# Departmental SLO Assessment Analysis Form

Use the form below to summarize the results of the department meeting in which you discussed the college-wide, degree or course-level SLO assessment results. You will probably need a different form for each SLO discussed. Please make a copy to give to the research office for our evidence file for WASC, and keep your copy as your record to help with future full program reviews. Use this form whenever you have SLO discussions throughout the year.

<table>
<thead>
<tr>
<th>Department</th>
<th>English</th>
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<tbody>
<tr>
<td>Meeting Date</td>
<td>8/21/2012 1:30-3:30 HC 165</td>
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</tbody>
</table>
| Number of Faculty/Staff in Attendance (# of fulltime and adjunct and total) | 16 faculty members  
(6 full time instructors  
10 adjunct instructors) |
| Number of Faculty/Staff sharing Assessment Results (# of fulltime and adjunct and total) | 16 faculty members  
(6 full time instructors  
10 adjunct instructors) |
| College-wide, degree, or course-level SLOs measured | The college-wide SLOs were measured using the common rubrics based on the schedule from our matrix for our A.A. English degree. Additional English classes were measured as well.  
Courses measured: English 120SL, English 150, English 151, English 224 |
| Assessment Tools (Give examples of major assignments your faculty/staff used to measure the SLOs) | Rubrics used: Written competency, critical thinking, and/or information literacy |

## Assessment Results (Summarize the overall results of your department)

- **What student needs and issues were revealed?**
- **Were there any areas where student performance was outstanding?**
- **Any areas where it can be improved?**

**SLO discussion in the meeting included the following:**

- We talked about the difference between college-wide SLOs, degree SLOs, and course SLOs.
- The department reviewed what classes are scheduled to be assessed using the common rubrics this fall and a call was made for volunteers to assess their classes.
- One faculty member pointed out that we need consistent SLOs for English 120 course outlines and other faculty members agreed. We currently have four English 120 course
outlines (SL, accelerated, face-to-face, and distance ed) with different SLOs. The faculty decided that these SLOs should be consistent across all four course outlines. The department decided that it would be important to revise these course outlines this fall to have a consistent set of SLOs.

The department discussed the set of SLOs that are currently on record for English 120 and English 150 and the status of revised course outlines. Emphasis was on ensuring that the most current SLOs were present on syllabi and how to obtain the most updated versions.

A suggestion was made for SLOs for 120 and 150 to be streamlined to a smaller number in order to make measurement more effective. One faculty member volunteered to send out a more streamlined set of SLOs for the two courses for the faculty to consider.
### Next Step in the Classroom to Improve Student Learning
(choose all the items faculty/staff felt would help them address the needs and issues that were revealed by the assessment.)

**How might student performance be improved?**

- State goals or objectives of assignment/activity more explicitly
- Revise content of assignment/activities
- Revise the amount of writing/oral/visual/clinical or similar work
- Revise activities leading up to and/or supporting assignment/activities
- Increase in-class discussions and activities
- Increase student collaboration and/or peer review
- Provide more frequent or more comprehensive feedback on student progress
- Increase guidance for students as they work on assignments
- Use methods of questioning that encourage the outcome you measured
- State criteria for grading more explicitly
- As an instructor, increase your interaction with students outside of class
- Ask a colleague to critique assignments/activities
- Collect more data
- Nothing; assessment indicates no improvement necessary
- Other (please describe)

### Next Step in the Department to Improve Student Learning
(choose all that the department felt would help them improve student learning)

- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- Consult teaching and learning experts about teaching methods
- Encourage faculty to share activities that foster competency
- Write collaborative grants to fund departmental projects to improve teaching
- Purchase articles/books on teaching about competency
- Visit classrooms to provide feedback (mentoring)
- Create bibliography of resource material
- Have binder available for rubrics and results
- Analyze course curriculum, so that the department can build a progression of skills as students advance through courses
- Nothing; assessments indicate no improvements necessary
- Other (please describe)
<table>
<thead>
<tr>
<th>Priorities to Improve Student Learning</th>
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<tbody>
<tr>
<td>(List the top 3-6 things faculty/staff felt would most improve student learning)</td>
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<table>
<thead>
<tr>
<th>Implementation</th>
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<tbody>
<tr>
<td>(List the departmental plans to implement these priorities)</td>
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<tr>
<th>Timeline for Implementation</th>
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<tr>
<td>(Make a timeline for implementation of your top priorities)</td>
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