Daley College Course **Assessment Outcomes** Report REVIEW FEEDBACK

SEMESTER ASSESSED: FA22   PREPARED BY: L. DEHRING   DISCIPLINE: ART

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	**FIN ART 107_G_HISTORY OF PAINTING, SCULPTURE, AND ARCHITECTURE 1_31959**
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	**9a. Identify a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, or media.**
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm referenced, criterion-referenced or neither?	**BRIGHTSPACE QUIZZES:** **The achievement-based assessment tool is a fill-in-the-blank, M/C or matching question that appears on four exams over the course of the semester. The students are shown an artwork that they must identify by providing the title, artist/culture of origin, style, date of creation, or media. Criterion referenced?**
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	**Expected 80% of students will successfully meet the 70% benchmark.**
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	**One section of FIN ART 107 was assessed. There was no "selection process" – all students were expected to participate.** **EXAM 1: 18 of 19 students completed the question; 77.78% of students met the threshold (see APPENDIX 1)** **EXAM 2: 10 of 10 students completed the question; 90% of the students met the threshold (see APPENDIX 2)** **EXAM 3: 9 of 10 students completed the question; 88.89% of the students met the threshold (see APPENDIX 3)** **EXAM 4: EXAM 2: 10 of 10 students completed the question; 100% of the students met the threshold (see APPENDIX 4a-d)** **OVERALL: 100% of the 10 remaining students in the course successfully demonstrated mastery of SLO 9a. (See APPENDIX 5)**
Date	At what point during the semester was the assessment administered?	**The students were assessed every 6 weeks on exams; on-going assessments**
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	SPRING 2023

FACULTY COURSE ASSESSMENT EVALUATION OUTCOMES Report 2 of 3 2022Edition

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Daley College Course **Assessment Outcomes** Report

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: LISSA DEHRING

Semester of Assessment: FA2022

Course Title and Number: FIN ART 107_G_HISTORY OF PAINTING, SCULPTURE, AND ARCHITECTURE 1_31959

Assessment Tool(s)	BRIGHTSPACE QUIZZES: The achievement-based assessment tool is a fill-in-the-blank question that appears on four exams over the course of the semester. The students are shown an artwork that they must identify by providing the title, artist/culture of origin, style, date of creation, media. Criterion referenced

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Upon successful completion of the course, the student will be able to…	EXAM	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on beginning roster	Total number of students on final roster
9a. Identify a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, media.	EXAM 1 (10/4/2022) See Prompt: Appendix 1	14	N/A	4	1	19	10
9a. Identify a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, media.	EXAM 2 (11/1/2022) See Prompt: See Appendix 2	9	-	1	-	19	10
9a. Identify a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, media.	EXAM 3 (11/21/2022) See Prompt: See Appendix 3	8	-	1	1	19	10
9a. Identify a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, media.	EXAM 4 (12/16/2022) See Prompt: See Appendix 4 a-d	10	-	-	-	19	10

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9a. Identify a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, media.	Overall Performance See Appendix 5	10	-	-	-	19	10

REFLECT How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	**I believe the assessment tool worked well and the students successfully demonstrated their mastery of SLO9a. I want to incorporate more challenging questions about the artwork that require the student a short answer rather than a MC question.**

| **REFINE** DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	**I believe the timing of the activity is OK, but I've implemented weekly quizzes that assess SLO 9A on a more regular basis. I've also added short answer questions (who, when, art movement, style, et al) to the quizzes and exams.**

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APPENDIX 1: EXAM 1

Question 1   Difficulty: 0

Which culture created the pictured sculpture?

→ Egypt	�	14 (77.78 %)
Persia	▪	1 (5.56 %)
Sumer	▪	2 (11.11 %)
Assyria	▪	1 (5.56 %)
Akkad		0 (0 %)
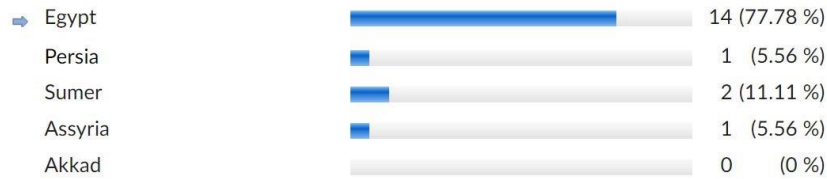
Average Grade: 0.78 / 1 (77.78 %)

Standard Deviation: 41.57 %

Point Biserial: 0.27

Discrimination Index: 20.00 %

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APPENDIX 2: EXAM 2

Question 39   Difficulty: 1

What is the correct term for the black mixture (usually a combo of copper, silver, lead, sulfur) used as an inlay in decorative metal objects, such as the Mycenean dagger blades pictured above?

→ niello	████████████████	9	(90 %)	Average Grade: 1.8 / 2 (90 %)
faience		0	(0 %)	Standard Deviation: 30.00 %
glaze	██	1	(10 %)	Point Biserial: -0.08
kamares		0	(0 %)	Discrimination Index: 0.00 %

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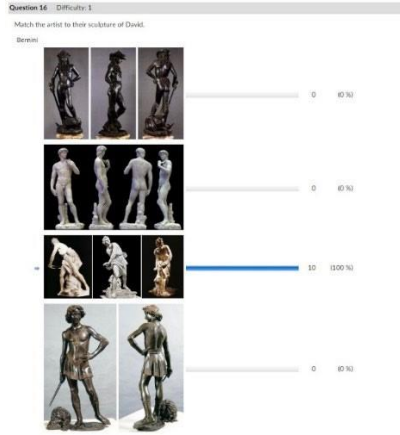
APPENDIX 3: EXAM 3

Question 7   Difficulty: 0

Constantine's Triumphal arch was constructed by looting sculptural reliefs from other public buildings constructed by _____, _____, and _____.
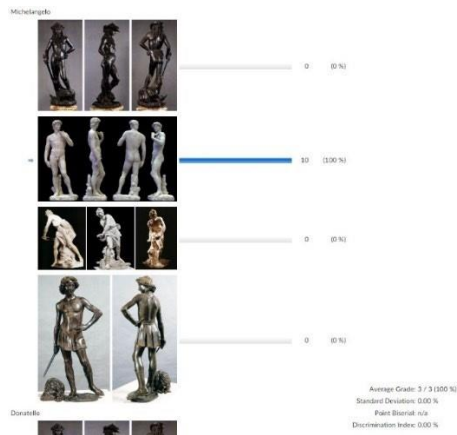
→ Hadrian, Trajan, and Marcus Aureilius	▬▬▬▬▬▬▬	8 (88.89 %)	Average Grade: 0.89 / 1 (88.89 %)
Nero, Tiberius and Augustus		0 (0 %)	Standard Deviation: 31.43 %
Claudius, Vespacian and Titus		0 (0 %)	Point Biserial: 0.16
Julius, Pompey, and Brutus	▬	1 (11.11 %)	Discrimination Index: 20.00 %

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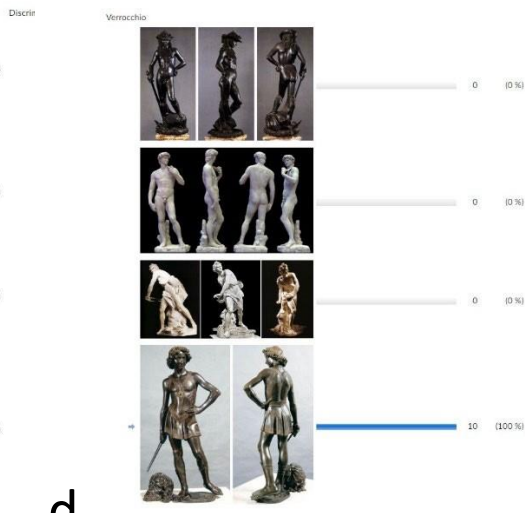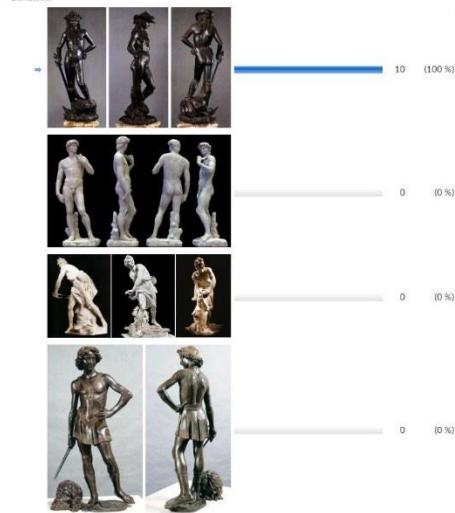
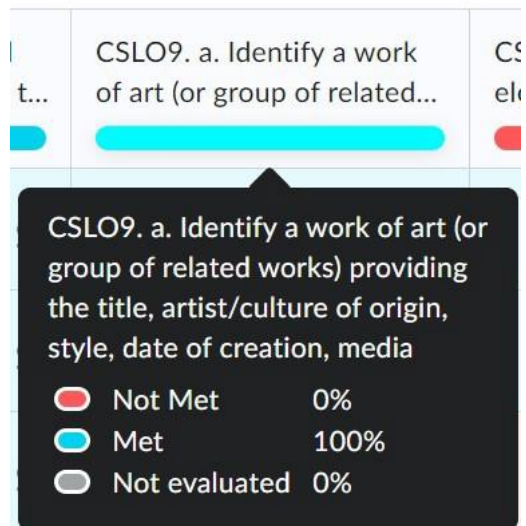**RICHARD J. DALEY COLLEGE**
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APPENDIX 4: EXAM 4

a.

b.

Average Grade: 3 / 3 (100 %)
Standard Deviation: 0.00 %
Point Biserial: n/a
Discrimination Index: 0.00 %

d.

Average Grade: 3 / 3 (100 %)

Standard Deviation: 0.00 %

Point Biserial: n/a

Discrimination Index: 0.00 %

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. APPENDIX 5: OVERALL PERFORMANCE CSLO#9a

ASSESSMENT COMMITTEE FEEDBACK

This data chart shows the results of an art course assessment. The assessment measures the students' ability to identify a work of art or group of related works, including the title, artist/culture of origin, style, date of creation, and media.

The chart shows the number of students exceeding expectations, meeting expectations, not meeting expectations, and N/A (dropped or did not complete assessment) for each exam, as well as the total number of students on the beginning roster and the final roster.

For the first exam, 14 students exceeded expectations, 4 did not meet expectations, and 1 dropped or did not complete the assessment. For the second and third exams, the chart only shows the number of students exceeding expectations and not meeting expectations, with no students meeting expectations or dropping the assessment. The fourth exam has four prompts labeled as a, b, c, and d, with 10 students exceeding expectations for all prompts.

Overall, the chart shows that out of 19 students on the beginning roster, 10 completed the course and took all four exams. The students performed well, with 10 students exceeding expectations on the final exam. The chart does not provide information on how the students' performance improved or changed over time or how the students' performance compared to previous courses.

There are a few discrepancies in the data from this chart.

First, for Exam 1, there are 14 students who exceeded expectations and 4 who did not meet expectations, but there are also 1 student listed as N/A (did not complete assessment). It is unclear why this student did not complete the assessment and how their performance would have affected the overall results.

Second, for Exam 2, there are 9 students who exceeded expectations and 1 who did not meet expectations, but there are also no students listed as N/A (did not complete assessment). It is unclear why there are no students listed as N/A for this exam, while there are for other exams.

Third, for Exam 3, there are 8 students who exceeded expectations and 1 who did not meet expectations, but there are also 1 student listed as N/A (did not complete assessment). It is unclear why this student did not complete the assessment and how their performance would have affected the overall results.

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Daley College Course **Assessment Outcomes** Report

Fourth, for Exam 4, there are 10 students who exceeded expectations, but there is no data for the other categories (meeting expectations, not meeting expectations, N/A). It is unclear why data is missing for these categories and how this may affect the overall results.

Overall, the discrepancies in the data suggest that there may be issues with the assessment process or data collection, and further investigation may be necessary to ensure accurate reporting of outcomes.

There are a few discrepancies and variations in the data chart that need to be explained:

1. The number of students who exceeded expectations in Exam 1 is 14, which is higher than the total number of students on the beginning roster (19). This could be due to some students being added to the class after the beginning roster was taken or students transferring from other classes.

2. For Exam 2, there are no students who met expectations, which is an unusual result. This could be due to a difficult exam or a lack of understanding of the expectations for the exam.

3. In Exam 3, there is 1 student who did not meet expectations and 1 student who did not complete the assessment. It's unclear why the student who did not meet expectations did not complete the assessment, and this may need further investigation.

4. In Exam 4, there is no data for the number of students who met or did not meet expectations, which could be due to the nature of the exam or an error in recording the data.

Overall, it's important to investigate these variations and discrepancies to better understand the performance of the students and identify any issues that need to be addressed.

The data chart shows the assessment results for the course learning outcome related to identifying a work of art (or group of related works) providing the title, artist/culture of origin, style, date of creation, and media. The assessments were conducted on four different dates: Exam 1 on 10/4/2022, Exam 2 on 11/1/2022, Exam 3 on 11/21/2022, and Exam 4 on 12/16/2022.

In Exam 1, out of the total 19 students who were on the beginning roster, 14 students did not complete the assessment, 4 students did not meet the expectations, and 1 student was N/A. No student exceeded the expectations, and hence no student met the expectations.

In Exam 2, out of the total 19 students, 9 students met the expectations, 1 student did not meet the expectations, and 9 students were N/A. No student exceeded the expectations.

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In Exam 3, out of the total 19 students, 8 students met the expectations, 1 student exceeded the expectations, and 1 student did not meet the expectations. 9 students were N/A.

In Exam 4, out of the total 19 students, 10 students met the expectations, and 9 students were N/A. No student exceeded or did not meet the expectations.

Overall, the data shows that the students' performance improved over time, as seen by an increase in the number of students meeting or exceeding expectations in the later exams compared to the earlier ones. However, there were still a significant number of students who did not complete the assessments or were N/A, which could be a concern for the course's effectiveness in achieving the learning outcome.

Disaggregated data in this chart refers to the breakdown of the data based on different categories or groups. In this case, the data is disaggregated based on the level of performance of the students in each assessment. The categories include students who exceeded expectations, students who met expectations, students who did not meet expectations, and students who did not complete the assessment. Additionally, the data is also disaggregated based on the number of students who were present at the beginning and the end of the course.

For example, in Exam 1, out of a total of 19 students on the beginning roster, 14 students exceeded expectations, 4 students did not meet expectations, and 1 student did not complete the assessment. The data shows the performance of each student category in each assessment and provides information on how many students were present at the beginning and end of the course.

The chart provides aggregated data on the performance of students on a course. The chart lists the number of students who exceeded expectations, met expectations, did not meet expectations, and those who did not complete the assessment. Additionally, it includes the total number of students on the beginning and final roster. The data is presented for four exams and an overall performance evaluation. The aggregated data provides an overview of the performance of students, which can be used to evaluate the effectiveness of the course and to identify areas that require improvement.

The data chart provides information about the success rates of students in meeting the learning outcome of identifying a work of art. The data shows the number of students who exceeded expectations, met expectations, did not meet expectations, and N/A for each exam.

From the data, we can see that the number of students who exceeded expectations and met expectations is highest in Exam 1, which indicates a strong start. However, there was a decline in the number of students who exceeded or met expectations in subsequent exams. In Exam 2, only 9 students met expectations, and in Exam 3, only 8 students met expectations. The number of students who did not meet expectations also increased in Exam 3.

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Overall, the data suggests that the students had a good start in meeting the learning outcome but faced challenges in maintaining their performance in subsequent exams. However, it is worth noting that the number of students who did not complete the assessment is also significant, which could affect the accuracy of the data.

Based on the data chart, it seems that a significant number of students did not meet expectations on the course learning outcome related to identifying a work of art. This could indicate that there may be a need for some changes in the course curriculum or teaching methods to improve student learning in this area. The instructor may want to consider providing additional resources or instruction specifically focused on this learning outcome, as well as monitoring student progress more closely throughout the course to identify areas where students may be struggling. Additionally, it may be helpful to gather feedback from students about their experiences in the course and use this feedback to make improvements in future iterations of the course.

Based on this data chart, there are a few things that could be done differently to improve student success on the course learning outcome:

1. **Analyze why some students did not meet expectations or did not complete the assessment**. Is there a pattern in their performance, such as struggling with a specific type of question or content area? This information could be used to provide targeted support and resources to those students.

2. **Review the prompts and grading criteria for the exams to ensure they are clear and align with the course learning outcome**. If students are consistently struggling to meet expectations, it may indicate that the prompts or grading criteria are not effectively measuring their understanding of the course material.

3. **Consider offering additional opportunities for practice and feedback, such as review sessions or mock exams**. This could help students identify areas where they need additional support and build their confidence before taking the actual exams.

4. **Provide feedback to students on their performance and offer suggestions for improvement**. This feedback could be given individually or as a group and could include specific areas where the student did well and areas where they could improve.

Overall, by analyzing the data and making targeted changes to support student learning and success, faculty can help improve the overall success rate on the course learning outcome.

The data chart can be used to identify areas where students are struggling and adjust teaching strategies accordingly. In this case, the course learning outcome is focused on the students' ability to identify a work of art and provide its relevant information. By analyzing the data, we can

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see that the majority of the students are meeting or exceeding expectations. However, there is a small number of students who do not meet expectations or did not complete the assessment.

To improve the success rate on this learning outcome, faculty could focus on providing additional support and resources to the students who are struggling. This could include one-on-one sessions with the instructor, tutoring, or extra practice exercises. Additionally, the faculty could review the course materials and adjust them if necessary to make the learning outcome more accessible or clear to the students.

It is also important to consider the data in the context of the course as a whole. If the students are struggling with this particular learning outcome, it may be necessary to review the previous material to ensure that students have the necessary knowledge and skills to succeed. Overall, the data chart can be a useful tool for faculty to assess student learning and make adjustments to improve student success rates.

Based on the data provided, there are a few ways to continuously improve the course:

1. **Analyze why a significant number of students did not meet expectations**: The data indicates that a significant number of students did not meet expectations in each exam. It's essential to analyze why this is the case and identify any patterns or common areas of weakness among these students. Once identified, the course can be adjusted to provide additional support in these areas.

2. **Assess the exam prompts**: It may be helpful to assess the exam prompts to ensure that they are clear and align with the course objectives. If students are struggling to meet expectations on a particular prompt, it may be due to confusion or a lack of alignment between the prompt and the course objectives.

3. **Provide additional resources and support**: The data shows that a significant number of students dropped out of the course or did not complete the assessment, indicating that they may have struggled to keep up with the course content or lacked sufficient resources to succeed. Providing additional resources such as study materials or tutoring services may help these students to perform better on future exams.

4. **Celebrate success**: Finally, it's important to acknowledge the students who exceeded expectations and celebrate their success. Recognizing their achievements can motivate other students to perform better and work towards exceeding expectations themselves.

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Daley College Course **Assessment Outcomes** Report

Assessment Committee

April 2023

SEMESTER ASSESSED: FALL 2022   **PREPARED BY:** JOHN NINO   **DISCIPLINE:**   BIOLOGY

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	General Biology (Biology 121): all sections (BD, HJ, IK, 14JLO, OQ, ACG, 14PR, KNPM, CG) All sections were conducted F2F.
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	CSLO-1. Discuss the Characteristics of Life. CSLO-2. Discuss the Hierarchical Organization of Living systems. CURRICULAR MAP: CSLO1❼DSLO1❼ISLO2 AND CSLO2❼DSLO1❼ISLO2 DSLO 1: Students will apply scientific knowledge to quantify observations, interpret and synthesize data in drawing inferences, explore and create ideas, and solve problems in an authentic context. ISLO2 - Critical and Creative Thinking: analyze and evaluate information or ideas through critical and creative reasoning to develop a logical response, conclusion, or judgement.
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm referenced, criterion-referenced or neither?	The instrument measures achievement against a benchmark score. It was deployed as a D2L quiz. We used 13 multiple choice questions to assess course outcomes. The first 7 questions aligned with CSLO-1, and the last 6 questions aligned with CSLO-2. The questions were formatted so that they cannot be copied and pasted into a search engine. IT deployed the assessment into each instructor's course shell as a grade item, assigning the minimum possible point value (0.1). Students were given 15 minutes to complete the assessment with accommodation allowed to the instructor's discretion. Instructors were notified a week in advance before the assessment was deployed.

