Reflection Template for faculty:

Reflections constitute metacognition and are a way to think about assessment and the assessment process. Reflections can assist in creating a foundation to improve and evolve the best practices of teaching and learning.

Type of assessment: scheduled or re-assessment?

Assessment Method(s) used: project, exam, discussion, essay, etc.

Describe any challenges that you had with the course or materials this term?

Explain what you would do to change the course, if any, for the following cycle of the course?

Is there a need for improvement on the materials or in changing the SLOs?

How did student outcomes in this section compare to previous sections of this course or in other courses you have taught? Did you enact any changes or improvements to your instruction or to the course material that could account for this change? Could any other changes explain a change in scores? If this is your first term teaching or you have not taught a comparable course, put N/A.

What are the strengths of the assessment?

What are the weaknesses of the assessment?

If a rubric was used, do you feel it was clear, and helped you objectively evaluate the student's work? If not, what suggestions do you have?

Describe the level of student performance on assessment outcomes.

What actions will be taken to improve student performance?

Are there particular skills or concepts that might need to be taught with additional attention, or using a different strategy, etc?

Do you include formative assessments related to the learning outcome? If so, how did student performance on these compare to the summative assessment?

Consider your curriculum: was enough time given to relevant learning goals?

Themes list for individual faculty to identify/reflect on?

Did you enter N/A, or a 0 for students who did not complete the assignment? How many actively enrolled students did not complete the assignment?

How do you plan to use the assessment results to improve student learning?

Reflection Template for Departments:

Discuss the Assessment plan:

How samples were gathered (i.e. Assessment data was collected in every section during one semester, data was collected spring and summer, data was collected in every section over the last two years, etc.).

Were all offerings assessed, including on-line, on-ground, sites, day/evening, etc? If not, why?

Sample size (If the department has chosen to use sampling, what was the methodology, and does it adequately reflect the department's equity groups)?

Discuss how the assessment data was analyzed (How did the Department analyze the collective data for each course, and for the program? Who was involved in each step? How were adjunct faculty involved? If CTE, how were the results communicated/discussed with advisory groups?

Did results reflect a variety of offerings (on-line, on-ground, sites, day/evening, etc)?

Department analysis of assessment results:

CSLO and PSLO: Do we have too many learning outcomes? Can a typical student truly be expected to achieve all the outcomes that have been identified for a course or program?

CSLO and PSLO: Are our learning outcomes appropriate? (To each course, and to the program, for the type of program offered, and appropriate to Associate level work)

CSLO and PSLO: Should the learning outcomes be clarified or refined?

CSLO and PSLO: How do you plan to use the assessment results to improve student learning in each course, in a group of courses, in the program?

CSLO and PSLO: What is the assessment plan for each CSLO and PSLO?

Summary of department/group discussion about student learning

Plan for improvement and reassessment. In addition to reflecting on targets met, nearly met, and not met, please also reflect on faculty comments that were provided at the time data was gathered.

Next assessment date?