

COURSE LEVEL SLO ASSESSMENT SUMMARY

Year/Semester:	<input checked="" type="radio"/> Fall <input type="radio"/> Spring 2011
Program:	Program?
Faculty members in attendance at meeting:	2
Course:	GEN V01 and GEN V03
Course-level SLO assessed: (Attach copy of rubric for this SLO)	
Assessment Tool(s)/Assignments Used by Faculty: (describe briefly)	Presentations Tests
STUDENT PERFORMANCE INDICATORS: What achievement level goal has been agreed upon by the faculty who teach this course? Note: The achievement level would have been determined previously and should be on the Individual Faculty SLO assessment form.	<u>100</u> % or more of students will perform at <u>75</u> level (or higher)
Was this goal achieved?	<input checked="" type="radio"/> Yes <input type="radio"/> No
STUDENT PERFORMANCE ASSESSMENT: Summary of Assessment Results (include data when available).	<u>34</u> # students performed at or above the achievement level <u>1</u> # students performed below the achievement level
FINDINGS: What did you learn from the assessment?	Note: This section must be completed.
SUGGESTIONS FROM FACULTY: (based on discussion)	
Actions that will be taken to increase student learning for this SLO in future semesters: (check all that apply)	<input type="checkbox"/> Revise content of assignment/activities <input type="checkbox"/> State goals or objectives of assignment/activity more explicitly <input type="checkbox"/> Revise the amount of writing/oral/visual/clinical or similar work

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	<ul style="list-style-type: none"> <input type="checkbox"/> Revise activities leading up to and/or supporting assignment/activities <input checked="" type="checkbox"/> Increase in-class discussions and activities <input type="checkbox"/> Increase rigor or complexity of assignment being assessed <input type="checkbox"/> Increase student collaboration and/or peer review <input type="checkbox"/> Provide more frequent or fuller feedback on student progress <input type="checkbox"/> Increase guidance for students as they work on assignments <input type="checkbox"/> Use methods of questions that encourage competency <input type="checkbox"/> State criteria for grading more explicitly <input type="checkbox"/> Increase supplemental learning activities <input type="checkbox"/> Have colleagues critique assignments <input type="checkbox"/> Collect more data <input type="checkbox"/> Revisions to the course outline are needed <input type="checkbox"/> Revisions to the curriculum are needed <input type="checkbox"/> SLO/assessment/rubric revision <input checked="" type="checkbox"/> Other actions (please list) <p>I could not attend SLO meetings.</p> <p style="color: red;">(Note: Part and full-time faculty members are responsible for understanding how to do this work.)</p>
<p>PROGRAM INITIATIVES:</p> <p>From the list of possible actions above, list your highest priorities below and give them a title. (i.e. Revise activities in the assignment; increase collaboration; etc.) The faculty teaching this course will determine the number of initiatives. Please place them in priority order.</p>	
<p>For each action checked above, create an initiative.</p>	
<p>INITIATIVE #1 TITLE:</p>	<p>Increase class cap</p> <p style="color: red;">(Note that there is no connection to checked boxes above.)</p>
<p>Provide a specific explanation for how the change will be made (e.g., course materials, method of instruction, scheduling, etc.)</p>	<p>Spoke to department chair.</p>

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What is your timeline:	<input type="radio"/> Fall <input checked="" type="radio"/> Spring 2012
List resources required, if applicable	
INITIATIVE #2 TITLE:	
Provide a specific explanation for how the change will be made (e.g., course materials, method of instruction, scheduling, etc.)	
What is your timeline:	<input type="radio"/> Fall <input type="radio"/> Spring Year?
List resources required, if applicable	
If significant changes are made to address the course-level student learning outcome, it is recommended that the outcome be revisited soon rather than as part of a regular cycle. This course-level student learning outcome will be revisited:	<input type="radio"/> Fall <input type="radio"/> Spring Year? <input type="checkbox"/> This course-level student learning outcome will not be revisited specifically to address the changes made.
CLOSING THE LOOP: (Fall 2011 and beyond)	We try to do our best despite many challenges. (Response does not answer this question.)
What is the status of the prior semester's initiatives?	

Other comments: _____

Submitted by _____ Date _____