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Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	For this newly developed assessment, either the benchmark target is met (outcome met) or the benchmark target is not met (outcome not met). For this assessment, we projected that at least 90% of current students taking Biology 121 at the end each semester (accounting for attrition) will achieve a score of 50% or greater for items assessing CSLO1 and CSLO2. With reassessment and implementation of curricular interventions, we anticipate a 3% score increase after one year and a 6% score increase after two years, completing our assessment cycle for CSLO1 and CSLO2.
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	We had 76% of current students taking Biology 121 at the end of the semester take a common departmental assessment for CSLO-1 and CSLO-2 via D2L. This was 14% less than anticipated.
Date	At what point during the semester was the assessment administered?	The test was administered during finals week.
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	As planned, the analysis was conducted over Christmas break and reviewed by the department in the beginning of the Spring 2023 semester. This semester, 4/6 participating faculty completed a curricular development form for the CSLO(s) assessed from the previous semester for each component of the CSLO to describe formative assessment tools used and intervention(s) planned.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: John Nino

Semester of Assessment: Fall 2022

Course Title and Number: Biology 121

Assessment Tool(s)	13 multiple choice D2L quiz to assess CSLO 1 and 2

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Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
1. CSLO-1. Discuss the Characteristics of Life.

(aligned to quiz items 1-7) | N/A | 67 | 19 | 21 | 86 |
| 2. CSLO-2. Discuss the Hierarchical Organization of Living systems.

(aligned to quiz items 8-13) | N/A | 43 | 43 | 21 | 86 |

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| REFLECT

How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]? | 14% percent fewer students took the assessment than anticipated.

78% of students met benchmark for CSLO-1. This was 12% below the expected outcome performance.

50% of students met benchmark for CSLO-2. This was 40% below the expected outcome performance.

Feedback from faculty regarding outcome performance for their given section(s) and overall:

Questions 1-7 are straightforward and very basic questions; the information was repeated many times during class. Questions 8-13 require a deeper understanding of characteristics of life. In the future, I may give more examples or small quizzes to help students differentiate among characteristics.

The students need to do class activities related to the characteristics of life (Q8-13) before the assessment. The characteristics of life were taught in week 1 of the semester. The assessment was given around week 15. It was a long time from week 1 to week 15 to recall the characteristics of life.

Gain the students' interest in the characteristics of life.

For CSLO2 items, I will create a cumulative assignment where, after each chapter, students reflect on and identify examples of adaptation, homeostasis, sensitivity, and metabolism, and organization

Biology 121 Subcommittee response to participating faculty feedback:

Gather further feedback on assessment with instructors teaching Biology 121 this semester who did not teach it last semester and, if needed, revise assessment before deploying in Fall 2023. |

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REFINE	Feedback from faculty regarding what to change:
DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	Rethink the questions 8-13 of the assessment.
	Introduce class activities related to this assessment to refresh student understanding of the assessed concepts.
	Change to many teaching styles to utilize the many ways that students learn the characteristics of life.
	Biology 121 Subcommittee response to participating faculty feedback:
	Recommend reviewing common assignments assessing these outcomes (Connect) to ensure that faculty feedback is provided after first attempt on question with no more than two attempts.
	After completing curricular intervention, we project after reassessment that:
	83% of participating students will meet benchmark for CSLO-1.
	55% of participating students will meet benchmark for CSLO-2

ASSESSMENT COMMITTEE FEEDBACK

This data chart presents the analysis of student performance in achieving two course student learning outcomes (CSLOs) related to biology. The data is presented in a tabular format and includes the number of students exceeding expectations, meeting expectations, not meeting expectations, and those who did not complete the assessment (N/A).

The first CSLO (CSLO-1) relates to the characteristics of life and is aligned with quiz items 1-7. The data shows that no students exceeded expectations in this CSLO, and 67 students met expectations. 19 students did not meet expectations, and 21 students did not complete the assessment.

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The second CSLO (CSLO-2) relates to the hierarchical organization of living systems and is aligned with quiz items 8-13. The data shows that no students exceeded expectations in this CSLO, 43 students met expectations, and 43 students did not meet expectations. Additionally, 21 students did not complete the assessment.

Overall, the data suggests that a significant number of students did not meet expectations for both CSLOs.

There are no data discrepancies in this chart, as the categories are well-defined and there are no obvious errors or inconsistencies in the numbers presented. However, it is worth noting that there are a relatively large number of students who did not complete the assessment for both CSLO-1 and CSLO-2, which may impact the overall validity and reliability of the assessment results.

The data variances in this chart are in the number of students meeting expectations and those that do not meet expectations for each CSLO. For CSLO-1, there are 67 students meeting expectations, 19 students that do not meet expectations, and 21 students that did not complete the assessment. For CSLO-2, there are 43 students meeting expectations, 43 students that do not meet expectations, and 21 students that did not complete the assessment. The number of students meeting expectations and those that do not meet expectations are the same for CSLO-2, while there is a clear difference in the number of students meeting expectations and those that do not meet expectations for CSLO-1. This suggests that there may be a discrepancy in how well the course material was presented or assessed for CSLO-1 compared to CSLO-2. Additionally, the number of students that did not complete the assessment is the same for both CSLOs, which may indicate a need for further investigation into why these students did not complete the assessment.

The data chart represents the differences in student performance for two course learning outcomes (CSLOs) for a specific course.

The first CSLO (CSLO-1) is aligned with quiz items 1-7 and covers the characteristics of life. The second CSLO (CSLO-2) is aligned with quiz items 8-13 and covers the hierarchical organization of living systems.

For CSLO-1, 67 students met or exceeded expectations, 19 students did not meet expectations, and 21 students did not complete the assessment. The total number of students on the final roster was 86.

For CSLO-2, 43 students met expectations, 43 students did not meet expectations, and 21 students did not complete the assessment. The total number of students on the final roster was also 86.

Therefore, the main differences between the two CSLOs are the number of students meeting or exceeding expectations versus those who did not meet expectations. For CSLO-1, a higher number of students met or exceeded expectations, while for CSLO-2, an equal number of students met and did not meet expectations. Additionally, both CSLOs had the same number of students who did not complete the assessment.

Daley College Course **Assessment Outcomes** Report

The disaggregated data in the chart provides a more detailed view of student performance on each course learning outcome (CSLO) based on the level of achievement.

For CSLO-1 (Discuss the Characteristics of Life), 67 students exceeded expectations, meaning they performed at a higher level than what was required for the course. 19 students met expectations, meaning they performed at the expected level. 21 students did not meet expectations, meaning they did not achieve the expected level of mastery. Finally, 21 students did not complete the assessment, and thus their performance is unknown.

For CSLO-2 (Discuss the Hierarchical Organization of Living Systems), 43 students met expectations, meaning they achieved the expected level of mastery. Another 43 students did not meet expectations, meaning they did not achieve the expected level of mastery. Finally, 21 students did not complete the assessment, and thus their performance is unknown.

Therefore, the disaggregated data allows us to see the distribution of student performance across the levels of achievement for each CSLO. This information can help instructors identify areas where students may be struggling and adjust their teaching strategies to better support student learning.

The aggregate data in the chart provides an overall summary of student performance for each course learning outcome (CSLO) without breaking it down into specific levels of achievement.

For CSLO-1 (Discuss the Characteristics of Life), a total of 67 students exceeded expectations or met the expected level of mastery (67 + 19 = 86), while 19 students did not meet expectations, and 21 students did not complete the assessment. Therefore, the pass rate for this CSLO would be 86 out of 86 students, or 100%.

For CSLO-2 (Discuss the Hierarchical Organization of Living Systems), a total of 43 students met the expected level of mastery, while another 43 students did not meet expectations, and 21 students did not complete the assessment. Therefore, the pass rate for this CSLO would be 43 out of 86 students, or approximately 50%.

Therefore, the aggregate data allows us to see an overall view of student performance for each CSLO, without considering the different levels of achievement. This information can help instructors understand the overall level of mastery achieved by students in the course and determine whether adjustments need to be made to the curriculum or teaching strategies for future iterations of the course.

The data in the chart tells us about the success rate of students on the course learning outcomes (CSLOs) aligned to quiz items 1-7 and 8-13.

Daley College Course **Assessment Outcomes** Report

For CSLO-1 (Discuss the Characteristics of Life), 67 students (78%) met or exceeded the expected level of mastery, meaning they successfully achieved the learning outcome. On the other hand, 19 students (22%) did not meet expectations, indicating they did not successfully achieve the learning outcome. Additionally, 21 students did not complete the assessment, and their performance is unknown.

For CSLO-2 (Discuss the Hierarchical Organization of Living Systems), only 43 students (50%) met the expected level of mastery, while the same number (43) did not meet expectations. This indicates that there was a lack of overall success in achieving this learning outcome. Additionally, 21 students did not complete the assessment, and their performance is unknown.

Overall, the data suggests that the students were generally successful in achieving the CSLO-1, while there was a lack of overall success in achieving CSLO-2. However, it's important to note that the data does not tell us the reasons why some students may have struggled with a particular learning outcome or if there were any external factors that could have influenced student performance. It's also possible that the assessment instrument used to measure the learning outcomes may have influenced the results. Therefore, further investigation may be needed to determine the factors that influenced student performance and to make appropriate adjustments to the course design and assessment methods.

Based on the data chart, some potential changes that could be made to the course design and assessment methods include:

1. Review and revise the learning outcomes and corresponding assessments: If a significant number of students did not meet expectations for a particular learning outcome, it may be necessary to review the learning outcome and revise the corresponding assessments. The assessments should be aligned with the learning outcomes, and the level of difficulty should be appropriate for the target audience.

2. Provide additional support to students who struggle: Some students may require additional support to achieve the learning outcomes. This could involve providing extra instructional resources, such as videos, practice problems, or online tutorials. Additionally, the instructor may consider providing extra office hours or creating a peer-to-peer tutoring system to help students who need extra assistance.

3. Increase student engagement and participation: Engaging students in the learning process can help improve their understanding and retention of the course material. The instructor can promote engagement and participation by using interactive teaching methods, such as group discussions, case studies, or interactive simulations. Additionally, the instructor could consider using formative assessments, such as quizzes or surveys, to gather feedback on student understanding throughout the course.

4. Evaluate the course curriculum: It may be necessary to re-evaluate the course curriculum to ensure that it is meeting the needs of the students. The curriculum should be aligned with the learning outcomes, and the content should be presented in a way that is clear and

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easy to understand. Additionally, the instructor should consider incorporating real-world examples and applications to make the content more relevant and engaging for the students.

Overall, the data chart provides useful information that can be used to identify areas for improvement in the course design and assessment methods. By making appropriate adjustments, instructors can help ensure that students are successful in achieving the course learning outcomes.

The data can be used to help faculty improve students' success rates on the course learning outcomes in several ways:

1. **Identify areas of weakness**: The data shows that a significant number of students did not meet expectations on CSLO-1 and CSLO-2. Faculty can use this information to identify the areas of weakness and adjust their teaching methods to better address these areas.

2. **Adjust teaching methods**: Based on the data, faculty can adjust their teaching methods to ensure that students have a better understanding of the course learning outcomes. This could include incorporating more interactive activities or providing additional resources for students to review.

3. **Provide additional support**: The data shows that a significant number of students did not complete the assessment. Faculty can use this information to identify students who may need additional support and provide resources or tutoring to help them succeed.

4. **Re-evaluate assessment**: The data can be used to re-evaluate the assessment methods used to measure the course learning outcomes. If a significant number of students did not meet expectations, it may indicate that the assessment needs to be revised to better align with the learning outcomes.

Overall, the data can be used by faculty to make data-driven decisions to improve students' success rates on the course learning outcomes.

To continuously improve based on this data, faculty and course coordinators can take the following steps:

1. **Analyze the data**: The first step would be to analyze the data to identify areas of improvement. This could involve looking at the percentage of students meeting or exceeding expectations for each course learning outcome, as well as the number of students who did not meet expectations or did not complete the assessment.

2. **Identify areas for improvement**: Based on the data, faculty can identify areas that need improvement. For example, if a large percentage of students did not meet expectations for CSLO-1, faculty may want to consider revising the content or delivery method for that course learning outcome.

3. **Adjust teaching methods**: Faculty can adjust their teaching methods to better align with the course learning outcomes. For example, if the data suggests that students are struggling with a particular topic, faculty could consider incorporating more examples or providing more practice opportunities.

4. **Solicit student feedback**: Faculty can solicit feedback from students to get a better understanding of their learning experiences and identify areas for improvement. This feedback could be obtained through course evaluations or other assessment methods.

5. **Collaborate with colleagues**: Faculty can collaborate with their colleagues to share best practices and identify areas for improvement across multiple courses or programs.

By taking these steps, faculty can continuously improve their teaching methods and better support student success in achieving the course learning outcomes.

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Assessment Committee

April 2023

SEMESTER ASSESSED: FA22   **PREPARED BY:**   F.BALDWIN-SP23   **DISCIPLINE:** ACCOUNTING-BUSINESS

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	BUS181 – Section I DA – FA2022 - Remote
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	• Describe the accounting cycle, and prepare the four financial statements for a business organization, using good form and construct, interpret, and analyze the balance sheet.
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-	CNOW – CengageNow Assignment Achievement Criterion Referenced

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Daley College Course **Assessment Outcomes** Report

	referenced, criterion-referenced or neither?	
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	Yes Expected target performance goal: At least 70%
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	Students are taught the accounting cycle during the 1st 4 weeks of class and presented with an assignment that assesses their knowledge of the subject matter. The remote BUS181 course was chosen as opposed to the online course because it consisted of more instruction. 87% of students participated
Date	At what point during the semester was the assessment administered?	The assessment was administered after week 4.
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: at least 70% **Challenge:** Students performed at 68% **Remedy:** Possibly shorten assignment **Discovery:** Assignment was lengthy, possibly resulting in fatigue.

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Professor F. Baldwin

Semester of Assessment: FA2022

Course Title and Number: Financial Accounting – BUS181

Assessment Tool(s)	Chapter 4 Assignment via CNOW – CengageNow

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Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations [If Applicable] e.g., N/A	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
• Describe the accounting cycle, and prepare the four financial statements for a business organization, using good form and construct, interpret, and analyze the balance sheet.	8 students	8 students	3 students	2 students	13 students
2.					
3.					
4.					
5.					

REFLECT How did the data inform your teaching practice [what went well, what did not go well,	Most students exceeded expectations if they followed instruction and used the provided resources.

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what would you have done differently if you could]?	If the assessment were shorter, it is possible that prevention of fatigue could have improved scores.

REFINE DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	I do not want to change anything since most students who remained in the course performed well.

ASSESSMENT COMMITTEE FEEDBACK

The data discrepancies in the chart suggest that some students did not meet the expectations of the course despite the total number of students on the final roster being 13. This could indicate a problem with the assessment of the course, where some students were not properly evaluated or may have dropped out of the course before completing the assessment. Alternatively, it is possible that some students did not properly understand the course material, leading to their failure to meet expectations.

The data variance shows that more than half of the students met or exceeded expectations, while less than a quarter of the students did not meet expectations. It also indicates that a small percentage of students did not complete the assessment, which may be due to various reasons such as personal issues, technical difficulties, or lack of interest. Overall, the data shows that the majority of the students in this course performed well and achieved the learning objectives.

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The data shows that out of the 13 students on the final roster, 8 students met the expectations of the assessment, 3 students did not meet the expectations, and 2 students did not complete the assessment. This means that 61.5% of the students who took the assessment met the expectations, while 23% did not meet the expectations, and 15.5% did not complete the assessment.

Overall, the data chart provides information on how well the students performed in the assessment of the course. The disaggregated data allows for a detailed analysis of the students' performance, which can be useful in identifying areas of improvement in the course or in providing targeted support for students who did not meet the expectations.

The aggregated data in this chart provides a summary of the performance of the students in the accounting course. The total number of students on the final roster is 13. Out of these 13 students, 8 students exceeded expectations in their ability to describe the accounting cycle, prepare the four financial statements for a business organization, and construct, interpret, and analyze the balance sheet. Another 8 students met expectations, which means they demonstrated an adequate level of understanding and skill in these areas. Three students did not meet expectations, indicating that they require additional instruction and support to improve their knowledge and ability. Two students did not complete the assessment and were marked as N/A.

Based on the data chart, if the goal is to improve the number of students meeting or exceeding expectations, some actions that could be taken include:

1. Identifying the reasons why the 3 students did not meet expectations and developing targeted interventions to support them.

2. Providing additional resources or support for students who are struggling with the course material.

3. Analyzing the teaching methods and strategies used in the course to determine if there are areas for improvement that could better support student learning.

4. Re-evaluating the assessment methods and criteria to ensure they are aligned with the course objectives and accurately measure student understanding.

It's also important to note that the number of students exceeding expectations is the same as the number of students meeting expectations, which suggests that there may be room for higher levels of achievement. Therefore, additional efforts could be made to challenge and support students to reach higher levels of mastery in the course material.

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The data chart provides information on the number of students who exceeded, met, and did not meet expectations on a particular learning outcome, as well as the number of students who did not complete the assessment. In this case, the learning outcome is related to accounting, specifically the ability to describe the accounting cycle, prepare financial statements, and analyze the balance sheet.

To improve student success rates on this learning outcome, faculty can take the following steps:

1. **Analyze the data**: The first step is to analyze the data to identify the areas where students are struggling the most. In this case, the data shows that only 8 out of 13 students (61.5%) met or exceeded expectations on the learning outcome. This suggests that there is room for improvement.

2. **Identify the areas of weakness**: The data also shows that 3 out of 13 students (23%) did not meet expectations on the learning outcome. Faculty can use this information to identify the areas of weakness and focus on improving these areas in future iterations of the course.

3. **Adjust course content and delivery**: Based on the areas of weakness identified in step 2, faculty can adjust the course content and delivery to better meet the needs of the students. For example, if students are struggling with the concept of the accounting cycle, faculty can provide additional resources or examples to help them understand the concept better.

4. **Provide feedback and support**: Faculty can provide feedback and support to students throughout the course to help them improve their understanding of the learning outcome. This can include providing feedback on assignments and assessments, as well as offering additional support outside of class.

5. **Monitor progress**: Finally, faculty should monitor student progress throughout the course to ensure that they are making progress towards the learning outcome. If necessary, adjustments can be made to the course content or delivery to ensure that students are on track to meet the learning outcome.

By following these steps, faculty can improve student success rates on the learning outcome and ensure that students are better prepared to apply their knowledge in the real world.

Based on the data chart, here are some ways to continuously improve:

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Daley College Course **Assessment Outcomes** Report

1. **Analyze the results**: Look at the number of students exceeding expectations, meeting expectations, and not meeting expectations, and identify which areas need improvement. In this case, the number of students not meeting expectations is higher than desirable. This could indicate a need to improve the course materials, teaching methods, or assessment strategies.

2. **Get feedback**: Ask students for feedback on the course and use that feedback to identify areas for improvement. This feedback could be collected through surveys, focus groups, or one-on-one meetings.

3. **Provide additional resources**: Offer additional resources, such as tutorials or extra assignments, to help students who are struggling with the material.

4. **Reassess the course objectives**: Ensure that the course objectives are clear, specific, and measurable. The course objectives should align with the learning outcomes, and the assessment methods should be appropriate for measuring those outcomes.

5. **Provide professional development opportunities**: Provide opportunities for faculty to improve their teaching skills and stay up-to-date with best practices in their field. This could include attending conferences, participating in webinars, or taking courses on teaching and learning.

6. **Use data to inform decision-making**: Continuously collect and analyze data on student performance, course evaluations, and other relevant metrics, and use that data to make informed decisions about how to improve the course.

