

# ANALYSIS OF SLO DATA REPORTED FOR AY 2011-12

May 14, 2013

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# Analysis of SLO Data Reported for AY 2011-12

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## Introduction

Academic Assessment Plans for all undergraduate degree programs (N = 120) were submitted for the academic year 2011-12. The plans present Student Learning Outcomes (SLOs) for each program and the program faculty's plan for measuring these outcomes. Faculty are expected to collect, interpret, and analyze data for all or a subset of these outcomes annually, and use the results of these analyses to modify or improve their programs. The data, results, and use of results for the 2011-12 SLOs was reported in *Compliance Assist!* in October 2012. Institutional Assessment has reviewed and analyzed this data and this report presents the results of that analysis.

## Methodology

First, each program's SLOs were reviewed for agreement between what is listed in the Undergraduate Catalog, the Academic Assessment Plan, and *Compliance Assist!*. Agreement is indicated in the 2011-12 Data Review excel file in the column marked "SLO Agreement" as *yes* if the SLOs are the same in all three documents and *no* if they are not. If the SLOs did not agree among the three documents, the numbers of SLOs in each individual document is listed in the columns marked AAP, Catalog, and CA!.

Next, the data reported was analyzed for quality. The following criteria guided the analysis.

1. Data was entered for all SLOs measured in 2011-12 as reported in the Academic Assessment Plan.
2. Assessment methods were clear, appropriate, and in *Compliance Assist!*.
3. A criterion for success was established.
4. Results were expressed in terms of the numbers of students meeting the criterion for success/total students, and the percentage of students.
5. The use of results referred to the data analysis and clearly specified how the data was used to make decisions regarding program modification.
6. Use of results is stated in the past tense, not the future tense, stating what was done, not what will be done.

The degree to which the assessment methods, results, and uses of results conformed to these criteria was documented in the accompanying Excel file as being missing, inadequate, or adequate. We provide here two examples taken from the programs reviewed for this analysis.

### Example 1: Inadequate Results

The statement "22 students completed the assessment with a passing grade" is inadequate because there is no reference to the total number of students measured or percentage of students meeting the requirement. There is also no criterion for success, so it is not clear if this number of students represents a proportion that meets the criterion for success. A better statement would be: "22/30 students completed the assessment with a passing grade, or 73%. This exceeds our minimum criterion for success of 70%. We decided to make no changes in the assessment at this time."

## Example 2: Inadequate Use of Results

An example of inadequate use of results statement is: “Based on current results, students will continue to be required to take COURSE-X and COURSE-Y or their equivalents and pass with a course grade = C or better.” First, course grades cannot be used for the assessment method unless approved by the Academic Assessment Committee. This results statement reports the status quo was maintained, which at first read may appear adequate. However, the statement should explain *how* the results support this decision. When results are used to make program modification decisions or to maintain the current practice, the statements must clearly reference the analysis and connect the analysis to the decisions made. For this example, a better statement would be: “Because the 2011-12 data analysis reveals that 90% of the students are passing COURSE-X and COURSE-Y or their equivalents with a grade of C or better, and the Academic Assessment Committee has approved the use of course grades for this assessment method, we have decided not to modify the assessment method for 2012-13.”

## Findings

- 65% of programs (78 out of 120) had matching numbers of Student Learning Outcomes (SLOs) in the Undergraduate Catalog, the Academic Assessment Plan, and *Compliance Assist!*
- In *Compliance Assist!*, 12 programs (10%) were found to have two of these three reporting components missing: Assessment Method, Results, and Use of Results. Of these, nine indicated that they were not going to assess SLOs in 11-12.
- In *Compliance Assist!*, if one SLO had a deficiency in Assessment Method, Results, or Use of Results, then all SLOs tended to have the same deficiency. It appears that some programs cut-and-pasted their Assessment Method, Results, and/or Use of Results information into each SLO.
- In *Compliance Assist!*, the most common deficiency was a combination of Inadequate Results and Inadequate Use of Results found in 30 programs (25%).
- In *Compliance Assist!*, percentages of students were sometimes reported, but no total number of students was reported.
- Very few degree programs used the attachment feature to upload data.
- One program met all of the quality criteria: PPHP Communication Sciences & Disorders. Three additional programs were HHP Athletic Training, CLAS Linguistics, and CALS Environmental Management in Agriculture and Natural Resources. These are listed below.

