The Good The Bad & The Ugly

Real-Life Examples of the SLO Assessment Report Form

With Tips on How to Complete It

August 21, 2012
• To report assessments, please use the five-column reporting form shown in the following slide. When completed, the report should be sent to the Department Chair who aggregates the data and then sends one form for each course with the aggregated data to the Office of Institutional Effectiveness and Assessments.
<table>
<thead>
<tr>
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<th>2) Means of assessment and criteria of success</th>
<th>3) Summary of data collected</th>
<th>4) Analysis of data</th>
<th>5) Plan of action/what to do next</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Five-column report form

• Correspond to the five steps in the SLO Assessment Cycle

  Identify/Revise Student Learning Outcomes

  Identify/Revise Means of Assessment

  Collect Data

  Column 4: Analyze Data

  Plans/Changes
### COURSE SLO ASSESSMENT REPORT, SCC

**Department:** _______________

**Course:** _______________

**Year:** __________

**Semester:** __________

**Faculty Member:** ___________________________

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Prior to Fall 2012</td>
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<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
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<tr>
<td>End of Fall 2012</td>
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<td></td>
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<tr>
<td>Flex week Jan 2013</td>
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</tr>
</tbody>
</table>
• The next few slides will explain what is to be included in each of the five columns.
<table>
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**Student Learning Outcomes:**
- Verbatim from CurricUnet
- List SLOs assessed (partial or all)
- Common error: SLOs do not match official SLOs in course outline
Means of Assessment:
- Clearly-identified and specific type of assessment
- Specific criteria of success
- Only assessment measuring the relevant SLO
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</thead>
<tbody>
<tr>
<td>“Exam”</td>
<td></td>
<td></td>
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</tbody>
</table>

**Means of Assessment:**
- Clearly-identified and specific type of assessment
- Specific criteria of success
- Only assessment measuring the relevant SLO

THIS IS INSUFFICIENT AS MEANS OF ASSESSMENT BECAUSE IT IS NOT SPECIFIC ENOUGH. ALSO, THERE IS NO CRITERIA OF SUCCESS LISTED.
<table>
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<tbody>
<tr>
<td>“Ten embedded multiple-choice questions in the final exam”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Means of Assessment:**
- Clearly-identified and specific type of assessment
- Specific criteria of success
- Only assessment measuring the relevant SLO

This is a more specific assessment, but it still does not give a benchmark for success.
## Column Two - Examples

<table>
<thead>
<tr>
<th>1) Outcome to be assessed</th>
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</table>
| "An internally-developed means of assessment to be given" | Means of Assessment:  
• Clearly-identified and specific type of assessment  
• Specific criteria of success  
• Only assessment measuring the relevant SLO | | | |

**THIS IS TOO VAGUE AND NOT COMPLETE (NO SPECIFIC TYPE OF ASSESSMENT, NO CRITERIA OF SUCCESS)**
## Column Two - Examples

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| “All exams, quizzes, homework, papers, projects, attendance and class participation with grading scale as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.” |

**Means of Assessment:**
- Clearly-identified and specific type of assessment
- Specific criteria of success
- Only assessment measuring the relevant SLO

THIS ONE IS TOO BROAD. BASICALLY IT IS THE GRADE FOR THE COURSE AND NOT SPECIFICALLY TIED TO AN SLO.
<table>
<thead>
<tr>
<th>1) Outcome to be assessed</th>
<th>2) Means of assessment and criteria of success</th>
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<tbody>
<tr>
<td></td>
<td>“Twenty-two embedded m/c questions in the final exam, with achieving 70% correct as meeting standard.”</td>
</tr>
<tr>
<td></td>
<td><strong>THIS IS A GOOD EXAMPLE (WITH SPECIFIC TYPE OF ASSESSMENT, SPECIFIC MINIMUM CONSIDERED SUCCESSFUL).</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) Summary of data collected</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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**Means of Assessment:**
- Clearly-identified and specific type of assessment
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- Only assessment measuring the relevant SLO
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<tr>
<td>&quot;A research paper to be evaluated using a 4-point rubric; a 3 or above considered meeting the standard. We expect 80% of students will meet the standard&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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**Means of Assessment:**
- Clearly-identified and specific type of assessment
- Specific criteria of success
- Only assessment measuring the relevant SLO