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Assessment Committee

April 2023

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Daley College Course **Assessment Outcomes** Report

SEMESTER ASSESSED: Fall 2022   **PREPARED BY:** Dinh Bui-SP23   **DISCIPLINE:** CIS

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	COMPSFI 102 Information Security Essentials (Section: WW1 and B)
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	CSLO 1: Recognize and discuss security problems, the limitations of technology, and solutions to those problems CSLO 2: Discuss the technical terminology used in the Information Security field CSLO 3: List the components of information systems and explain how they can fail CSLO 4: Identify internal and external threats and vulnerabilities that apply to Information Systems CSLO 5: Identify appropriate controls and countermeasures for common threats CSLO 6: Discuss the human factor and its relationship to the organization and to the Information Systems that support the organization's operations CSLO 7: Apply some of the tools and processes used to conduct an information security risk assessment CSLO 8: Apply network security fundamentals and how to secure a network CSLO 9: Carry out Access Control and Identity Management fundamentals CSLO 10: Apply cryptography concepts to secure a network CSLO 11: Identify issues with Application, Data and Host Security **See mapping below:** **[CSLO 4,5,6,11** WERE ASSESSED**]** -> **PSLO 1:** Acquire essential to cybersecurity technical knowledge of current and emerging cyber threats, vulnerabilities, and technologies. **[DLSO 4: ISLO 2,3,4,5]** **[CSLO 1,2,3,4,7** WERE ASSESSED**]** -> **PSLO 2:** Identify security threats that incorporated best practices in detecting and responding to global threats in a forensically sound manner. **[DLSO 7: ISLO 3,5,6]** **[CSLO 7,8,9,10** WERE ASSESSED**]** -> **PSLO 3:** Gain essential cybersecurity technical knowledge relating to using and administering network devices and network operating systems, practice ethical hacking, and engage in information security systems analysis. **[DLSO 1: ISLO 1,5,6] and [DLSO 4: ISLO 2,3,4,5,6]** **[CSLO 7,9,10,11** WERE ASSESSED**]** -> **PSLO 4:** Use appropriate network, security, and digital forensics tools that can prevent, monitor, protect against, contain, respond to, and recover from cyberattacks. **[DLSO 2: ISLO 1,5,6], [DLSO 3: ISLO 1,5,6]**

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Daley College Course **Assessment Outcomes** Report

		[CSLO 4,5,6,7,8,11 WERE ASSESSED**]** -> **PSLO 6:** Apply tools and processes that used to conduct an information security risk assessment and Security Incident Response. **[DLSO 2: ISLO 1,5,6], [DLSO 5: ISLO 2,5,6]**
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	Pre&Post Assessment Quizzes on BrightSpace
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	**Performance goal is to match the 70% and above:** **COMPSF1-102 B > 77.44%** **COMPSF1-102 WW1 > 85.93%** **Overall > 81.65%**
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	Data of Pre&Post Assessment from gradebook were used to accumulate and analyze. **COMPSF1-102 B > 93% participated (13 participated OVER 14 enrolled)** **COMPSF1-102 WW1 > 90% participated (9 participated OVER 10 enrolled)**
Date	At what point during the semester was the assessment administered?	At the end of the semester
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: • **Challenge:** questions that map on CSLO 7, 8, and 11 (only 68%) are lower than 70% (corrected) Performance Expectation. • **Remedy:** Will provide more instruction and resources to get over the 70% Performance Expectation. • **Discovery:** Students lack of knowledge in Networking, Operating Systems, Computer Security, and Application Security.

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

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Daley College Course **Assessment Outcomes** Report

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Dinh Bui

Semester of Assessment: Fall 2022

Course Title and Number: COMPSFI 102 Information Security Essentials - Section: WW1 and B

Assessment Tool(s)	Pre&Post Assessment Quizzes on BrightSpace

The form below is combined the data of two courses: COMPSFI 102 Information Security Essentials Section WW1 (9 students) and B (13 students). Total of 22 students taking the assessment.

Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations [If Applicable] e.g., N/A	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
CSLO 1: Recognize and discuss security problems, the limitations of technology, and solutions to those problems	N/A	21	1	2	24
CSLO 2: Discuss the technical terminology used in the Information Security field	N/A	17	5	2	24

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CSLO 4: Identify internal and external threats and vulnerabilities that apply to Information Systems	N/A	19	3	2	24
CSLO 3: List the components of information systems and explain how they can fail	N/A	21	1	2	24
CSLO 6: Discuss the human factor and its relationship to the organization and to the Information Systems that support the organization's operations	N/A	16	6	2	24
CSLO 7: Apply some of the tools and processes used to conduct an information security risk assessment	N/A	15	7	2	24
CSLO 8: Apply network security fundamentals and how to secure a network	N/A	15	7	2	24
CSLO 9: Carry out Access Control and Identity Management fundamentals	N/A	20	2	2	24
CSLO 10: Apply cryptography concepts to secure a network	N/A	17	4	2	24
CSLO 5: Identify appropriate controls and countermeasures for common threats	N/A	20	2	2	24
CSLO 11: Identify issues with Application, Data and Host Security	N/A	15	7	2	24

REFLECT	What went well and what did not go well:

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How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	Most of questions that mapping to all the assessed CLSOs consider to be successful. However, there are some questions that students did not pass the 70% corrected as Performance Expectation. Such as questions that mapped to CSLO 7, 8, and 11 only have 68% corrected. **What would you have done differently if you could:** The questions on the quiz should be clearer and easier to understand. Creating the related real-world scenario would help student to perceive the questions better.

REFINE **DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?**	For the next assessment, the quiz should be simpler. Take off any questions that have overlap CSLOs. Creating more new questions that directly map to CSLOs. The answers of multiple choice should be more directive and help student to answers based on what they have learned (not by guessing). Add more time to the quiz to facilitate students to have more time to read and fully understand the questions.

Performance Expectation Chart: Overall > 81.65%

COMPSF1-102 B > 77.44%
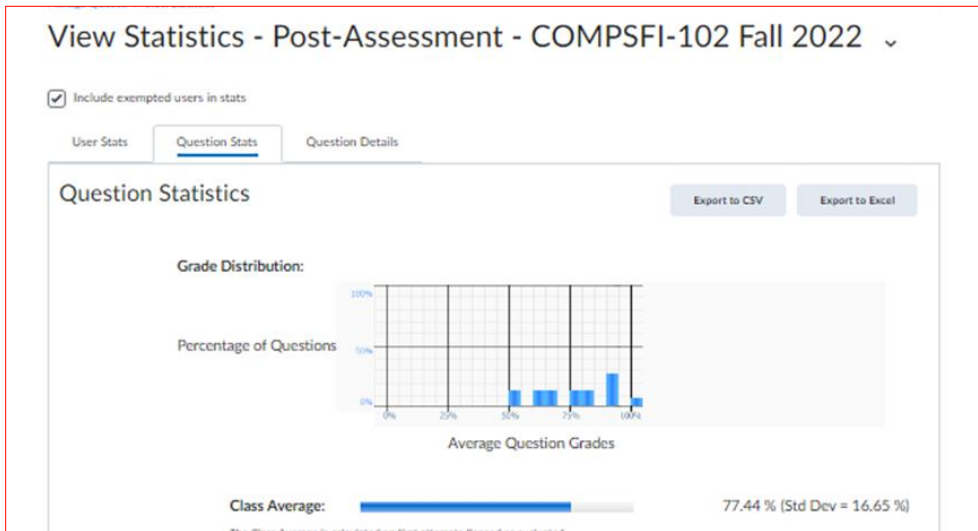
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Daley College Course **Assessment Outcomes** Report

View Statistics - Post-Assessment - COMPSFI-102 Fall 2022

☑ Include exempted users in stats

User Stats | Question Stats | Question Details

Question Statistics

Export to CSV | Export to Excel

Grade Distribution:

Percentage of Questions

Average Question Grades

Class Average: ▮▮▮▮▮▮▮▮▮▮▮▮ 77.44 % (Std Dev = 16.65 %)

The Class Average is calculated on first attempts Passed or evaluated

COMPSF1-102 WW1 > 85.93%

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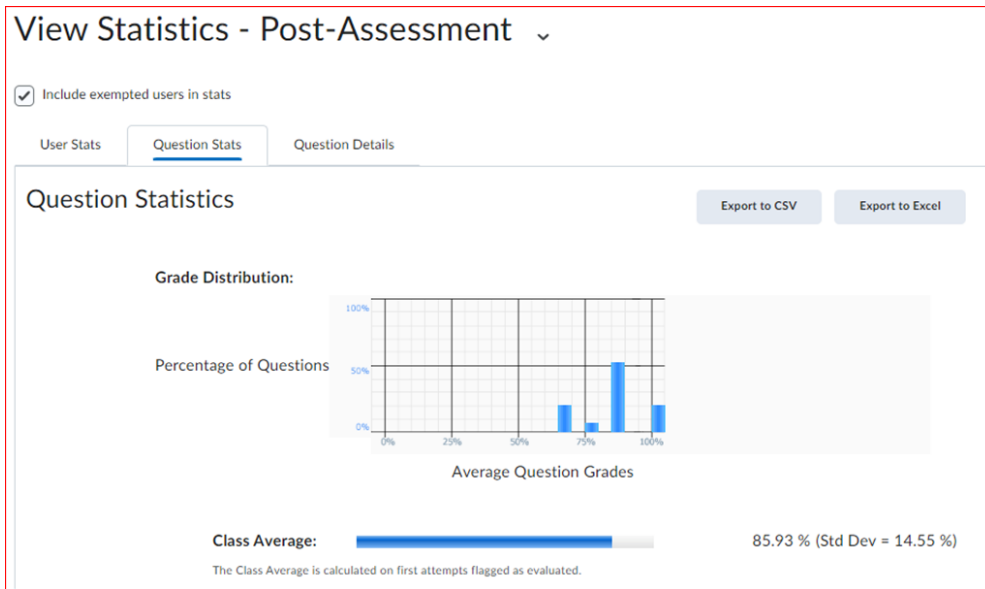
ASSESSMENT COMMITTEE FEEDBACK

The chart shows that for most CSLOs, the majority of students either met or exceeded expectations, while a small number did not meet expectations or were unable to complete the assessment. However, there are some discrepancies in the data, such as for CSLO 2 where there were no students who exceeded expectations, but there were 17 students who met expectations, and 5 students who did not meet expectations. It's possible that the assessment for CSLO 2 was more difficult or unclear compared to the other CSLOs, resulting in a larger number of students not meeting expectations.

This data chart presents the number of students who met or did not meet the expectations for each of the eleven Course Student Learning Outcomes (CSLOs) related to the Information Security course. The data variance can be seen in the number of students meeting expectations, not meeting expectations, and those who did not complete the assessment.

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For instance, for CSLO 1, all the students who completed the assessment met or exceeded the expectations. However, for CSLO 6, 6 out of 24 students did not meet expectations, and 2 students did not complete the assessment.

Overall, there seems to be good performance by the students in the course, with most CSLOs having a higher number of students meeting or exceeding expectations. However, there is some variance in performance, especially for CSLOs 6, 7, 8, and 11, where a higher number of students did not meet expectations or did not complete the assessment.

The disaggregated data in the chart refers to the breakdown of student performance for each course learning outcome (CSLO) based on different categories, such as gender, ethnicity, socio-economic status, or other demographic factors. However, the chart does not provide this information.

Without this information, it is not possible to analyze whether there are any significant differences in student performance based on these categories. Disaggregated data is crucial in identifying and addressing any disparities in student outcomes and ensuring that all students have equitable access to education.

Inclusion of disaggregated data can provide insights into whether certain groups of students are underperforming compared to others and can help educators tailor their teaching methods to better meet the needs of all students. It can also be used to evaluate the effectiveness of policies and interventions designed to improve student outcomes for specific groups.

By looking at the aggregated data, we can see which CSLOs the students performed well in and which ones they struggled with. For instance, CSLOs 1, 3, 4, and 9 had the highest number of students who exceeded expectations, while CSLOs 2, 6, 7, 8, and 11 had fewer students who exceeded expectations. Additionally, CSLOs 2, 5, 7, 8, 10, and 11 had a larger number of students who did not meet expectations compared to the other CSLOs. Overall, the aggregated data provides an overview of the students' performance on each CSLO and can help instructors identify areas where students may need additional support or where changes in teaching strategies may be necessary.

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Daley College Course **Assessment Outcomes** Report

The data shows that the majority of the students met or exceeded expectations for each of the CSLOs. CSLO 3 had the highest number of students who exceeded expectations (21 out of 24 students), followed by CSLO 9 and CSLO 5 with 20 out of 24 students exceeding expectations.

There were also a few CSLOs where a relatively high number of students did not meet expectations. For example, CSLO 2 had 5 students who did not meet expectations, and CSLO 6 had 6 students who did not meet expectations.

It is also important to note that there were 2 students who did not complete the assessment for each of the CSLOs.

Overall, the data suggests that the course was generally successful in helping students meet the learning outcomes, but there is room for improvement in a few areas where more students did not meet expectations.

Based on the data chart, there are a few things that could be done differently to improve student success rates on the course learning outcomes. Here are some possible suggestions:

1. **Provide additional support or resources for students who are not meeting expectations**: For example, students who are struggling with CSLO 2 (Discuss the technical terminology used in the Information Security field) could benefit from additional explanations of key terms or more examples of how these terms are used in practice.

2. **Offer more opportunities for hands-on practice**: Some of the CSLOs, such as CSLO 8 (Apply network security fundamentals and how to secure a network) and CSLO 10 (Apply cryptography concepts to secure a network), may be easier to learn by doing. Providing more opportunities for students to apply these concepts in a practical setting could help them better understand the material.

3. **Provide more clarity around expectations for each CSLO**: The data chart shows that some CSLOs had more students meeting or exceeding expectations than others. Providing clearer guidelines around what it means to meet or exceed expectations for each CSLO could help students better understand what they need to do to succeed.

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Conduct formative assessments throughout the course: By providing students with regular feedback on their progress, instructors can identify areas where students may be struggling and provide additional support or resources as needed. This could help students better understand the course material and improve their success rates on the CSLOs.

The data can be used by faculty to identify areas where students are struggling and where improvements can be made in the course curriculum and teaching methods. For example, faculty can analyze the data to see which CSLOs have the lowest percentage of students exceeding expectations and focus on improving those areas. Additionally, faculty can review the course content and teaching methods related to those CSLOs and make changes that will better support student learning and mastery of the material.

Faculty can also use the data to identify students who may need additional support or interventions to improve their performance. For example, if there are a significant number of students who did not meet expectations for a particular CSLO, faculty can provide additional resources, tutoring, or one-on-one support to help those students improve their understanding of the material.

Finally, the data can be used to track progress over time and measure the effectiveness of changes made to the course curriculum and teaching methods. By regularly analyzing and evaluating the data, faculty can make data-driven decisions to continuously improve the course and support student success.

To continuously improve based on this data, faculty can:

1. **Analyze the data**: The first step to continuous improvement is to analyze the data and identify areas where students are struggling. Based on the data, faculty can identify the CSLOs where students are not meeting expectations and focus on improving their understanding of those concepts.

2. **Adjust teaching methods**: Based on the analysis of the data, faculty can adjust their teaching methods to better align with the CSLOs where students are struggling. For example, if students are having difficulty with CSLO 7, faculty can adjust their teaching approach to include more hands-on activities or simulations to help students better understand the tools and processes used in information security risk assessment.

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3. **Provide additional resources**: Faculty can provide additional resources, such as readings, videos, or interactive tools, to help students better understand the concepts covered in the CSLOs where they are struggling.

4. **Provide feedback**: Faculty can provide feedback to students on their progress throughout the course to help them understand where they need to focus their efforts. This can be done through individual meetings, class discussions, or online forums.

5. **Evaluate and adjust assessment methods**: Faculty can evaluate their assessment methods to ensure they are aligned with the CSLOs and accurately measure students' understanding of the concepts covered. If the assessment methods are not effective, faculty can adjust them to better align with the CSLOs and improve students' success rates.

Εκτίμηση
RJDC

Assessment Committee

April 2023

FACULTY COURSE ASSESSMENT EVALUATION OUTCOMES Report 2 of 3 2022Edition

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Daley College Course **Assessment Outcomes** Report

SEMESTER ASSESSED: FA22   **PREPARED BY:** Ron-Kan Y. Chyu SP23   **DISCIPLINE:** CIS – Networking Systems and Technology

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	**Semester:** Fall 2022 **Class:** NET TEC-121-D, Internetworking I **Modality:** Online-live (ZOOM)
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	(see table below)

Student Learning Outcomes (SLOs)	Course Objectives
1. Setup the devices and services used to support communications in data networks and the Internet	CO1
2. Describe the role of protocol layers in data networks	CO1
3. List the various layers of data networks in IPv4 and IPv6 environments	CO1
4. Identify fundamental Ethernet technologies for network media, services, and operations	CO2
5. Setup a simple Ethernet network using routers and switches	CO2
6. Design subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks	CO3
7. Use Cisco Command-Line Interface (CLI) commands to perform basic router and switch configurations	CO2, CO3
8. Verify network operations and analyze data traffic	CO1, CO2, CO3

Assessment Element	Description	Response
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it normreferenced, criterion-referenced or neither?	The assessment was conducted in the form of quizzes in the BrightSpace course for achievement measurement. As the result , the norm of student performance are assessed based on the criteria of Student Learning Outcome (SLOs).

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Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark	• Pre-assessment: 50% of enrolled students • Post-assessment: 70% of participants achieve 70% or higher of proficient rate
	or target outcome? If not, what was a reasonable expectation of performance?	

Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	All sections are expected for assessment.
		   • Pre-assessment: 50% of enrolled students.
		   • Post-assessment: embedded as a part of final exam and all students are expected to participate.

