

Assessing Student Learning Outcome (SLO) Survey, September 2012

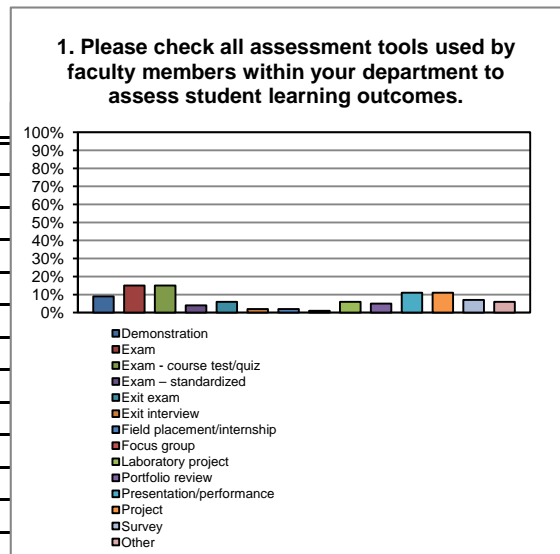
Name of your department/area

Response	N
ACCOUNTING	1
ART	1
Anthropology	1
Astronomy	1
Biology	2
Business	1
CDI	1
CIS	1
Cantonese	1
Chemistry	1
Child Development and Education	1
DANCE/THEATRE	1
ESL	1
Economics/Social Sciences	1
Film/Television	1
French	1
Geography	1
Geology	1
HOPE	1
History	1
Humanities	1
ICS	1
Japanese	1
Language Arts	1
Library	1
Mandarin	1
Mathematics	1
Meteorology	1
Music	1
Physical Education	1
Physics	1
Political Science	1
Psychology	1
Real Estate	1
Speech Communication	1
Total	36

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1. Please check all assessment tools used by faculty members within your department to assess student learning outcomes.
(check all that apply) *

Response	N	%
Demonstration	18	9%
Exam	31	15%
Exam - course test/quiz	32	15%
Exam – standardized	9	4%
Exit exam	12	6%
Exit interview	4	2%
Field placement/internship	4	2%
Focus group	3	1%
Laboratory project	12	6%
Portfolio review	11	5%
Presentation/performance	23	11%
Project	23	11%
Survey	14	7%
Other	12	6%
Total	208	100%



* NOTE: The answers were distributed across groups.

Other

Response

Critique/class discussion

Engineering Document Package: Functioning as a designer, the student will create an engineering document package which complies with industry defined standards and shall include the following: components modeled using CAD design tools; assemblies generated from multiple components; engineering drawings for components and assemblies.

Essays

Homework assignment

Lab reports, lab exams

Observation utilizing a rubric

Online tutorial

Papers

Take home assignment

Writing Assignments with peer review, Homework Assignments, Group Activities, Worksheets

Papers; group discussions, essay exam questions, answers to primary documents

Rubrics

Term papers, written assignment

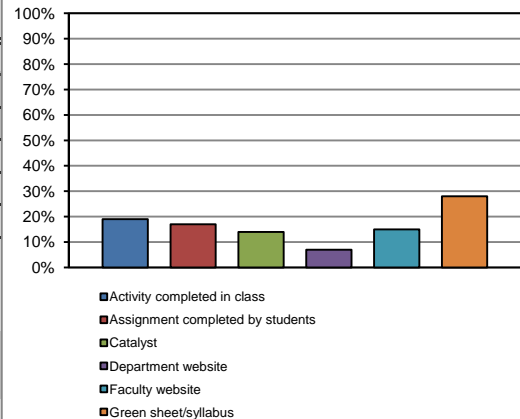
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2. How do members of your department inform students of the Student Learning Outcome statements for a course? (check all that apply) *

Response	N	%
Activity completed in class	21	19%
Assignment completed by students	19	17%
Catalyst	16	14%
Department website	8	7%
Faculty website	17	15%
Green sheet/syllabus	31	28%
Total	112	100%

* NOTE: The answers were distributed across groups.

2. How do members of your department inform students of the Student Learning Outcome statements for a course?



Short Activity

3. Write the number of files that are in the folder entitled "Archived from ECMS" in the space below.

Response	N	%
0	4	11%
1	2	6%
2	8	23%
3	3	9%
5	2	6%
6	2	6%
7	3	9%
8	2	6%
9	1	3%
12	2	6%
13	1	3%
14	1	3%
16	1	3%
19	1	3%
23	1	3%
29	1	3%
Total	35	100%

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4. Compute the percentage of the number of assessments entered with respect to the number of SLO statements.

