**Math 13 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? | PreAlgebra |
| Number of faculty participating in dialog? | # of Full-time Instructors # of Part-time Instructors  2 (Loretta Jolin (Scheu), 2 (Bill Lepowsky, ,  Rina Santos Marilyn Koshlap |
| 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) | SLO  #1: Describe numerical and categorical data using statistical terminology and notation |
| **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? | Results did not meet target performance. The target was 70% and 46.7% of the students passed the assessment.   * Although lectures were given on the material to students, those absent did not benefit and those that were not absent needed more practice outside of classroom time, like in a structured lab setting and /or lab assignment to master the material * Students stronger on the first two parts of SLO #1, although for some instructors had similar results for all parts, meaning they understood most of it or relatively none of it or they did not even attempt the question because it was part of intense final. * Student performance may possibly improve just from not including the SLO question on the final and giving it earlier in the semester to alleviate pressure. |
| **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 activities leading up to and/or supporting assessment. * Revise the SLO(s) * Revise activities leading up to and/or supporting assessment. * Increase in-class discussions and activities supporting the SLO * Increase student collaboration in class, with regard to this SLO * Provide more comprehensive and/or more frequent feedback on student work, 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 * Other. Please describe: * Give SLO question right after covering the material to achieve an accurate picture of comprehension as opposed to including it on the final * Include it as part of the quiz grade so students take it seriously as material important to the course * Use language in question that is standard for all statistics books being taught out of on this campus so students recognize terms |
| **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. | * Encourage faculty to share activities that work (best practices) * Create Study Groups or other tutor or faculty led discussions that target specific issues in specific courses * Create a system by which we can refer students to the math lab for specific help * Create faculty taught workshops that students can enroll in and get help throughout the semester. (Math 501) * Get more tutors in the Math Lab that can help with stat class * Other. Please describe:   Making resources available via Dropbox:   * Stat Lab Assignments that have correct answers at the end upside down so that students can check their own work and then ask for help in the Math Lab if it incorrect; these Lab Assignments should be worth a percentage of their overall grade so that students will take it seriously. Students may use a file (in/out file per instructor) to turn and pick up labs or turn into instructor at the beginning or end of class. Lab assignments should be designed or at the minimum emailed out to all stat instructors for revision and input and then used uniformly throughout all stat classes for best results. Grading is only for completion as the answers are provided, so not too much additional burden will be on the instructors but student improvement on the SLO should increase at least by 5% in the following year. |
| **Priorities to Improve Student Learning**  List the top 3-5 things that faculty think would MOST improve student learning | * Rewrite SLO Question with approval from all instructors, specifically stat instructors during the previous semester to be given to the students early in the following semester. For example, Fall 2016 SLO question should be finalized in Spring 2015, at the latest Summer 2015. * Provide a structured regular time for stat students to meet in the lab to work with each other preferably with a stat instructor and/or a stat tutor present to answer questions.   That is, form study groups for the students outside of classroom.   * Give SLO question right after material is taught and also at the end possibly for comparison and comprehension if time allows, but not within the final as the students are studying an immense amount of material for the comprehensive final. |
| **Implementation/Timeline**  How should we implement these improvements? Give deadlines for what should be done by when. | * **Rewrite SLO Question**   By May 20/21, 2015, meet with as many stat instructors as available to revise SLO Question and discuss all SLO questions and their importance/order of future assessment. Possibly discuss 2 each year, the previous SLO for comparison results and also the new SLO. Email SLO Question to all stat instructors for Fall 2016 for final approval prior to the end of summer.   * **Provide structured group study times in the Math Lab**   Take survey this semester Spring 2015 of good group study times, record attendance to see when is the best study times for students in general and note grades of stat students before attending study groups and if consistently coming average improvement in grades. Use this information for the following semesters   * **Plan time period to give SLO Question with Rubric**   Depending on the specific SLO, give the SLO question quiz right after learning the material. For SLO #1, this time period would probably be around 4 weeks into the Fall 2016 semester. |