

**Most common comments on SLIC annual assessment report forms** (revised 7/2015 APRC to SLIC)

<b>I. Student Learning Outcome (SLO) #1:</b> Graduates with a B.A. in ... will be able to .... <a href="#">SLIC suggests the following change in the wording of the SLO for the following reasons:</a>			
<b>Date V, VI, and VII updated:</b> <a href="#">Click here to enter a date.</a>			
	<b>II. Where Measured</b>	<b>III. Assessment Instruments</b>	<b>IV. Performance Goals</b>
<b>A.</b>	In response to missing assessment points: <a href="#">Please note that each SLO must be measured in at least two ways, one of which must be a direct measurement.</a>	In response to a statement such as “Departmental exam” <a href="#">Please explain where the departmental exam is delivered; is it part of a course or is it administered outside of a course?</a>	In response to a statement such as “80% of students will attain a grade of B or better”: <a href="#">SLIC recommends using a rubric rather than a grade on a project. A grade alone is problematic because it does not show areas of strength and weakness or areas for improvement.</a>
<b>B.</b>			When a performance goal is lacking: <a href="#">Please specify performance goals. What rubric are you going to use here? Will the rubric tailored to this SLO? Please name the rubric and put the name in this box</a>
<b>C.</b>			For an exam: <a href="#">Will a letter grade allow the department to determine the specific areas of strength and weakness for this SLO? Will the assessment be based only on items pertaining specifically to this SLO? The second statement might pertain to a graduate survey as well.</a>
	<b>V. Performance Data</b>	<b>VI. Analysis and Interpretation</b>	<b>VII. Improvement Plan</b>
<b>A.</b>	In response to a statement giving data, but not a complete sketch: <a href="#">Please provide the profile of the data, including high and low scores and distribution. Are there subscores that could be studied to determine areas of</a>	In response to a statement such as “We are attaining our goal”: <a href="#">The purpose of assessment is to use data for the purpose of improving student learning regardless of whether the performance goals were met or not. The analysis should point out where the</a>	In response to an improvement plan lacking details: <a href="#">Please provide the justification of the intended changes, how they are supported by the evidence drawn from the performance data, and how they will improve student learning. If no improvement plan has been listed: In</a>

	strength/weakness and possible areas for improvement?	students have performed well and where there is a need for improvement	response to the assessment data, what is the initiative for next year? We need to know how you intend to improve student learning based on this year's analysis and interpretation.
<b>B.</b>	In response to “see below” where dense data has been supplied: Please supply a thumbnail sketch of your findings in this box.	In response to a statement that the sample size is too small to work with: Although the size of the sample of data may be small, it still might indicate areas of strength or weakness that can direct the department in how to develop an improvement plan.	If the department does not state the evidence on which the improvement plan is based: How will this initiative improve student learning? Did the data lead you to believe that the change needed to be made? Or, is this purely an ease-of-use issue? Please provide an initiative for this SLO to improve student learning based on the evidence you have collected and which addresses the strengths and weaknesses of your majors.
<b>C.</b>	If the department submits raw data: Please do not provide raw scores but rather provide the profile of the data, including high and low scores and distribution	When the analysis uses only general scores on the rubric: Please provide analysis of the sub-scores of the rubrics. The analysis should point out where the students have performed well and where there is a need for improvement.	
	A question about the students whose learning is included in the report of the data: Do these data include only majors in (name of major) or does it include (name of a different major) majors? We need to see data specific to students in this major.	General comments about how to interpret the analysis of the results: What other conclusions can you draw from your analysis besides that the goal is too high? How can you tie your initiatives to addressing the students’ strengths and weaknesses? Is there a way to identify students who need help earlier in the major? What resources can be offered to them at an earlier point to help them be successful in this major?	

**Evaluation using SLIC rubric for evaluating SLO grids (see explanation in Section V at end of this document.)**

Date: [Click here to enter a date.](#)

<b>IV. Performance Goals</b>	<b>V. Performance Data</b>	<b>VI. Analysis and Interpretation</b>	<b>VII. Improvement Plan</b>
-	-	-	-

**Boxes I-IV of SLO #1:** In the past year, were any changes made to Student Learning Outcome or the assessment instruments and goals that are set forth in boxes I-IV above? If so, please type a description of the changes and supply a brief rationale in the space below.

**Boxes V-VII of SLO #1:** Please supply the data, analysis, and Improvement Plan (actions taken in response to this data and analysis) for the current year.

In this box the department supplies more detailed data, analysis, and description than is possible in the grid above. The grid should be used for thumbnail sketches.

If the department submits raw data: [Please do not provide raw scores but rather provide the profile of the data, including high and low scores and distribution](#)

A question about the students whose learning is included in the report of the data: [Do these data include only majors in \(name of major\) or does it include \(name of a different major\) majors? We need to see data specific to students in this major.](#)

**Additional information pertinent to SLO #1:** If you wish to provide narrative or additional data to supplement that which is included in the table above, please do so in the space below. SLIC requests that you *not* attach this information in a separate document.

**SLIC Response to SLO #1 for the** [Replace with Program Name:](#) (This space is reserved for SLIC comments. Do not edit.)

• **Request for addition or revision to this AA Report by October 1:**

• **Issues to be addressed in next year's Annual Assessment Report:** Just a reminder that data for ALL student learning outcomes (SLOs) need to be collected EVERY semester (including summer and May terms if assessed courses are taught then.) The timeline gives the year in which that continually collected data is analyzed and an improvement plan is made for that SLO.

• **General comments – No departmental response necessary:**

Comments on the curriculum maps:

Curriculum maps may be incomplete in a number of ways:

Please list the number and title of all required and elective courses for this major, including courses that are offered by other departments. Include the appropriate "I, R, M, & A" designations for all courses, including those offered by other departments.

(Course name) does not contribute to the SLOs. Is the course a necessary part of the major or have you overlooked its contribution to the major?

SLO #3 has no "Introduction." SLO #1 has no "Mastery."

(Course 1) and (Course 2) are in the catalog but do not appear in the map.

In general, the courses in the catalog do not match those on the map. Please reconcile the curriculum map with the major in the catalog.