

**WORKSHEET 1**  
**TAKING STOCK OF EXISTING RESOURCES**

**CHOOSE AT LEAST TWO OF THESE QUESTIONS TO DISCUSS.**

- 1. Who now coordinates student learning outcomes and assessments? Could/should this be handled by a different group or a new group at your college?**
  
- 2. What do you know collectively about students attitudes? How might you learn more?**
  
- 3. What do you now know about the variety of instructors' philosophies and practices about teaching and learning? How might you learn more?**
  
- 4. What is the consistency of curriculum across instructors? How well is it aligned with transfer requirements, employment and licensing requirements, departmental goals, college-wide goals? How might consistency be improved?**
  
- 5. Which of the college's institutional policies and practices support teaching and learning? Which might be improved?**
  
- 6. What assessments now take place? What innovative or unusual assessments are now being used that might benefit other programs?**

## WORKSHEET 2

### DEVELOPING SLOS AND ASSESSMENTS

For your group or program:

**1. What is the philosophy of your program around teaching and learning? What are the main goals of your program? Given the Ohlone definition of goals, there should probably be a small number of these, perhaps 1 – 3.**

**2. For each goal, define a small number (3 – 5) of more specific *objectives*.**

**3. What kinds of assessment do you already have to measure these objectives? What kinds of assessment are most appropriate, given the limitations of time and resources?**

## **WORKSHEET 3**

### **DEVELOPING IMPROVEMENTS AND BUILDING INSTITUTIONAL CAPACITY**

**In reality, of course, this step would take place after you collect data on various SLOs and analyze them in various way. However, for purposes of this exercise, think about the following questions based on what you now know about student learning:**

- 1. What kinds of student learning outcomes are now the strongest in your program? What kinds are the weakest or most in need of improvement? Why?**
- 2. What are some improvement strategies — instructional;, curricular, or student services-related?**
- 3. Which groups of students now perform the best? The worst? And why? Of course, most programs will find that students who have been poorly prepared in K-12 education and/or those who need to enroll in developmental education do the worst, so you might try to discuss the less obvious groups of students who do well and poorly.**
- 4. What are some potential solutions to improve the performance of low-performing students? Which of these are the most feasible given the costs — both direct costs, human resources, and abstract resources required?**