

2010-2011

SLO Cycle Assessment Review

Approximately 217 SLO cycle assessment forms were submitted for the 2010-2011 academic year, a 10% increase over the 2009-2010 academic year (207 forms). Upon reviewing these forms, specifically the Course Improvement and Process Effectiveness sections, the following categories of improvement were noted. (Please note there are more than 217 comments 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 approximately 139 comments describing pedagogical improvements. Some of the most commonly noted improvements included: reinforced important course issues; improved instructions and requirements for in-class or homework assignments; added or improved instructions for interactive activities, public speaking, interviewing, or hands-on practice; identified areas where students struggle; added new workbook, textbook, or writing assignment; increased time discussing course requirements; provided more examples; and with other faculty, examined better preparation objectives in prerequisite classes.

SLO Process Improvements

There were 42 comments describing how improvements are being made to the SLO process. Most of the comments verify that outcomes are being discussed by faculty and demonstrate how the outcomes process is producing positive results. For example, department conversations 1) allowed “thoughtful review with faculty”; 2) produced improved alignment of outcomes across progressive courses and when compared to similar courses, and 3) helped to outline class goals, and 4) improved the alignment of appropriate outcomes to objectives. Still, other faculty members want to continue data collection before comparisons across semesters are made.

Verification of Learning

There were 89 comments about the degree to which students were achieving the course level outcomes. When compared to 2009-2010, faculty members are using the outcomes process to verify student acquisition of outcomes and skills, and improved student knowledge of course objectives. Specifically, faculty members continue to compare data collected one semester to data from other semesters, compare online with face-to-face classes and determine what class activities and requirements are working or not working to meet course objectives and outcomes. Verification of learning examples follow: outcome data demonstrated to faculty that class evaluations worked well after improvements to a rubric were made; writing assessments produced results that were helpful in identifying areas needing improvement; and the use of essays was reinforced as a quality assessment technique.

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Improvements to Evaluation Techniques

There were twice as many statements this year compared to 2009-2010 (54 vs 25) describing how faculty members having been trying new assessments, improving old assessments or how they are planning to make future changes or additions to evaluations. While faculty are still considering new assessments ideas and changing them through this outcomes process, the 2010-2011 cycle assessments demonstrate that they have already made improvements to evaluation techniques and are assessing their quality. Assessment changes include the following: added more quizzes and tests; provided a more thorough review before assessment date; assessed students earlier in the semester to provide more timely feedback; and added rubric or spent more time reviewing it with students. While many faculty members are content with their evaluation techniques, more than 22 cycle assessments included the expressed desire by faculty to have more meeting times to discuss evaluation techniques and results.

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