

Departments reporting course SLO assessment results will:

(Note that any empty columns results in a "Not Approved" status)

1. ...have appropriate wording for each current assessment topic.

IDEAL: Each current topic's wording is unique, well-expressed, specific, measurable, and is appropriate to a level of Bloom's Taxonomy for the discipline.

AREAS TO IMPROVE (you can copy and paste these phrases into the comments section):

- At least one current topic's wording is not appropriate to a level of Bloom's Taxonomy for the discipline.
- One or more topics are exactly the same as each other, or nearly so, and needs to be removed or replaced.
- One or more current topics is too general, too broad, or hard to understand, and needs clarification and rewording.

NOT APPROVED (copy and paste into comments section, be specific about which topic you are indicating): One or more current topics measures achievement (such as passing an exam or earning a particular grade in the course) rather learning.

2. ...adequately describe the "assessment method" for the most recently assessed topic(s).

IDEAL: The assessment method for each most recently assessed topic is well-expressed and appropriate to measuring students' learning.

AREAS TO IMPROVE:

- The assessment method for one or more most recently assessed topic is too general, too broad, or hard to understand, and needs clarification and rewording.
- The assessment method used is student self-assessment, and the topics assessed require a more cognitive or objective teacher based assessment.

NOT APPROVED: The assessment method for one or more most recently assessed topic measures achievement rather than learning (e.g., based on final course grades, course retention, or external certifications).

3. ...adequately describe the "criteria" for student success to be considered when analyzing the assessment data collected for the most recently assessed topic(s).

IDEAL: The criteria for each most recently assessed topic adequately describe how student success in achieving the learning objective of the topic will be determined.

AREAS TO IMPROVE:

- The criteria for one or more most recently assessed topic does not adequately describe how student success in achieving the learning objective of the topic will be determined.
- The criteria for one or more most recently assessed topic only describes a benchmark or percentage of students that should achieve success.

4. ...adequately describe the "analysis" for the most recently assessed topic(s).

IDEAL: The analysis for each most recently assessed topic indicates that a suitable cohort of students and sections was included in the assessment, and expresses and analyzes the results in a way that supports the action plan.

AREAS TO IMPROVE:

- The analysis for one or more most recently assessed topic expresses the results in a way that supports the action plan, but the cohort of students and sections included in the assessment is not representative.
- The analysis for one or more most recently assessed topic expresses the results in a way that supports the action plan, but does not indicate the cohort of students and sections included in the assessment.

NOT APPROVED: None of the analysis for the most recently assessed topics expresses the results in a way that supports the action plan.

5. ...include an "action plan" for at least one assessment topic.

IDEAL: Each current topic has a well-described plan for curriculum change and/or attributes success to specific resources (including future actions for continuing success or changing focus on the next assessment) for their most recent cycle.

ACCEPTABLE: One or more current topics have well-described plans for improving assessment process in the next cycle.

AREAS TO IMPROVE:

- One or more current topics have action plans for their most recent cycle, but they could be described better.

NOT APPROVED:

- One or more current topics have action plans for their most recent cycle, but they only say "NONE", "TBD", "No change", or something to that effect.
- One or more of the action plans for the most recent cycle contains a report of data or of actions previously taken.
- No current topics have any action plan for their most recent cycle, but they do have assessment data that could be used to form a plan.
- All action plans for the latest cycle of assessment contain an explanation of why the course was not assessed.
- One or more of the action plans for the most recent cycle is not supported by the analysis.

6. ...for topics assessed in more than one "cycle", relate the analysis and/or action plan from one cycle to the next.

IDEAL: Results for each most recently assessed topic show progress in learning, course delivery, or assessment methods from one cycle to the next.

ACCEPTABLE:

- Results for one or more most recently assessed topic, but not all, show progress in learning, course delivery, or assessment methods from one cycle to the next.

AREAS TO IMPROVE:

- Results for one or more most recently assessed topic are not compared to previous cycles and do not relate any elements of previous analysis or plans.
- There are no multiple cycles in the most recently assessed topic(s).

NOT APPROVED: Results for all most recently assessed topics are identical or nearly identical (showing no growth or change whatsoever) from last assessed cycle.