

Bakersfield College Student Learning Outcome Assessment Report

Department: _____ Course Coordinator: _____

Course: _____ Semester of assessment: _____

Number of Sections: _____ Previous assessment: _____

Participants (faculty): _____

Student Learning Outcome assessed	[List SLO(s) assessed, include # of SLO in Course of Record]			
PLO's mapped to:	[List which PLO's SLO assessed is mapped to in your program]			
ILO's and/or GELO's mapped to:	[List which ILO's and/or GELO's SLO mapped to]			
Assessment Tool Used	[Describe as fully as possible the method used to assess the student's attainment of the SLO]			
Results:	# of students exceeding expectations (A)	# of students meeting expectations (B)	# of students not fully met expectations	Totals (C)
	Total number of students meeting or exceeding expectations (A+B)			(D)
	Percent of students meeting or exceeding expectations (D/C)			
	<i>Was the target met? YES NO</i>			
Analysis of Results	[What do the assessment results say about how well all students, or particular subgroups of students based on the data breakouts, achieve the intended learning outcomes?] [Did assessment tool provide strong information on how well students were able to attain the SLO?] [Is there additional analysis of the existing data that might provide greater insight into the meaning of the results?] 			
Conclusions drawn & Improvement Plan	[Develop supportable conclusions from the above information] [Discuss how the results will be used to improve student learning and what changes will be made to improve student attainment of the assess SLO] 			
Timeline for changes Reassessment Date	[Timeline for implementation of improvement plan discussed above] [insert date of next assessment of above SLO] 			
Evidence of Dialogue	<i>Check all that apply</i> <input type="checkbox"/> Email discussion with: <input type="checkbox"/> Faculty <input type="checkbox"/> Administration <input type="checkbox"/> Staff <input type="checkbox"/> Other [List anyone not listed above] <input type="checkbox"/> Departmental meetings [List dates of meeting and link to minutes (if available)] <input type="checkbox"/> Additional dialogue [Discuss other opportunities of collegial dialogue] 			

Tips for completing the Assessment Report:

1. Share copies of the assessment instrument, the rubric and the data report with those involved in the discussion. (The majority of full and part-time faculty who typically teach the course should be involved in this discussion.)
2. Plan a meeting to discuss the process, materials and results. (You may want to use a department meeting.)
3. Discuss the assessment materials, the course, and the results using the suggested discussion questions below or other questions you might develop.
4. Based on your discussion, record the information on the assessment report.

Suggested Discussion Questions

Student Learning Outcomes:

- Were the learning outcomes that were assessed core outcomes for the course; that is, did they describe the kind of analytical or critical thinking, or skills and abilities, that the discipline feels all successful students should take away from the course?
- Were students made aware of these learning outcomes prior to the assessment, and if so how?

Assessment Instrument:

- Did the assessment questions or assignments assess the learning outcomes; that is, did student performance on these provide strong information about how well students achieved the learning outcomes?
- Were the assessment questions or assignments clearly worded?
- Do classroom experiences align with or support the intended outcomes and the assessment, so that students are prepared to succeed?

Assessment Rubric (If applicable):

- For assessment questions that weren't objective in nature, e.g., multiple choice or fill in the blank, was your scoring rubric clear and easy to apply?
- Did the rubric 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 timeframe of the semester, similar explanations to students, etc.
- Did instructors understand how to enter data into the scoring spreadsheets?

Assessment Results:

- What do the assessment results say about how well all students, or particular subgroups of students based on the data breakouts, achieve the intended learning outcomes?
- Are there new or different things that the discipline thinks would be worth trying that might improve future results?
- Is there additional analysis of the existing data that might provide greater insight into the meaning of the results?