



# THREE RIVERS COLLEGE

## Student Learning Improvement Committee SLO Report Feedback Form

Date of Review: \_\_\_\_\_

Program: \_\_\_\_\_ SLO Report Year: \_\_\_\_\_

Program Manager: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_

## Section 1 – General Program Information

- Correctly identify descriptive information for the program.
- A program purpose statement that is clear, concise, and aligns with the college catalog, the program handbook on the website, and all printed marketing materials.
- Program courses are listed and are correctly stated as in all printed materials.

| I   | II   | III   | IV  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• No program purpose statement is provided in the Program Level SLO Report.</li> <li>• Program courses are not listed and are not correctly stated as in all printed materials.</li> </ul> | <ul style="list-style-type: none"> <li>• The program purpose statement provided lacks clarity in one or more areas.</li> <li>• The program purpose statement in the Program Level SLO Report does not align with either what is in the college catalog, on the website, or in printed marketing material for the program.</li> <li>• Program courses are listed but are not correctly stated as in all printed materials.</li> </ul> | <ul style="list-style-type: none"> <li>• The program purpose statement provided in the Program Level SLO Report has only a few minor weaknesses.</li> <li>• Program courses are listed but not exactly stated as in all printed materials.</li> </ul> | <ul style="list-style-type: none"> <li>• No weakness found.</li> <li>• The program information and purpose statement are clear and concise, and all peer reviewers clearly understand the direction and purpose of the program.</li> <li>• The Program Purpose Statement aligns with what is in the college catalog, the program handbook on the website, as well as in all printed marketing materials.</li> <li>• Program courses are listed and are correctly stated as in all printed materials.</li> </ul> |

**Rubric Score:**

**Program Purpose Statement**

Does this match what is stated in the catalog?

Yes

No

**Suggestions and Feedback (Section 1):**

**Action Items (specific to this report):**

## Section 2 – Program Outcomes

- Correctly stated and measurable Program Outcomes.
- Program Outcomes appropriately mapped to the prescribed program course outcomes.

| I  | II   | III  | IV  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Program Outcomes are not included.</li> <li>• Program Outcomes are not measurable.</li> <li>• Program Outcomes are not mapped to the prescribed program course outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Weakness found throughout.</li> <li>• Program Outcomes are misaligned to the prescribed course outcomes.</li> <li>• Program Outcomes are not clearly written as “measurable” outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Few weaknesses found.</li> <li>• Program Outcomes are mapped to the prescribed course outcomes.</li> <li>• Program Outcomes are somewhat measurable.</li> </ul> | <ul style="list-style-type: none"> <li>• No weakness found.</li> <li>• Program Outcomes are correctly stated and measurable.</li> <li>• Program Outcomes appropriately mapped to the prescribed program course outcomes.</li> </ul> |

**Rubric Score:**

**Program Outcomes**

Does this match what is stated in the catalog?

Yes

No

**Suggestions and Feedback (Section 2):**

**Action Items (specific to this report):**

## Section 3 – Program Outcomes Rubric

- Program Outcomes Rubric is based on the stated outcomes.
- Program Outcomes Rubric uses the college 4-point grid.
- Program Outcomes are described within, and broken down by, competency area.
- Each competency described is based on the level of knowledge, skill, or ability being assessed.
- Program Outcomes are measurable.

| I   | II  | III  | IV   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• No Program Outcomes Rubric found.</li> </ul> | <ul style="list-style-type: none"> <li>• Weakness found throughout the Program Outcomes Rubric.</li> <li>• Program Outcomes grid is not in a 4-point rubric.</li> <li>• Attempt made to break down the Program Outcomes into competency areas.</li> <li>• Outcomes are not measurable.</li> </ul> | <ul style="list-style-type: none"> <li>• Few weaknesses found.</li> <li>• Attempt made to place the Program Outcomes on a 4-point grid.</li> <li>• Program Outcomes are described within and are broken down by competency area.</li> <li>• Each competency described is somewhat based on level of knowledge, skill, or ability being assessed.</li> <li>• Program Outcomes are somewhat measurable.</li> </ul> | <ul style="list-style-type: none"> <li>• No weakness found.</li> <li>• Well written Program Outcomes Rubric based on the stated outcomes.</li> <li>• Program Outcomes Rubric appropriately uses the college 4-point grid.</li> <li>• Program Outcomes are described within and are broken down by competency area.</li> <li>• Each competency described is based on level of knowledge, skill, or ability being assessed within the program outcomes.</li> <li>• Program Outcomes are measurable.</li> </ul> |

**Rubric Score:**

**Suggestions and Feedback (Section 3):**

**Action Items (specific to this report):**

## Section 4 – Measure Program Outcome Data

- Identify assessments for each Program Learning Outcome assessed.
- Identify direct assessment methods in assessing student-learning outcomes.

| I   | II   | III   | IV  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• No measure of assessment is proposed.</li> </ul> | <ul style="list-style-type: none"> <li>• Measures are very limited and do not address the student-learning outcome.</li> <li>• Assessment is given but does not assess the Learning Outcome effectively.</li> <li>• Grades are used as the method of assessment.</li> <li>• Not well described.</li> </ul> | <ul style="list-style-type: none"> <li>• Measures are listed for each intended student-learning outcome.</li> <li>• Direct assessment measures are used with only minor weakness.</li> <li>• Confusing description of results.</li> </ul> | <ul style="list-style-type: none"> <li>• No weakness found.</li> <li>• Assessment measures are listed for each intended student-learning outcome.</li> <li>• Multiple artifacts and assessment methods are indicated for assessing student-learning outcomes.</li> <li>• ONLY the direct assessment method is appropriately applied.</li> </ul> |

