

Dear colleagues,

Welcome back and hope you had a wonderful summer. As you begin to work on entering your SLOA data into the tables, just wanted to send a quick reminder of how and where you can access everything, and also include some “super star” samples of assessments completed from Summer/Fall 2013. Nothing has changed from last semester, but a few things to keep in mind:

- SLOA tables for courses taught in Winter and/or Spring 2014 are ready for you on the INTRANET.
- Tables are organized by session/semester. Winter/summer is not required, but interesting themes can emerge if you want to look at intersessions for comparison or want to change it up.
- The HotShots committee recommends that if you have more than 5 SLOs you may want to revise, and 2-5 is the recommended number so it is manageable to assess over the 5-year cycle.
- Tables have been collected since 2011. You have access to all past five semesters of SLOA tables on SharePoint, to add or edit if necessary.

DUE DATE: September 12, 2014. You will want to complete tables for Summer/Fall 2013 AND Winter/Spring 2014 so you can do your outcomes assessment “reflection” (SLOs Section VII) which is in Program Review.

RESOURCES

This is the link to the SLOA tables for courses taught Winter and/or Spring 2014:

<http://intranet/SLO/Pages/default.aspx>

If the link does not take you directly to the SLOA Intranet page, you can still access it by opening your browser and going to 1) Citrus College Intranet; 2) SLO Assessment and Analysis (under Academics); 3) Summer/Fall 2013 (column on far left) and 4) your program. Remember to click on "edit" and save after entering changes.

Link to SLO Handbook (includes best practices and examples):

<http://www.citruscollege.edu/sloa/Documents/SLOAHandbook.pdf>

For ADJUNCTS only: Fillable SLOA form (see attached). Also on the Intranet:

<http://intranet/SLO/Supporting%20Documents/Forms/AllItems.aspx>



In terms of SLOA, I know we've been at it for a while now, so here are a few examples of how outcomes assessment has resulted in change or improvement. Also included is a nice example of a completed SLOA table.

PHYS 110 - Introduction to College Physics

PHYS 110 labs were revised to include more prediction questions, more focus on drawing conclusions from experimental data, and peer evaluations which will provide a better assessment of SLOs #2,3, 4, and 6. Even though a high number of students performed very well on the design and construction of their car, the content and vocabulary of the written report was less satisfactory. As a result, the instructor decided to provide an example of a high quality report to the entire class as well as an in-depth presentation of the expectations regarding those criteria.

All CIS courses (99, 107, 130)

The creation and use of instructional YouTube videos has led to a majority of the success of students grasping the course content. The department will continue to develop future YouTube videos to help students grasp CIS concepts.

KIN 116 – Yoga

While the results have always been above 70% or better, consistent notification of the test date, contents, and expectation leading up to the activity have improved student morale and performance when it was time for the assessment. **In addition, I have added a .pdf of test postures, .gif animation of the pose sequence, and video of a person completing the postures, and a text outline to help learners with different learning styles find a tool that will work for them.**

KIN 101 – Badminton

90% of the class improved their skills needed for success. **Increased number of skill develop drills and activities. As their skills develop, their game play improves.** Will continue pretest/post-test. Students can see and measure their grown which keeps them motivated to improve and understand strategy.

MATH 020 - Arithmetic Fundamentals

In the Fall semester, 194 students passed the final exam and therefore passed the course. This was out of approximately 380 students who started the course. In the Summer session, 80 students passed the final exam and therefore passed the course. This was out of approximately 120 students who started the course. The assessment was used to measure how well the students learned the material in the course. **The passing rate improved a year ago and has been holding steady at approximately 50% relative to the number of students who started the course. The improvement has been partly due to the fact that Supplemental Instruction tutors are**

now available and we also added College Success Workshops to the course. In the future, we will continue to utilize the Supplemental Instruction tutors and the College Success Workshops. Also, the pass rate for the Winter and Summer sessions seem to be significantly higher than the pass rate in the Fall and Spring semesters. Because of this finding, we will offer as many courses in Math 020 as is possible in the Summer and Winter sessions.

BIOL 124 - Principles of Biology I

Many new instrumental techniques were implemented this semester compared to last semester, e.g. Lab notebooks, more rigorous lab practicals, peer reviewed journal article critiques, formal lab, and lecture quizzes. This might have had a negative effect on final exam performance. Students scored lower than expected in this area compared to Spring 2013 data. I plan to make pedagogical changes to increase achievement of this outcome.

The results of the SLO assessments will be discussed during the monthly Science Faculty Inquiry Group meetings throughout the spring semester. Additionally, the biology faculty will be meeting monthly to discuss ways to improve student success within the department. These results will also be addressed during the monthly division meetings.

MATH 210 - Calculus with Analytic Geometry III

We used every final exam to assess the students' ability to construct a 3D region given rectangular boundaries and evaluating the volume by first converting to polar coordinates. The rubric scaled from 1-5. 88.5% of the sample scored a 3 or higher. **We found that a smaller class size resulted in a significantly higher rate of students scoring a 3 or higher. We will continue to advocate for such measures to be permanently implemented.**

