2013 Assessment Training Workshops

• Review numbers, successes, and failures in Fall 2012
  – Faculty Assessment Scores

• Preview numbers for Spring 2013

• Review Improvements to the Assessment Process
  – Why course level assessment puts faculty in the driver’s seat
  – Five ways to insure your assessments are exemplary and help you make decisions to enhance learning.

• Helping one another
Numbers for Fall 2012

• 706 UC Courses/labs/sections launched the new UC
  – Exempting: First course in a series & No 1\textsuperscript{st} years in course.

• 375 UC Courses Required assessment
  – 273 Dedman
  – 030 Meadows
  – 036 Lyle
  – 036 Simmons
  – 000 Cox

• Only 20 courses/labs/sections were not assessed
  – Only about 12 faculty un-responsive
PRELIMINARY RESULTS FALL 2012 — first 60 files reviewed

<table>
<thead>
<tr>
<th>COURSES REVIEWED</th>
<th>ABSENT</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDMAN III</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>DEDMAN II</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>DEDMAN I</td>
<td>1</td>
<td></td>
<td>5</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>MEADOWS</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>LYLE</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
The Early Champions of UC Assessment

- **Dedman I**
  - Jill De Temple — *Ways of Being Religious*
  - Jim Hopkins — *European History & Modern England*

- **Dedman II**
  - Doug Ehring — *Elementary Logic*
  - James Calvert — *Psychology Research Methods*

- **Dedman III**
  - Helen Babbili — *Chemistry for the Liberal Arts*
  - Lynne Stokes — *Statistics for Business Decisions*

- **Lyle**
  - Arthur Beck — *Civil and Environmental Engineering*

- **Meadows**
  - Tom Tunks — *Music Education*
Numbers for Spring 2013

• 569 UC Courses/labs/sections
  – Exempting:
    • First course in a series
    • GE only on SMU Abroad
    • No first-year students in course

• 414 UC Courses Require Assessment
  – 297 Dedman
  – 038 Meadows
  – 018 Lyle
  – 059 Simmons
  – 002 Cox
# Historical Contexts I: Combined Rubric Sample

<table>
<thead>
<tr>
<th>Accomplishment level</th>
<th>Or Earned</th>
<th>SLO 1: Students will be able to identify the main events, actors, and evidence involved in a defined historical period.</th>
<th>SLO 2: Students will be able to summarize in their own prose the major changes that took place over time in a defined historical period.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABSENT</strong> 1</td>
<td>&lt; 60</td>
<td>Is unfamiliar with the main events involved in a defined historical period.</td>
<td>Summary is not clear and is not reflective of any of the major changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>BEGINNING</strong> 2</td>
<td>60-69</td>
<td>Correctly identifies only a few of the main events involved in a defined historical period.</td>
<td>Summary is mostly written in the student's own words and shows a basic understanding of some of the changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>DEVELOPING</strong> 3</td>
<td>70-79</td>
<td>Correctly identifies some of the main events involved in a defined historical period.</td>
<td>Summary is in the student’s own words and shows an understanding of some of the major changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>ACCOMPLISHED</strong> 4</td>
<td>80-89</td>
<td>Correctly identifies most of the main events involved in a defined historical period.</td>
<td>Summary is in the student’s own words and shows a solid understanding of the major changes that took place over a defined historical period.</td>
</tr>
<tr>
<td><strong>EXEMPLARY</strong> 5</td>
<td>90-100</td>
<td>Correctly identifies the main events involved in a defined historical period.</td>
<td>Summary is concise, and synthesizes, in the student’s own words, information on the major changes that took place over a defined historical period.</td>
</tr>
</tbody>
</table>

Notes:
UC Course Level Assessment Report*
Pillar: Historical Contexts I

Course name: [Blank]
Course Instructor: [Blank]
Course number and section: [Blank]
Semester: [Blank] Year: [Blank]

I attended an Assessment Training Workshop. (Yes/No) [Blank]
Evaluator(s) (if other than the course instructor): [Blank]

SLO 1: Students will be able to identify the main events, actors, and evidence involved in a defined historical period.

SET THE GOAL OF STUDENT LEARNING: What achievement level do you expect students to achieve on this SLO? From the drop down menu please select achievement level expected on this SLO. Please set the Goals for Student Learning PRIOR to assessing the measures through your assessment process.

Most students will demonstrate achievement of [Blank] better on this SLO.

ASSESSMENT INSTRUMENT FOR THIS SLO: Please identify the assessment instrument which you used to assess this SLO (ie. project directions received by the student, essay, exam, presentation, oral defense, etc.) being used. If multiple assessment instruments were used, please indicate here or on the exam or rubric.

