcommittee Review Form
For Intended Student Outcome Report

Competency_____**Team Leader**_____
Date:

REPORT CHECKLIST	CHECK √
FORMAT	
1. Use **narrative form** (column format converted to vertical format).	1.
2. **Outcome statements** are copied accurately from the Competency Document (and a citation included). Cut and paste from online!	2.
3. For one competency, use only one numeral. Subdivide into numerals and letters: 1.1, 1.2, 1.2a, 1.2b.	3.
4. Assessment Method is divided into sections for each type of test. Residential and Professional Studies testing is clearly identified.	4.
5. Criterion for Success is listed for each type of test.	5.
6. Use of Results is in the **past tense.** Discuss with all faculty and list these with supporting evidence and dates.	6.
7. Check for grammar, spelling, and punctuation.	7.
COMMUNICATION	
1. Periodic reminders to faculty to turn in test results.	1.
2. Reminder to yourself to check on testing procedures.	2.

TYPES OF EVIDENCE
 	
   1. **Syllabi** (trends are towards longer, more complete syllabi, with assignments). a. Lobby to add competency information, activities, and assignments on syllabi not only in your class but across campus.
 	
   2. **Lesson plans**, assignments, teaching aids, textbook (bibliography or copy of title page). Anything new <u>or</u> revised.
 	
   3. **Test scores** (please label residential, professional studies and date).
 	
   4. **Tests** (blank copies) and rubrics or grading keys.
 	
   5. **Correspondence** (emails, memos, letters)—with dates.
 	
   6. **Agendas, minutes**—with time, place, date.
 	
   7. **Reports**—with author, date issued, recipient.
 	
   8. **Training** in teaching methods—include copies of articles / websites distributed, topics / dates for discussions held (including online discussions), evidence of conferences attended by faculty related to competency.
	1.
	
	1.a.
	
	2.
	
	3.
	
	4.
	
	5.
	
	6.
	
	7.
	
	8.

USE OF RESULTS
 	
   1. Our most **critical** part of the report.
 	
   2. Watch our schedule and **meet with faculty in April / May**.
 	
   3. If you are not sure what to do, add in some teacher training: contact myself, probably Theresa Swann, even an ACA faculty member in your field for ideas. Even one article or short workshop can be effective.
 	
   4. Look at John Bean's *Engaging Ideas* in our library.
 	
   5. Meet—email—with faculty in **block 6 or 7** to review text book choices and assignments.
 	
   6. **Work ahead**—you can build in changes to use for this year's report as we anticipate test scores…in effect, <u>keep the conversation going during the year.</u>
	
	2.
	
	3.
	
	4.
	
	5.
	
	6.