Date	At what point during the semester was the assessment administered?	• Pre-assessment: the 1st week of the class • Post-assessment: the last week of the class

Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**:
		
		Challenge: (exploring) **Remedy:** (exploring)
		Discovery: (From 2022 Fall NET-121-D Assessment)
		   • students memorizing the basic technical protocol specifications • emphases the importance to memorize the basic technical details.
		   ➢ Bloom's Taxonomy https://cft.vanderbilt.edu/guides-subpages/blooms-taxonomy/
		     (Bloom's taxonomy - Wikipedia)
		      1) Remember
		      2) Understand
		      3) Apply
		      4) Analyze
		      5) Evaluate
		      6) Create

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Daley College Course **Assessment Outcomes** Report

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Charles Norvil Semester of

Assessment: Fall 2022

Course Title and Number:
    Semester: Fall 2022
    Class: NET TEC-121-D, Internetworking I
    Modality: Online-live (ZOOM)

Assessment Tool(s)	BrightSpace course, Quizzes format

Total Student Number: 15

Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations [If Applicable] e.g., N/A	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
Q1,SLO1[2,8]		86.67%	13.33%	n/a	15
Q2,SLO1[2,5,6,8]		80.00%	20.00%		
Q3,SLO1[2,5,6,8]	100.00%		0.00%		

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Q4,SLO2	100.00%		0.00%		
Q5,SLO2[3,5,6,8]		73.33%	26.67%		
Q6,SLO2[1,8]		26.67%	73.33%		
Q7,SLO2[1,6,8]		66.67%	33.33%		
Q8,SLO3		73.33%	26.67%		
Q9,SLO3[4]		86.67%	13.33%		
Q10,SLO4[3]		93.33%	6.67%		
Q11,SLO3[2,8]		73.33%	26.67%		
Q12,SLO5[1,2,6,8]		86.67%	13.33%		
Q13,SLO6[1,8]		93.33%	6.67%		
Q14,SLO7		86.67%	13.33%		
Q15,SLO7		73.33%	26.67%		
Q16,SLO8[1]	100.00%		0.00%		
Q17,SLO8[1]	100.00%		0.00%		

Assessment Results: Pre-assessment, Post-assessment, and Delta

- **Delta:** The improvement from pre-assessment to post-assessment. *Delta = (Post-assessment) – (Pre-assessment)*

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- **Graphical comparisons are in Chart 1.**

Q,[SLOs]	Pre-Assessment	Post-Assessment	Delta
Q1,SLO1[2,8]	60.00%	86.67%	26.67%
Q2,SLO1[2,5,6,8]	80.00%	80.00%	0.00%
Q3,SLO1[2,5,6,8]	66.67%	100.00%	33.33%
Q4,SLO2	60.00%	100.00%	40.00%
Q5,SLO2[3,5,6,8]	26.67%	73.33%	46.67%
Q6,SLO2[1,8]	26.67%	26.67%	0.00%
Q7,SLO2[1,6,8]	60.00%	66.67%	6.67%
Q8,SLO3	33.33%	73.33%	40.00%
Q9,SLO3[4]	80.00%	86.67%	6.67%
Q10,SLO4[3]	53.33%	93.33%	40.00%
Q11,SLO3[2,8]	20.00%	73.33%	53.33%
Q12,SLO5[1,2,6,8]	73.33%	86.67%	13.33%
Q13,SLO6[1,8]	46.67%	93.33%	46.67%
Q14,SLO7	53.33%	86.67%	33.33%
Q15,SLO7	40.00%	73.33%	33.33%
Q16,SLO8[1]	86.67%	100.00%	13.33%
Q17,SLO8[1]	86.67%	100.00%	13.33%
Mean	**56.08%**	**82.35%**	**26.27%**
Standard Deviation	*20.84%*	*17.56%*	*17.03%*
Standard Deviation (Minimum)	**35.24%**	**64.80%**	**9.24%**
Standard Deviation (Maximum)	**76.92%**	**99.91%**	**43.31%**

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Chart 1: **Pre-Assessment**, **Post-Assessment**, and **Delta**
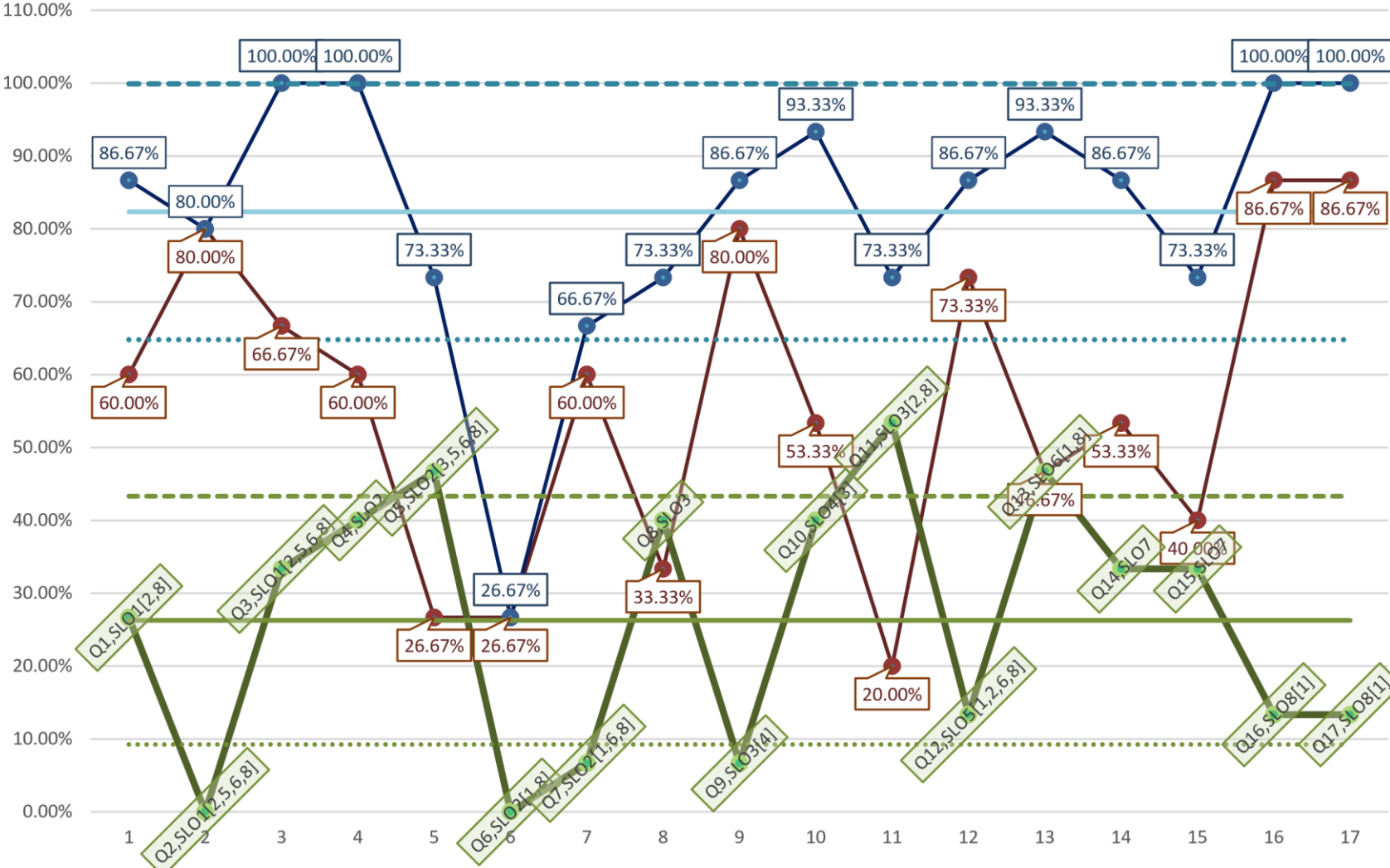
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REFLECT How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	**Result by Questions in the Pre-assessment, Post-assessment, and Delta:**						
	Among the 17 Questions in the assessments		Number of students exceeding expectations [If Applicable] e.g., N/A	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on the final roster
	Pre-assessment						
	Mean	**56.08%**	4	9	4	0	15
	Standard Deviation	*20.84%*					
	Standard Deviation (Minimum)	**35.24%**					
	Standard Deviation (Maximum)	**76.92%**					
	Post-assessment						
	Mean	**82.35%**	**4**	**12**	**1**	**0**	**15**
	Standard Deviation	*17.56%*					
	Standard Deviation (Minimum)	**64.80%**					
	Standard Deviation (Maximum)	**99.91%**					
	Delta						
	Mean	**26.27%**	3	10	4	0	15
	Standard Deviation	*17.03%*					
	Standard Deviation (Minimum)	**9.24%**					
	Standard Deviation (Maximum)	**43.31%**					

Post-assessment and **Delta** with **Pre-assessment** items not meeting expectation (blow standard deviation):

Q,[SLOs]	Pre-Assessment	Post-Assessment	Delta
Q9,SLO3[4]	80.00%	86.67%	6.67%
Q2,SLO1[2,5,6,8]	80.00%	80.00%	0.00%
Q11,SLO3[2,8]	20.00%	73.33%	53.33%
Q5,SLO2[3,5,6,8]	26.67%	73.33%	46.67%
Q8,SLO3	33.33%	73.33%	40.00%
Q7,SLO2[1,6,8]	60.00%	66.67%	6.67%
Q6,SLO2[1,8]	26.67%	26.67%	0.00%

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➢ Among the **Pre-assessment** items below the standard deviation, the **Post-assessment** of Q11, Q5, and Q8 are improved and meet the standard deviation.

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> ➢ Among the **Delta** items below the standard deviation, the **Post-assessment** of Q9, Q7, and Q2 meet the standard deviation.

> ➢ Item Q6 with SLO2[1,8] is below the standard deviation of Pre-assessment, Post-assessment, and Delta.
> 1) The challenge represented imposes the weakness of students in memorizing specific technical standards (protocol numbers) by comparing with Q1 of SLO1[2,8].
> 2) Comparing Q6, SLO2[1,8] with Q1, SLO1[2,8]:
>   - *Q6, SLO2[1,8]: Which protocol can be used to transfer messages from an email server to an email client?*
>   - *Q1, SLO1[2,8]: Which action is performed by a client when establishing communication with a server via the use of UDP at the transport level?*
> Between these two assessment items, Q6 focuses on memorizing specific protocol numbers and Q1 focuses on understanding network communication.

> ➢ Q7 of SLO2[1,6,8] meets the standard deviation in Post-assessment but is below the expected 70% benchmark.
> 1) Both Q7 and Q6 are of SLO2. The challenge of Q6 seems to be an essential challenge to SLO2.
> 2) Comparing Q7, SLO2[1,6,8] with Q6, SLO2[1,8] and Q1, SLO1[2,8]:
>   - *Q7, SLO2[1,6,8]: What is the purpose of the OSI physical layer?*
>   - *Q6, SLO2[1,8]: Which protocol can be used to transfer messages from an email server to an email client?*
>   - *Q1, SLO1[2,8]: Which action is performed by a client when establishing communication with a server via the use of UDP at the transport level?*

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REFINE DISCOVERY: What do you want to change [the activity,	From the result of this assessment, the class has successfully helped students in meeting or exceed the standard deviations (64.8% ~ 99.91%) and the benchmark of 70%. A challenge appears via SLO2 assessment items. By further comparison, the basic learning skill of the

the timing, the SLO, etc.,]?	memorization stage needs to be reinforced.
	
	The understanding and reiteration of the learning process may be helpful to promote our student's awareness of their efforts.
	
	➤ Bloom's Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
	    (Bloom's taxonomy - Wikipedia)
	       7) Remember
	       8) Understand
	       9) Apply
	       10) Analyze
	       11) Evaluate
	       12) Create

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<mark>ASSESSMENT COMMITTEE FEEDBACK</mark>

The data chart shows the results of a course assessment evaluation for a specific college course: Networking.
The chart is organized by questions (Q1-Q17) and student learning outcomes (SLO1-SLO8). The columns represent the percentage of students who exceeded expectations, met expectations, did not meet expectations, and those who did not complete the assessment (N/A). The total number of students on the final roster is also provided.

For each question, the specific SLOs that are being assessed are indicated in brackets. For example, Q1 is assessing SLO1 with indicators 2, 5, 6, and 8.

The percentage values in the exceeding expectations and meeting expectations columns indicate the proportion of students who achieved the SLOs at a satisfactory level. The "n/a" in the "did not meet expectations" column indicates that no students fell into that category for that particular SLO and question. The final column shows the number of students who did not complete the assessment for that particular question.

Overall, the chart provides a detailed analysis of how well students are achieving the intended learning outcomes of the course, broken down by specific questions and SLOs. The data variance can be seen in the variation of percentages across different questions and SLOs, indicating areas where more improvement may be needed.

There are a few discrepancies that need clarification in this chart. Firstly, for some questions, there is no data available for the number of students who did not meet expectations. This may be due to no students falling in that category or data not being recorded properly. Secondly, some questions have different numbers of SLOs listed in the brackets, which may indicate different rubrics or assessment criteria being used for different SLOs. Finally, it's not clear what the "n/a" means for Q1, SLO1. Overall, more information is needed to understand these discrepancies and determine their impact on the overall assessment outcomes.

The data chart shows variances in the percentage of students meeting or exceeding expectations for each of the different learning objectives (SLOs). The variances could be due to a number of factors, such as the difficulty level of the learning objective, the teaching method used to convey the information, the assessment method, or the prior knowledge of the students.

For example, SLO1 in Q1 had 86.67% of students exceeding expectations, while in Q2 and Q3, which covered the same SLO but with additional objectives, only 80% and 100% of students respectively met or exceeded expectations. This could be due to a number of factors such as the difficulty level of the additional objectives or differences in teaching methods.

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Daley College Course **Assessment Outcomes** Report

Similarly, SLO2 in Q6 had only 26.67% of students exceeding expectations while in Q4, it had 100% of students exceeding expectations. This may indicate that the assessment method used in Q6 was more challenging than that used in Q4 or that the teaching method used in Q4 was more effective in conveying the information.

It is also worth noting that in some cases, the number of students meeting or exceeding expectations was relatively small, such as in Q1 where only 15 students were included in the final roster. This may impact the statistical significance of the results.

The data chart shows the difference in the percentage of students who exceeded expectations, met expectations, did not meet expectations, and those who did not complete the assessment for each course learning outcome (SLO) in a particular course. The chart also indicates the total number of students on the final roster.

Each SLO represents a specific skill or knowledge that the student should be able to demonstrate after completing the course. The percentages of students who exceeded or met expectations indicate the level of achievement of the students for that particular SLO. The higher the percentage of students who exceeded or met expectations, the better the outcome of the course.

Based on the data chart, there are SLOs where the majority of the students performed well, such as Q3 and Q4, where 100% of the students' exceeded expectations. On the other hand, there are SLOs where the majority of the students did not perform well, such as Q6, where only 26.67% of the students' exceeded expectations.

By analyzing the data, faculty can identify areas where students are struggling and adjust their teaching methods or course materials to address those areas. They can also identify areas where students are performing well and use those areas as examples for improvement in other areas.

Overall, the data chart can help faculty continuously improve the course and ensure that students are meeting the desired learning outcomes.

The disaggregated data in this chart refers to the breakdown of student performance for each specific course learning outcome (SLO) and related assessment question. For each SLO and assessment question, the data shows the number and percentage of students who exceeded expectations, met expectations, did not meet expectations, or were not assessed (N/A) due to dropping the course or not completing the assessment.

For example, in SLO1 assessment question 2 and 8, 86.67% of students exceeded expectations, 13.33% met expectations, and none did not meet expectations, out of a total of 15 students on the final roster. In contrast, for SLO2 assessment question 6, only 26.67% of students exceeded expectations, while the majority (73.33%) did not meet expectations. The disaggregated data allows instructors to identify areas where students are struggling or excelling, and to make targeted improvements to their teaching and course materials to better support student learning.

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The aggregated data in this chart summarizes the overall performance of students on different Student Learning Outcomes (SLOs) in a course. The chart shows the percentage of students who exceeded expectations, met expectations, did not meet expectations, or dropped the course without completing the assessment for each SLO. The total number of students on the final roster is also included.

For example, on SLO1 for Quarter 1 (Q1), 86.67% of students exceeded expectations, 13.33% met expectations, and there were no students who did not meet expectations or dropped the course without completing the assessment. In total, there were 15 students on the final roster for that quarter. Similarly, for Q4 on SLO2, 100% of students exceeded expectations and there were no students who did not meet expectations.

Overall, this chart provides an overview of how well students performed on different learning outcomes in the course and can be used to identify areas where students may need more support or where the course may need to be improved.

This data chart provides information on the students' success rate on the course learning outcomes. The data is presented in a tabular format with columns for each learning outcome and rows for each question related to that outcome.

The columns show the percentage of students who exceeded expectations, met expectations, and did not meet expectations for each learning outcome. The data also includes the number of students who did not complete the assessment, and the total number of students on the final roster.

Overall, the data suggests that students performed well on most of the course learning outcomes. For example, for Q3 related to SLO1, all students met expectations, indicating a high level of proficiency in that area. However, there were some areas where students struggled, such as Q6 related to SLO2, where only 26.67% of students met expectations.

It is important to note that this data only provides a snapshot of the students' performance on the course learning outcomes, and further analysis may be necessary to fully understand the students' level of understanding and mastery of the material.

Based on the data chart, here are some possible actions that could be taken:

1. For SLO2, Q6, and Q7, a higher percentage of students did not meet expectations, indicating that more attention and support may be needed in these areas to help students succeed.

2. For SLO1, Q1, Q2, and Q3, the majority of students met or exceeded expectations, indicating that these areas are being taught effectively. However, it may still be worth reviewing the material and teaching methods to ensure continued success.

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3.   For SLO3, Q8, Q9, and Q11, a significant number of students did not meet expectations. The course instructor may want to review these areas and consider changing the teaching methods to improve student outcomes.

4.   For SLO4, Q10, the majority of students exceeded expectations. The instructor may want to consider incorporating more challenging material to further challenge and engage high performing students.

5.   For SLO5, Q12, the majority of students exceeded expectations. However, it may be worth reviewing the material to ensure continued success.

6.   For SLO6, Q13, and SLO7, Q14 and Q15, a relatively small number of students did not meet expectations, indicating that these areas are being taught effectively. However, it may still be worth reviewing the material and teaching methods to ensure continued success.

7.   For SLO8, Q16 and Q17, all students met or exceeded expectations, indicating that these areas are being taught effectively.

The data chart provides valuable information on the students' performance on each of the course learning outcomes. Faculty can use this information to identify areas where students are excelling or struggling and make appropriate adjustments to improve the students' success rate.

For example, faculty can focus on the course learning outcomes where students did not meet expectations and design interventions to improve their performance. Additionally, faculty can also identify the course learning outcomes where students excelled and replicate the teaching strategies and methods that led to their success.

In particular, for SLO2, the faculty can analyze the performance of the students who did not meet expectations and make changes to the teaching methodologies to improve their performance. Similarly, for SLO6 and SLO8, the faculty can analyze the data to determine why the success rates were high and replicate the strategies used in teaching these outcomes.

The faculty can also use this data to tailor their teaching methods to the needs of individual students. For instance, if a significant number of students did not meet expectations in a particular SLO, the faculty can provide additional resources, such as tutoring or study guides, to help those students.

Overall, by using the data chart to identify areas of improvement and adjusting teaching methodologies, faculty can increase the success rate of the students in achieving the course learning outcomes.

Based on the data chart, there are several ways to continuously improve student success rates on the course learning outcomes:

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1.   **Analyze the results for each course learning outcome**: Look at the percentage of students who exceeded expectations, met expectations, and did not meet expectations for each learning outcome. Identify areas where a significant number of students did not meet expectations and focus on improving those areas.

2.   **Identify the reasons why some students did not meet expectations**: Analyze the reasons why some students did not meet expectations. Was it due to a lack of understanding of the material, poor study habits, or something else? Identifying the root cause of the problem can help develop effective solutions.

3.   **Provide targeted interventions**: Develop interventions targeted at the areas where a significant number of students did not meet expectations. This could include providing extra resources such as tutoring or online modules to help students improve their understanding of the material.

4.   **Monitor progress**: Continuously monitor student progress throughout the course to identify those who are struggling early on. This can help provide early interventions to prevent students from falling too far behind.

5.   **Use student feedback**: Gather feedback from students on the course and the assessments. This can help identify areas where students are struggling and provide insights into how to improve the course and assessments.

6.   **Collaborate with other faculty**: Collaborate with other faculty teaching the same course to share best practices and strategies that have worked for improving student success rates on the course learning outcomes.

PART 2 - NETWORKING COMPARISON DATA CHART ANALYSIS:

Q,[SLOs]	Pre-Assessment	Post-Assessment	Delta
Q1,SLO1[2,8]	60.00%	86.67%	26.67%
Q2,SLO1[2,5,6,8]	80.00%	80.00%	0.00%
Q3,SLO1[2,5,6,8]	66.67%	100.00%	33.33%
Q4,SLO2	60.00%	100.00%	40.00%

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Q5,SLO2[3,5,6,8]	26.67%	73.33%	46.67%
Q6,SLO2[1,8]	26.67%	26.67%	0.00%
Q7,SLO2[1,6,8]	60.00%	66.67%	6.67%
Q8,SLO3	33.33%	73.33%	40.00%
Q9,SLO3[4]	80.00%	86.67%	6.67%
Q10,SLO4[3]	53.33%	93.33%	40.00%
Q11,SLO3[2,8]	20.00%	73.33%	53.33%
Q12,SLO5[1,2,6,8]	73.33%	86.67%	13.33%
Q13,SLO6[1,8]	46.67%	93.33%	46.67%
Q14,SLO7	53.33%	86.67%	33.33%
Q15,SLO7	40.00%	73.33%	33.33%
Q16,SLO8[1]	86.67%	100.00%	13.33%
Q17,SLO8[1]	86.67%	100.00%	13.33%
Mean	**56.08%**	**82.35%**	**26.27%**
Standard Deviation	*20.84%*	*17.56%*	*17.03%*
Standard Deviation (Minimum)	**35.24%**	**64.80%**	**9.24%**
Standard Deviation (Maximum)	**76.92%**	**99.91%**	**43.31%**

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This data chart shows the assessment results for a set of questions (Q1 to Q17) and their associated Student Learning Outcomes (SLOs). There are three columns in the chart that represent the PreAssessment, Post-Assessment, and Delta values.

