

Illinois Valley Community College



Course(s) Assessment Report: Interpreting and Reflecting Upon Assessment Results

Assessment Reports describe how faculty approached assessing a course or series of courses, what their results indicate, especially over time, and what the implications are for the future of the teaching, assessing, and evaluation of the course or courses. These build on the Assessment Plans, which list which ILOs are permissible avenues for collecting, based on the objectives and competencies from the master course outline. Data submitted here is the property of our committee but is an institutional document that may be shared across the institution for other purposes, including forwarding to the stakeholders mentioned in the report, but not for faculty evaluation.

Course Subject:

Course Number(s):

Assessed Section #(s):

Initial Report Date:

First Follow-up Report Date:

Report Author(s) Name(s):

Department/Discipline:

Division:

Program:

Which ILOs were assessed? Please check the applicable boxes.

<i>Goal 1. Communication: To communicate effectively</i>	
Is the student proficient in communicating to or with a specific audience? (Outcome 1.1)	<input type="checkbox"/>
Is the student proficient in demonstrating purpose and organization? (Outcome 1.2)	<input type="checkbox"/>
Is the student proficient in synthesizing and supporting ideas? (Outcome 1.3)	<input type="checkbox"/>
<i>Goal 2. Inquiry: To apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgment or conclusion</i>	
Is the student proficient in gathering and selecting information? (Outcome 2.1)	<input type="checkbox"/>
Is the student proficient in analyzing or investigating data? (Outcome 2.2)	<input type="checkbox"/>
Is the student proficient in articulating reasons for decisions or solutions? (Outcome 2.3)	<input type="checkbox"/>
<i>Goal 3. Social Consciousness: To articulate what it means to be a socially conscious person, locally and globally</i>	
Is the student proficient in describing a social system, theoretical framework, culture, or lifestyle? (Outcome 3.1)	<input type="checkbox"/>
Is the student proficient in appreciating diverse perspectives or differences within social, theoretical, or cultural systems? (Outcome 3.2)	<input type="checkbox"/>

Goal 4. Responsibility: <i>To recognize how personal choices affect self and society</i>	
Is the student proficient in articulating an assessment of self in relation to others? (Outcome 4.1)	<input type="checkbox"/>
Is the student proficient in demonstrating awareness of personal responsibility and positioning within a larger context, culture, community, or system of thought? (Outcome 4.2)	<input type="checkbox"/>

Please describe how these were assessed. Feel free to comment upon or describe significant differences across sections.

What were your assessment results?

Did students meet, exceed, or fall below expectations? Why? (Feel free to delineate each ILO separately and include supporting explanation.)

What does studying the data suggest is an area that could or should be focused upon for improvement?

What methods or resources are within your control to use to try to enact positive change?

What institutional changes might be implemented to improve these results?

Who else should know about these results? How do they fit with the mission, values, and strategic or other plans of the college?

Please submit the completed report to the Assessment Committee.

Follow-up Report #1 Date, to be completed at least a semester following the original report:

Which ILOs were assessed? Please check the applicable boxes.

Goal 1. Communication: <i>To communicate effectively</i>	
Is the student proficient in communicating to or with a specific audience? (Outcome 1.1)	<input type="checkbox"/>
Is the student proficient in demonstrating purpose and organization? (Outcome 1.2)	<input type="checkbox"/>
Is the student proficient in synthesizing and supporting ideas? (Outcome 1.3)	<input type="checkbox"/>
Goal 2. Inquiry: <i>To apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgment or conclusion</i>	
Is the student proficient in gathering and selecting information? (Outcome 2.1)	<input type="checkbox"/>
Is the student proficient in analyzing or investigating data? (Outcome 2.2)	<input type="checkbox"/>

Is the student proficient in articulating reasons for decisions or solutions? (Outcome 2.3)	<input type="checkbox"/>
Goal 3. Social Consciousness: <i>To articulate what it means to be a socially conscious person, locally and globally</i>	
Is the student proficient in describing a social system, theoretical framework, culture, or lifestyle? (Outcome 3.1)	<input type="checkbox"/>
Is the student proficient in appreciating diverse perspectives or differences within social, theoretical, or cultural systems? (Outcome 3.2)	<input type="checkbox"/>
Goal 4. Responsibility: <i>To recognize how personal choices affect self and society</i>	
Is the student proficient in articulating an assessment of self in relation to others? (Outcome 4.1)	<input type="checkbox"/>
Is the student proficient in demonstrating awareness of personal responsibility and positioning within a larger context, culture, community, or system of thought? (Outcome 4.2)	<input type="checkbox"/>

Please describe how these were assessed. Feel free to comment upon or describe significant differences across sections.

What were your assessment results?

Did the students' performance improve or decline compared to the past assessment results? Why? (Feel free to delineate each ILO separately and include supporting explanation.)

What are possible reasons for these changes, if any?

What does studying the data suggest is an area that could or should be focused upon for improvement?

What methods or resources are within your control to use to try to enact positive change?

What institutional changes might be implemented to improve these results?

Who else should know about these results? How do they fit with the mission, values, and strategic or other plans of the college?

Please submit the completed follow-up report to the Assessment Committee.

After your first follow-up, please copy the above form to add additional assessment cycles to this report.