SUMMARY of August 31<sup>st</sup> 2013 Outcomes Assessment Activities Reporting – Spring 2013 Review & Future Plans

Standardized online reporting was required for all active courses, programs, and services with a deadline of August 31<sup>st</sup>. These reports are intended to be snapshots of what outcomes assessment activities occurred in Spring 2013 (or Summer 2013) and what plans are tentatively being considered for the upcoming Fall 2013. Data on assessment methods and processes were very similar to those gathered in the Jan. 31, 2013 reports. (See those report summaries for details.) This summary report will highlight current statistics on reaching college-wide goals and review highlights provided in reports by course and program coordinators. **GOALS:**

- Be at **PROFICIENCY** in at least 90% of all courses, programs, and services by end of Fall 2013.
- Be at closed-loop **SUSTAINABLE CQI** in at least 90% of courses, programs, and services by next ACCJC deadline (unknown at this point).

**IMPROVEMENT AREA:** Progress is good. Keep moving forward and progressing towards closed-loop CQI in all courses, programs, and services with high-quality activities and reporting.

**Summary Courses**

City College offered about 1606 classes in Spring 2013. These classes included credit and noncredit; online, hybrid, and face-to-face, work experience, field classes, lectures, and labs; full term and short term. As of September 2nd, 95% had reported on their Spring SLO activities and Fall plans. Results below are from data entered by Sept. 2. Course reporting and meeting of deadlines increased substantially (from 70% meeting the Jan. 31 deadline to 94% meeting the Aug. 31 deadline). Courses reporting at stage 2 or higher (thus meeting the ACCJC PROFICIENCY standard) increased from 88% to 96%. Courses reporting at stage 5 – closed loop assessments ongoing (thus meeting the ACCJC SUSTAINABLE CQI standard) increased from 24% to 51%. Courses undergoing changes to improve student learning increased from 33% in Fall 2012 to 44% in Spring 2013. 68% will be conducting their next SLO-assessment activities in Summer or Fall 2013, 21% in Spring 2014.

~95% of courses reported (1679 reports)
- 95.6% are at stage 2 or higher (undergoing assessment – PROFICIENCY minimum)
- 50.6% are at stage 5 (closed-loop ongoing assessment – SUSTAINABLE CQI minimum)

1. SLOs are developed and regularly updated – 4%
2. SLO assessments are developed and in use – 10%
3. SLO assessment data/results are being analyzed and discussed – 16%
4. Changes are being implemented and course will be reassessed – 19%
5. Course has undergone at least one full closed-loop cycle, and assessment is continual – 50%

<table>
<thead>
<tr>
<th><strong>SPRING 2013 REVIEW:</strong> Did you complete any SLO-related activities for this course in Spring 2013?</th>
<th><strong>SPRING 2013 REVIEW:</strong> Did you make any course changes or refinements?</th>
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<tbody>
<tr>
<td>Yes [1403]</td>
<td>No [327]</td>
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<td>No [641]</td>
<td>Yes [763]</td>
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SPRING 2013 REVIEW: What assessment method(s) did you use in Spring 2013 Assessments?

- Analysis of exam, quiz, or homework items linked to specific SLOs – 72%
- Assignments based on rubrics (such as essays, projects, and performances) – 42%
- Direct observation of performances, practical exams, group work – 57%
- Student self-assessments (such as reflective journals and surveys) – 33%
- Student satisfaction surveys – 27%
- Pre & post surveys or tests – 16%
- Classroom response systems (such as iClickers or computers) – 3%
- Capstone projects or final summative assignments – 14%
- Feedback from collaboration with other departments 2%
- External (outside CCSF) data (such as licensing exam and placement rates) – 3%
- Student focus groups – 2%
- Other – 5%

People may select more than one checkbox, so percentages may add up to more than 100%.

FUTURE PLANS: When will you next be conducting outcomes-assessment activities for this course?

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<td>2014</td>
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<td>2012</td>
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FUTURE PLANS: What activity(ies) do you plan to do that semester?

- Revision of outcomes and assessment methods (measurements) – 31%
- Assessment (measurement) of outcomes – 62%
- Analysis and discussion of assessment data and next steps – 54%
- Implementation of planned changes and reassessment – 32%
- Other – 6%

People may select more than one checkbox, so percentages may add up to more than 100%.