**Rubric Score:**

**Suggestions and Feedback (Section 4):**

**Action Items (specific to this report):**

## Section 5 – Actual Results

- Identify data and information collected over time and analyze.

| I  | II  | III   | IV  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>Inadequate data were collected to assess the Program Learning Outcome.</li> </ul> | <ul style="list-style-type: none"> <li>Data is not linked to the criteria for success and does not identify whether the criteria was met, unmet, or exceeded expectations.</li> </ul> | <ul style="list-style-type: none"> <li>Data is reported but more data and/or detail would increase confidence in the results.</li> <li>Data results are linked to the criteria for success and identify whether or not the criteria were met, unmet, or exceeded expectations.</li> </ul> | <ul style="list-style-type: none"> <li>No weakness found.</li> <li>Sufficient data is reported in adequate detail for each Program Learning Outcome assessed.</li> <li>Data results are clearly linked to the criteria for success and identify whether or not the criteria were met, unmet, or exceeded expectations.</li> </ul> |

**Rubric Score:**

**Suggestions and Feedback (Section 5):**

**Action Items (specific to this report):**

## Section 6 – Summary Analysis of Actual Data Results

- Analysis of results is provided that includes any anomalies, outliers, explanation of results, and/or patterns in the data.

| I   | II  | III   | IV  |
|---|---|---|---|
| <ul style="list-style-type: none"><li>• No analysis of results is provided.</li></ul> | <ul style="list-style-type: none"><li>• An analysis of the results is attempted, but with no reference to the data or description of results.</li></ul> | <ul style="list-style-type: none"><li>• An analysis of the results is provided, including some interpretation of any anomalies, outliers, explanation of results, and/or patterns in the data, with few weaknesses.</li></ul> | <ul style="list-style-type: none"><li>• No weakness found.</li><li>• An analysis of results is provided. The summary provides an analysis of data that includes anomalies, outliers, explanation of results, and/or patterns in the data.</li></ul> |

**Rubric Score:**

**Suggestions and Feedback (Section 6):**

**Action Items (specific to this report):**

## Section 7 – Use of Results to Improve Student Learning

- Identify data results in findings should be relevant to the program outcomes.
- Use of results for improvement of student learning should describe findings based on the assessment of the artifacts.
- Identify areas of need for improvement of student learning.
- Fully describes how the information learned from the assessment of programs outcome data will be used to improve student learning.

| I   | II   | III  | IV  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• No academic programming improvements are identified relative to assessment results.</li> </ul> | <ul style="list-style-type: none"> <li>• Some academic programming improvements are identified but may not be relative to assessment results.</li> <li>• Needed areas of improvement have not been identified.</li> <li>• Areas of improvement are limited to the process of assessment and not directly related to improving learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Improvements are identified relative to assessment results.</li> <li>• Needed areas of improvement have been identified.</li> </ul> | <ul style="list-style-type: none"> <li>• No weakness found.</li> <li>• Specific academic program improvements that clearly stem from actual results of assessment are identified.</li> <li>• Needed areas of improvement of student learning have been identified.</li> <li>• Fully describes how the information learned from the assessment of programs outcome data will be used to improve student learning.</li> </ul> |

**Rubric Score:**

**Suggestions and Feedback (Section 7):**

**Action Items (specific to this report):**



## Section 8 – Documentation

- Uses appropriate data to document findings that develop conclusions & solutions based on the program rubric & assessment measures.
- Documentation fits with the assessment plan described, the artifacts used, the program rubric, and measures.
- Documentation includes an analysis of data and/or executive summary of the assessment findings to improve student learning.

| I   | II   | III  | IV  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• No data or documentation is included.</li> </ul> | <ul style="list-style-type: none"> <li>• Inadequately expresses the logical process of critical inquiry.</li> <li>• Data used to substantiate findings is not appropriate for the objective.</li> <li>• No clear documentation or support of the assessment measure.</li> <li>• Documentation included is not referenced in the report.</li> </ul> | <ul style="list-style-type: none"> <li>• Expresses the logical process of critical inquiry with minor weakness.</li> <li>• Uses data to substantiate findings with little weakness.</li> <li>• Documentation provides evidentiary support of the assessment measure but does not provide an analysis of data or an executive summary.</li> </ul> | <ul style="list-style-type: none"> <li>• No weakness found.</li> <li>• Uses appropriate data to document findings that develop conclusions &amp; solutions based on the program rubric &amp; assessment measures.</li> <li>• Documentation fits with the assessment plan described, the artifacts used, the program rubric, and measures.</li> <li>• Documentation includes an analysis of data and/or executive summary of the assessment findings to improve student learning.</li> </ul> |

**Rubric Score:**

**Suggestions and Feedback (Section 8):**

**Action Items (specific to this report):**

# Section 9 – Feedback on Addendum

**Addendum Suggestions and Feedback (Section 9):**

**Action Items (specific to this report):**