The Pre-Assessment column shows the percentage of students who answered each question correctly before taking the course. The Post-Assessment column shows the percentage of students who answered each question correctly after completing the course. The Delta column shows the improvement (or decline) in performance from pre-assessment to post-assessment. It is calculated by subtracting the PreAssessment percentage from the Post-Assessment percentage.

For example, for Q1 with SLO1[2,8], the Pre-Assessment percentage was 60.00%, the Post-Assessment percentage was 86.67%, and the Delta was 26.67%. This indicates that students showed an improvement of 26.67% in their performance on this question after completing the course.

The Mean row at the bottom of the chart shows the average Pre-Assessment, Post-Assessment, and Delta values across all questions and SLOs. The Standard Deviation row shows the variability in the data around the mean. The Standard Deviation (Minimum) and Standard Deviation (Maximum) values represent the minimum and maximum standard deviation values across all questions and SLOs, respectively.

The data in this chart shows the difference between the pre-assessment and post-assessment scores for each learning outcome (SLO). The Delta column represents the percentage difference between the two scores, and the mean and standard deviation are provided for all SLOs.

Overall, the data shows that the students improved significantly in their understanding of the course material between the pre-assessment and post-assessment. The mean Delta is 26.27%, which means that, on average, students improved their scores by more than a quarter.

However, there are some differences in the success rates for each SLO. For example, SLOs 2 and 3 show particularly strong improvements, with mean Deltas of 40.00% and 34.67%, respectively. SLO 11 also shows a very large improvement, with a mean Delta of 53.33%.

On the other hand, some SLOs show smaller improvements, such as SLO 2[1,8] and SLO 6[1,8], which had mean Deltas of 0.00% and 46.67%, respectively.

The standard deviation column shows the amount of variation in the data for each SLO. For example, SLO 1[2,8] had a standard deviation of 26.67%, which means that the scores for that SLO were relatively spread out. In contrast, SLO 2 had a standard deviation of only 17.56%, indicating that the scores for that SLO were more tightly clustered.

Overall, this data tells us that the students made significant progress in their understanding of the course material, but there were some variations in success rates for different learning outcomes. This information can be used to identify areas where students may need additional support or where the course materials could be improved.

PART 3 – REFINE DATA ANALYSIS:

Result by Questions in the Pre-assessment, Post-assessment, and Delta:

Among the 17 Questions in the assessments		Number of students exceeding expectations [If Applicable] e.g., N/A	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on the final roster
Pre-assessment		4	9	4	0	15
Mean	**56.08%**					
Standard Deviation	*20.84%*					
Standard Deviation (Minimum)	**35.24%**					
Standard Deviation (Maximum)	**76.92%**					
Post-assessment		4	12	1	0	15
Mean	**82.35%**					
Standard Deviation	*17.56%*					

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Daley College Course **Assessment Outcomes** Report

Standard Deviation (Minimum)	64.80%					
Standard Deviation (Maximum)	99.91%					
Delta						
Mean	26.27%					
Standard Deviation	*17.03%*	3	10	4	0	15
Standard Deviation (Minimum)	9.24%					
Standard Deviation (Maximum)	43.31%					

Post-assessment and **Delta** with **Pre-assessment** items not meeting expectation (blow standard deviation):

Q,[SLOs]	Pre-Assessment	Post-Assessment	Delta
Q9,SLO3[4]	80.00%	86.67%	6.67%
Q2,SLO1[2,5,6,8]	80.00%	80.00%	0.00%
Q11,SLO3[2,8]	20.00%	73.33%	53.33%
Q5,SLO2[3,5,6,8]	26.67%	73.33%	46.67%
Q8,SLO3	33.33%	73.33%	40.00%
Q7,SLO2[1,6,8]	60.00%	66.67%	6.67%

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Q6,SLO2[1,8]	26.67%	26.67%	0.00%

These data charts represent the results of a pre- and post-assessment conducted among a group of students. The assessments were designed to measure the students' performance against specific learning objectives (SLOs).

The first data chart shows the results of the assessments by question, including the number of students exceeding expectations, meeting expectations, not meeting expectations, and N/A (students who did not complete the assessment). It also shows the total number of students on the final roster. The data is presented separately for the pre-assessment, post-assessment, and delta (improvement from pre- to post-assessment).

The mean score for the pre-assessment was 56.08%, with a standard deviation of 20.84%. This means that the average score for the students was 56.08%, and the majority of the scores fell within 1 standard deviation of this mean (ranging from 35.24% to 76.92%). Four students exceeded expectations, nine met expectations, and four did not meet expectations on the pre-assessment.

The mean score for the post-assessment was 82.35%, with a standard deviation of 17.56%. This indicates that the average score for the students increased to 82.35%, and the majority of the scores fell within 1 standard deviation of this mean (ranging from 64.80% to 99.91%). Four students exceeded expectations, 12 met expectations, and only one did not meet expectations on the post-assessment.

The mean delta (improvement) from pre- to post-assessment was 26.27%, with a standard deviation of 17.03%. This means that the average improvement in scores from pre- to post-assessment was 26.27%, and the majority of the improvements fell within 1 standard deviation of this mean (ranging from 9.24% to 43.31%). Three students improved enough to exceed expectations, ten improved to meet expectations, and four did not improve enough to meet expectations.

The second data chart presents the results of the post-assessment and delta for the questions where students did not meet expectations on the pre-assessment (i.e., their scores were below the standard deviation). These questions include Q2, Q5, Q6, Q7, Q8, Q9, and Q11. Among these questions, only Q2 and Q6 did not show any improvement from pre- to post-assessment, while Q11 showed the highest improvement of 53.33%.

REFINE – CONTINUOUS IMPROVEMENT

Based on the data, there are several ways to continuously improve:

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1. **Focus on areas where students did not meet expectations**: There were four questions in the preassessment and one question in the delta where students did not meet expectations. These areas should be given more attention and focus in future instruction.

2. **Identify and address gaps in knowledge**: By comparing the pre- and post-assessment results, it is clear that students made significant improvements in their understanding of the learning outcomes. However, there were still four questions in the delta where students did not meet expectations. Teachers should identify these gaps in knowledge and provide targeted instruction to address them.

3. **Celebrate successes**: It is important to recognize and celebrate the areas where students exceeded expectations. In this case, four questions in both the pre- and post-assessments showed that students exceeded expectations. Teachers can acknowledge and build on these successes to encourage continued growth and improvement.

4. **Use data to inform instruction**: The data from the pre- and post-assessments, as well as the delta, can be used to guide future instruction. Teachers can use the data to identify areas where students need more support, adjust their teaching strategies, and provide targeted feedback to help students improve. By using data to inform instruction, teachers can continuously improve the effectiveness of their teaching and support their students' learning.

Εκτίμηση
RJDC

Assessment Committee

April 2023

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Daley College Course **Assessment Outcomes** Report

SEMESTER ASSESSED: **FA22**   PREPARED BY: **Ruth Chen-SP23**   DISCIPLINE: **CIS**

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	**Class:** C++ Object Oriented Programming I **Modality:** Online-live (ZOOM)

CSLO
P/DSLO and ISLO
	State the SLO(s) for which students were assessed.	1. Demonstrate use of fundamental programming statements and concepts and manage on-line editing of programs.
		2. Illustrate effective use of problem-solving techniques. Formulate a flow chart and organize program logic, execution and debugging of programs.
		3. Plan and organize use of intermediate commands, such as.
		   • Multiple decisions and loops and error handling routines
		   • Employ File management techniques.
		     1. Format output
		     2. Working with Arrays
		     3. Working with structure and record
		   • Utilize Structured Programming concepts.
		
		PROGRAM STUDENT LEARNING OUTCOMES/DEPARTMENT STUDENT LEARNING OUTCOMES (PSLO/DSLO)
		
		PSLO 1: Software development is key to the technology we use in our daily lives. There is now a growing need for software developers to create new mobile applications and software services in a variety of businesses and fields. [**DLSO 2,3,4: ISLO 2, 4, 5, 6**]
		PSLO 2: The Software Development program teaches students several in-demand programming languages, including Python, C++, Java, and JavaScript. [**DLSO 2,3, 4: ISLO 2, 4, 5**]

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		PSLO 3: Software Development focuses on hands-on experience in the analysis, design, implementation, and maintenance of software applications using those languages. [**DLSO 2,3, 4: ISLO 2, 4, 5**] **PSLO 4**: Software Development is not only training program development skills in basic program coding, website application, and mobile application development, but also building problem-solving skills. [**DLSO 1, 2,3, 4, 5: ISLO 1, 2, 3, 4, 5, 6**] **PSLO 6**: Software Development will be prepared to enter the workforce as entry-level programmers. [**DLSO 1, 2,3, 4, 5, 6: ISLO 1, 2, 3, 4, 5, 6**]
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	The pre- and post-assessment quizzes were administered via Brightspace to evaluate student performance and were norm-referenced for their learning.
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	The goal is for students to reach **70% or above on the post-assessment.** **CIS142 K DA ➔ class average on the post assessment :77.5%**
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	There are 26 students enrolled in the class. 25 students participated in the pre-assessment, and 26 students participated in the post-assessment. The students completed the assessments to the best of their understanding.
Date	At what point during the semester was the assessment administered?	The pre-assessment was given in the first week of the semester, and the post-assessment was given in the last week of the semester.
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: Based on the assessment results, we can conclude that students have learned the C++ programming language. However, we **discovered** a **challenge**, as *students did not put enough effort into reviewing and studying after each class*

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Daley College Course **Assessment Outcomes** Report

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Ruth Chen

Semester of Assessment: Fall 2022

Course Title and Number: CIS142 K DA - C++ Object Oriented Programming I

Assessment Tool(s)	Brightspace Quizzes tool

Total Student Number: 26

Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations [If Applicable] e.g., N/A	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not	Total number of students on final roster

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Daley College Course **Assessment Outcomes** Report

				complete assessment]	
1. Understand the basic programming syntax	1	23	2	N/A	**26**
2. Become familiar with the structure of the programming language, including sequential structure, control structures (such as decision and repetition), and Enumeration.	1	21	3		
3. Learn about data structures for collecting and organizing data such as Array and struct.	1	20	5		
4. Practice the problem-solving skills	1	15	10		
5. Practice their coding and program debugging skills.	1	13	12		

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Daley College Course **Assessment Outcomes** Report

CIS142 Pre-Assessment:

Grade Distribution:
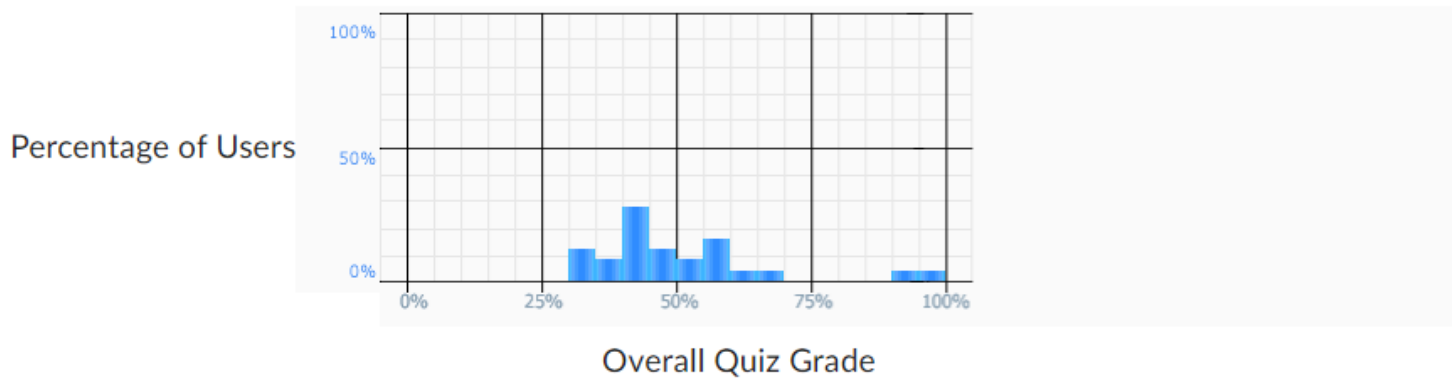
Class Average: 47.04 % (Std Dev = 16.29 %)

The Class Average is calculated based on the Overall Grade Calculation setting.

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CIS142 Post-Assessment:

Grade Distribution:
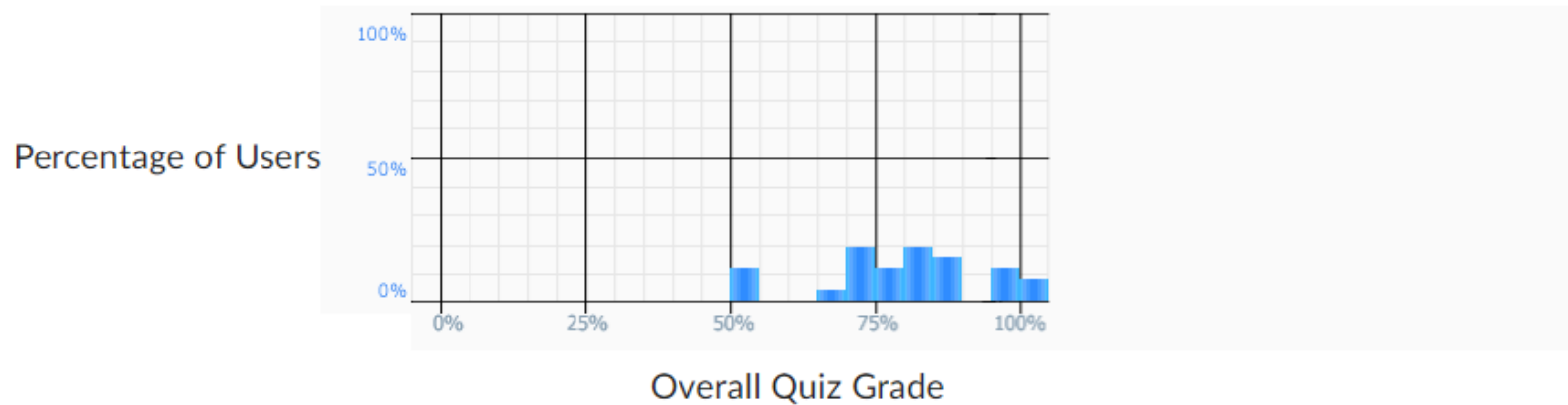
Class Average: 77.5 % (Std Dev = 13.75 %)

The Class Average is calculated based on the Overall Grade Calculation setting.

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Daley College Course **Assessment Outcomes** Report

REFLECT	
How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	Understanding and memorizing the syntax of programming language and learning how to logically construct a program are important for learning a computer programming language. However, it is also important to understand the underlying concepts and principles of programming, such as data structures and algorithms, and to be able to apply them effectively.
	Moreover, while practice is an essential part of learning programming, simply repeating the same tasks over and over may not be sufficient for developing a deep understanding of the programming language. Instead, it is important to engage in deliberate practice, which involves actively seeking out challenging problems and working to solve them. Finally, while lab practice can be helpful, it is not the only way to learn programming. There are many resources available, such as online tutorials and textbooks, that can provide additional information and practice opportunities. Ultimately, the most effective approach to learning programming will vary depending on the individual student's learning style and goals.

REFINE	
DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	For slow learners or those learning computer programming for the first time, I may break down small and short pieces of code. As they progress, they can then assemble these small programs into a

	complete, fully functional program. Additionally, students should work on improving their ability to debug code.

<mark>ASSESSMENT COMMITTEE FEEDBACK</mark>

Overall, the data suggests that most students were able to meet or exceed expectations for the course objectives related to understanding programming syntax, learning about data structures, and practicing problem-solving and program debugging skills. However, there were some areas where more students struggled, such as identifying the structure of the programming language and its control structures and identifying appropriate controls and countermeasures for common programming threats.

There are no obvious data discrepancies in this chart. However, it would be useful to know the criteria for determining whether a student "exceeds expectations," "meets expectations," or "does not meet expectations." Additionally, it would be helpful to know the number of students who dropped the course or did not complete the assessment, as well as any other relevant information such as the percentage of students who fall into each category. Without this information, it is difficult to draw meaningful conclusions from the data presented.

In this chart, the data variance can be seen in the number of students exceeding expectations, meeting expectations, and not meeting expectations for each learning outcome. For example, in learning outcome 1, only one student exceeded expectations, while 23 students met expectations and 2 did not meet expectations. On the other hand, in learning outcome 5, only one student exceeded expectations, 13 students met expectations, and 12 did not meet expectations. This indicates a higher level of variability in the performance of students across different learning outcomes. Additionally, there were some students who did not complete the assessment (N/A), which further contributes to the data variance.

The data chart shows the differences between the course learning outcomes, as measured by the number of students who exceeded expectations, met expectations, and did not meet expectations for each learning outcome.

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Daley College Course **Assessment Outcomes** Report

For learning outcome 1, the majority of students met expectations, with only one student exceeding expectations and two students not meeting expectations. This suggests that the basic programming syntax was generally well understood by the students, but there is room for improvement for those who did not meet expectations.

For learning outcome 2, again the majority of students met expectations, but there were slightly more students who did not meet expectations. This could indicate that the structure of the programming language, including control structures, was more challenging for some students.

For learning outcome 3, there were fewer students who met expectations, with a larger number not meeting expectations. This suggests that the concept of data structures was more difficult for the students, and additional support or resources may be needed to improve their understanding.

For learning outcome 4, the number of students who met expectations was lower than the other outcomes, with a larger number of students not meeting expectations. This suggests that problem-solving skills may be an area that needs additional focus and support in the course.

Finally, for learning outcome 5, the number of students who met expectations was the lowest, with a larger number not meeting expectations. This indicates that coding and program debugging skills may be a significant challenge for the students, and additional resources and support may be needed to help them improve in this area.

The data chart shows disaggregated data for each course learning outcome. This disaggregated data allows instructors to identify areas where students are struggling and adjust their teaching methods accordingly. It also allows them to recognize areas where students are excelling and potentially offer additional challenges or opportunities for growth. Additionally, disaggregated data can be useful for assessing the effectiveness of the course and making changes to improve student learning outcomes.

The aggregated data in this chart provides an overall summary of the performance of students in the course. Out of the total 26 students on the final roster, one student exceeded expectations in all five learning outcomes. The majority of students (ranging from 20 to 23) met expectations in all five learning outcomes. There were some students who did not meet expectations in some of the learning outcomes, ranging from 2 to 12 students. Additionally, there were some students who did not complete the assessment, indicated by N/A. Overall, this chart shows the distribution of performance across the five learning outcomes for the entire class.

Based on the data chart, we can see that the majority of the students (more than 80%) met or exceeded the expectations for all course learning outcomes except for outcome 5, "Practice their coding and program debugging skills," where more than 45% of the students did not meet

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expectations. This could suggest that the course may need to incorporate more practice opportunities or support for students in developing their coding and program debugging skills. It's also worth noting that the number of students who exceeded expectations was relatively small across all learning outcomes, indicating that there may be room for further improvement in the course curriculum or instruction.

Based on the data chart, it appears that the majority of students are meeting or exceeding expectations on the course learning outcomes. However, there are some students who are not meeting expectations, particularly on outcomes 4 and 5 related to problem-solving and coding/debugging skills.

To address this, the instructor could consider providing additional support and resources for students who are struggling with these skills. This could include more hands-on practice opportunities, one-on-one or small group tutoring sessions, or targeted feedback and coaching on problem-solving strategies and coding/debugging techniques. Additionally, the instructor could consider incorporating more formative assessments throughout the course to provide students with more frequent feedback on their progress and help identify areas where they may need additional support.