**THIS IS A GREAT EXAMPLE, WITH SPECIFIC TYPE OF ASSESSMENT, SPECIFIC CRITERIA OF SUCCESS, AND AN EXPECTATION / BENCHMARK OF % OF STUDENTS MEETING THE LEARNING OUTCOME. IF POSSIBLE, ATTACH A COPY OF THE RUBRIC USED FOR EVALUATION.**
```
### Column Three

<table>
<thead>
<tr>
<th>1) Outcomes to be assessed</th>
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#### Summary of Data:
- Meaningful and provide context
- Success rate, distribution, rubric scores, improvement scores
- # of students assessed (n)
- % of students meeting SLO
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<tr>
<td></td>
<td></td>
<td>”Avg: 4.33”</td>
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**Summary of Data:**
- Meaningful and provide context
- Success rate, distribution, rubric scores, improvement scores
- # of students assessed (n)
- % of students meeting SLO

**NOT ENOUGH INFORMATION IN THIS REPORT (NO CONTEXT)**
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<td></td>
<td></td>
<td>“30 students took the exam. 24 got at least 80% correct.”</td>
<td></td>
<td></td>
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Summary of Data:
- Meaningful and provide context
- Success rate, distribution, rubric scores, improvement scores
- # of students assessed (n)
- % of students meeting SLO
### 3) Summary of data collected

"26 students took the exam. Results are as follows:
- 10 got 90% or higher
- 10 got 80-89%
- 5 got 70-79%
- 2 got 60-69%
- 1 got below 60%"

THIS IS THE RESULT OF THE TEST. WHAT WAS THE BENCHMARK AND WHAT PERCENT MET IT?

### Summary of Data:
- Meaningful and provide context
- Success rate, distribution, rubric scores, improvement scores
- # of students assessed (n)
- % of students meeting SLO
### Column Three - Examples

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| “Students did really well in the post test especially on the take home portion, because they had more time to think the questions through. The results are as expected.” | **Summary of Data:**
- Meaningful and provide context
- Success rate, distribution, rubric scores, improvement scores
- # of students assessed (n)
- % of students meeting SLO |

WHAT DOES *REALLY WELL* MEAN?
THERE IS NO DATA (NUMBERS, PERCENTAGES) HERE.
32 students took pre-test, while 28 took post-test.

Pre-test:
- 10 correct = 7 students
- 9 correct = 16 students
- 8 correct = 4 students
- 7 correct = 0 students
- 6 correct = 3 students
- 0-5 correct = 0 students

Post-test:
- 10 correct = 10 students
- 9 correct = 15 students
- 8 correct = 2 students
- 7 correct = 1 student

THE SCORES ARE HERE, BUT WHAT % OF THE STUDENTS MET THE IMPROVEMENT BENCHMARK? ALSO, WE DON’T KNOW HOW MANY STUDENTS IMPROVED OR REGRESSED?
“30 students turned in research papers evaluated using a 4 point rubric. Results: 4 pts = 10 students 3 pts = 8 students 2 pts = 8 students 1 pt = 4 students Average: 2.8

18 students (60%) meet SLO standard of achieving a 3 or above. This is below my expectations of at least 80% of students meeting the standard....”

EXCELLENT, COMPLETE EXAMPLE
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**Analysis of Data:**
- Strengths and Weaknesses
- Compare results with expectations
- Possible explanations for outperformance or shortfall
- Statistical significance
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### Analysis of Data:
- Strengths and Weaknesses
- Compare results with expectations
- Possible explanations for outperformance or shortfall
- Statistical significance

**“Exceeds expectation”**

INCOMPLETE REPORT WITH VERY LITTLE INSIGHT THAT IS USEFUL FOR FUTURE PLANNING.
### Analysis of Data:
- Strengths and Weaknesses
- Compare results with expectations
- Possible explanations for outperformance or shortfall
- Statistical significance

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4) Analysis of data

“The data showed there was a 25% improvement from pre to post-test, which we consider very successful. Our future goal is to increase the number of students achieving 65-75% score in the post-test”

THIS ANALYSIS DOESN’T SHOW HOW MANY STUDENTS IMPROVED AND WHAT % MEET THE SLO. FUTURE GOAL SHOULD BE WRITTEN IN COLUMN FIVE
```
**Column Four - Examples**

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4) **Analysis of data**

The SLO scores for the class were closely related to the student’s grades on the final exam and their overall averages for the class.

The students who completed the class received passing grades well above 70%.

Five students were repeating the class and received F’s for the second time. This pulled the class average down considerably. So the class average cores for the final grades could have been much higher had those students dropped prior to the withdrawal deadline.

Surprisingly, those students did well on the SLO assessment, and I credit this to the work that we did in class on annotating, finding the main idea and locating supporting details.

Students were given time to read the text prior to the assessment so it is possible that they may have been more comfortable when they had a second opportunity to read it and then received the directions to annotate, etc.