HIST 107H - History of the United States before 1877 – Honors

Students were given a reading of Henry Wiencek's "The Spain Among Us" and were asked to write a brief response paper. They were asked to create a brief summary of the essay, but also go beyond creating a "book report" by creating an analytical discussion. Some ideas they were encouraged to discuss were; what was the author's main point or thesis? What information did the author use to support the thesis? What do you think of the essay? Do you agree with the author's argument? Did you find it to be a good essay? Why or why not? Perhaps tie its content in with some of the themes within our course. The assessment was based on a student's ability to identify and describe a thesis, their ability to analyze an argument and their ability to communicate effectively through proper grammar, spelling and organization. **Study sessions that reviewed how to write a response paper seemed to be successful. Students were also encouraged to provide outlines in the class prior to the assignment due date to receive feedback. The B students' papers seemed to reflect students still adjusting to the instructor's expectations of honors course work.**

MUSE 188 - Music Production Software/Hardware I

Over 90% have demonstrated the ability to communicate in musical and software terms. **We found that a smaller class size resulted in a significantly higher rate of students scoring a 3 or higher. We will continue to advocate for such measures to be permanently implemented.**

AUTO 151 - Engine Service, Diagnosis and Repair

Performance levels quite high at 94% for the various -outcomes. (Summer 2013) 88% of students passed all the required proficiencies. This is consistent with pass class performance. (Fall 2013). **Class size was small at 15 students which lent itself to more individualized instruction. Only one student failed to perform at passing levels in all the required areas. Larger class size shows that students required more attempts to pass proficiencies and fewer passed overall.**

ECON 101 - Principles of Macroeconomics

All 22 students in the class took the test. Students receiving 70% or above were successful in passing the test. The majority of the students passed the test. **The assessment confirms the need to establish Math 30 as a pre-requisite for Econ 101. Several of the students, who had difficulty passing the class assessments, lacked the necessary math skills for the class concepts.**

VIII. Student Learning Outcomes Assessment Reflection

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

I. SLOs	II. Means of Assessment and Criteria for Success	III. Summary of Data Collected	IV. Use of Results and Future Plans	V. Last Assessed	VI. Future Assessment
Identify the SLOs that have been developed for the course.	Identify the means of assessment and criteria for success for each SLO	Summarize the data collected for the SLO	Discuss how assessment has been used to implement change or strengthen what is working well		
JPN 101 Japanese I					
Communicate (write, speak, listen, read) at a beginning level, demonstrate basic knowledge about Japanese culture, and demonstrate scholarly behavior in all campus interactions.	I. An exam was used in order to assess writing, reading, listening, and communication skills in Japanese.	This exam was composed of 4 sections: 1) Listening: which assess students' ability to understand contemporary spoken Japanese using two sets of dialogues, a short one between two people, and a long one by a group of people and answer the questions in English. 2) Communication Skills: which assess students' ability of communication skills in Japanese. Students write their answers in Japanese to instructors' question about themselves. Students are also	Intended Goals: I. Exam & II. Speech The goal of this exam and speech for me as an instructor, is to examine whether or not my teaching methods have been successful in attaining the SLOs goals which have been set for this beginning level of Japanese. For the students: the written exam (including listening skill assessment) and speech presentation (oral skills) help students to be aware of their progress, evaluate their ability and identify their strength and weakness in the content introduced in Japanese 101. Outcome/Future Actions: I. Exam	12/9/2013 12/11/2013 (2 sections of JPN 101 Actual problems of Exams were not identical but the format was the same.)	Similar final exam will be given again in the final exam week for JPN101 offered in Spring 2014. Exam will not be the same but assess the same skills taught in JPN101.
		required to write their answers fully in Japanese (hiragana, katakana and some limited number of kanji). 3) Grammar: Student were assessed their knowledge of Japanese basic grammar including present, past, negative, affirmative forms of verbs and adjectives and other important expressions and vocabulary introduced in Japanese 101 by the method of multiple choices, matching, and true/false questions. Some parts also assess students' ability of reading of Japanese, mainly written in hiragana and katakana (and a limited number of kanji). 4) Reading: Comprehensions: Students read a letter in Japanese, which assesses students' ability of reading and understanding of Japanese culture. In this assessment, students' ability of communication skills (one way mode) in Japanese. Since	Based on the assessment outcome in Spring 2013, hiragana and katakana were introduced at a slightly faster pace and extra practice was given through out the semester in 2013 Fall. I also used Quizlet as students' individual practice tool outside the class, which students can practice their recognition of hiragana and katakana according their needs and level. After the final exam, I confirmed that students' earlier mastery of hiragana and katakana in the semester certainly affected students' proficiency level in their grammar, reading & writing, and even pronunciation of Japanese positively as students had stopped relying on the Japanese text written in romaji (roman alphabet) earlier in the semester. I will continue to introduce hiragana and katakana at a faster pace in the next semester to see if I can get the same results.		

	<p>II. Speech</p>	<p>students have to prepare the script before the presentation, students' writing skills is also assessed as part of this task.</p>	<p><u>II. Speech</u></p> <p>This was a new assessment item that was added in Fall 2013 and it certainly helped students to be more aware of the whole picture of what needed to be acquired in Japanese 101 and what they can do with what they acquired. Assessment Rubric was written in I-can DO statements.</p> <p>Though, there was an evidence of students' mastery of Japanese 101 content in terms of accuracy and variety of structure and vocabulary, many students seem to struggle to increase their oral fluency. Also, in this semester, I had 30 students instead of 35-40 in the past semesters, and the smaller class situation certainly gave me more opportunities to give personal attention to each student during the class.</p> <p>In future, in order to increase students' oral fluency, I need to look into technology tools, that students find interesting and motivate them to practice more.</p> <p>I will continue to use this task again in the next semester.</p>	<p>12/4/2013</p>	<p>Same assessment will be conducted in the final week of instruction of JPN 101 in Spring 2014.</p>
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