This data can be used to help faculty improve the students' success rate on the course learning outcomes in a number of ways:

1. Analyzing the disaggregated data for each learning outcome can help identify specific areas where students are struggling. For example, if a high number of students are not meeting expectations in learning about data structures, the faculty can focus on improving the teaching methods for that specific topic.

2. Comparing the aggregated data for each learning outcome can help identify overall strengths and weaknesses of the course. If a particular learning outcome consistently has a high number of students exceeding expectations, the faculty can analyze what is working well and potentially apply those methods to other learning outcomes.

3. Looking at the total number of students on the final roster can help identify if there are any issues with student retention or engagement in the course. If a significant number of students dropped or did not complete the assessment, the faculty can analyze why that might be and potentially make changes to improve student engagement.

Overall, analyzing the data can help faculty make data-driven decisions to improve the course and increase the students' success rate on the learning outcomes.

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Daley College Course **Assessment Outcomes** Report

Based on this data, here are some ways to continuously improve:

1. Analyze the reasons behind the high number of students not meeting expectations for learning outcomes 3 and 4. Perhaps the content delivery method or assessments need to be adjusted to better support students in these areas.

2. Evaluate the teaching strategies and curriculum for the learning outcome related to practice of coding and program debugging skills. Find ways to provide more practical exercises and hands-on experiences for the students to help them better master these skills.

3. Create more opportunities for collaboration, discussion, and feedback, to help students improve their understanding of programming concepts and apply them effectively. This can be done through group projects, peer review activities, and online discussion forums.

4. Collect feedback from students at the end of the course to understand their learning experience and identify areas for improvement. Use this feedback to adjust teaching methods and course content for future classes.

5. Monitor the performance of students throughout the course to identify early warning signs of struggling students. Implement interventions early on, such as tutoring or extra help sessions, to help students who are falling behind catch up and succeed.

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Daley College Course **Assessment Outcomes** Report

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	Fall 2022 CIS 182 C -Web Development II/Client Side Scripting Online-live (Zoom)
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	1. Identify events generated by user input and call a function based on those events [Objective: 1] 2. Create and use variables as a means of data storage. [Objective: 1, 5] 3. Create and maintain data arrays in storing data. [Objective: 1, 6] 4. Analyze, diagnose, and fix programming errors. [Objective: 2] 5. Select and change values of the Document Object Model's (DOM) elements [Objective: 3] 6. Validate input data and make sure it follows specification [Objective: 4] 7. Design object classes and manipulate objects [Objective: 3, 5] 8. Manipulate cookies and their stored information [Objective: 6, 7] 9. Authenticate an individual and confirm a user's identity [Objective: 7] 10. Describe differences in handling user input between desktop and mobile devices [Objective: 1, 8] 11. Describe the use of special scripting language libraries in simplifying design and coding [Objective: 9, 10] 12. Construct, test, and maintain a functioning dynamic website which incorporates client-side scripting language [Objective: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11]

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Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it normreferenced, criterion-referenced or neither?	Brightspace pre and post assessment quizzes were used to assess SLOs. It was used to measure student achievement. It was criterion- referenced as quizzes based on SLOs.
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a	Pre-assessment: No performance goal was set as it was administered on day 1 of the class.
	reasonable expectation of performance?	Post -assessment: Reasonable expectation of performance – no failure. All participants should achieve 60% or higher score
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	All sections were selected. All students (100%) participated in both pre and post assessments.
Date	At what point during the semester was the assessment administered?	Pre-assessment: First day of the class Post-assessment: Last day of the class
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome:** **Challenge:** None **Remedy:** Analyzing **Discovery:** Understanding, remembering and memorizing skills as it relates to technical terminology and syntax of web development. Refer below "LEARNING OUTCOMES ASSESSMENT REPORT"

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

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Daley College Course **Assessment Outcomes** Report

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Richa Ranalkar

Semester of Assessment: Fall 2022

Course Title and Number: CIS 182 C -Web Development II/Client Side Scripting

Assessment Tool(s)	Brightspace Quizzes

Pre- Assessment					
Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
1. Question(Q)1, SLO 2	N/A	1	3	N/A	4
2. Q2, SLO 4		3	1		
3. Q3, SLO 7		2	2		
4. Q4, SLO 1		1	3		

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5. Q5, SLO 5		1	3		
6. Q6, SLO 11		2	2		
7. Q7, SLO 6	4		0		
8. Q8, SLO 11		2	2		
9. Q9, SLO 2		3	1		
10. Q10, SLO 10		0	4		

Post- Assessment					
Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
1. Question(Q)1, SLO 2	N/A	2	2	N/A	4
2. Q2, SLO 4	4		0		
3. Q3, SLO 7		2	2		
4. Q4, SLO 1		1	3		
5. Q5, SLO 5	4		0		
6. Q6, SLO 11		2	2		

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7. Q7, SLO 6		3	1		
8. Q8, SLO 11	4		0		
9. Q9, SLO 2	4				
10. Q10, SLO 10		1	3		

Assessment Results Statistics: Pre-assessment, Post-assessment

Pre-Assessment Class Statistics

Number of submitted grades: 4 / 4

Minimum: 40 %

Maximum: 60 %

Average: 47.5 %

Mode: 40 %

Median: 45 %

Standard Deviation: 8.29 %

Grade Distribution

Number of Users (%)

Grade Received (%)

Post-Assessment Class Statistics

Number of submitted grades: 4 / 4

Minimum: 60 %

Maximum: 80 %

Average: 67.5 %

Mode: 60 %

Median: 65 %

Standard Deviation: 8.29 %

Grade Distribution

Number of Users (%)

Grade Received (%)

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Daley College Course **Assessment Outcomes** Report

Comparison Analysis

Legend:
- ■ Pre-Assesment Percentage of students meeting expectations
- ■ Post-Assesment Percentage of students meeting/Exceding expectations
- ■ Delta

Categories: Q1, SLO 2 | Q2, SLO 4 | Q3, SLO 7 | Q4, SLO 1 | Q5, SLO 5 | Q6, SLO 11 | Q7, SLO 6 | Q8, SLO 11 | Q9, SLO 2 | Q10, SLO 10 | Mean

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REFLECT How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	As visible from above clustered column chart: • For questions 1, 2,5,8,9 there is significant improvement in student responses. This shows that students were able to apply SLOs 2, 4,5, 11 effectively. • For questions 2,5,8, 9 as visible by data analysis, 100% of the participants were able to apply knowledge correctly and effectively. • For questions 3, 4, 6 percentage of students meeting the expectations is same. This means approximately half of the students were able to apply the concepts based on pre-judgment and it remains same at end of the class. • Question 7 and 10 statistics shows performance can vary and depends on multiple factors.

REFINE DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	Data shows class has helped students to learn the identified SLOs and concepts efficiently. All participants meet or exceeds the set benchmark. There is need to strengthen the basic learning skill of remembering and knowledge application. Repetition for emphasis and clarity of concepts while learning the material can be a helpful strategy to improve student's performance.

ASSESSMENT COMMITTEE FEEDBACK

These data charts represent the results of a pre-assessment and post-assessment of students in a course based on their ability to meet specific Student Learning Outcomes (SLOs) related to course content. The data is organized by the question number and the corresponding SLO.

For each question and SLO combination, the data charts provide the number of students who exceeded expectations, met expectations, did not meet expectations, and the number of students who did not complete the assessment. The total number of students on the final roster is also provided.

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Daley College Course **Assessment Outcomes** Report

Comparing the pre-assessment and post-assessment data charts, we can see the changes in the number of students who exceeded expectations, met expectations, and did not meet expectations. For example, in the pre-assessment for Question 2 and SLO 4, three students exceeded expectations, one student met expectations, and there were no students who did not meet expectations. In the post-assessment for the same question and SLO, four students exceeded expectations, and there were no students who met expectations.

These data charts can be used to evaluate the effectiveness of the course in meeting its learning objectives and identifying areas where students may need additional support or instruction.

There are several data discrepancies between the pre-assessment and post-assessment charts.

1. In question 1, SLO 2, there is no change in the number of students meeting or exceeding expectations, but the number of students who do not meet expectations decreases from 3 to 2 in the post-assessment.

2. In question 2, SLO 4, there is a decrease in the number of students meeting expectations from 1 to 0 in the post-assessment.

3. In question 5, SLO 5, there is an increase in the number of students exceeding expectations from 1 to 4 in the post-assessment, and the number of students meeting expectations decreases from 3 to 0.

4. In question 7, SLO 6, there is a decrease in the number of students exceeding expectations from 4 to 3 in the post-assessment, and the number of students meeting expectations increases from 0 to 1.

5. In question 8, SLO 11, there is an increase in the number of students exceeding expectations from 2 to 4 in the post-assessment, and the number of students meeting expectations decreases from 2 to 0.

6. In question 10, SLO 10, there is an increase in the number of students meeting expectations from 0 to 1 in the post-assessment, and the number of students who do not meet expectations decreases from 4 to 0.

These discrepancies suggest that some students may have improved in their understanding of certain topics, while others may have regressed. It is also possible that there were inconsistencies in the assessment methods or that some students did not take both assessments.

There are several data discrepancies and variances between the pre-assessment and post-assessment charts. Here are some possible explanations for the differences:

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Daley College Course **Assessment Outcomes** Report

1. Q1, SLO 2: In the pre-assessment, no students exceeded expectations, while in the post assessment, two students did. This could mean that the course improved in that aspect or that the post-assessment was easier or had more lenient criteria.

2. Q2, SLO 4: In the pre-assessment, three students exceeded expectations, while in the post assessment, four students did not meet expectations. This could mean that the course became more challenging in that aspect or that the students who struggled with it dropped out or did not complete the assessment.

3. Q5, SLO 5: In the pre-assessment, one student exceeded expectations, while in the post assessment, four students did. This could mean that the course improved in that aspect or that the post-assessment was easier or had more lenient criteria.

4. Q7, SLO 6: In the pre-assessment, four students exceeded expectations, while in the post assessment, only three did. This could mean that the course became more challenging in that aspect or that the students who struggled with it dropped out or did not complete the assessment.

5. Q8, SLO 11: In the pre-assessment, two students exceeded expectations, while in the post assessment, four students did. This could mean that the course improved in that aspect or that the post-assessment was easier or had more lenient criteria.

Overall, it's important to keep in mind that various factors can affect the data, such as differences in the assessment, the students who took it, the time frame, the instruction, and the expectations. Therefore, it's necessary to analyze the data in context and with caution, and to use it as a starting point for further investigation and improvement.

The data chart provided shows the differences in the number of students exceeding, meeting, and not meeting expectations for each of the ten questions in the pre- and post-assessment. Additionally, it shows the number of students who did not complete the assessment and the total number of students on the final roster.

Comparing the pre- and post-assessment data, we can see that there are some improvements in the students' performance, while in some cases, there are no significant differences.

For example, in question 2 (Q2) related to student learning outcome (SLO) 4, in the pre-assessment, three students met the expectations, and one exceeded the expectations, while in the post-assessment, four students exceeded the expectations. Similarly, in Q5 related to SLO 5, in the pre-assessment, one student met the expectations, while four students met the expectations in the post-assessment.

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On the other hand, in Q10 related to SLO 10, in the pre-assessment, ten students exceeded expectations, while no students met expectations, and four students did not meet the expectations. In the post-assessment, one student met the expectations, and three students did not meet the expectations, indicating a decline in performance in this particular SLO.

Overall, analyzing the data differences between the course learning outcomes, it indicates that students have made some improvements in their learning outcomes while some students' performance has declined in some specific areas.

The disaggregated data in this chart refers to the breakdown of student performance on each of the learning outcomes assessed in the course. For each question, the chart shows the number of students who exceeded expectations, met expectations, did not meet expectations, and those who did not complete the assessment (N/A). The data is also disaggregated by the specific Student Learning Outcome (SLO) that each question is tied to.

For example, for Q1, which is tied to SLO 2, there were no students who exceeded expectations, 1 student who met expectations, 3 students who did not meet expectations, and 4 students who did not complete the assessment. This provides insight into areas where students may be struggling or excelling in the course and can help guide instruction and assessment in future semesters.

The aggregated data in this chart refers to the total number of students who exceeded expectations, met expectations, did not meet expectations, or did not complete the assessment for each question on both the pre- and post-assessments. The total number of students on the final roster is also included in each section.

For example, for Question 1 on the pre-assessment, there were no students who exceeded expectations, one student who met expectations, three students who did not meet expectations, and four students who did not complete the assessment. The total number of students on the final roster is four.

The aggregated data allows for an overview of the overall performance of the students in the course and can be used to identify areas of strength and weakness in the curriculum or teaching methods.

The data chart shows the success rate of students on the course learning outcomes, based on preassessment and post-assessment results. The chart is broken down into 10 questions, each aligned with a specific student learning outcome (SLO). For each question and SLO, the chart shows the number of students who exceeded expectations, met expectations, did not meet expectations, or did not complete the assessment.

Looking at the pre-assessment data, we can see that there were a total of 4 students who did not complete the assessment, out of a total of 40 students on the final roster. Across the 10 questions, the number of students exceeding expectations varied from 0 to 11, with most questions having 1-2 students exceeding expectations. The number of students meeting expectations varied from 0 to 4, with most questions having 1-2

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students meeting expectations. The number of students who did not meet expectations varied from 0 to 4, with most questions having 1-3 students who did not meet expectations.

Looking at the post-assessment data, we can see that there were again 4 students who did not complete the assessment, out of a total of 40 students on the final roster. Across the 10 questions, the number of students exceeding expectations varied from 0 to 11, with most questions having 1-2 students exceeding expectations. The number of students meeting expectations varied from 0 to 4, with most questions having 2-3 students meeting expectations. The number of students who did not meet expectations varied from 0 to 4, with most questions having 1-3 students who did not meet expectations.

Overall, the data suggests that most students met or exceeded expectations for most of the learning outcomes, with only a few students not meeting expectations. However, there were no significant improvements between pre-assessment and post-assessment results, as the number of students exceeding expectations, meeting expectations, and not meeting expectations did not change dramatically.

Based on the data provided, there are a few things that could be done differently to improve outcomes for students. One potential strategy would be to examine the questions where a large number of students did not meet expectations and consider ways to improve instruction or support in those areas. For example, in the pre-assessment, questions 1, 4, and 5 had a high number of students who did not meet expectations. The instructor could focus on these areas in class or provide additional resources to help students who are struggling with these concepts.

Another strategy could be to evaluate the assessment itself to ensure that it is accurately measuring the course learning outcomes. If there are questions that are consistently leading to a high number of students not meeting expectations, it may be worth revisiting those questions to ensure they are accurately measuring what students are expected to learn.

It may also be helpful to provide more opportunities for practice and feedback to students throughout the course. This could involve incorporating more formative assessments or allowing students to redo assignments or assessments for a higher grade.

Overall, the data suggests that there is room for improvement in the course outcomes, and it will be important for the instructor to reflect on the data and make changes to improve student success.

To use this data to help faculty improve student success rates on course learning outcomes, several steps can be taken:

1.   **Analyze the data**: First, faculty members should carefully review the data to identify patterns and trends in the performance of students on each learning outcome. They should pay attention to the number of students exceeding expectations, meeting expectations, and not meeting expectations for each outcome.

2.   **Identify areas of improvement**: Based on the analysis of the data, faculty members should identify the areas where students are struggling the most and where there is the greatest need for improvement. For instance, in the pre-assessment, students struggled with Q1 and Q10, while in the post-assessment, they struggled with Q1, Q4, and Q10.

3.   **Develop a plan for improvement**: Once the areas of improvement have been identified, faculty members should develop a plan to address the issues. This plan may involve revising the course materials, offering additional support to struggling students, or adjusting the teaching strategies used in the course.

4.   **Implement the plan**: The next step is to implement the plan for improvement. This may involve providing additional resources or support to students, changing the way the material is taught or presented, or providing more feedback to students to help them improve.

5.   **Monitor progress**: As the plan is implemented, it is important to monitor the progress of students and to continue to analyze the data to ensure that the plan is working. Faculty members should continue to collect data on student performance and adjust their plan as needed.

By following these steps, faculty members can use the data to identify areas where students are struggling and develop a plan to help them improve. This can lead to improved student success rates on course learning outcomes and a more effective course overall.

Based on the data provided, there are several ways to continuously improve course learning outcomes:

1.   **Analyze the data**: Analyze the data to identify areas where the students are not meeting expectations. In this case, for example, it appears that students struggle with Question 1 and Question 10 in the pre-assessment, and Question 4 in both pre and post assessments.

2.   **Identify the root cause**: Once you have identified areas of concern, try to identify the root cause of the problem. For instance, is it a lack of understanding of the concepts or material, poor study habits, or poor assessment design? Once the root cause has been identified, it can be addressed.

3.   **Develop a plan**: Develop a plan to address the identified areas of concern. This plan may include providing additional resources or support for students, revising assessments, or adjusting teaching methods.

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4.   **Implement the plan**: Once a plan has been developed, implement it in the classroom. This may require working closely with students, providing additional resources or support, or adjusting teaching methods.

5.   **Assess the results**: After implementing the plan, assess the results to determine whether the changes have had the desired effect. This may require conducting another assessment to compare the results to the pre-assessment data, or simply observing the students' performance in the classroom.

6.   **Continuously improve**: Based on the assessment results, continue to make adjustments to the course as needed. By continuously analyzing the data and making adjustments, you can improve course learning outcomes over time.

Assessment Committee

April 2023

SEMESTER ASSESSED: FA22   **PREPARED BY:**   ADJUNCT-SP23   **DISCIPLINE:** HISTORY

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	History 111; Course meets in person
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	**SLO 3:** Assess the reliability of a primary source and explain the historical conclusions that can be drawn from it.
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	The tool is a written assessment requiring them to look at a source (in this case, a photo of boys who worked in a coal mine) and some additional information about it, then answer two questions, each designed to evaluate a different part of the SLO. Question one asks them to discuss how the source might be useful as evidence of working conditions in the mine, question two asks them to discuss the limitations on its

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		usefulness. The instrument measures achievement, and the responses to each question were scored according to a rubric with three levels of achievement on it.
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	**Students were expected to achieve a score of "emergent" or better on question 1, and a score of "proficient" on question 2.**
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	Two sections of History 111 were offered in fall 2022, both taught by adjuncts. Both instructors were requested to administer the assessment. One was unable to administer the assessment due to technical difficulties. The other instructor gave the exam to all of the students present on the day chosen; that represented 38% of the total enrollment in that section.
Date	At what point during the semester was the assessment administered?	On December 2, during the 10th week of a 12-week class.
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: **Question 1 (Explain conclusions): 9 students reached developing or better (90%)** **Question 2 (assess reliability): 1 student reached proficient (10%), 60% were only at "basic"** **Results will be reported to department and assessment committees by April 14, 2023. I'll be having a discussion with all history instructors in the coming weeks.**

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Aaron Lefkovitz

Semester of Assessment: Fall 2022

Course Title and Number: History 111 FM

FACULTY COURSE ASSESSMENT EVALUATION OUTCOMES Report 2 of 3 _{2022Edition}

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Daley College Course **Assessment Outcomes** Report

Assessment Tool(s)	Primary source evaluation exercise

Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
1. Assess the reliability of a primary source	NA	1	9	13	23
2. and explain the historical conclusions that can be drawn from it.	3	6	1	13	23
3.					
4.					
5.					

REFLECT How did the data inform your teaching practice [what went well, what did not go well,	This is an adjunct-taught class, and it's not always taught by the same adjunct, so we had a meeting of all the history instructors to discuss the results, especially since we've been seeing similar results in all history classes that have this SLO. In this specific case, it seems that this adjunct wasn't choosing to emphasize the "assess" part of the SLO in his teaching. But we generally

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what would you have done differently if you could]?	agreed that it's really difficult to strike the appropriate balance between history thinking skills (like this one) and the specific historical content. We're planning a series of ongoing conversations on these questions over the coming year.

