

Guidelines for Writing SLO Assessment Reports

Assessment reports for SLOs address several important issues, and include

- The results of the quantitative data submitted in each section
- Any specific comments or qualitative data the faculty may have submitted regarding student performance on that outcome
- Assessment methods commonly employed for this outcome
- How the faculty interpret the data
- What actions will be taken to raise student success on this and related outcomes
- What additional resources are required to support these actions and ultimately increase student success

Assessment reports should be completed on a regular basis for each active SLO. Ideally, for courses which are taught every semester, a report should be created for each active SLO once per year. Reporting should occur less often for courses which are taught on an annual basis. Reports should usually be written for active higher-level SLO (degree/certificate, general education, and student services) every year. The time required to discuss assessment results and write thorough reports should be carefully considered in determining the number of active SLOs for a given course.

Reports for Course-Level SLOs

Once course data has been collected, a summary of the data can be viewed in SLOlutions by

1. Clicking on “Course Outcomes”
2. Clicking on “View Assessment Results and Create an Assessment Report”
3. Selecting the department and then course on which you would like to report
4. Selecting the semester(s) which you would like to include in the data (to select more than one semester, hold down the control (Ctrl) key while clicking on the semester)
5. Clicking on the SLO in the displayed table

You should now see a summary of the course data. You may create a PDF file containing both quantitative and qualitative sections by clicking on “Create PDF”.

At this point, you should share the data with colleagues. Your discussion should address all of the following points:

Assessment Methods:

- Do the listed assessment methods accurately describe how the SLO was assessed?

Inferences:

- What information can you glean from the quantitative data and the instructor comments?
- Do the results appear to be accurate?
- Do the percentages of students demonstrating proficiency seem consistent with your own results and those of other faculty?
- If the data appears to be skewed in some way, what factors may have contributed to it?
- Were the benchmark values for each proficiency standard (i.e. rubric row) reasonable?
- What is the main “takeaway” message(s) of the data?

Action Plan:

- What changes in instruction/delivery do you propose to increase student success on this outcome if the results are not satisfactory? Will these changes be applied to all future sections of this course or a select trial group?
- If student success rates meet the benchmarks for this outcome, can the benchmark values be raised? If so, suggest the changes needed to achieve these new goals.

Resources:

- Which resources currently available to your area (your *local resources*) will need to be reallocated to implement the action plan? These resources may include budgeted funds or existing grant monies, increased class time in department computer labs, reallocation of teaching space and equipment, etc.
- Which of the following resources which fall outside of your area’s standard budget are needed to implement the action plan?
 - Facilities: Allocation of space not currently available to your area, repairs of basic infrastructure, dedicated office space for meeting with students
 - Financial: Money for purchases, either from District money or other sources, including Foundation funds or grant funds which are broadly available across campus
 - Human Resources: Additional faculty or support staff
 - Technology: Computers, iPads, specialty software, projectors, multimedia equipment, or repairs to area equipment

Keep in mind that resources may be requested even though students may be proficient on an outcome if the goal is to raise student performance to higher levels!

To complete the report in SLOlutions, carry out steps one through five above, then

6. Click the “Continue” button
7. Fill in the text boxes with statements/narratives based on your earlier discussions. Do not use the “Back” button on your browser, or you may lose all the text that you have entered!

8. If you wish to request non-local resources (facilities, financial, etc), click on the “Request Resources” button . Then, scroll back to the bottom of the page and complete the resource request. Identify the type of resource, an approximate dollar amount (do not enter commas or symbols!) and provide a concise justification for the request. These requests will be considered later as part of the College’s annual planning process and program review. You may click the “Request Resources” button again if you want to request additional resources. Please be careful as you enter requests as there is currently no method in the software to edit them once they have been submitted.
9. Proofread your report, then click “Save.”

Editing and Printing the Report

You may edit the assessment report by clicking on “Edit an Assessment Report” on the “Course Outcomes” menu, identifying the department and course, selecting the SLO covered in the report, then selecting which report you wish to edit (by semester). Unfortunately, resource requests cannot currently be edited.

The report may be printed by clicking on the “Reports” link on the home page or the sidebar, then clicking on “Print Assessment Reports.” Select “Course” as the type of SLO, select the department and course, then select the report you would like to print. You may also check the box under “Select All” to get all the reports in a single PDF file. Finally click on the “Get Report(s)” button.

In the near future an additional option will be made available for printing all assessment reports for a given department covering a specified time period. This should facilitate linking resource requests with planning and program review.

Reports for Program-Level SLOs

In general, the process for creating program-level reports is the same as that for course-level reports described above, with a few notable differences:

Program-level outcomes are often, but not always, based on course data. When viewing the summary data for those outcomes based on courses, the data is broken down by course and then summed over all sections of all courses.

For those outcomes which are *not* based on courses, assessment data is entered into the rubric immediately before the rest of the report is written. The report contains the same sections as the course-level outcomes. You should follow the same set of guiding questions in completing these reports, rejecting those questions which are course specific and replacing them with ones which are more finely tuned to your area.