Quality of reporting

Quality of reporting was reviewed by random sampling for courses only. All courses that reported conducting SLO activities in Spring 2013 were combined and randomly ordered. 250 of those reports were then reviewed in detail for quality by 15 members/volunteers as part of the work of the SLO Committee. Each reviewer rated up to 20 reports by the standards below. Note: At a sampling rate of 15%, we consider these data to be generally representative of the college as a whole. With over 2000 submitted reports each semester for courses, programs, and services, the onus of quality review and the accountability for quality reporting lies with department chairs, program managers, and deans.

Ratings for the course-report sampling:
- Concrete course/assessment/outline improvements made or planned? 80%
- Details and evidence provided? 78%
- Completed multiple activities? 70%
- Errors, Misunderstanding of Report Questions or Process, Unclear on concept: 17%
- Good model to highlight? 25%

Some reviewer comments about the high-quality reports:
- Very focused assessment of 2 SLOs using 2 different measures to assess each.
- Very detailed, with specific details on how SLO assessment led to changes that improved the course.
- Strong evidence of faculty discussion and integration of data, and resulting changes to curriculum and assessment methods.
- Robust Work Experience Assessment -- Good model!
- Refreshing to see frank admission of an unsatisfactory result.
- Plans include linking to program learning objective, as well as specific dates for instructor meetings
- Includes a sample question from their assessments
- Good reflection on outcomes and changes needed to improve the course
- Good model as far as consistent and relevant data collected across many sections, and clear steps for improvement identified.
- Contains great example of multiple assessment activities. Good detail analysis.

Some reviewer comments about where growth needs to happen:
- Main improvements identified are to course outline, not instruction.
- Used attendance inappropriately as assessment method.
- Used a test that didn't align with SLOs to test SLO mastery.
- Used the term "the majority of respondents" - but there's a big difference between 51% of students achieving the SLO and 91% achieving it
- They have been assessing SLOs for several years, so I was surprised to see it at 1 -- I think they think the cycle starts over
- There is confusion between academic achievement (grade) and learning outcomes.
- The assessment was a survey on confidence. Not clear if that's how to measure an outcome.
- Report said observations were completed but data was not provided.
- Lean assessment because only 1 student in course (individualized study).
- Lack of details; didn’t refer to data analysis at all.

**Summary Instructional Programs**

City College has defined a total of ~336 college programs, which include credit and noncredit certificates, degree majors, and disciplines. As of September 2nd, 93% had reported on their Spring SLO activities and Fall plans. Results below are from data entered by Sept. 2. Instructional Program reporting and meeting of deadlines increased substantially (from 70% meeting the Jan. 31 deadline to 94% meeting the Aug. 31 deadline). Programs reporting at stage 2 or higher (thus meeting the ACCJC PROFICIENCY standard) increased from 81% to 96%. Programs reporting at stage 5 – closed loop assessments ongoing (thus meeting the ACCJC SUSTAINABLE CQI standard) increased from 13% to 19%. Programs conducting an assessment increased from 20% in Fall 2012 to 53% in Spring 2013. Programs undergoing changes to improve student learning increased from 24% in Fall 2012 to 33% in Spring 2013. 69% will be conducting their next SLO-assessment activities in Summer or Fall 2013, 23% in Spring 2014.

~93% of instructional programs reported (311 reports)
- 95.7% are at stage 2 or higher (undergoing assessment – PROFICIENCY minimum)
- 19% are at stage 5 (closed-loop ongoing assessment – SUSTAINABLE CQI minimum)

1. SLOs are developed and regularly updated – 4%
2. SLO assessments are developed and in use – 18%
3. Assessment data/results are being analyzed and discussed – 38%
4. Changes are being implemented and program will be reassessed – 19%
5. Program has undergone at least one full closed-loop cycle, and assessment is continual – 19%

**Program Type**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Major</th>
<th>Certificate of Achievement (credit: usually 18 or more units)</th>
<th>Certificate of Accomplishment (credit: usually under 18 units)</th>
<th>Certificate of Completion</th>
<th>Certificate of Competency</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>9%</td>
<td>18%</td>
<td>20%</td>
<td>23%</td>
<td>3%</td>
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**SPRING 2013 REVIEW: Did you complete any SLO-related activities for this program in Spring 2013?**

- Yes [193]
- No [127]

**SPRING 2013 REVIEW: Did you make any program changes or refinements?**

- Yes [100]
- No [94]
SPRING 2013 REVIEW: What assessment method(s) did you use in Spring 2013 Assessments?