## Recommendations

- Provide faculty with clear guidelines for reporting data into *Compliance Assist!*; a proposed template is at the end of this report
- Ensure that all programs report data.
- Continue SLO data analysis in 2012-13 and include Program Goals.

## Examples

### PHHP Communication Sciences & Disorders (SLO 1 is shown as an example)

#### Assessment Method:

- Assessed in
- I. Written Exams within
    - A. SPA 4250
    - B. SPA 4400
    - C. SPA 4302
  - II. Summative Assessment in final semester

#### Results:

##### I. Performance on Exams Within Courses during 2011-12:

- A. SPA 4250: 95.2% of 62 students met passing criterion (75%) on exams assessing SLO 1.
- B. SPA 4400: 98.1% of 55 students met passing criterion (75%) on exams assessing SLO 1.
- C. SPA 4302: 96.7% of 91 students met passing criterion (75%) on exams assessing SLO 1.

##### II. Summative Assessment:

70% of students taking the summative assessment during 2011-12 year met passing criterion on questions relating to SLO 1.

#### Use of Results:

Performance on the summative assessment was comparatively low to the within course assessments, suggesting that retention of application abilities is a concern. Given that this is a pre-professional program, the need to retain knowledge and skills in this area beyond the confines of a single course is clear.

To enhance the retention of knowledge and skills in this area, we:

- 1) Have instructors
  - a) encourage students to decompartmentalize their learning, and
  - b) overtly emphasize the applicability of knowledge across courses and for the practice of the professions.
- 2) Have the instructor for the Observation course increase the emphasis on application of knowledge gained from earlier coursework in the journals the students create to reflect on their observations of certified clinicians engaged in clinical practice.


### HHP Athletic Training (SLO 1 is shown as an example)

#### Assessment Method:

Final Clinical Evaluation (end of semester) for ATR 4812 (Fall), ATR 4822 (Spring), ATR 4832 (Fall), ATR 4842 (Spring).

#### Results:

Benchmarks met (see summary data reports); ATR Steering Committee Review: 1 student remediation plan developed (ATR 4812 fall/ ATR 4822 spring), program removal recommended after spring data (ATR 4822).

 [AT Summary Data PDF \(see p. 5-7 for an example from this data summary\)](#)

## Summary Report ATR 4812 Final Clinical Evaluation (2011 Cohort) – Fall 2011

### 1. Professionalism

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	The athletic training student demonstrates professionalism while at this site. Example: Athletic training student acts respectful, responsible, reliable, and mature. AT student dresses appropriate in all situations.	1	0	0	2	3	6	4.00

Statistic	The athletic training student demonstrates professionalism while at this site. Example: Athletic training student acts respectful, responsible, reliable, and mature. AT student dresses appropriate in all situations.
Min Value	1
Max Value	5
Mean	4.00
Variance	2.40
Standard Deviation	1.55
Total Responses	6

### 2. Communication

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	The athletic training student demonstrates effective communication skills. Example: Interactions with athletes/patients and medical staff is knowledgeable, respectful, and pleasant.	1	0	1	2	2	6	3.67

Statistic	The athletic training student demonstrates effective communication skills. Example: Interactions with athletes/patients and medical staff is knowledgeable, respectful, and pleasant.
Min Value	1
Max Value	5
Mean	3.67
Variance	2.27
Standard Deviation	1.51
Total Responses	6

### 3. Initiative

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	The athletic training student performs daily duties required to run the athletic training room safely and efficiently. Example: Assists with athletic training room duties prior to being asked.	1	0	0	2	3	6	4.00

Statistic	The athletic training student performs daily duties required to run the athletic training room safely and efficiently. Example: Assists with athletic training room duties prior to being asked.
Min Value	1
Max Value	5
Mean	4.00
Variance	2.40
Standard Deviation	1.55
Total Responses	6

#### 4. Knowledge and Interest

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	The athletic training student shows interest in Athletic Training. Example: The ATS asks and answers appropriate questions concerning Athletic Training practices.	1	0	0	1	4	6	4.17

Statistic	The athletic training student shows interest in Athletic Training. Example: The ATS asks and answers appropriate questions concerning Athletic Training practices.
Min Value	1
Max Value	5
Mean	4.17
Variance	2.57
Standard Deviation	1.60
Total Responses	6

