

Academic Program Review

Assessment Data for Student Learning Outcomes

During the semester you have assessed student achievement of the learning outcomes for your courses. The purpose of this survey is to collect those data from the assessment results. To complete this survey, you should have the following items at hand:

- a copy of the student learning outcomes (SLOs) for your courses, as approved through the curriculum development process
- your gradebook
- your knowledge of which SLOs are measured by which assignments

If the course is approved for General Education, a copy of the official Course Outline of Record would be helpful. You will need to know if a course SLO is mapped to a particular General Education SLO.

You should also know if the course SLO that you are reporting is mapped to a degree or certificate SLO in your program, also known as a Program Learning Outcome or PLO.

You may complete this survey for as many courses and SLOs that you have assessed. Each time you complete the survey, you can report results for only one SLO at a time. That's one course and one SLO each time you retake the survey.

You should report assessment results for at least one SLO for every course you taught. You may combine data from several sections of the same course if you used the same assessment method in each section.

Please complete this survey with your SPRING 2012 assessment results. To capture assessment data for the whole 2011-2012 academic year, you may also repeat the survey for each course you taught in FALL 2011 and now for each course taught in SUMMER 2012.

***1. For which semester are you reporting?**

- ☐ Fall 2011
- ☐ Spring 2012
- ☐ Summer 2012

***2. Enter the course number. Use the official course number as it appears in the College Catalog and the Schedule of Classes. (examples: ECE 1003, MCOM 1300, NURS 1031)**

***3. How many students (headcount) were officially in your class at first census?**

students

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Which Student Learning Outcome (SLO) Did You Assess?

***4. Which SLO did you assess in this course? (Copy-and-paste from the official Course Outline of Record, or type the SLO into the text box below.)**

5. Program Learning Outcome (PLO): If this course-level SLO is mapped to a degree or certificate PLO, enter the degree or certificate PLO below. (Copy-and-paste from the official Course Outline of Record, or type the PLO into the text box.)

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6. General Education SLO: If this course SLO is mapped to a GE SLO, select from the list below. If the course is not approved as a College of the Siskiyous general education course, select the first response.

- ☐ 00. This course is not approved for General Education.
- ☐ A1. Use the stages of the writing process to construct effective, coherent paragraphs and documents.
- ☐ A2. Edit documents for style appropriate for the writing situation.
- ☐ A3. Edit documents for Standard English grammar, punctuation, usage, and spelling.
- ☐ A4. Use the stages of the research process to construct focused and successful research strategies.
- ☐ A5. Locate and evaluate for credibility information provided by the library, Internet resources, and other sources.
- ☐ A6. Demonstrate an understanding of the ethical and legal principles surrounding information and information technology, including plagiarism and copyright.
- ☐ A7. Organize and integrate researched information into documents by properly using quotations, paraphrases, and summaries and by accurately citing sources using recognized documentation formats (e.g. MLA or APA).
- ☐ B1. Students should be able to setup, manipulate, graph, solve, or apply standard algebraic expressions and equations.
- ☐ C1. Demonstrate a basic knowledge of a discipline's major facts and concepts.
- ☐ C2. Determine whether or not a proposed explanation, experimental result, or observation is consistent with a scientific hypothesis for a natural phenomenon and effectively communicate that analysis to others.
- ☐ C3. Correctly formulate, solve, and interpret the results of a variety of problems relevant to a natural science.
- ☐ D1. Demonstrate an awareness of the ways in which people through the ages and in different cultures have responded to themselves and world around them in artistic and cultural creation.
- ☐ D2. Demonstrate an understanding of the interrelationship between the creative arts, the humanities, and themselves.
- ☐ D3. Demonstrate the ability to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.
- ☐ E1. Understand the principles, perspectives and methods of inquiry used by the social and behavioral sciences.
- ☐ E2. Critically explain how people act and have acted in response to their societies.
- ☐ E3. Demonstrate an understanding of how societies and social subgroups operate.
- ☐ E4. Demonstrate and understand social and behavioral sciences research methodology and effectively communicate research results and conclusions.
- ☐ F1. Demonstrate the relationship between language and logic by using evaluative thought processes.
- ☐ F2. Use elementary inductive and deductive processes to solve problems.
- ☐ F3. Analyze situations presented to an educated citizen and recognize common logical errors or fallacies.
- ☐ F4. Develop clear and precise expression of ideas in whatever symbol system the student uses.
- ☐ G1. Demonstrate knowledge of the major facts and concepts of physical fitness.
- ☐ G2. Demonstrate practical techniques for assessing one's own fitness status.
- ☐ G3. Participate in correctly performed activities designed to improve or maintain physical fitness.

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- ☐ G4. Compare and Contrast the potential risks as well as benefits associated with exercise.
- ☐ H1. Read, comprehend, summarize, analyze, evaluate, and synthesize college-level texts of increasing complexity in a variety of formats.
- ☐ I1. Identify and explain diverse cultural customs, beliefs, traditions or life styles or to contrast the experience of a historically under-represented group with that of the dominant culture.
- ☐ I2. Demonstrate an understanding of personal, social, or historical biases and prejudices.

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What Were Your Results?

7. Which assessment method did you use to determine student achievement of this learning outcome?

- ☐ Standardized national, State, or professional examination
- ☐ Classroom-based multiple choice, true-false, short answer, or cloze test or quiz (including "clickers")
- ☐ Mathematical/Computational problem solving on a test, quiz, or other assignment
- ☐ Essay (as a single assignment or as a response to an exam question)
- ☐ Technical report writing
- ☐ Oral presentation or oral examination, with or without media
- ☐ Portfolio (collection of essays, drawings, or other products)
- ☐ Skill demonstration (in the classroom, lab, or studio; in the field, on the field, or on the court; etc.)
- ☐ Lab experiment and report
- ☐ Musical or dramatic performance
- ☐ Video or other media production
- ☐ Workplace/Employer evaluation
- ☐ Student self-assessment

Other (please specify)

*8. How many students attempted the assessment?

students

*9. Based on assessment results, how many students achieved this learning outcome?

students

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Final Instructions

10. Implications for Improvements:

Use the text box below to record recommendations for improving future student achievement of this SLO. Briefly note the type or types of needed improvement. Here are some examples:

- **Revise curriculum**
- **Add/Change prerequisites**
- **Reset COMPASS cut-off scores**
- **Change instructional methods**
- **Change textbook**
- **Change assessment methods**
- **Request resource allocations (human resources, facilities, technology, equipment)**
- **Change student services (advising, registration procedures, financial aid, early warning procedures)**
- **Change learning support services (Academic Success Center, library, study halls, tutors)**

After you click the "Done" button below, return to this survey using the same link that you received in your email. Repeat the process for as many SLOs as you want to report results. You should report assessment results for at least one SLO in every course that you taught this past semester.

All data will be collected and distributed to assist with writing your next Program Review.