- Quizzes, exams, or homework items linked to specific learning outcomes – 77%
- Assignments based on rubrics (such as essays, projects, and performances) – 57%
- Direct observation of performances, practical exams, group work – 73%
- Student self-assessments (such as reflective journals and surveys) – 33%
- Student satisfaction surveys – 44%
- Pre & post surveys or exams – 24%
- Classroom response systems (such as iClickers or computers) – 7%
- Capstone projects or final summative assignments – 29%
- Feedback from collaboration with other departments – 4%
- Banner data – 5%
- External data (e.g., licensing exam rates, placement rates) – 20%
- Student focus groups – 2%
- Other – 15%

People may select more than one checkbox, so percentages may add up to more than 100%.

FUTURE PLANS: When will you next be conducting outcomes-assessment activities for this program?

- Spring 2014 [75]
- Summer 2013 [7]
- Other [30]
- Fall 2013 [212]

FUTURE PLANS: What activity(ies) do you plan to do that semester?

- Revision of outcomes and assessment methods (measurements) – 24%
- Assessment (measurement) of outcomes – 55%
- Analysis and discussion of assessment data and next steps – 57%
- Implementation of planned changes and reassessment – 21%
- Other – 8%

People may select more than one checkbox, so percentages may add up to more than 100%.

ILO ASSESSMENT IN FALL 2013: Please indicate below your plans for assessing any of the ILO-#1-mapped PSLOs:

- Yes we plan to assess one of the above-mapped SLOs in Fall 2013 – 35%
- Although our PSLOs map to these ILOs, we will not be conducting assessments of them in Fall 2013 – 17%
- None of our PSLOs map to these ILOs – 23%
- We don’t currently plan to be conducting any program-level SLO assessments in Fall (as indicated earlier) – 24%
City College has defined a total of ~11 counseling programs, which include counseling for financial services, educational planning, and multiple learning assistance, retention, and overall support programs. As of September 2nd, 100% had reported on their Spring SLO activities and Fall plans. Results below are from data entered by Sept. 2. Counseling Program reporting and meeting of deadlines continued at 100% levels. Programs reporting at stage 2 or higher (thus meeting the ACCJC PROFICIENCY standard) increased from 96% to 100%. Programs reporting at stage 5 – closed loop assessments ongoing (thus meeting the ACCJC SUSTAINABLE CQI standard) increased from 26% to 82%. Programs undergoing changes to improve student learning stayed relatively steady with 57% in Fall 2012 and 63% in Spring 2013. 63% will be conducting their next SLO-assessment activities in Summer or Fall 2013, 27% in Spring 2014.

100% of counseling programs reported (23 reports)
- 100% are at stage 2 or higher (undergoing assessment – PROFICIENCY minimum)
- 74% are at stage 5 (closed-loop ongoing assessment – SUSTAINABLE CQI minimum)

1. SLOs are developed and regularly updated – 0%
2. SLO assessments are developed and in use – 4%
3. SLO assessment data/results are being analyzed and discussed – 0%
4. Changes are being implemented and program will be reassessed – 21%
5. Program has undergone at least one full closed-loop cycle, and assessment is continual – 75%

**SPRING 2013 REVIEW: Did you complete any SLO-related activities for this program in Spring 2013?**

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Yes [21]
No [3]
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**SPRING 2013 REVIEW: Did you make any program changes or refinements?**

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Yes [9]
No [12]
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**SPRING 2013 REVIEW: What assessment method(s) did you use in Spring 2013 Assessments?**
- Quizzes/exams/content-related surveys – 6%
- Pre & post exams or surveys – 63%
- Assignments based on rubrics (for workshops) – 0%
- Direct observation of students – 50%
- Satisfaction surveys – 31%
- Self-evaluation surveys – 13%
- Feedback from collaboration with other departments (such as instructional programs) – 31%
- Focus groups – 13%
- Banner data – 6%
- External (outside CCSF) data (such as licensing exam and placement rates) – 0%
- Other – 38%

People may select more than one checkbox, so percentages may add up to more than 100%.