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**Analysis of Data:**

- Strengths and Weaknesses
- Compare results with expectations
- Possible explanations for outperformance or shortfall
- Statistical significance

---

**THIS ANALYSIS DOESN’T ANALYZE THE SLO DATA COLLECTED, BUT INSTEAD DWELLS TOO MUCH ON STUDENTS’ CLASS GRADES AND THE ASSESSMENT INSTRUMENT.**
### Analysis of Data:
- Strengths and Weaknesses
- Compare results with expectations
- Possible explanations for outperformance or shortfall
- Statistical significance

```
“All operations of all types of equations assessed had a success rate over 70% except for two.
1) Quadratic formula had a success rate of only 54.27%.
2) Dividing Polynomial by a monomial 67.68%

*)Factoring a 4-term by grouping was borderline at 70.73%

There were two types of problems that had high success rates (>90%):
1) Solving Linear Equations 92.07%
2) Dividing a monomial by a monomial (exponent rules) 98.48%”

The quadratic formula is generally taught during the last week. May not be enough time for a student to “master” it by the final.

**GOOD EXAMPLE. SEE NEXT SLIDE FOR WHY**
```
The previous report is good because:

- it analyzes what parts are strong and what parts are weak
- it compares results to expectation (70+%)
- it postulates a possible explanation for weaknesses.
### Column Five

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**Plans:**
- Changes in teaching method, emphasis, time devoted to topics, and other pedagogical questions
- Changes to SLO
- Changes to assessment instrument.
- Discuss with whole department
### Column Five - Examples

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**Plans:**
- Changes in teaching method, emphasis, time devoted to topics, and other pedagogical questions
- Changes to SLO
- Changes to assessment instrument.
- Discuss with whole department

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**“Nothing”**

*IN THE UNLIKELY EVENT THAT 100% ACHIEVED THE SLO, THIS MIGHT BE THE START TO AN ANSWER TO THIS COLUMN. IT IS SIMPLY NOT ENOUGH.*

*IDENTIFY THE TEACHING METHODS THAT PRODUCED THIS EXCELLENT RESULT OR RECONSIDER THE APPROPRIATENESS OF ASSESSMENT INSTRUMENT AND BENCHMARK FOR SUCCESS.*
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<td></td>
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<td></td>
<td></td>
<td>“Everything seems to work just fine. Students who did not meet the standard were students who did not do the work and assignments. I will continue to do the same thing next semester and will use the same assessment.”</td>
</tr>
</tbody>
</table>

Plans:
- Changes in teaching method, emphasis, time devoted to topics, and other pedagogical questions
- Changes to SLO
- Changes to assessment instrument.
- Discuss with whole department

A MORE THOUGHTFUL ANALYSIS OF WHAT COULD BE DONE TO IMPROVE THE RESULTS IS NECESSARY HERE. (SEE ADDITIONAL COMMENTS ON PREVIOUS SLIDE)
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**Plans:**
- Changes in teaching method, emphasis, time devoted to topics, and other pedagogical questions
- Changes to SLO / assessment
- Expectation to improve
- Discuss with whole department

*This is a good thoughtful example, including changes to assessment tool, teaching strategy, and expected future improvement goals.*
Desirable Standard Practices

• Correct SLOs:
  – Listed in course outline in CurricUnet

• Means of Assessment:
  – Specific type of assessment with criteria of success
  – Specifically targeted to measure stated SLO

• Meaningful Data:
  – Number of students, Success Rate (% of students who met the standard), Improvement Scores

• Thoughtful Analysis:
  – Slice and dice the data. Evaluate strengths and weaknesses.

• Plans/Changes:
  – Possible changes in teaching method, means of assessment, SLO?
  – Continuous Quality Improvement
  – “Closing the loop”
Common Errors

• Unmatched SLOs
  – Different from SLOs in CurricUnet
• Vague or unmatched means of assessment
  – SLO and assessment don’t match or align
  – Not specifically-stated
• “Minimalism”
  – Lacks analysis, no data, no plans or changes
• Placing items in the wrong columns
• Copy & paste error
• Wrong or missing year, semesters, course numbers
• Multiple sections of the same course submitted separately (not aggregated)
Where can I get copy of the form?

- Outcomes assessment website
  - http://sccollege.edu/departments/outcomesassessment
- SLOARC website
  - http://sccollege.edu/StudentServices/slo/Pages/default.aspx
- Email outcomes assessment office for a copy
  - Outcomes_assessment@sccollege.edu
- Your department chair/SLO coordinator

When and to whom do I turn in the completed form?

- As soon as form is completed (after full discussion with department)
- Send to department chair/SLO coordinator, who will aggregate data for each course and forward the report to the Outcomes Assessment office.
QUESTIONS?

SCC Outcomes Assessment Office A-213

Kay Powell 628-4832
Rudy Tjiptahadi 628-4993

THANK YOU!