### Course SLO Assessment Report Form

Please complete one form for each course.

1) Date: Click here to enter text.

2) Course Name and Number: Click here to enter text.

3) Assessed Course SLO(s): Click here to enter text.

4) Assessment Assignments and/or Instruments:

A.  Item analysis of exams, quizzes, problem sets, etc. (items linked to specific

outcomes)

B.  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C.  Assignments based on checklists

D.  Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

E.  Student self-assessments (e.g. reflective journals, surveys)

F.  Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)

G.  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H.  Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Click here to enter text.

6) What is your expected level of achievement for measuring success?

Click here to enter text.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Click here to enter text.

8) Action Plan:

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

Click here to enter text.

A.  Results are positive—no changes to be made

B.  Conduct further assessment related to the issue and outcome

C. ☐ Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

D.  Develop new methods of evaluating student work

E.  Plan purchase of new equipment or supplies needed for modified student activities

F.  Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

G.  Engage in professional development about best practices for this type of class/activity

H.  Revise the course sequence or prerequisites

I.  Revise the course syllabus or outline (e.g., change in course topics)

J.  Unable to determine what should be done

K.  Other: Click here to enter text.

Provide a brief description with a timeline for changes:

Click here to enter text.

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A.  with others in my program during department/division meetings

B.  during on-campus workshops, duty day, flex, etc.

C.  over email

D.  with colleagues from other campuses

E.  with my dean and/or colleagues in my division

F.  other: Click here to enter text.

G.  No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficulty due to the large number of adjuncts in this program” etc.): Click here to enter text.