EXAMPLE OF STUDENT WORK ASSESSED: Please submit one (1) example of student work assessed for this SLO. This may be digitally submitted student work, a scanned image, photo, or other media file as appropriate. If multiple choice or math questions were used on an exam, you do not need to submit another copy of the exam — but please do indicate clearly which group of questions assessed this SLO and how the score was calculated (for example, 5 of 5 correct is exemplary, 4 of 5 is accomplished, etc.).

SMU COMMON RUBRIC USED: Did you use the SMU Common Rubric for this UC SLO? If "NO" please submit, with this report, a digital copy of the SMU rubric you refined specifically to assess this SLO. (Yes/No) [Blank]

LEVEL OF DEMONSTRATED LEARNING ACHIEVEMENT: Did student levels of achievement reach the goal specified in SET THE GOAL OF STUDENT LEARNING? (Yes/No) [Blank]

ADJUSTMENTS & IMPROVEMENTS: Based on the goal set and final assessment, what adjustments might you make the next time you teach this course? [Blank]

COURSE ROSTER & INDIVIDUAL LEVELS OF LEARNING DEMONSTRATED: Please submit a complete class/section roster in Excel format that indicates each individual student’s accomplishment level for the SLO(s). Please use whole numbers 1 - 5 (no pluses, minuses, or decimal values) to represent the accomplishment levels. SMU ID numbers should be used to identify students, but no names please.

SLO ASSESSMENT SUMMARY: Please enter the total number of students in the course scoring at each accomplishment level on this SLO. (This information should match the data in the class/section roster):

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT 1</th>
<th>BEGINNING 2</th>
<th>DEVELOPING 3</th>
<th>ACCOMPLISHED 4</th>
<th>EXEMPLARY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students at each level</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
</tbody>
</table>

* The information collected in assessment of student learning is used for the individual faculty and for the purposes of the SMU Office of Assessment and Accreditation for reporting intentional, systematic assessment and improvement by SMU to the Southern Association of Colleges and Schools Commission on Colleges. The individual or collective data are not intended for teaching evaluation, promotion and tenure or merit deliberations.
### Term (Semester/Year):

### Course Number/Section:

Instructions: For each student enter a whole number (no decimals, pluses or minuses please) where 1 = Absent, 2 = Beginning, 3 = Developing, 4 = Accomplished, and 5 = Exemplary.

Student IDs should be included as they allow robust data analysis for program level assessment. Note: If actual names are used for entering scores, they should be removed after all data is entered.

Please paste the first component SLO you are assessing here:

Please paste the second component SLO you are assessing here:

Continue with any additional SLOs and add additional columns as needed:

<table>
<thead>
<tr>
<th>STUDENT ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXXXXXXX</td>
<td></td>
<td></td>
<td>1-5</td>
<td>1-5</td>
<td>1-5</td>
</tr>
<tr>
<td>XXXXXXXXX</td>
<td></td>
<td></td>
<td>1-5</td>
<td>1-5</td>
<td>1-5</td>
</tr>
<tr>
<td>XXXXXXXXX</td>
<td></td>
<td></td>
<td>1-5</td>
<td>1-5</td>
<td>1-5</td>
</tr>
<tr>
<td>XXXXXXXXX</td>
<td></td>
<td></td>
<td>1-5</td>
<td>1-5</td>
<td>1-5</td>
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<tr>
<td>XXXXXXXXX</td>
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<td>1-5</td>
<td>1-5</td>
<td>1-5</td>
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<tr>
<td>XXXXXXXXX</td>
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<td>1-5</td>
</tr>
<tr>
<td>XXXXXXXXX</td>
<td></td>
<td></td>
<td>1-5</td>
<td>1-5</td>
<td>1-5</td>
</tr>
</tbody>
</table>

* (add additional rows as needed)

<table>
<thead>
<tr>
<th>Summary Counts</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*(add additional rows as needed)*
Improvements to the Process – Spring 2013

• One (1) example of student work per SLO
  – If same assignment is used for multiple SLO’s, just mark or describe what part was used for each SLO

• No (0) rubric submission unless it’s tailored to the specific course

• Four (4) exemptions
  1. Courses with no first-year students
  2. & 3. First in a series (Discernment & Discourse, Second Language)
  4. Global Engagement exempt only when attached to SMU abroad experiences

• Improved Report Form & smu.edu/assessment

• Group and personal training sessions

• SMU working to purchase/install/launch digital support
Five Ways To Insure Exemplary Assessment

1) Set reasonable goals of learning achievement.

2) Check that assignment, project, quiz, or exam questions clearly assess individual SLOs.

3) Clearly label what part of assignment, project, quiz, or exam are being assessed.

4) Be sure there are separate achievement scores for each SLO.

