**2009-2010**

**SLO Cycle Assessment Review**

Approximately 207 SLO cycle assessment forms were submitted for the 2009-2010 school year which represents a 15% increased when compared to 2008-2009 (180 forms). Upon reviewing these forms, specifically the Course Improvement and Process Effectiveness sections, the following categories of improvement were illuminated. (Please note there are more than 207 comments below because faculty members frequently mentioned more than one way the SLO process allowed them to recognize possible course and SLO strategies for improvement.)

**Pedagogical Improvements**

There were 84 comments describing the following pedagogical improvements: revised assignments; changes in class activity sequence; added demonstrations; increased or revised in-class and/or out-of-class activities; spent more time on critical thinking; redesigned assignment instructions to be more transparent; provided study guides; and provided more individual assistance.

**SLO Process Improvements & Verification of Student Learning Outcomes Process**

There were 26 comments describing how improvements are being made to the SLO process: increased number of F/T and P/T faculty getting involved in outcomes process; looked at learning assessments in a new way; exam produced valuable assessments; divided SLOs into more outcomes so that assessment tool was more valid; increased number of faculty using the same assessment tool to make assessing data easier; strength training program produced positive results; and determined rubric was effective. There were at least three comments about the challenge of getting faculty together to discuss the outcomes process and increase participation.

**Verification of Learning**

There were 59 comments about the degree to which students were acquiring or not acquiring the course level outcomes: increased percentage of students demonstrating acquisition of outcome and improved knowledge of students’ abilities and skills. Faculty are starting to compare data collected one semester to another semester and compare online to face-to-face classes. For example, through cross-semester comparison it was noted that less plagiarism occurred because it was being better addressed in class.

**Improvements to Evaluation Techniques**

There were 25 statements describing how faculty members would make changes or additions to evaluations. Faculty are considering various assessments and changing them through this process; for example, while one was moving to multiple-choice assessments another was abandoning them. Other assessment changes included adding a log to record student progress; adding pre/post tests; adding performance tests; changing the timing of assessments; and increasing the number of DSPS visits per student.

**Emphasis on Communication Skills and Study Habits**

There were 28 comments describing how faculty are striving to address writing, reading, and study habits students: referred to tutoring; made books available at library; reminded students to buy course books; changed textbooks to be more stimulating; included source citation rubrics; made books more student friendly by choosing ones with pictures; increased time on bibliographies and papers; dedicated a lab session to scientific writing; reviewed English issues; increased number of students attempting class exams; discussed plagiarism; and discussed English language issues. Several comments were about students being unprepared for work current course level and course being more challenging than students expected.

**Miscellaneous**

11 either left the section blank or commented that there would be no improvements based on assessment of data.

3 faculty members want more assistance with SLO process such as: more opportunities to dialogue about SLO process; improve faculty participation; add financial assistance for SLO trainings; and implement an institutional mechanism for ILO compliance.