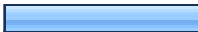




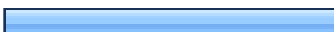




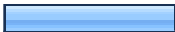
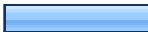

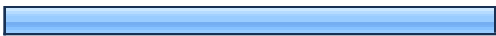


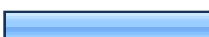



Faculty Assessment of Course Student Learning Outcomes (SLOs)



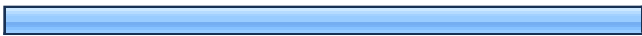

1. Here are some techniques for assessing student learning outcomes in your courses. Are you using any of these techniques? Select all that apply.

		Response Percent	Response Count
Culminating or capstone project.		28.9%	55
Portfolio demonstrating various samples of learning throughout course.		22.1%	42
Student designed and executed experiment or research project.		23.2%	44
Research paper demonstrating source analysis, critical analysis of the subject, and writing skills.		30.0%	57
Application of course content to analyze and resolve a real life problem, i.e., set of philosophical principles, mathematical constructs, other...		37.4%	71
Student demonstration of skills learned related to case scenario.		49.5%	94
Written analysis of a course issue in relation to specific criteria.		27.4%	52
A common final exam across all sections requiring application of key concepts taught in the course to stated situations.		55.3%	105
Oral presentation or speech.		51.6%	98
Team presentation.		42.6%	81
Journals focused on course related requirements.		25.3%	48
Videotape or another technological project illustrating course concepts.		21.6%	41

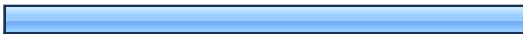

Theatre, music, or dance production.		8.4%	16
Tests which promote thinking & not just memorization.		73.7%	140
Placement tests used for course entry and exit decisions.		10.5%	20
Vendor or industry certification examinations.		5.8%	11
Indirect assessments: survey, focus group discussions, interviews.		30.5%	58
Other		7.4%	14
	Other (please specify)		23

answered question	190
skipped question	6



2. Do you set clear expectations for student learning and communicate that information to students (i.e., grading criteria, rubric, checklist, etc.)?

		Response Percent	Response Count
Yes		95.9%	187
No		4.1%	8
	answered question		195
	skipped question		1



3. In addition to using assessment results to assign student grades, have you used the collective results to improve your course?

		Response Percent	Response Count
Yes		78.4%	149
No		21.6%	41
answered question			190
skipped question			6



4. Do you collect and record assessment results in relation to course SLOs for all enrolled students (or a sampling of enrolled students if your course has many sections), so data can be analyzed for course strengths and possible improvements?

		Response Percent	Response Count
Yes		45.2%	84
No		54.8%	102
answered question			186
skipped question			10



5. If you are teaching a section of a course, do you coordinate with other faculty teaching the same course, to develop an assessment plan and make course related improvements?

		Response Percent	Response Count
Yes		55.5%	91
No		44.5%	73
answered question			164
skipped question			32

6. Are you assessing course SLOs at this time?

		Response Percent	Response Count
Yes		53.0%	98
No		47.0%	87
answered question			185
skipped question			11



7. If you are not assessing course SLOs at this time, will you implement an assessment plan which would include clear learning expectations, plan for collection & analysis of data related to the SLOs, and development of an improvement plan, during fall semester 2011?

		Response Percent	Response Count
Yes		57.9%	70
No		42.1%	51
answered question			121
skipped question			75

8. Please list any workshops or discussion groups you would like to participate in next year.

	Response Count
	31
answered question	31
skipped question	165

9. What is your role at the college?

		Response Percent	Response Count
Full-Time Faculty		32.8%	64
Adjunct Faculty		67.2%	131
answered question			195
skipped question			1

Q1. Here are some techniques for assessing student learning outcomes in your courses. Are you using any of these techniques? Select all that apply.

1	class discussions and critiques online resources that focus on course related requirements	May 17, 2011 10:41 AM
2	Annotated bibliography	May 16, 2011 7:54 AM
3	In Engineering Graphics and Design Course that I teach, there is not much writing requirements in this course, rather students display their skills that they acquired in the course by designing and drawing various engineering drawings.	May 14, 2011 9:20 PM
4	in class group critique of student work, focusing on critical thinking skills and eschewing bias-based judgemental critiques.	May 13, 2011 2:14 PM
5	Critiquing each others video work as a class, with my guidance, as a way to learn what works and what doesn't and why.	May 12, 2011 9:35 PM
6	weekly testing and home work	May 12, 2011 8:24 PM
7	regular written homework assignments, workbook assignments, weekly quizzes, final practical exam	May 12, 2011 5:19 PM
8	on site applications at real world facilities in the industry.	May 12, 2011 1:23 PM
9	Vigilant scrutiny of media for relevant modern instances of course ideas.	May 12, 2011 10:21 AM
10	Oral history in History 117B; moot court sessions in AJ 121	May 10, 2011 4:46 PM
11	debates written procedures and production	May 10, 2011 11:01 AM
12	Bulletin posts and worksheets with questions based readings from the course text	May 10, 2011 10:22 AM
13	hands-on assessments	May 9, 2011 10:35 AM
14	I have not been asked to assess learning outcomes adjunct faculty	May 8, 2011 4:34 PM
15	Response and interpretation to literature, art and film.	May 8, 2011 7:53 AM
16	This survey wont allow me to click any buttons.	May 7, 2011 9:13 PM
17	Paper on observation, interpretation and evaluation of speakers and group discussions using course criteria	May 7, 2011 12:01 PM
18	Comment concerning 3 below: Our entire program (not just one course) lost significant on-line test analysis information that we depend on to upgrade our exam questions to a higher critical thinking level AND to revise course content. This loss occurred with the migration from web ct to blackboard 9.1. This is unacceptable and will have to be addressed.	May 7, 2011 11:40 AM
19	Team/peer evaluations	May 6, 2011 5:56 PM
20	It's not a 'common exam across section it's a common exam question across sections.	May 6, 2011 5:27 PM
21	the chem folks have all students watch a video -- it shows students working in the lab -- and list all the safety infractions that they see.	May 6, 2011 3:26 PM