5) Design multiple-choice & short-answer exams to assess learning for a single SLO on a 5-point scale.
1) Set the goals of learning achievement.

65% of students below set goal, but no plans to make changes.

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: number of students at each level</td>
<td>1</td>
<td>14</td>
<td>11</td>
<td>39</td>
<td>42</td>
</tr>
</tbody>
</table>

5. Please attach a complete class/section roster in Word or Excel format that indicates each individual student’s accomplishment level for the SLO(s). Please use whole numbers 1 -5 (no pluses, minuses, or decimal values) to represent the accomplishment levels. SMU ID numbers should be used to identify students, but no names please.

6. Which accomplishment level, identified in the summary above, best identifies your goal for student success in meeting this student-learning outcome? Exemplaray

7. Were you satisfied with the number of students meeting that goal? (Y/N) Yes

8. If not, please briefly describe any improvements you plan to make to this course the next time you teach it.
1) Set the goals of learning achievement.

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT 1</th>
<th>BEGINNING 2</th>
<th>DEVELOPING 3</th>
<th>ACHIEVED 4</th>
<th>EXEMPLARY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1: Number of students at each level</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>SLO2: Number of students at each level</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>SLO3: Number of students at each level</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>SLO4: Number of students at each level</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>SLO5: Number of students at each level</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

6. Which accomplishment level, identified in the summary above, best identifies your goal for student success in meeting this student-learning outcome? [Accomplished]

7. Were you satisfied with the number of students meeting that goal? (Y/N) Yes

8. If not, please briefly describe any improvements you plan to make to this course the next time you teach it. Although satisfied, I do intend to focus more on paragraph development (internal and overall) the next time I teach the course.
2) Check that assignment, project, quiz, or exam questions clearly assess individual SLOs.

Assignment: Four summary papers each a minimum of seven pages and three ___ summaries each a minimum of three pages from a list of required _____; in addition, if student does not choose to do community service, required to write a twenty page research paper on an issue covered in the course content.

<table>
<thead>
<tr>
<th>Writing</th>
<th>1. Students will state and defend a thesis with adequate attention to analysis and evidence.</th>
<th>2. Students will demonstrate an understanding of essay and paragraph development and organization.</th>
<th>3. Students will craft sentences with attention to audience, purpose, and tone, as well as sentence variety and diction.</th>
<th>4. Students will demonstrate proper use of grammatically and mechanically correct English (or the language in which the course is taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absent</td>
<td>Beginning</td>
<td>Developing</td>
<td>Accomplished</td>
</tr>
<tr>
<td>WRITING</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
2) Check that assignment, project, quiz, or exam questions clearly assess individual SLOs.

SLO 1: Students will be able to apply symbolic systems of representation.
1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy.

Lab #7 Coordinate Geometry problem
(Inverse, Traverse, Bearing, and Distance)

SLO 2: Students will be able to collect, organize, and analyze data from a variety of sources.
1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy. If the same student work was used for SLO 1, just indicate that here and do not attach another copy.

LAB #10 Geotechnical Lab gradation problem
(Correctly enter data, format table, format graph, and correctly plot graph in Excel)

SLO 3: Students will be able to test hypotheses and make recommendations or predictions based on results.
1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy. If the same student work was used for SLO 1 or SLO 2, just indicate that here and do not attach another copy.

Lab #4 Storm Water problem
(Rational Method, SCS Method, size channel, and use Excel to size pipe)
3) Clearly label what part of assignment, project, quiz, or exam questions that are being assessed.

SLO 1: Students will be able to identify the main events, actors, and evidence involved in a defined historical period.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy. The Assignment is the final examination, administered in class. The identifications help assess SLO 1 and both questions meet both Student Learning Outcomes.

SLO 2: Students will be able to summarize in their own prose the major changes that took place over time in a defined historical period.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy. If the same student work was used for SLO 1, just indicate that here and do not attach another copy. The same final examination was used.
3) Clearly label what part of assignment, project, quiz, or exam questions that are being assessed.

Proficiencies and Experiences: Quantitative Reasoning

SLO 1: Please indicate which of the following you will be using as the first SLO (one and only one):
- [ ] Students will be able to develop quantitative models as related to the course subject matter.
- [x] Students will be able to assess the strengths and limitations of quantitative models and methods.
- [ ] Students will be able to apply symbolic systems of quantification.
- [ ] Students will be able to collect, organize and analyze data from a variety of sources.
- [ ] Students will be able to formulate structured and logical arguments.
- [ ] Students will be able to test hypotheses and make recommendations or predictions based on results.
- [ ] Students will be able to communicate and represent quantitative information or results numerically, symbolically, aurally, visually, verbally, or in writing.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.)
being used to assess this SLO and please attach a digital copy.