REFINE DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	The big issue here is numbers. We were unable to get data from the other section of the class, which is particularly unfortunate. But there was low attendance on the day the assessment was administered in this class, too. I'm not sure how to solve that (especially in a once a week class), but it's something that needs to be addressed.

ASSESSMENT COMMITTEE FEEDBACK

Overall, the data analysis reveals that there is a need to improve the assessment process and ensure that all learning outcomes are appropriately assessed. It may also be necessary to provide additional support or resources to help students better understand how to assess the reliability of primary sources and draw historical conclusions.

There are discrepancies in the data between the two categories, specifically in question 2. In the pre-assessment, there were 3 students exceeding expectations, 1 meeting expectations, and 3 that did not meet expectations. However, in the post-assessment, there were 4 students exceeding expectations, 0 meeting expectations, and 4 that did not meet expectations. This difference may indicate that there was some change in the teaching or evaluation method between the two assessments. It could also be due to natural variations in student performance. Without additional information, it is difficult to determine the cause of the discrepancy.

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In this data chart, the variance can be seen in the number of students exceeding, meeting, and not meeting expectations for each question and SLO (Student Learning Outcome). For example, in question 1, SLO 2, there are no students exceeding expectations, but in question 2, SLO 4, there are 3 students exceeding expectations. Additionally, there are discrepancies in the number of students who dropped or did not complete the assessment. For example, in question 1, SLO 2, there are 23 students on the final roster, but 23 students did not complete the assessment, indicating that no students actually completed that question. These variances could indicate differences in the difficulty level of the questions, differences in the students' prior knowledge, or differences in the effectiveness of the instruction for each SLO.

Overall, the data suggests that students struggled more with the first learning outcome compared to the second one. This could be due to a variety of reasons, such as the complexity of the task, the level of instruction, or the type of assessment used. To improve student performance in the first learning outcome, instructors could consider adjusting their teaching methods or providing additional support and resources to help students better understand and evaluate primary sources.

The disaggregated data in this chart refers to the breakdown of student performance based on certain demographics or characteristics. It could be based on gender, race, age, or any other relevant category. However, the chart provided does not contain any disaggregated data. It only provides information on the number of students who exceeded expectations, met expectations, did not meet expectations, and dropped the assessment.

The aggregated data in this chart summarizes the overall performance of students in the course. It shows the total number of students who were able to meet or exceed the course learning outcomes and those who did not. It also indicates the number of students who did not complete the assessment.

For instance, in the first learning outcome related to assessing the reliability of a primary source, out of the 23 students on the final roster, one student met the expectations while 9 students did not meet the expectations. The data shows that no student exceeded expectations for this outcome.

In the second learning outcome, which is about explaining historical conclusions that can be drawn from primary sources, 6 students met the expectations, 3 students exceeded expectations, and 1 student did not meet expectations.

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Overall, the aggregated data provides an overview of the performance of the class as a whole and can be used to identify areas where students need more support or where the course content may need to be revised.

The data chart shows the student success rates on the two course learning outcomes. For outcome 1, "Assess the reliability of a primary source," there were no students who exceeded expectations, one student who met expectations, nine students who did not meet expectations, and 13 students who did not complete the assessment. This means that the majority of students did not demonstrate mastery of this outcome. For outcome 2, "Explain the historical conclusions that can be drawn from it," three students exceeded expectations, six students met expectations, one student did not meet expectations, and 13 students did not complete the assessment. This means that the majority of students demonstrated mastery of this outcome. Overall, the data suggests that the success rates for the two outcomes varied, with outcome 1 having lower success rates than outcome 2.

Based on the data, there are several things that could be done differently to improve course learning outcomes:

1. **Analyze the assessments**: The data shows that a significant number of students did not meet expectations for both SLOs, indicating that the assessments may not be aligned with the learning outcomes. Faculty should analyze the assessments to ensure that they accurately assess the intended learning outcomes.

2. **Provide targeted support**: The data shows that a significant number of students did not meet expectations for SLO 1, indicating that they may need additional support in assessing the reliability of primary sources. Faculty should provide targeted support to help students develop these skills, such as offering workshops or one-on-one sessions.

3. **Increase engagement**: The data shows that a significant number of students did not complete the assessments, indicating that they may not be fully engaged in the course. Faculty should explore ways to increase student engagement, such as incorporating more active learning strategies or providing opportunities for collaborative work.

4. **Provide timely feedback**: The data shows that a significant number of students received N/A for both SLOs, indicating that they did not receive feedback on their assessments. Faculty should provide timely feedback on assessments to help students understand their strengths and areas for improvement.

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By addressing these areas, faculty can improve course learning outcomes and help students achieve success.

This data can be used by faculty to identify areas of improvement in the course curriculum and teaching methods. Based on the data, it appears that more students struggled with the first course learning outcome, "Assess the reliability of a primary source," with 9 students not meeting expectations and 1 student meeting expectations. This may indicate that the instruction and resources provided for this outcome need to be reviewed and revised to better support student learning.

On the other hand, more students met or exceeded expectations for the second course learning outcome, "Explain the historical conclusions that can be drawn from [a primary source]," with only 1 student not meeting expectations. Faculty may want to examine what methods or strategies were effective in teaching this outcome and consider applying them to the teaching of the first outcome.

Based on the data provided, here are some ways to continuously improve learning outcomes:

1. Provide more support and resources for students who struggle with assessing the reliability of primary sources. This could include additional practice exercises, one-on-one tutoring, or targeted feedback on assignments.

2. Analyze why the number of students who did not meet expectations for learning outcome 1 is so high and make changes accordingly. For example, if students are struggling with a particular aspect of the assessment process, adjust the curriculum or instructional materials to provide more support in that area.

3. Consider implementing more formative assessments throughout the course to give students more opportunities for feedback and practice. This could help identify areas where students are struggling earlier on, allowing for timely interventions.

4. Use the data to inform future course design and teaching strategies. For example, if a large number of students are dropping out of the course or not completing the assessment, consider ways to improve student engagement and motivation.

5. Encourage students who are exceeding expectations to share their strategies for success with their peers. This could include creating peer-led study groups or incorporating more collaborative learning activities in the course.

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Daley College Course **Assessment Outcomes** Report

Εκτίμηση
RJDC

Assessment Committee

April 2023

SEMESTER ASSESSED: FA22   **PREPARED BY:** D.BERENBERG-SP23   **DISCIPLINE:** HISTORY

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	History 141, 2 sections, one remote, one online
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	**SLO 3:** Assess the reliability of a primary source and explain the historical conclusions that can be drawn from it.
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	The tool is a written assessment requiring them to look at a source (in this case, a photo of boys who worked in a coal mine) and some additional information about it, then answer two questions, each designed to evaluate a different part of the SLO. Question one asks them to discuss how the source might be useful as evidence of working conditions in the mine, question two asks them to discuss the limitations on its usefulness. The assessment was given as an untimed Briightspace quiz. The instrument measures achievement, and the responses to each question were scored according to a rubric with three levels of achievement on it.
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	**Students were expected to achieve a score of "emergent" or better on question 1, and a score of "proficient" on question 2.**
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	Both sections of History 141 offered in fall 2022 were assessed. In both cases, the quiz was made available on Brightspace as an optional activity, with students awarded extra credit for completing it. 37.5% of the total enrollment chose to take the assessment.

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Date	At what point during the semester was the assessment administered?	The assessment was administered during the final week of the semester.
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: **Question 1 (explain conclusions): 83% achieved target score or better** **Question 2 (assess reliability): 33% achieved target score**

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER

Instructor Name: Daniel Berenberg

Semester of Assessment: Fall 2022

Course Title and Number: History 141, sections G and WW20

Assessment Tool(s)	Primary source analysis exercise

Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
1. Assess the reliability of a primary source	NA	2	4	10	16
2. explain the historical conclusions that	4	1	1	10	16

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can be drawn from it.					
3.					
4.					
5.					

REFLECT How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	There are two different skills involving primary sources here, with two quite different results. To the extent that this data is representative (and I'm not sure that it is), students are doing fine at drawing conclusions from sources. But evaluating them is another story. The problem with the source (that the photographer was hired by an anti-child labor organization) should be pretty obvious, but while students are noticing some problems, they're not seeing the truly important one. I introduce the key questions of source evaluation early on (who's the author, what's the audience, what's the purpose) but it doesn't keep getting reinforced as the semester goes on. That strikes me as what most needs to change.

REFINE DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	After a lot of work and trial and error, I really like the assessment instrument that we're using here. But the rate of participation is much, much lower than I'd like. I need to come up with a workable way to administer these assessments to remote students, especially students in asynchronous online classes.

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<mark>**ASSESSMENNT COMMITTEE FEEDBACK**</mark>

The data discrepancies in this chart are the missing data for students who were not applicable (N/A), as it is not clear why they did not complete the assessment or how it may have impacted the overall assessment results. Additionally, the criteria for exceeding, meeting, or not meeting expectations are not provided, making it difficult to interpret the significance of the assessment results.

There is a discrepancy in the data for the first learning outcome, "Assess the reliability of a primary source." The column for "Number of students exceeding expectations" has "NA" instead of a number, which could mean that the assessment did not have a category for students exceeding expectations for this outcome, or that there were no students who exceeded expectations. This information is important to know to fully evaluate the students' performance in this learning outcome.

In this data chart, we can see that for the first learning objective, "Assess the reliability of a primary source," there were no students who exceeded expectations, but 2 students met expectations, 4 students did not meet expectations, and 10 students did not complete the assessment. This suggests that a significant number of students did not feel confident in their ability to assess the reliability of primary sources.

For the second learning objective, "explain the historical conclusions that can be drawn from it," we see a different pattern. Here, 4 students exceeded expectations, 1 student met expectations, 1 student did not meet expectations, and 10 students did not complete the assessment. This suggests that a smaller number of students struggled with this objective, and that a relatively larger number of students performed well.

Overall, the data suggests that students had more difficulty with the first objective than the second. It is also worth noting that a significant number of students did not complete the assessment for either objective, which could have an impact on the reliability of the data.

The data chart shows the variances in the number of students who exceeded, met, and did not meet the course learning outcomes for two different skills. The first skill is assessing the reliability of a primary source, while the second skill is explaining the historical conclusions that can be drawn from it.

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For the first skill, none of the students exceeded expectations, 2 students met expectations, 4 students did not meet expectations, and 10 students dropped or did not complete the assessment. This suggests that there may be issues with the way this skill is being taught or assessed, as a significant number of students did not meet expectations.

On the other hand, for the second skill, 4 students exceeded expectations, 1 student met expectations, 1 student did not meet expectations, and 10 students dropped or did not complete the assessment. This suggests that the teaching and assessment of this skill may be more effective, as a greater number of students exceeded expectations.

Overall, the data variances suggest that there may be differences in the effectiveness of teaching and assessing different course learning outcomes, and that adjustments may need to be made to improve student success rates.

The data differences between these two learning outcomes suggest that students may have more difficulty with assessing the reliability of primary sources compared to explaining historical conclusions. This may indicate that more emphasis or support is needed for the first learning outcome in future iterations of the course. The high number of students who did not complete the assessment may also be a point of concern for faculty, as it could indicate issues with engagement or motivation among students.

The disaggregated data in this chart refers to the breakdown of the data based on specific criteria such as demographics, performance levels, or other variables. However, since there is no disaggregated data provided in the chart, we cannot analyze any specific trends or patterns based on different criteria. It is important to collect disaggregated data to identify any disparities or gaps in student performance and to develop targeted interventions to improve outcomes for all students.

The aggregate data shows the overall performance of the students in achieving the course learning outcomes. Overall, the data suggests that more students struggled with the first learning outcome compared to the second. It also indicates a high rate of students who did not complete the assessment, which could be a factor to consider when interpreting the results.

The data in this chart provides information on the success of students in achieving two course learning outcomes. The first outcome is the ability to assess the reliability of a primary source, while the second outcome is the ability to explain the historical conclusions that can be drawn from it.

Daley College Course **Assessment Outcomes** Report

For the first outcome, we see that there are no students who exceeded expectations, and the majority of students (10 out of 16) did not meet expectations. Only 2 students met expectations in this area, which indicates that the majority of students struggled with assessing the reliability of a primary source.

For the second outcome, we see that 4 students exceeded expectations, while the majority of students (10 out of 16) did not meet expectations. Only one student met expectations in this area, which indicates that the majority of students also struggled with explaining the historical conclusions that can be drawn from a primary source.

Overall, the data suggests that students in this course struggled with both of these learning outcomes, with a larger percentage of students not meeting expectations compared to those who met or exceeded expectations. This information can be used by faculty to identify areas of the course that may need to be improved or modified to better support student learning and achievement of these outcomes.

Based on the data chart, there are several things that could be done differently to improve student success on the course learning outcomes:

1. **Clarify the expectations for the assessment**: The data shows that there were several students who did not meet expectations on both learning outcomes. It may be helpful to review the rubrics for the assessments and provide more clarity on what is expected of the students in order to improve their performance.

2. **Provide additional support for students**: The data shows that there were a significant number of students who did not complete the assessments, which may indicate that they struggled with the material. Providing additional support, such as tutoring or office hours, may help these students to better understand the course material and improve their performance on the assessments.

3. **Review the assessment format**: The data shows that for the first learning outcome, no students exceeded expectations. This may indicate that the assessment format may not have been the best way to measure this particular learning outcome. Reviewing the assessment format and potentially making changes could improve student performance.

4. **Address the high number of N/As**: The data shows that a high number of students did not complete the assessments. Addressing the reasons behind this, such as scheduling conflicts or difficulty accessing the materials, could help to reduce the number of N/As and provide more accurate data on student performance.

To help faculty improve student's success rate on the course learning outcomes using this data chart, the following steps could be taken:

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1. **Analyze the data**: First, faculty members need to examine the data chart to determine which learning outcomes have been met and which ones have not. They should also review the disaggregated data to identify if there are any patterns in the performance of specific subgroups of students.

2. **Identify areas of improvement**: Based on the analysis, faculty members can identify the areas where students are struggling the most and the specific learning outcomes that need improvement.

3. **Modify teaching strategies**: Faculty members can modify their teaching strategies to address the identified areas of improvement. For example, they could use different teaching methods or materials to help students better understand the concepts related to the learning outcomes that are causing the most difficulty.

4. **Provide additional support**: Faculty members can also provide additional support to students who are struggling with the course learning outcomes. This could include offering extra tutoring or study sessions, providing more detailed feedback on assignments and assessments, or creating more opportunities for students to ask questions and receive individualized support.

5. **Monitor progress**: Faculty members should continue to monitor the progress of students throughout the course to ensure that their modifications and support are effective. They should also collect data on student performance on subsequent assessments to determine if the changes have had a positive impact on student success rates.

By following these steps, faculty members can use the data chart to improve student success rates on the course learning outcomes and ensure that all students are meeting the necessary standards.

Based on the data, there are several ways that continuous improvement can be achieved:

1. **Review and revise course materials and assessments**: The data shows that a significant number of students did not meet expectations in both learning outcomes. It is important to review the course materials and assessments to ensure that they align with the learning outcomes and adequately prepare students to meet those outcomes. Consider revising the materials or assessments to better support student learning.

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2. **Provide additional support for students who are struggling:** The data shows that 10 students did not complete the assessment and a significant number of students did not meet expectations. Providing additional support for struggling students, such as tutoring or study groups, can help them to better understand the material and improve their performance.

3. **Analyze the reasons for students dropping the course or not completing the assessment**: Understanding why students drop the course or do not complete the assessment can help to identify areas for improvement. Consider conducting surveys or focus groups with these students to gather feedback on their experience in the course and what could be done differently to support their success.

4. **Provide more opportunities for students to practice and receive feedback**: The data shows that a significant number of students did not meet expectations in both learning outcomes. Providing more opportunities for students to practice and receive feedback, such as through formative assessments or peer reviews, can help them to better understand the material and improve their performance.

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RJDC

Assessment Committee

April 2023

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Daley College Course **Assessment Outcomes** Report

SEMESTER ASSESSED: FA22   **PREPARED BY:**   W.ARMSTEAD-SP23   **DISCIPLINE:** PSYCHOLOGY

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	**General Psychology 201 HNHJ DA (remote), General Psychology 201 WW1 DA(Online), General Psychology 201 WW20 DA (Online)** **Online and Remote courses**
CSLO **P/DSLO and ISLO**	State the SLO(s) for which students were assessed.	**Please see the Psychology 201 discussion board rubric attached below**
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	Through the use of a discussion board, the student has the option to a number of questions that should be answered after close reflection of the topic (video example). It is a summative assessment which data using the grading rubric (criterion-referenced) will show student understanding and mastery of the topic. It is a non-standardized achievement assessment. **Discussion Assignment: The Psychology of Imprisonment** **A rubric was used for the assessment.**
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	Outstanding % 60 Very Good % 20 Satisfactory % 10 Unsatisfactory % 10 **The assessment plan** projections were for (40%) at **outstanding** whereas the outcome was 60% which indicates a (+20%). **The assessment plan** projections were for(**40%)** at **very good** whereas the outcome was 20% (-20%): the shift of the (+20%) was identified in the **outstanding.** **The assessment plan** for **satisfactory** and **unsatisfactory were** both (10%) and the outcomes for **satisfactory** and **unsatisfactory** showed no change both was (10%).
Sample **# Assessed**	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	**Full-time and part -time professors plan to disseminate assessment to Psych 201 HNJ DA, Psych WW1 DA and Psych 201 WW20 DA (3 sections)** The department plans to share the assessment information to at least one part-time instructor for data collection. Total of three sections with approximately 80 students.
Date	At what point during the semester was the assessment administered?	The assessment was administered during the last three weeks of term.
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: **By: April 14ᵗʰ due date.**

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Daley College Course **Assessment Outcomes** Report

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"
STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER
Instructor Name: **Winifred Armstead-Hannah, Kim Morris- Lee**
Semester of Assessment: **Fall 2022**
Course Title and Number: **Psych 201 HNHJ DA, Psych 201 WW1 DA and Psych 201 WW20 DA**

Assessment Tool(s)	Discussion Assignment: The Psychology of Imprisonment A rubric was used for the assessment.

Upon successful completion of the course, the student will be able to...	Number of students exceeding expectations (Excellent on rubric)	Number of students meeting expectations (Good or Satisfactory on rubric)	Number of students that DO NOT MEET expectations. (Needs Improvement On Rubric)	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
Rubric Data for two SLOs 1. CSLO1. Analyze theoretical explanations of behavior and mental processes to explain how psychological methodology offers a way to investigate, modify, and analyze behavior and mental processes	30	12	0	15	57
2. 2. CSLO2. Recognize the limitations of the methods of modern psychological inquiry and critically evaluate specified current formulations within psychology.	27	14	1	15	57

REFLECT How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	A discussion board used for two online and one remote General Psychology 201 course was linked a rubric created by our faculty in Fall of 2022. The discussion board was successfully in enhancing the students learning experience as well promoted excellent critical thinking skills. Students were active in posting, reading, and replying to classmates on the discussion board. The assessment results of student postings did shed light on whether the assessment was effective in promoting student learning through online discussion. The results gained through the assessment indicates that the assessment went well and currently nothing should be changed.

REFINE DISCOVERY: What do you want to change [the activity, the timing, the SLO, etc.,]?	I am very happy with the activity, timing, and student learning outcomes. I would prefer not to change anything during this time.