Response

0
0 - I don't think that is correct
0 - we completed SLOAC's for ALL of our department's courses in Spring 2012 before tracdat in ECMS - but the work for some of our courses were LOST somehow in the transition.
0 there are some that didn't get transferred into TracDat
1.10%
10%
100
100% with ECMS Tracdat
14%
22.50%
25%
35%
35%....this doesn't seem right, thought we were complete
36%
4
41%
43.48%
50%
50% 2 out of 4 courses - not counting the SSLO's
50, but the assessment report runs to 136 pages in PDF format. A great deal of assessment and reflection has been entered into TracDat.
59/289
6.45
6.67%
6.74
68 percent
80% of French courses still taught at De Anza. TracDat has not migrated ECMS data, so this is reflected in the archived ECMS documents.
Number is inaccurate in "Count"
TRACDAT is incorrect
unable to run

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5. Please list one way in which the SLOAC process has improved student learning in a course within your department (maybe the report you ran for #4 will assist you - see the "reflections and analysis column").

Response

As a dept we are mindful of being clear about course expectations as we have gone forward. However, because we have assessed only one cycle, we have not measured the effects of changes we have implemented.

As a result of the SLO process, faculty members recognized the importance of guiding students to become more successful in completing a curriculum binder assignment. Therefore, 98% of the students completed the SLOs related assignment CD54

Brought attention to areas students struggle with and as a result changing how course content was delivered to be more in line with objective assessment.

CANT 3 SLO #2: Students listen to a story of inviting friends for dinner. They are given 5 multiple choice questions and 4 T/F questions to answer. The objective is to assess students' ability to understand a short story and being able to retrieve essential information from the story. Findings and Conclusions: The result is mixed. There are two multiple questions that half of the students get the right answer while the other half choose the other seemingly correct answer. Also there is a T/F question that allows different interpretation. The instructor was not satisfied with the result and decide not to use this test to assess students' ability to extract the gist and details of the information given.

Continual opportunities for reflection allows us to reexamine assumptions and revise teaching methods to enhance student connections with the course material.

Course content reflects SLO's and helps students focus on achieving class objectives.

From Mandarin 2 SLO #1: The instructor should add more pronunciation exercises activities in class. The assignment should be included more on listening comprehension. The pre-test and post-test can be used in order to make a comparison.

From the SLOAC process that we completed in Winter 2012 for GEO 1, Physical Geography in the archived report section, giving students the opportunity to practice with graphs and data in class, and on take-home assignments allowed them to be more successful on exams. This was true of weather and climate graphs and for plate tectonics where students used static maps in the atlas and animations online.

Helped us to work with the students regarding external forces/programs that impact how the students are able to meet their goals.

In Music 1A the instructor identified student behaviors that were interfering with their success such as not purchasing recordings for the class and finding way for them to become more successful

It has assisted CDI instructors and the program in reducing dropouts based on distance learning issues.

It makes us examine the student learning outcomes, our teaching methodologies, pedagogy, and how we measure success and if we are in fact successful.

Listening Habits survey helped students develop recognition/understanding of their listening habits and provided best practices to help students develop specific listening skills.

Makes us as instructors more aware of how much learning is taking place relative to teaching. It has also enabled us to redesign exams and assignments to achieve the SLO.

Makes us reassess the way we teach each. Lass. Refreshes what our purpose each quarter. Requiring civic engagement for each student helped assess the students learning within the course in relation to their community structured in a measurable way.

SLOAC work assisted in identifying previously hidden student misconceptions that could be addressed directly in class. In addition, numerous SLOAC efforts helped identify areas where assignments, test questions, or project prompts were not as clear as initially expected.

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Since only one round of assessment has been completed, we will need to defer answering this question until a follow up has been completed.

Student learning outcomes caused faculty to have defined assignments measuring those outcomes.

Students need more interaction with faculty in the days leading up to an assignment's due date. More interaction with students is necessary before each assignment is due for this online only class.

Students were encouraged to explore certain concepts from several angles. This was motivated by certain

TBD

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Teachers are looking more carefully at curriculum and assignments so students can be more successful in satisfying the SLOs for the course

The French department has only run one SLOAC per course. Until a second one is run, there is no way of showing if the process has improved student learning.

The SLOAC process has helped faculty to continually reflect to see that my SLOs are meeting my students needs.

The assessments and results has provided us direct data that has been used to focus on areas of improvement to help students succeed.

Time spent thinking about equipment needs and updating curriculum relative to current trends in the industry has been helpful.

To be determined.

Tutors know what is expected of their tutees so the time is more productive.

We are able to carefully design the course contents and evaluate whether students have made progress in improving four basic skills-reading, writing, speaking, and listening, and understanding of Japanese culture.

We discuss varied teaching methods regularly in departments meetings as a direct result of the assessments.

This being the first iteration of the SLO process, we are analyzing what approaches in the classroom seems to be more effective in measuring student outcomes. We expect the next assessment cycle will determine what new, more unified approaches have been successful.