Questions 3 and 4 on the final exam which involve Method of Interpretation and Truth Trees.

SLO 1: Students will be able to describe and explain some of the general features and principal theoretical methods of one of the fields of philosophy, religious studies, or ethics.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.)
being used to assess this SLO and please attach a digital copy.

The final exam which covers fallacies, natural deduction, translation, definitions, along with other material.
3) Separate achievement scores for each SLO assessed.

<table>
<thead>
<tr>
<th></th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will state and defend a thesis with adequate attention to analysis and evidence.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2. Students will demonstrate an understanding of essay and paragraph development and organization.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>3. Students will craft sentences with attention to audience, purpose, and tone, as well as sentence variety and diction.</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>4. Students will demonstrate proper use of grammatically and mechanically correct English (or the language in which the course is taught)</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>
3) Separate achievement scores for each SLO assessed.

<table>
<thead>
<tr>
<th>DISCERNMENT AND DISCOURSE</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
4) Multiple-choice exams to assess learning for a single SLO on a 5-point scale.

**SLO 1:** Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy.

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT 1</th>
<th>BEGINNING 2</th>
<th>DEVELOPING 3</th>
<th>ACCOMPLISHED 4</th>
<th>EXEMPLARY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: number of students at each level</td>
<td>17</td>
<td>25</td>
<td>65</td>
<td>92</td>
<td>72</td>
</tr>
</tbody>
</table>

**SLO 2:** Students will be able to summarize historical phenomena in the study of individual, social, cultural, political, or economic experiences.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy. If the same student work was used for SLO 1, just indicate that here and do not attach another copy.

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT 1</th>
<th>BEGINNING 2</th>
<th>DEVELOPING 3</th>
<th>ACCOMPLISHED 4</th>
<th>EXEMPLARY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: number of students at each level</td>
<td>17</td>
<td>25</td>
<td>65</td>
<td>92</td>
<td>72</td>
</tr>
</tbody>
</table>
4) Multiple-choice exams to assess learning for a single SLO on a 5-point scale.

**SLO 1:** Students will be able to solve problems using algebraic, geometric, calculus, statistical and/or geometrical methods.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy.

Students answered 6 multiple choice questions that tested their ability to use statistical methods.

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT 1</th>
<th>BEGINNING 2</th>
<th>DEVELOPING 3</th>
<th>ACCOMPLISHED 4</th>
<th>EXEMPLARY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: number of students at each level</td>
<td>0</td>
<td>28</td>
<td>8</td>
<td>22</td>
<td>9</td>
</tr>
</tbody>
</table>

Part 1 There are a total of 50 points on this section of the exam. Each MC question in Part 1 is worth 3.5 points. Other items are as marked.

Questions 1 and 2 refer to this figure. The two boxplots below display exam scores for two sections of the same class.

1. Which section has a greater percentage of students with scores at or above 80?
   A) Section A.  
   B) Section B  
   C) Both sections are about equal.  
   D) It is impossible to tell this level of detail from a boxplot
4) Multiple-choice exams to assess learning for a single SLO on a 5-point scale.

SLO 2: Students will be able to interpret and/or draw inferences from mathematical models, data, graphs, or formulae.

1. Briefly describe the student work (assignment, project, art work, embedded test question, etc.) being used to assess this SLO and please attach a digital copy.

Students answered 6 multiple choice questions that tested their ability to draw inference and critique statistical reasoning.

<table>
<thead>
<tr>
<th>Accomplishment Level</th>
<th>ABSENT 1</th>
<th>BEGINNING 2</th>
<th>DEVELOPING 3</th>
<th>ACCOMPLISHED 4</th>
<th>EXEMPLARY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: number of students at each level (sections 2 and 3)</td>
<td>2</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Consider the following scenario for questions 3 and 4
A company produces packets of soap powder labeled “Giant Size 32 Ounces.” The actual weight of soap powder in such a box has a normal distribution with a mean of 33 oz. and a standard deviation of 0.7 oz. To avoid having dissatisfied customers, the company says a box of soap is considered underweight if it weighs less than 32 oz. To avoid losing money, it labels the top 5% (the heaviest 5%) overweight.

3. What proportion of boxes is underweight (i.e., weigh less than 32 oz.)?
   A) 0.0764   B) 0.2420   C) 0.7580   D) 0.9236

4. How heavy does a box have to be for it to be labeled overweight?
   A) 31.60 oz.   B) 31.85 oz.   C) 34.15 oz.   D) 34.40 oz.
Helping one another.

Office of Assessment & Accreditation

assessment@smu.edu

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- For individual assistance

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- For SLO’s, STEPS, Rubrics, Report Forms

Faculty & Departments

- Stay with it. It gets easier.
- BlackBoard
- Try requesting & grading assignments digitally