Q1. Here are some techniques for assessing student learning outcomes in your courses. Are you using any of these techniques? Select all that apply.

22	In addition to a research paper: essay-answer shorter quizzes based on readings (summarizing author's ideas and also critically thinking about them/responding to them); various essays analyzing/interpreting and responding to readings, based on critical thinking; outlines of readings and essays; paraphrasing assignments, quizzes on research skills.	May 6, 2011 1:00 PM
23	Homework and class participation	May 6, 2011 12:12 PM

Q8. Please list any workshops or discussion groups you would like to participate in next year.

1	E retreat like last year	May 16, 2011 7:54 AM
2	1) AutoCAD Workshops 2) Engineering Liaison Council of California	May 14, 2011 9:20 PM
3	Introduction to Blackboard	May 13, 2011 2:27 PM
4	Black Board, SLOs, assessments, rubrics	May 13, 2011 6:28 AM
5	piano forum with all instructors informally going on now	May 12, 2011 8:24 PM
6	I think faculty need a better understanding of Ohlone's GE Plan A Cultural Diversity requirement (based on Title V Ethnic Studies requirement) and how that differs from multicultural education and even international education.	May 12, 2011 4:43 PM
7	Any discussions related to course curriculum requirements and implementation of the curriculum to improve SLO's.	May 12, 2011 9:42 AM
8	how much "hand-holding" is necessary for new students - this is college, but....	May 10, 2011 11:01 AM
9	I would like to see workshops designed to promote all of the activities listed above. I currently do my best to perform those items without formal training. I have taken what I have tried over the past few years and analyzed the results and made adjustments to my courses but I think that department and college wide training would be beneficial.	May 9, 2011 5:17 PM
10	Camtasia-- to get hands-on practice using it and to see how others are using it-- get ideas for application	May 9, 2011 4:16 PM
11	Seminars on improving technology in classroom.	May 9, 2011 3:14 PM
12	BlackBoard grading other workshops that help us use BB better	May 9, 2011 12:51 PM
13	Program Review Workshop and Curriculum Workshop	May 9, 2011 10:21 AM
14	Anything related to alternative teaching methods, assessment methods, how to engage students (especially those who have special life circumstances not related to a disability).	May 8, 2011 9:43 PM
15	meetings/groups to address the change in students motivations - students are there as place holders and not present and ready to learn.	May 8, 2011 8:52 PM
16	Black Board	May 8, 2011 6:32 PM
17	informal assments- quick ones	May 8, 2011 3:59 PM
18	I would like to learn more about how to assess course SLO's other than just testing.	May 8, 2011 3:46 PM
19	?	May 8, 2011 8:56 AM
20	Using readings to teach writing skills	May 7, 2011 10:52 PM
21	Student Engagement	May 7, 2011 2:14 PM

Q8. Please list any workshops or discussion groups you would like to participate in next year.

22	I believe adjunct faculty should be required, with appropriate compensation, to participate in discussions/workshops with full time faculty, or a designated full time lead teacher, for each course to which they are assigned. Students should be able to expect equal learning opportunities that are not dependent on whether the particular section of the course for which they were able to enroll in is taught by a full time or an adjunct faculty instructor. Adjunct faculty should also be required to provide students with designated office hours, as again the learning opportunities should not depend on whether the instructor has full time or adjunct status.	May 6, 2011 7:46 PM
23	I will be happy to join any workshop about assessing course SLOs.	May 6, 2011 6:50 PM
24	As adjunct faculty, I must admit I am not so familiar with the whole SLO thing-- and I see it is a big and important issue. I would like to see how other faculty (esp in sciences) are working with these SLOs.	May 6, 2011 6:40 PM
25	Compare contrast methods and syllabi with colleagues in department More info and training on Blackboard	May 6, 2011 5:56 PM
26	Discussion among instructors of the same or similar subject matters or disciplinary area/s.	May 6, 2011 4:49 PM
27	The concept of "building" a term paper starting from research which is annotated and handed in for a grade--I have a lot to contribute on this topic	May 6, 2011 3:24 PM
28	Sample pre and post-assessments of the SLO's which are easy to administer and analyze.	May 6, 2011 12:12 PM
29	instructional workshop	May 6, 2011 12:10 PM
30	Curriculum Development Blackboard, Moodle - or other online aids	May 6, 2011 11:44 AM
31	BlackBoard,	May 6, 2011 11:30 AM