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>Physical Education</th>
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<tbody>
<tr>
<td>Meeting Date</td>
<td>August 21, 2012</td>
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</table>
| Number of Faculty/Staff in Attendance (# of fulltime and adjunct and total) | 14 total  
5 full time faculty, 3 staff, 6 part time |
| Number of Faculty/Staff sharing Assessment Results (# of fulltime and adjunct and total) | Same as above |
| College-wide, degree, or course-level SLOs measured | Measured each course by at least one SLO  
Measured degree level SLO |
| Assessment Tools (Give examples of major assignments your faculty/staff used to measure the SLOs) | - 12 minute swims  
- Ran a triathlon  
- Quizzes  
- Pre and post tests  
- Muscle test  
- 2-30 minute swims |
| Assessment Results (Summarize the overall results of your department) | - Some faculty felt that they were always making conditions to their assessments because of the different starting skill levels of students. They didn’t feel it was a true assessment.  
- The less experience the student has the more improvement of the student.  
- Instructors spend more time with the less experienced students  
- May need to make changes to the assessment depending on each skill level of the student.  
- Doing assessments makes instructors feel like better teachers.  
- Assessments show that the fitness of each student is improving.  
- Different assessments for levels of students.  
- Improve pre and post assessments. |
| What student needs and issues were revealed? | |
Next Step in the Classroom to Improve Student Learning  
(check all 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  
(check 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)
| Priorities to Improve Student Learning | 1. Being consistent with the assessments with each section of the class.  
2. Have specific classes allocated beginning, intermediate, advanced, etc.  
3. Make SLOs more clear to the student in the beginning of the semester so they are clearly aware of what they should be learning.  
4. Would like to improve the degree by making the degree more clear to help the students transfer. |
| --- | --- |
| Implementation | 1. Post SLOs online, in office, in classroom, etc.  
2. The syllabus for each class should be the same when it comes to SLOs no matter who is teaching the class. Instructors in that family will meet.  
3. Make sure our class families have the same assessment tools. |
| Timeline for Implementation | #1 – Posting and making SLOs more clear – Fall 2012 but fully integrated by Spring 2013.  
#2 – Fall of 2013  
#3 – Fall 2013 |