




COURSE SLO and Assessment Reporting Checklist

Form	Requirement	Question	Yes/No 
Report Form	Five –column course report form found on both the SLOARC and the Office of Institutional Effectiveness & Assessment (OIE&A) websites.	Are you using the correct form?	
Column One	At least 2 SLOs for each course written exactly as appear in CurricUnet beginning with the wording, <i>“Upon successful completion of this course students will be able to...”</i>	Are your SLOs capturing what students will be able to do?	
Column Two	<p>A clearly defined, department-developed, common type of assessment with common evaluation criteria and a specific type of assessment <u>for each SLO</u>.</p> <p>EXAMPLE: <i>“An essay to be evaluated using a 4-point rubric; a 3 or above considered meeting the standard. We expect 80% of the students will meet the standard.”</i></p> <p>EXAMPLE: <i>A 20-question test with a score of 70% or higher considered meeting the standard. We expect 70% of the students will meet the standard.”</i></p>	<p>Do you define your assessment?</p> <p>Do you state a benchmark for success?</p>	
Column Three	<p>Meaningful summary of data <u>for each SLO separately</u> that provides context such as success rate, distribution, rubric scores, improvement scores. The number of students assessed (n) and the % of students meeting the SLO must be included.</p> <p>EXAMPLE: <i>“30 students turned in an essay evaluated using a 4-point rubric. Results: 4 pts = 10 students, 3 pts = 8 students, 2 pts = 8 students, 1 pt = 4 students. 18 students (60%) meet SLO standard of achieving a 3 or above. This is below the expected benchmark of at least 80% of students meeting the standard...”</i></p>	<p>Do you provide meaningful data for each SLO?</p> <p>Do you state the number of students and percentage who meet each SLO?</p>	

Column Four	An analysis of the data: strengths and weaknesses, comparison of results with expectations, explanations for outperformance or shortfall, statistical significance. EXAMPLE: <i>INSERT EXAMPLE</i>	Do you explain what happened and why you got the results?	
Column Five	Plans for changes in teaching method, emphasis, time devoted to topics and/or changes to assessment instrument.	Do you explain what you will do next?	
Dialogue	SLOs and assessment progress should be a regular topic of discussion in the department and recorded at meetings. An in-depth dialogue should occur annually and recorded minutes reflecting this discussion should be included in the report sent to OIE&A.	When and to whom are the minutes of your dialogue submitted?	
Cycle of Assessment	A cycle of assessment for each course, determined by the faculty and the needs of the department, must be on file in the OIE&A. Courses offered in both the fall and spring should be assessed in the fall with reports submitted in the spring. Courses offered less than once annually are assessed in the term they are offered and results reported in the following term.	Is your cycle of assessment form on file in the OIE&A? When are you assessing your classes taught in both fall and spring? Is that reflected on your cycle? When are you assessing courses offered less than annually? Is that reflected on your cycle?	
Submitting Reports	Assessment results reported to the course coordinator or department chair. Course coordinator or department chair aggregates results and sends results to the OIE&A.	Where do I send my course reports? Who aggregates the data for your courses? Who is submitting reports to the OIE&A?	

Help or questions: Call the Office of Institutional Effectiveness and Assessment at 714-628-4993