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**Data Review and Reflection Template – Fall 18**

**Program:**

**Instructions & Use**

**Purpose:**

The purpose of this document is to capture the review and reflection of program data by program faculty. The process is designed to be completed regularly and systematically and will prepare the program to complete accreditation reporting for CAEP and SACSCOC.

**Participation:**

Program coordinators and/or department chairs are asked to facilitate the collaborative review and reflection process with program faculty. The information documented in this template should be shared with all department faculty at a department meeting. In addition, appropriate stakeholders, including alumni, employers, practitioners, school and community partners need to be involved in program evaluation and improvement.

**Cycle:**

Programs will engage in the review and reflection process every semester. Data will be provided at the end of January for the fall semester and at the end of August for spring and summer semesters.

**Submission Process & Dates:**

The Data Review & Reflection template should be emailed Luis Azpeitia – luis.azpeitia@utrgv.edu by:

* October 1st after the Fall Data Summit having completed this process for the entire academic year (fall, spring, summer)
* March 30 having completed this process for the fall semester.

All Data Review & Reflection Templates will be uploaded to a data repository in Tk20.

**Inclusion of P-12 Partners:**

*Describe how the program stakeholders are included in the review and reflection of this data set and were involved in identifying improvements.*

**Summarize Individual Assessment Results**

**Individual Data Sources & Summary Statement**

*The purpose of this section is to review the data from each assessment or data source and write a brief summary of the data. This section is a quick look at the individual assessments that will be reflected upon collectively in the rest of the template sections.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Data Source** | **Semester** | **Validity & Reliability Status****(Established, In Process, or Undetermined)** | **Standard Alignment (TEA, SPA, or Other)** | **Data Summary Statements*****For each of the assessments included in this review, write a brief analysis of the data findings.*** |
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|  |  |  |  |  |

*Add or delete rows according to the number of data sets you reviewed.*

**Analyze and Synthesize Collective Findings**

**Data Review & Reflection**

*The purpose of this section is to take a global look across all the data sources being reviewed and identify areas of strength and areas of weakness relating to student learning and/or your program. This may include analyzing (interpreting) findings from individual assessment data and then synthesize the information by identifying areas of strength and weakness collectively across all data sources. From the areas of strength and weakness, you can then summarize the principal findings across all data sources.*

Areas of Strength:

Areas of Weakness:

Summary of Principal Findings:

New Questions:

*From the data reviewed, are there any new questions your program faculty would like to explore in the future?*

**Identify Individual Changes**

**Changes:**

*Based on the principal findings, what specific changes will be made to improve student learning or program outcomes?*

**Change 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome statement** | **How Measured** | **When Measured** | **Indicator of Success** |
|  |  |  |  |

**Change 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome statement** | **How Measured** | **When Measured** | **Indicator of Success** |
|  |  |  |  |

*Copy and paste change and change table if your program wises to make more than two changes.*

**Verify Individual Improvements**

*Based on data collected as outlined for each identified change, describe why program faculty think or don’t think the identified change led to verifiable improvements. If the identified change has not been in place long enough to make such a declaration, describe what the data indicate thus far and whether or not the program will continue, delay, or rescind the change****. If the program has not identified changes yet, indicate so, and prepare to complete this section the following semester.***

Change 1:

Change 2:

Add more changes if needed.

**Utilize Collective Data for Improvement**

**Use of Assessment Results to Improve Candidate and Program Performance**

*In this section, discuss evidence that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the preparation program. The description should not list improvements to individual assessments but, rather, it should summarize the principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the preparation program as a result. Describe the steps the preparation program faculty has taken to use information from assessments for improvement of both candidate performance and the preparation program. This information should be organized around*

1. *content knowledge,*
2. *professional and pedagogical knowledge, skills, and dispositions, and*
3. *P-12 student learning*
4. *Diversity*
5. *Technology*

**Plans for Next Reporting Cycle**

*What, if any, program changes would the faculty like to make to their assessment plan?*