Data Collection, Analysis & Reporting Planning Form (DCARP Form)

Please complete this document to inform us of your department/program’s assessment plans. The Assessment Cycle will be a three year process (programs/departments will have to measure all outcomes across the three years). The Academic Assessment Committee will assist you in determining which outcomes to measure for each year. Programs/departments will complete an annual assessment report (report template will be sent in early part of the fall semester).

Instructions

Student Learning Outcome: Drawn from the Student Learning Assessment Planning Form (SLAP Form), for every Student Learning Outcome to be addressed this academic year, type one SLO into each cell. See the following page for an example of this.

Data Collection: For each Student Learning Outcome to be addressed this academic year, draft the steps to be taken in order to collect the student learning data. Include the position title of every team member who will be involved at each step. When describing the assessment activity administration process include the time frame in which this will occur as well as frequency for the semester or academic year. Provide information regarding who will be responsible for compiling the data initially and how the data will be compiled as well as how and where the data will be stored. See the following page for an example of this.

Data Analysis: For each Student Learning Outcome to be addressed this academic year, draft the steps to be taken for data analysis. Identify the personnel involved in performing the data analysis, the time frame for when the analysis will occur as well as the steps to be taken and any instruments or tools used to assist in the data analysis procedure. See the following page for an example of this.

Results Reporting: Identify the personnel responsible for the actual drafting of the report form as well as who will be responsible for submitting the final report. Also, include the steps to be followed for completing the report along with a timeline displaying how the report will move through the writing process: from the drafting phase to the review phase to the final team approval phase prior to submission. See the following page for an example of this.
## Data Collection, Analysis & Reporting Planning Form (DCARP Form)

**Academic Year:** 2015 – 2016  
**Department/Program:** PTC Libraries  
**Faculty Contact:** 

### Student Learning Outcome

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<thead>
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<th>Student Learning Outcome</th>
<th>Data Collection Steps</th>
<th>Data Analysis Steps</th>
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| An information literate student will use a variety of sources to locate information. | 1a. In participating BIOL and ENGL classes students will complete a Research Tracker listing all sources they consider including and using as part of their research process to complete their research papers.  
1b. In participating SPCH classes students complete the Research Source list as part of their research process to complete their Informative Speech. | 1. The Assessment Librarian and other library staff will collaborate with the Assessment Coordinator (AC) to develop a source evaluation checklist that will enable librarians to determine the following:  
a. Were sources listed on Research Tracker appropriate to the topic;  
b. Was there an evolution in quality in the student’s use of sources between the initial Research Tracker and the final references list, works cited or bibliography;  
c. Was there a correlation between quality source use and final project grade? | 1. Results will be made available to all participating faculty, their department heads, division chairs, deans, the Assessment Coordinator, and the librarian staff and dean according to the following schedule:  
Fall semester results will be distributed by February 28 of the following semester.  
Spring semester results will be distributed by June 30 of the following semester.  
The completed Assessment Results Report Form will be distributed by the start of the following Fall semester. |
| Students will use critical thinking to evaluate the quality and usefulness of the information. | 2. Instructors will collect paper copies of the Research Tracker from students and photocopy them. Copies will be sent to the Assessment Librarian. The originals may be retained by the instructor or the student in accordance with the directions of the assignment. Instructors | 2. The Assessment Librarian will evaluate a sampling of no less than 10% of students completing the assignment in each named course submitted for review as part of the Library Assessment Program.  
3. Sampling will cover all performance levels and grades received. |
| An information literate student will be able to communicate | | | |

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information gleaned from library resources in an ethical manner.

3. Upon completion of the research paper or informative speech, copies of the references list, works cited, or bibliography from the final paper should be delivered either in paper or electronic format to the Assessment Librarian in the same method as the Research Trackers were delivered. The complete student paper may be sent to the Assessment Librarian if that is easier for the instructor to send.

4. These materials and all subsequent reports will be saved to the Library Shared drive and may be backed up on a dedicated flash drive kept by the Assessment Librarian. Paper files will be kept by the Assessment Librarian.

4. Librarians will meet to analyze Research Trackers and accompanying reference lists, works cited, or bibliographies.

collection methods, and Information Literacy presentations or curriculum.
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**Academic Year:** 2014 – 2015

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