**FUTURE PLANS: When will you next be conducting outcomes-assessment activities for this program?**

```
Spring 2014 [7]
Summer 2013 [3]
Fall 2013 [13]
Other [1]
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**FUTURE PLANS: What activity(ies) do you plan to do that semester?**
- Revision of outcomes and assessment methods (measurements) – 79%
- Assessment (measurement) of outcomes – 83%
- Analysis and discussion of assessment data and next steps – 79%
- Implementation of planned changes and reassessment – 67%
- Other – 4%

People may select more than one checkbox, so percentages may add up to more than 100%.
City College has defined a number of academic and student service programs. Student services include programs such as admissions & records, scholarships, and financial aid. As of September 2nd, 100% of Student Service programs had reported on their Spring SLO activities and Fall plans. Results below are from data entered by Sept. 2. Student Service Program reporting and meeting of deadlines continued at 100% levels. Student Service programs reporting at stage 2 or higher (thus meeting the ACCJC PROFICIENCY standard) increased from 94% to 100%. Student Service programs reporting at stage 5 – closed loop assessments ongoing (thus meeting the ACCJC SUSTAINABLE CQI standard) increased from 31% to 55%.

~93% of student service programs reported (27 reports)
- 100% are at stage 2 or higher (undergoing assessment – PROFICIENCY minimum)
- 55% are at stage 5 (closed-loop ongoing assessment – SUSTAINABLE CQI minimum)

21 reports from Administrative Service Units, Centers, and other Academic Service units that are joining the college-wide effort.
- 99% are at stage 2 or higher (undergoing assessment – PROFICIENCY minimum)
- 48% are at stage 5 (closed-loop ongoing assessment – SUSTAINABLE CQI minimum)

**Service Assessment Stage (combined data)**
1. Outcomes are developed and regularly updated – 1%
2. Outcomes assessments are developed and in use – 17%
3. Outcomes assessment data/results are being analyzed and discussed – 6%
4. Changes are being implemented and service will be reassessed – 28%
5. Service has undergone at least one full closed-loop cycle, and assessment is continual – 48%

### SPRING 2013 REVIEW: Did you complete any SLO-related activities for this program in Spring 2013?
- Yes [42]
- No [11]

### SPRING 2013 REVIEW: Did you make any program changes or refinements?
- Yes [22]
- No [20]

### SPRING 2013 REVIEW: What assessment method(s) did you use in Spring 2013 Assessments?
- Quizzes/exams/content-related surveys – 5%
- Pre & post exams or surveys – 38%
- Assignments based on rubrics (for workshops) – 0%
- Direct observation – 18%
- Satisfaction surveys – 51%
- Self-evaluation surveys – 8%
- Feedback from collaboration with other departments (such as instructional or counseling programs) – 10%
- Focus groups – 5%
- Banner data – 0%
- External (outside CCSF) data (such as licensing exam and placement rates) – 5%
- Other – 26%

*People may select more than one checkbox, so percentages may add up to more than 100.*
FUTURE PLANS: When will you next be conducting outcomes-assessment activities for this program?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 [40]</td>
<td>Revision of outcomes and assessment methods (measurements) – 53%</td>
</tr>
<tr>
<td></td>
<td>Assessment (measurement) of outcomes – 58%</td>
</tr>
<tr>
<td></td>
<td>Analysis and discussion of assessment data and next steps – 64%</td>
</tr>
<tr>
<td></td>
<td>Implementation of planned changes and reassessment – 51%</td>
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<td></td>
<td>Other – 8%</td>
</tr>
</tbody>
</table>

People may select more than one checkbox, so percentages may add up to more than 100%.

FUTURE PLANS: What activity(ies) do you plan to do that semester?
- Revision of outcomes and assessment methods (measurements) – 53%
- Assessment (measurement) of outcomes – 58%
- Analysis and discussion of assessment data and next steps – 64%
- Implementation of planned changes and reassessment – 51%
- Other – 8%

APPENDIX A: Sampling of self-described benefits from SLO assessment to courses, programs, and services

- 90% of the students in both sections of LGBT 5 had success on the SLO's. This was higher than my initial goal and I know it is directly tied in to giving the students more responsibility in their research. For example, rather than my lecturing about Human Rights - specifically LGBT rights in a global context - I had the students break up into 11 different groups of 4-5 people. Each group was responsible for one country - for example - China. And then they had one week to research and write about everything they could find, historically, and currently on LGBT rights and Human Rights in the three main provinces of China. As a class, we then met together as an international delegation where each group represented their country to tell the rest of the class what was going on there. This worked much better than if I had simply lectured to them about the diverse ways 11 different countries approach Human Rights generally and LGBT rights specifically.
