

2008-2009

SLO Cycle Assessment Review

Approximately 180 SLO cycle assessment forms were submitted for the 2008-2009 school year. 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 180 comments below because faculty members often mentioned more than one way the SLO process allowed them to recognize possible course and SLO strategies for improvement.)

Pedagogical Improvements

There were 63 comments describing the following pedagogical improvements: course activities would be added or changed based on the assessments; a better explanation of activities/assignments/assessments would be added; the lecture could be improved; the timing of an activity in the semester could be altered; or instruction strategies would be changed.

SLO Process Improvements

There were 37 comments describing how improvements would be made to the SLO process: communicating more with colleagues; using a rubric to clarify expectations; testing the outcome and/or assessment; and trying new assessments.

Reinforcement of Learning

There were 27 comments about learning: recognizing the knowledge and skills students acquired through class activities; reinforcing that students were learning new material; and evaluating assessment tools.

Improvements to Evaluation Techniques and the Grade Point Spread

There were 22 statements describing how faculty members would change or add quizzes or exams, provide improved assignment instructions, offer time for a self or peer evaluation, change grade point structure, or assess class calendars.

Emphasis on Writing Skills and Study Habits

There were 20 comments describing how faculty would strive to help students by the following methods: increasing the number of writing assignments; providing a rough draft activity; instructing on proper note taking and study habits; providing time for group work; discussing plagiarism; reinforcing good study habits; and increasing review time.

Miscellaneous

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

3 changed something with this assessment and recognized student improvement.

2 commented that they will wait to comment until another semester's data can be compared to that from 08-09.

Only 1 faculty member commented that SLOs impeded student learning.