Guiding Questions: Program SLO Results and Discussion

The following questions should encourage discussion among faculty members following data collection. Make a record of the conversations that follow and make note of any changes to the assessment in the “results” and “actions taken” portions of your Outcomes Assessment Plan.

Student Learning Outcomes:

• Were the SLOs that were assessed core outcomes for the program? Did they describe the kind of analytic/critical thinking, skills, or abilities that the discipline feels all successful students should take away from the program?
• Were students made aware of these SLOs prior to the assessment and if so, how?

Assessment Instrument:

• Did the assessment questions or assignments assess the SLOs? Did student performance on these provide strong information about how well students achieved the SLOs?
• Were the assessment questions or assignments clearly worded?
• Do classroom experiences align with or support the intended program outcomes and the assessment so that students are prepared to succeed?
• For assessment questions that weren’t objective in nature, was the assessment rubric clear and easy to apply?
• Did the assessment adequately reflect the standards that your discipline adheres to?

Assessment Process:

• Was communication about the expectations of the process clear and early enough to all instructors who participated in the full-scale implementation?
• Was the assessment administered with reasonable uniformity across all sections (e.g., approximately the same time frame of the semester, similar expectations communicated to students, etc…)?
• Did instructors understand how to enter and aggregate data according to department protocols?
• Were there students who were not assessed? Are the numbers of non-assessed students a significant factor in the overall success of the program being assessed?

Assessment Results:

• How do the results relate to the stated criteria for success? Were expectations met or not and to what extent did the results exceed or miss the target for success?
• What do the assessment results say about how well all students, or particular subgroups of students, achieve the intended program SLOs?
• What overall key findings can you draw from the results? Are there significant patterns or trends in the data?
  o For students who met or exceeded expectations, were there circumstances that allowed them to succeed?
  o For students who did not meet expectations, what circumstances affected their performance?
  o Were there some elements that students performed well on and others that they did not?
• Is there any additional analysis of the existing data that might provide greater insight into the meaning of the results?