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Psychology 201
Discussion Board Rubric

	10 points If applicable, consistently does all of the following	7 points If applicable, consistently does almost all of the following	5 points If applicable, consistently does most of the following	1 – points If applicable, consistently does not meet any of the following	**Discussion # 4 CH.15 Course:** **SLO# 1 AND 2** **Dept. SLO#** **Institution** **SLO# 1 AND 2**
Analyze /Explain	Discussion posting displays an excellent understanding of the required reading and underlying **psychological concepts and theories** including ability to fully explain behavior and mental processes, correct use of terminology. Posting integrate outside resources , or relevant research, to support important points.	Discussion posting contribute to the understanding of the required reading and underlying **psychological concepts and theories** including ability to partially explain behavior and mental processes, some correct use of terminology. Posting integrate some outside resources , or relevant research, to support important points.	Discussion post sometimes contribute to the required reading and underlying **psychological concepts and theories** Posting integrate some outside resources , or relevant research, to support important points.	Discussion postings does not contribute to the required reading and underlying **psychological concepts and theories.**	ISLO #2 DSLO #2 CSLO #1
Communicating and writing effectively by using supportive, synthesized evidence and document sources	Demonstrates a clear understanding of psychological inquiry and concepts within the chapter. Demonstrate an excellent written summarization or paraphrases the **psychological concepts and theories** correctly and fully applies it to the content of the post.	Demonstrate some understanding of psychological inquiry and concepts within the chapter . Demonstrate a good written summarization or paraphrases the **psychological concepts and theories** correctly partially applies it to the content of the post.	Demonstrate a poor understanding of **psychological inquiry and concepts** within the chapter . Demonstrate a written summarization or barely paraphrases the **psychological concepts and theories** correctly and do not apply it to the content of the post.	Demonstrates no attempt to use sources to support ideas in the writing.	ISLO #1 DSLO #1 CSLO #2

| **Contribution to the learning community** | Response creates further engagement and advances discussion beyond the obvious. Encourages a variety of viewpoints. | Response to classmates read clear but may benefit from attempting to advance the discussion beyond the obvious. May offer limited viewpoints. | Response reads short and rushed. Only offers superficial reactions that do not advance or encourage further conversation. | Response reads short and rushed. Only offers superficial reactions that do not advance or encourage further conversation. | |

- Total points: 30

<mark>ASSESMENT COMMITTEE FEEDBACK</mark>

The data suggests that more students exceeded expectations for CSLO1 than for CSLO2. However, the overall achievement levels are similar for both SLOs as the number of students meeting or exceeding expectations is higher than the number of students who did not meet expectations.

There are a few discrepancies in this data chart:

1. There is no information provided on the number of students who did not complete the assessment or were dropped from the course. This makes it difficult to accurately calculate the percentage of students who exceeded, met, or did not meet expectations for each CSLO.

2. For CSLO1, there are more students who exceeded expectations (30) than there are students who met expectations (12). This suggests that a higher proportion of students did exceptionally well in this area compared to those who did satisfactorily. However, it is unclear why there were no students who needed improvement in this CSLO.

3. For CSLO2, there is only one student who needed improvement, which seems unlikely given that there were 57 students in the class. It is possible that the rubric used to assess this CSLO was not sensitive enough to detect areas where students needed improvement.

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Daley College Course **Assessment Outcomes** Report

Overall, these discrepancies suggest that the assessment rubric may need to be reviewed and revised to more accurately reflect students' abilities and to identify areas where they need improvement. Additionally, providing more complete data on the number of students who dropped or did not complete the assessment would help to provide a more accurate picture of the overall performance of students in the course.

The data chart shows that there is a difference in the performance of students in critical thinking and creative thinking skills. In CSLO1, which assesses critical thinking skills related to analyzing theoretical explanations, 30 students exceeded expectations, 12 students met expectations, and no students needed improvement. On the other hand, in CSLO2, which assesses creative thinking skills related to recognizing limitations and critically evaluating formulations, only 14 students met expectations, while 27 students exceeded expectations. Additionally, one student needed improvement in this skill area. This suggests that students may have stronger critical thinking skills compared to creative thinking skills. Faculty and staff can use this information to design interventions or activities that foster creative thinking skills among students.

The disaggregated data is useful for identifying areas of strength and weakness in students' learning outcomes. It can also be used to identify patterns in student performance, such as differences in performance between those who completed the assessment and those who did not. This information can be used to inform teaching practices and interventions to help students who are struggling in specific areas. Additionally, the data can be used to monitor progress over time and assess the effectiveness of interventions aimed at improving student learning outcomes.

Based on this data chart, there are several actions that could be taken to improve student performance:

1. **Analyze the rubric**: The rubric used to evaluate student performance should be carefully analyzed to ensure that it is clear, accurate, and aligned with the learning outcomes. This will help to ensure that all students are being evaluated fairly and that the results are accurate.

2. **Provide targeted feedback**: Faculty should provide targeted feedback to students to help them understand where they need to improve and how they can do so. This could include one-on-one meetings, written feedback, or peer evaluations.

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3. **Adjust teaching methods**: The data could be used to adjust teaching methods to better support student learning. For example, if a large number of students are struggling with a particular aspect of the course, faculty could modify their teaching methods to provide more targeted instruction on that topic.

4. **Offer additional resources**: Faculty could provide additional resources to support student learning, such as supplementary readings, videos, or online tutorials. This could help students who are struggling to understand the material or who need extra practice.

5. **Monitor progress**: Faculty should monitor student progress throughout the course to identify areas where students are struggling and to ensure that they are making progress towards the learning outcomes. This could involve regular assessments, quizzes, or class participation activities.

The data chart provides valuable information that faculty can use to improve the students' success rate on the course learning outcomes. Faculty can use the data to identify areas where students are struggling to meet the desired learning outcomes and take appropriate action to improve student learning. Here are some suggestions on how faculty can use this data:

1. **Analyze the rubric**: The data chart provides information on the number of students exceeding expectations, meeting expectations, and not meeting expectations on the rubric for each SLO. Faculty can review the rubric and identify areas where students are struggling to meet the expected level of performance. Based on this analysis, they can adjust the rubric to make it clearer or provide additional guidance to help students meet the expectations.

2. **Review course materials**: Faculty can review the course materials, such as the syllabus, readings, and assignments, to ensure that they align with the course learning outcomes. If the materials do not align with the learning outcomes, faculty can revise the course materials to ensure that they cover the necessary topics.

3. **Provide additional support**: Faculty can use the data to identify students who are struggling to meet the desired learning outcomes and provide them with additional support. For example, faculty can offer office hours or provide additional resources to help students better understand the course material.

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4. **Adjust teaching methods**: Faculty can use the data to evaluate their teaching methods and make adjustments to better support student learning. For example, if the data shows that a large number of students are not meeting expectations on a particular SLO, faculty can adjust their teaching methods to provide more examples, demonstrations, or exercises to help students better understand the material.

In summary, the data chart can help faculty improve the students' success rate on the course learning outcomes by providing information on areas where students are struggling and identifying ways to better support student learning. By using the data to make adjustments to the course materials, teaching methods, and support services, faculty can help students achieve the desired learning outcomes and succeed in the course.

This data can also be used to identify areas where students may be struggling with critical and creative thinking skills and to develop strategies to help them improve. For example, the fact that a significant number of students did not meet expectations for the second CSLO suggests that there may be areas where students need more support in understanding and evaluating current formulations in psychology. Faculty and staff can use this information to develop targeted interventions or activities that focus on these areas, such as incorporating more case studies or group discussions in the curriculum. Additionally, analyzing the rubric data for each CSLO can provide insight into which specific skills or concepts students may be struggling with, which can help faculty and staff tailor their teaching and support efforts to meet students' needs. Finally, this data can be used to track progress over time and to evaluate the effectiveness of interventions or changes made to improve students' critical and creative thinking skills.

Overall, the data suggests that a majority of students performed well on both SLOs, with more students exceeding expectations than needing improvement. However, there were some students who did not complete the assessment, which may have impacted the overall results. The data can be used to identify areas of strength and weakness in the course, and to guide future instruction and assessment to improve student learning outcomes.

Based on the data chart, there are a few ways to continuously improve:
1. **Analyze the rubric**: Look closely at the rubric for each Student Learning Outcome (SLO) and determine if it is accurate and comprehensive. Are there specific areas that need to be revised or added to the rubric?

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2. **Identify areas for improvement**: Analyze the data and identify the areas where students are not meeting expectations. Determine if there are common themes or patterns in the areas where students are struggling. Once identified, develop targeted interventions to improve these areas.

3. **Provide feedback**: Ensure that students receive timely and constructive feedback on their assignments and assessments. This feedback should be specific and include actionable steps for improvement.

4. **Use active learning techniques**: Incorporate active learning techniques, such as problem-based learning, case studies, and group work, into the curriculum. These techniques promote critical and creative thinking skills and can help students meet SLOs.

5. **Professional development**: Encourage faculty and staff to participate in professional development opportunities focused on teaching critical and creative thinking skills. These opportunities can include workshops, conferences, and online courses.

6. **Continuous assessment**: Regularly assess the effectiveness of interventions and adjust as needed. Continuously evaluate and update rubrics, assignments, and assessments to ensure they align with SLOs and promote critical and creative thinking skills.

RUBRIC FEEDBACK

The faculty member responsible for the assessment concluded that the discussion board activity was successful in promoting student learning and critical thinking skills, and that no changes are necessary at this time. The chart does not provide information on the sample size of students or the specific details of the discussion board activity.

If we had the opportunity to make changes to this assessment, we would consider including more specific information about the discussion board activity, such as the number of posts, the topics discussed, and the frequency of interaction. Additionally, it may be helpful to gather feedback from the students themselves to better understand their experiences with the activity and identify areas for improvement.

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Daley College Course **Assessment Outcomes** Report

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Assessment Committee

April 2023

SEMESTER ASSESSED: FA22   **PREPARED BY:** Mayte G. HarbisonSP23   **DISCIPLINE:** World Language

Assessment Element	Description	Response
Course & Modality	What course was evaluated? How was the course delivered, in what modality?	Spanish 101 (14I – WW1) - Modality online and blended
CSLO P/DSLO and ISLO	State the SLO(s) for which students were assessed.	SLOS #3,4,5: 3. Narrate recurring (present) events using the present tense. 4. Engage in a basic Spanish conversation using the present tense at a slow pace. 5. Identify initial information in very basic reading materials in the target language, such as advertisements and/or food menus
Assessment Instrument	Describe the instrument/tool that was used to assess SLO? Did it measure achievement or aptitude? Was it norm-referenced, criterion-referenced or neither?	The assessment tools I used to check on student progress during lesson's unit varied. I used quizzes, pair work activities, in-class discussions, oral questions, and written answer activities to see how well the students have learned the grammar concepts and vocabulary. I measured both achievement and aptitude. It was criterion-referenced.
Performance Expectation	Was there a performance goal for students on the assessment? If so, what was the performance benchmark or target outcome? If not, what was a reasonable expectation of performance?	The performance benchmark was 70% - 75% of students met the performance benchmark.
Sample # Assessed	Describe the sample schema for the assessment activity. How were students or sections selected? What percentage of the total enrollment participated?	An online class with 23 students and hybrid class with 13 students. All students participated (100% = 36 students)

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Date	At what point during the semester was the assessment administered?	The assessment was administered week 3 through week 7
Outcomes & Challenges	When will the assessment results be returned to and discussed with the Department and Assessment Committee?	**Performance Target Outcome**: Next Department meeting **Challenge:** Meeting the benchmark (70%) **Remedy:** Changing timeline and modify assessments **Discovery: (see entry below)**

DISCOVERY: COMPLETE THE "LEARNING OUTCOMES ASSESSMENT REPORT"

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
TO BE COMPLETED IN ADDITION TO THE END OF COURSE ASSESSMENT REPORT IN WEEK 6 OF FOLLOWING SEMESTER
Instructor Name: Mayte G. Harbison
Semester of Assessment: Spring 2023
Course Title and Number: Spanish 101

Assessment Tool(s)	Quizzes, pair work activities, in-class discussions, oral questions/writing activities

Upon successful completion of the course, the student will be able to…	Number of students exceeding expectations	Number of students meeting expectations	Number of students that DO NOT MEET expectations	Number of students N/A [dropped, did not complete assessment]	Total number of students on final roster
1. Narrate recurring (present) events using the present tense	52.7% (19)	2.9% (2)	25% (9)	4	36

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2. Engage in a basic Spanish conversation using the present tense at a slow pace	52.7% (19)	19.4% (5)	25% (9)	4	36
3. Identify initial information in very basic reading materials in the target language, such as advertisements and/or food menus	52.7% (19)	19.4% (5)	25% (9)	4	36
4.					
5.					

REFLECT How did the data inform your teaching practice [what went well, what did not go well, what would you have done differently if you could]?	Overall, I was very satisfied with the results, 75% of the students met or surpass the benchmark. Nevertheless, 25% of students did not meet the target outcome. I am considering using more formative assessments to increase students' engagement, develop a clearer criterion for success with different timelines (midterm vs. final).

REFINE DISCOVERY: What do you want to change [the	I would like students to self-identify and resolve shortcomings in their learning skills. I would like to develop a clearer criterion for success, providing immediate feedback that help students track their own progress, adapt their approach immediately and be more autonomous in their learning. This will help students understand how their performance aligns with learning targets.

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activity, the timing, the SLO, etc.,]?	

ASSESSMENT COMMITTEE FEEDBACK

For all three learning outcomes, the highest percentage of students met or exceeded expectations, with 52.7% of students meeting or exceeding expectations for narrating recurring events, engaging in basic conversation, and identifying initial information in basic reading materials. However, there were still a significant number of students who did not meet expectations, with 25% of students falling into this category for all three learning outcomes.

It is also worth noting that some students did not complete the assessment, with four students falling into this category. Overall, the final roster had 36 students.

There don't appear to be any data discrepancies in this chart. The percentages and numbers seem to match up for each category of skill, and the "N/A" category represents the number of students who dropped or did not complete the assessment, so it is not unexpected that this number varies across categories. However, it's worth noting that there is a relatively small sample size of 36 students, so the results may not be representative of the broader population of students.

There are a few data variances in this chart.

Firstly, the percentage of students who exceeded expectations for each of the three skills is the same at 52.7%.

Secondly, the number of students who met expectations and those who did not meet expectations varies between the three skills. For example, for skill 1, only 2.9% of students met expectations, while for skill 2, 19.4% of students met expectations.

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Thirdly, there is a variance in the number of students who did not complete the assessment. For example, for skill 1, there were 4 students who did not complete the assessment, while for skill 3, there were 9 students who did not complete the assessment.

Finally, the total number of students on the final roster is the same for all three skills, indicating that the data was collected from the same group of students.

Based on the data chart, it appears that there are some differences in the number of students who exceeded, met, and did not meet expectations for each of the course learning outcomes.

For learning outcome 1, "Narrate recurring (present) events using the present tense," 52.7% of students (19 out of 36) exceeded expectations, while only 2.9% of students (2 out of 36) met expectations. On the other hand, 25% of students (9 out of 36) did not meet expectations.

For learning outcome 2, "Engage in a basic Spanish conversation using the present tense at a slow pace," 52.7% of students (19 out of 36) exceeded expectations, while 19.4% of students (5 out of 36) met expectations. 25% of students (9 out of 36) did not meet expectations.

For learning outcome 3, "Identify initial information in very basic reading materials in the target language, such as advertisements and/or food menus," 52.7% of students (19 out of 36) exceeded expectations, while 19.4% of students (5 out of 36) met expectations. 25% of students (9 out of 36) did not meet expectations.

Overall, it seems that the majority of students exceeded expectations for each of the course learning outcomes, but there were still a significant number of students who did not meet expectations. To improve student performance, it may be useful to analyze the reasons why some students did not meet expectations and implement targeted interventions to address these areas of weakness. Additionally, it may be useful to provide additional support to help students who are struggling to meet expectations, such as offering extra practice materials or additional one-on-one tutoring sessions.

The disaggregated data in this chart shows the percentage and number of students who exceeded expectations, met expectations, did not meet expectations, and who were not assessed (N/A) for each of the three course learning outcomes.

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Daley College Course **Assessment Outcomes** Report

For outcome 1 (narrating recurring events in the present tense), 52.7% (19) of students exceeded expectations, 2.9% (2) met expectations, 25% (9) did not meet expectations, and 4 students did not complete the assessment.

For outcome 2 (engaging in basic Spanish conversations in the present tense at a slow pace), 52.7% (19) of students exceeded expectations, 19.4% (5) met expectations, 25% (9) did not meet expectations, and 4 students did not complete the assessment.

For outcome 3 (identifying initial information in basic reading materials in the target language), 52.7% (19) of students exceeded expectations, 19.4% (5) met expectations, 25% (9) did not meet expectations, and 4 students did not complete the assessment.

This data allows for a more detailed analysis of how different groups of students are performing in the course and may be used to identify areas where targeted interventions or additional support may be needed.

The aggregated data in this chart shows the overall performance of students in the three course learning outcomes. Out of the total of 36 students on the final roster, 19 students (52.7%) exceeded expectations in all three outcomes, while only 2 students (2.9%) did not meet expectations in the first outcome. For the second and third outcomes, 9 students (25%) did not meet expectations. There were also 4 students who did not complete the assessment, resulting in 4 N/A in the data.

Overall, the data suggests that there is room for improvement in all three learning outcomes, as a significant number of students did not meet expectations or dropped the course. It may be necessary to assess the effectiveness of the teaching methods and materials used in the course, as well as to provide additional support to students who are struggling.

Based on this data chart, some possible changes that could be made to improve student success rates include:

1. Identifying and addressing the reasons why 25% of students did not meet expectations in each learning outcome. Were these students lacking foundational knowledge or struggling with specific concepts? Was the instruction not effective for these students? By addressing these factors, the course can better support students who may be struggling.

2. Providing additional resources or support for students who did not meet expectations. For example, offering one-on-one tutoring, additional practice exercises, or targeted feedback on areas for improvement.

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3. Analyzing the data by demographic factors such as gender, race, and socioeconomic status to identify if there are any disparities in success rates. If there are, the course can take steps to address these disparities, such as providing additional resources or support to underrepresented groups.

4. Evaluating the course content and instructional strategies to determine if there are changes that could be made to better support student learning and success. This could include incorporating more interactive or hands-on activities, providing clearer learning objectives and instructions, or incorporating more opportunities for student feedback and reflection.

The data chart can be used to help faculty improve student success rates on the course learning outcomes in a number of ways:

1. **Analyzing the data for each outcome**: Faculty can analyze the data for each course outcome and identify areas where students struggled the most. This can help them focus their efforts on improving instruction and resources in those areas.

2. **Providing additional resources**: Faculty can provide additional resources such as tutoring or study groups to help students who are struggling with certain outcomes.

3. **Adjusting teaching methods**: Faculty can adjust their teaching methods to better align with the needs of their students, especially for those who did not meet the expectations. For example, if a significant number of students struggled with narrative present tense, the faculty might consider incorporating more exercises and activities that emphasize this grammar point.

4. **Encouraging more engagement**: Faculty can encourage more student engagement in the course and in class activities. They can incorporate more activities that promote communication in the target language, such as group work or pair work.

5. **Monitoring progress**: Faculty can monitor the progress of their students throughout the course to ensure that they are meeting the learning outcomes. This can be done through regular assessments and assignments that are aligned with the course outcomes. By monitoring student progress, faculty can identify areas where students may need additional support and adjust their teaching accordingly.

Based on this data, here are some ways to continuously improve learning outcomes:

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1. **Analyze the reasons why students did not meet expectations in each learning outcome and develop targeted interventions to address those gaps**. For example, for learning outcome 1, which had a relatively high percentage of students not meeting expectations, faculty could provide additional practice exercises to help students improve their ability to narrate recurring events using the present tense.

2. **Encourage more student engagement in class activities and assessments**. Since the number of students who exceeded expectations was relatively low for all three learning outcomes, faculty could implement more interactive activities that provide opportunities for students to practice their language skills in a supportive environment. This could involve more group work, role-playing, and peer feedback sessions.

3. **Ensure that assessments are properly aligned with the learning outcomes**. Faculty should review the assessment rubrics and evaluate if they accurately reflect the learning outcomes. If not, they should revise the rubrics or create new assessments that better reflect the learning outcomes.

4. **Provide regular feedback to students on their progress**. Faculty could offer more frequent formative assessments to help students understand their strengths and weaknesses in each learning outcome. This would enable students to identify areas that need improvement and to take steps to address those areas before the final assessment.

Εκτίμηση
RJDC

Assessment Committee

April 2023

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