When students are aware of the SLOs, it empowers and motivates them. The SLO's and SLOAC promotes more consistency in instruction among our instructors because of increased awareness of the SLOs and what we seek to accomplish in our classes.

Writing the SLO's clarified our goals for student learning. Continual reevaluation of SLO's encourages constant revision of teaching techniques and methods keeps things alive. The SLO process encourages faculty to use an expanding repertoire of examples that facilitate student comprehension.

wow, talk about leading the witness! It is always hugely valuable to consider what students are actually getting out of the course. Entering data and quantifying the qualitative takes away valuable instructinoal and interactive time besides offering unreliable measures

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6. Please provide an example of how this improvement took place (maybe the report you ran for #5 will assist you - see the "reflections and analysis column").

Response

Adding in more learning modalities, such as youtube videos as part of the lesson on Biology and Behavior in General Psych and for concepts, such as discrimination & bystander effect in Social Psych.

Assignments included more clearly defined instructions about what was expected of students. In building up this unit, faculty focused on including more graphics and illustrations and made sure students had more exposure to them so that they knew how to use them and how to analyze them.

Do you mean column 5 "enhancement/action"? Bilingual staff from partner agency, tracked individual transportation issues, improved communication with care providers / families.

Emails are now sent to each student reminding them of assignment due dates and informing them of any late or incomplete assignments

Encouraged students to take basic skills workshops: Avoid careless mistakes, How to take tests with less stress.

More practice assignments Online/in class were used and will be used in forthcoming assessment cycles.

Evaluating course contents has shown how closely they reflect SLO's

Faculty shared and implemented best practices to help students develop listening skills specific to each course e.g. empathic listening in Interpersonal Communication and critical listening in Argumentation.

For example, one instructor reported continuously measuring student comprehension and utilizing new examples until she was satisfied with student performance.

I wish I could but I can't--expecting people to navigate all those sites and find out meaningless percentages is exactly the type of thing that I feel is unproductive. If you are interested in the myriad ways we help students learn to read, to write, and so many other ways to navigate the world, we could happily provide examples

It seems that our SLO assessments and outcomes are still in ECMS

Last spring, the ESL department met for a special retreat to discuss the ESL 263 writing course since there was a substantial increase in drops and no pass grades due to the previous SLO revisions. Faculty at the retreat look at changing the assignments and curriculum so they better matched the outcomes for the course. Early results showed that there was better improvement in student writing and less drops and no pass grades.

Measuring success was very helpful to first define it and then actually measure it for a class.

Numerous instructors discussed how they have changed assignment prompts, added supporting homework assignments to reinforce core course material, and adapted in-class exercises to more explicitly confront misconceptions.

One example, students were required to find a community issue that they are interested in and participate in it, submit progress reports and a final reflection on the engagement activity. Students overall reflection was that they were more engaged than they thought they could be and enjoyed it.

Review of the outcomes of skills testing shows that it is important to continue improving instructor skills in areas such as "cueing".

Some assignments were changed based on the SLOs.

Students were able to complete analysis of primary documents and understood complex materials,

The SLOAC process has helped us focus our teaching tools and our assessment tools to better hone in on the specific objectives in both learning and assessment activities As teachers, we continually are examining whether our students are understanding the material we teach; formally establishing the SLOs, going through the evaluation process, has served to further focus our awareness of these outcomes and how well they are achieved, as well as what we can do to improve. Use of a rubric has helped students understand and focus on the outcomes and expectations.

The improvement occurred by redesigning assignments and using different kinds of assessments

The instructor redid those ambiguous questions to reduce the confusion. While the oral story is interesting and culture appropriate, the cultural elements in the story should be explained to students in advance. Another alternative was to arrange a debate on the etiquette of inviting friends to dinner: what to say and what not to say for the occasion. The outcome was successful.

The instructor whether students had purchase class materials.

The instructors recognized that completion of the curriculum binder represents an understanding of developmentally appropriate curriculum experiences for young children. The process included scaffolding the student in several ways such as working together in small groups, individual support from faculty and sharing examples.

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To be determined.

We believe that providing clarity of expected outcomes to students in a uniform manner and providing feedback to the students and the department has made for a better learning experience for the student. Individually the full-time faculty believe the early focus on "the end" outcome of the course has provided a more effective approach as we move through the courses. We expect to get similar feedback from our part-time instructors during this academic year.

We consolidated our faculty to adopt more technology in the classroom to do more online activities in class for character recognition, online pronunciation exercises and interaction activities. Students did much better in recognizing the different tones and their pronunciations were more accurate.

We evaluated the student's data upon turning in the assessment report for the SLO and found effectiveness of some strategic changes to improve students' understanding.

