**SLO Course Analysis Form**

The focus today is on Assessment Results and How to improve our courses. Looking at the Annual Program Update, which we recently had to submit as a department, we had to answer some tough questions about our SLO assessments. These questions were phrased in the exact language that the ACCJC uses when we need to report our SLO work as a college. Their focus now is on change. What are we changing, based on our assessment results? What kinds of changes do we require from our institutions, based on our assessment results? Today we are meeting to reflect on what we can do to improve our courses and what kinds of changes should we be making. This form is to help lead that discussion and document our efforts.

Any suggestions on how to improve this discussion are welcome (please email Kathy).

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| What course are you looking at? | Math 3B – Calculus II |
| Number of faculty participating in dialog? | # of Full-time Instructors # of Part-time Instructors  4 0 |
| Which SLO(s) are you focusing on? (Many courses only looked at one SLO last semester. If you did more, then choose what you think will be most interesting and/or what you think is most important or look at all results, if there is time) | 1 – Compute the antiderivatives of many types of functions  4 – Represent functions as power series and test these series for convergence |
| **Assessment Results:**  Summarize the results from the department for fall 2014  What student’s needs/issues were revealed as a result?  Are there areas where student performance is outstanding?  Areas where student performance can be improved? | 1 – 47% successfully completed  4 – 62% successfully completed  1 – Not clear because of the multiple considerations inherent in the question. For example, for computing an antiderivative, polynomial division was required, in which a significant number of students are typically weak.  1 & 4 – Although many of the algebraic steps were incorrect, the calculus steps were stellar.  1 & 4 – Algebra preparation. |
| **Next Steps In the Classroom to Improve Student Learning:**  How might student performance be improved?  Go through the list and highlight what items faculty felt would help them address the needs and issues that were revealed by the assessment. | * Revise the SLO(s). * Revise activities leading up to and/or supporting assessment. * Increase student collaboration in class, with regard to this SLO * Increase guidance for students as they work on assignments related to this SLO * Collect more data * Give a sample question earlier to students as an assignment, with a rubric so students can prepare and know what to expect |
| **Next Steps in the Department to Improve Student Learning**  Go through the list and highlight what items faculty felt would help them address the needs and issues that were revealed by the SLO assessment. | * Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods. * Encourage faculty to share activities that work (best practices) * Have faculty visit classrooms to provide feedback/mentoring * Create a system by which we can refer students to the math lab for specific help * Increase tutor training with support ($) for faculty involvement * Get more tutors in the Math Lab that can help with this class |
| **Priorities to Improve Student Learning**  List the top 3-5 things that faculty think would MOST improve student learning | * Review sheets distributed at the beginning of the semester that address the pertinent material in prerequisite courses * Review topics before exams * Give more worked out examples |
| **Implementation/Timeline**  How should we implement these improvements? Give deadlines for what should be done by when. | * Prepare review sheets at the department level * Prepare more worked out examples at the department level   By next semester. |