Evaluating SLO Evidence: Guiding Questions

The following categories of questions are intended to serve as a guide for faculty discussions following their data collection processes.

**Student Learning Outcomes**

- Were the SLOs that were assessed core outcomes for the course? That is, did they describe the knowledge, skills, abilities, and/or values that the discipline feels all successful students should take away from the course?
- Were the students made aware of the SLOs prior to the assessment? If so, how?

**Assessment Methodology**

- Did the assessment questions or assignments assess the SLOs? That is, did student performance on these provide strong information about how well students achieved the SLOs in the course?
- Were the assessment questions or assignments clearly worded?
- Did the classroom experiences align with or support the intended course SLOs and the assessment task so that students were prepared to succeed in the course?

**Assessment Process**

- Was the communication about the expectations of the assessment process clear and given early enough to all instructors of the course who participated in the full-scale implementation?
- Was the assessment administered with reasonable uniformity across all sections (e.g., approximately the same timeframe of the semester, similar explanations to students, etc...)?
- Did instructors understand how to aggregate the data according to department protocols?

**Assessment Results**

- Describe the kind of evidence that was collected to evaluate student learning as stated by the SLO. Is the data adequate to establish key findings and draw conclusions?
- Has all the evidence been collected and documented? Is there any data missing or incomplete?
- Looking at the results, how many students met or exceed the stated SLOs expected level of achievement? What key findings can be attributed to this result?
- Were there students who were not assessed? Are the numbers of non-assessed students a significant factor in the overall success of the course or program being assessed?
• What overall key findings can you draw from the results? Are there significant patterns or trends in the data?
  o For instance, for the 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 Did students do better on some elements of the assessment as opposed to others?
• Based on the key findings, what conclusions can be drawn in regards to what worked well or did not work well in the course or program as reflected by the data?

Establishing Actions to Take

• Based on the conclusions, what changes or modifications do you believe are necessary to improve student learning? Specifically, what actions can be taken to improve pedagogy, curriculum, and/or assessment?
• From the actions taken and documented at this time, what is a meaningful re-evaluation date for a course or program keeping in mind the established review cycle?