#### 5. Clinical Skills

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	The athletic training student demonstrates clinical skills appropriate to his/her level of competency. Example: The ATS performs an evaluation, preventative taping technique, etc. during clinical experience.	1	0	0	3	2	6	3.83

Statistic	The athletic training student demonstrates clinical skills appropriate to his/her level of competency. Example: The ATS performs an evaluation, preventative taping technique, etc. during clinical experience.
Min Value	1
Max Value	5
Mean	3.83
Variance	2.17
Standard Deviation	1.47
Total Responses	6

#### 6. Continued Clinical Skill Competencies: Please indicate the appropriate score in each area regarding the behavior of The athletic training student during the observation period. Include additional comments if necessary.

#	Question	Inappropriate	Below Average	Average	Above Average	Highest Standard	Responses	Mean
1	Adherence to OSHA guidelines while performing basic wound care.	0	0	0	2	4	6	4.67
2	Use of basic medical terminology in documentation.	0	0	2	1	2	5	4.00
3	Performance of basic first aid and emergency care skills.	0	0	0	3	3	6	4.50
4	Assessment and measurement of vital signs (e.g., temperature, blood pressure, pulse, respirations, height, weight, etc.)	0	0	1	2	2	5	4.20
5	Selection and application of taping and wrapping techniques to various upper and lower body joints/articulations.	0	0	1	4	1	6	4.00
6	Selection and application of protective equipment (headgear, shoulder pads, mouth guards, ankle and knee braces, rib guards, etc.)	0	0	2	3	0	5	3.60
7	Construction and application of protective devices (e.g. doughnut pad, custom-made splints, contusion pads, etc.)	0	0	1	2	2	5	4.20
8	Evaluation of dermatomes, myotomes, reflexes, and/or cranial nerves.	0	0	0	3	1	4	4.25
9	Communication with physicians and other health care providers.	0	0	0	3	2	5	4.40

**7. Specific Clinical Skill Proficiencies for ATR 4812: Please indicate the appropriate score in each area regarding the behavior of the athletic training student during the observation period. Include additional comments if necessary.**

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	Performs adequate secondary clinical assessment, gathering the appropriate information.	0	0	0	3	3	6	4.50
2	Applies critical thinking during injury or illness assessment.	0	0	0	3	2	5	4.40
3	Performs appropriate splinting and bracing techniques for acute injuries.	0	0	0	3	2	5	4.40
4	Recognizes and identifies signs and symptoms (i.e., key features) of common injuries.	0	0	0	2	4	6	4.67
5	Performs appropriate recognition and assessment of environmental conditions.	0	0	0	2	2	4	4.50
6	Demonstrates appropriate use of goniometric and/or anthropometric measurements of various joints.	0	0	0	2	1	3	4.33
7	Demonstrates ability to complete medical records (i.e., initial assessments, SOAP notes, progress notes, etc.)	0	0	1	2	3	6	4.33

**Use of Results:**

Document success and satisfactory level of skill retention/knowledge. Students not meeting benchmarks have case review by AT Steering Committee (recommendations may include remediation, clinical experience modification or program removal).

**CLAS Linguistics (SLO 1 is shown as an example)**

**Assessment Method:** Obtain a grade of C or higher on the critical assignment from LIN3201 (Field Methods Project), graded according to departmental rubric).

**Results:** Of 88 students from Fall 2008-Summer 2010, 7 students graduated without satisfying requirement; at least 2 passed Lin3201 without turning in the assignment used for the SLO.

**Use of Results:** Discussed at faculty meeting, but no changes adopted yet.

**Proposed Data Entry Template**

**Assessment Method:**

- List the assignment, exam, project, etc.
- If this is a sample, describe the sampling procedure used

**Results:**

- Enter the criterion for success, and if the criterion is less than 70%, provide a rationale.
- "X number of students passed the assessment out of a total of Y students, for a percentage of Z%".
- This meets/does not meet the criterion for success.
- X students are in the program. Y students passed in each of the critical assignments, or Z%. The distribution of scores (ratings, or other data) are attached (student names redacted).
- Attach Summary Data.

**Use of Results:**

- State who reviewed the results.
- Refer to the results that were reviewed.
- State actions taken in past tense.