

eLumen: pre & post-assessment Reflection Questions

Departments can decide to use “standard” Reflection Questions, or departments can create a menu of Reflection Questions to use at their discretion depending on the assessment goals and desired outcomes.

Make sure to use the Reflection space in eLumen to record and capture how the CSLO assessment will impact the future of this course (will there be any revisions, etc.).

Reflection Questions:

These questions should be filled out with brief responses (a few sentences). They provide a framework to reflect upon student achievement and your own pedagogical techniques and will be used by each department to discuss SLO results in a department meeting and on the annual program review.



Here are some reflection question ideas:

Ideas for reflection questions – Planning out assessment

- What are our research questions about our student learning?
- How might available datasets inform our questions? How can we use existing data to shape our questions?
- What are our plans to find out more about student learning? To what extent do our plans align with our research questions?

Ideas for reflection questions – Results analysis

- What do your results tell you? What trends do you see? What questions do you wonder about as you look at your data? Generate findings, discuss trends, and record highlights of the discussion. How will the results of this assessment be used to improve student learning in the program? What is your plan of action?

- How do the data from your SLO assessment inform your instructional practice, goal setting, or your professional development for next school year?
- Summarize and interpret your data. How many students were at each proficiency level? What do the numbers indicate in terms of attainment of the outcome?
- Describe what you discovered about your students and their learning from the assessment.

Ideas for reflection questions – Extension to student learning

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other components of your program, if applicable?
- To what extent do your results point you to a need for professional development? Explain.
- What is the plan of action and timeline of your next steps? Who are the major players?

Reflection Questions with sample answers:

Example responses to the reflection questions are given below. The SLO used in the example is the “science communication” SLO for an introductory physics course.

Question 1: Name, Section, Semester.

“John Doe, Physics 1B V01-V02, Fall 2019”

Question 2: Briefly describe the assignments and/or activities used to prepare students for this topic and then type of assessment (e.g., final exam question(s), essay, project, etc.).

“The communication SLO was assessed as part of the students’ lab report grade. The communication score was assessed independently on each of three lab reports, and averaged at the end of the semester. Before assigning the first lab reports, I showed examples of scientific papers, had students examine the organizational structure of the papers, and then had them find information within one of the papers. I gave detailed instructions as to what content goes in each section of a scientific paper, how data is displayed visually in different types of plots, and how the tone of scientific papers differs from writing in different disciplines. After their first lab report, I gave detailed written comments on their papers and then devoted 1.5 hours of lab time to teaching students how to effectively edit their own sentences and write concise, scientifically accurate statements.”

Question 3: What were the most relevant findings from the assessment results?

“Very few students show mastery at this SLO. The first lab report in each class tends to have the lowest scores, with improvement throughout the semester as students get used to writing scientifically. However, only a few students make it to the mastery level by the end of class.”

Question 4: How do you plan to use your assessment results for continuous improvement? Include any actions taken so far.

“I will stress that communication between lab partners and editing is essential to creating a well-written final product. Additionally, because many students have trouble identifying which

plots to include in their reports, I will take time with each group before they leave lab class to make sure they have really thought about how they plan to display the relevant information.”