We have introduced a every 2 week online communication to keep in touch with the students and help them identify challenges that they are encountering that have reduced their input and connection to the instructor and class material. Initiated a first week invention where we identify students who have not downloaded the free CAD software and email them asking if they need assistance.

You refine your lectures to address the areas of improvement.

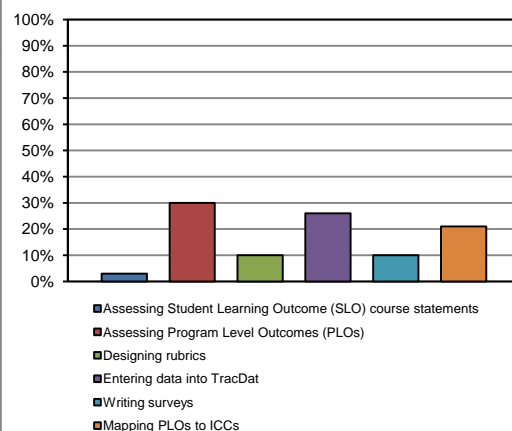
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7. Please check the areas that you would like additional assistance from the Student Learning Outcome Coordinators and/or Department Liaisons. *

Response	N	%
Assessing Student Learning Outcome (SLO) course statements	2	3%
Assessing Program Level Outcomes (PLOs)	18	30%
Designing rubrics	6	10%
Entering data into TracDat	16	26%
Writing surveys	6	10%
Mapping Program Level Outcomes (PLOs) to Institutional Core Competencies (ICCs)	13	21%
Total	61	100%

* NOTE: The answers were distributed across groups.

2. How do members of your department inform students of the Student Learning Outcome statements for a course?



SLO Survey

On Opening Days please answer these questions during your department meeting. You will need a computer and a TracDat password and user name.

Dialog among department members is important to us. Please submit the survey by 5:00 p.m. on September 21.

This survey and activity will be used for research purposes only. Your responses will remain anonymous and any data that is reported will be at the aggregate level (no individual data will be shared). You may choose not to answer any question. Thank you for your time and feedback.

Name of your department/area

1. Please check all assessment tools used by faculty members within your department to assess student learning outcomes. (check all that apply)

- ☐ Demonstration
- ☐ Exam
- ☐ Exam - course test/quiz
- ☐ Exam - standardized
- ☐ Exit exam
- ☐ Exit interview
- ☐ Field placement/internship
- ☐ Focus group
- ☐ Laboratory project
- ☐ Portfolio review
- ☐ Presentation/performance
- ☐ Project
- ☐ Survey
- ☐ Other

Other

2. How do members of your department inform students of the Student Learning Outcome statements for a course? (check all that apply)

- ☐ Activity completed in class
- ☐ Assignment completed by students
- ☐ Catalyst
- ☐ Department website
- ☐ Faculty website
- ☐ Green sheet/syllabus

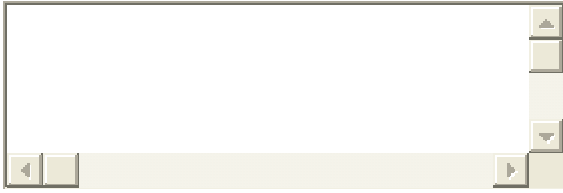
Short Activity

- a. First, logon to TracDat (deanza.tracdat.com).
- b. Navigate to Documents tab.
- c. Write the number of files that are in the folder entitled "Archived from ECMS" in the space below.

- d. Next, navigate to Reports and then the Ad Hoc sub-tab.
- e. Run the report entitled SLOAC Work.
- f. Enjoy the presentation of your department's SLOAC work.
- g. Now, scroll to the bottom of the report.
- h. Under the SLO statement column there is a number after "Count" which is the number of SLO statements for your department.
- i. At the bottom of the Reflections & Analysis Column there is another number after "Count" which represents the number of assessments entered into TracDat.
- j. Compute the percentage of the number of assessments entered with respect to the number of SLO statements.
- k. Write that percentage in the space provided below.

5. Please list one way in which the SLOAC process has improved student learning in a course within your department (maybe the report you ran for #4 will assist you - see the "reflections and analysis column").

6. Please provide an example of how this improvement took place (maybe the report you ran for #5 will assist you - see the "reflections and analysis column").



7. Please check the areas that you would like additional assistance from the Student Learning Outcome Coordinators and/or Department Liaisons.

- ☐ Assessing Student Learning Outcome (SLO) course statements
- ☐ Assessing Program Level Outcomes (PLOs)
- ☐ Designing rubrics
- ☐ Entering data into TracDat
- ☐ Writing surveys
- ☐ Mapping Program Level Outcomes (PLOs) to Institutional Core Competencies (ICCs)