- A feeling of camaraderie and an environment of collegiality was very evident early on. The more we engaged in the process, the more social it became, and the more academically enlightening. We learned that sharing information and experiences with other faculty in completely different subject areas and across campuses, is as valuable to our personal growth and to our college, as sharing within the department.
- A very positive take away from the outcome process is that students have preemptive notions of what they will get and learn in class. A check list if you will, instilling the student with a sense of accomplishment.
- Adapting the former "course objectives" into "major learning outcomes" in the revision of the syllabus has allowed me to refocus on the core curriculum of the class.
- Again, this is a course taught exclusively by adjunct faculty with specialization in the content area. This process brings adjunct faculty into closer association with the department, with peers and with the college in general. This has enhanced department meetings, and led to more informal gatherings as time permits when several adjuncts and the chair can meet.
- An in-class group discussion of the course SLOs highlighted students' preliminary areas of interest.
- Any chance to update course outlines brings challenges and opportunities for review and robust dialogue. Such was the case with this particular course. An enjoyable and enlightening experience for all concerned.
- As a faculty, we appreciate the collegiality that is being directly developed through the SLO process. It is also inspiring to know how much our students want to learn and how meaningful our classes have been to them and their families.
- Being mindful of the relationships of teaching and learning. This two-way process is crucial for both effective teaching and learning. I learn to be there for the students instead of to show how knowledgeable I am.
- Clarity of purpose for each class as it aligns with SLOs, student needs and Departmental offerings.
- Establishing SLOs from the outset provides concrete goals for the class as a whole. Students see the significance/relevance of the course, and the objectives enable instructors to stay on track with their curriculum.
- Excellent learning process, and useful opportunity for dialogue within the Department.
- With the focus on copiers by the entire department, existing copier and service renewals for FY 13-14 have been reviewed for accuracy and funding to solve problems before they happen. Outcome: 14 departments with insufficient -U- fund budgets for FY 13-14 were brought to the attention of the VCFA and CFO for budget augmentation (without involving end users). 7 departments were unaware their leases had ended and were made aware of the opportunity to replace their units with new machines, including the Office of the VCFA and Mission Campus.
Through the SLO, we have learned that a separate meeting - held hours or a few days later - increases the chance that a student will access accommodations. It does not guarantee it. There are students who drop out of the process; but, the numbers are higher for those who had time to digest the information they receive in the first meeting.

LD Specialists and DSPS Counselors have concrete information to discuss instead of impressions. It is sometimes difficult for people to give up their impressions and believe the data; but, it's there in black and white."

Our very informative consultation about the differences between a Student Learning Outcome as compared to a Service Learning Outcome made such a huge difference to our understanding and conceptualization of the SLO process and got us thinking in a whole new way about what the purpose and possibilities are for these activities.

Perhaps one year ago I would not have done the depth of assessment that I now do. It is invaluable to me to gain the breadth of opinions and insights from faculty, staff and students from the department. I realize that the assessment process is an important tool for program planning.

The Financial Aid Academic Counseling unit has been able to have continuous conversations about improving service delivery and most importantly improving student learning."

The robust dialog that has emerged has been very stimulating. The faculty and staff members of the department have embraced the spirit of outcomes assessment.

This process provides the students the opportunity to express their program needs and to give their feedback so we can make appropriate program changes. I have enjoy getting student feedback and to learn new ways we can make positive changes in our program offerings.

Through the work that I have done with the English 91 students during this last academic year I have increased my understanding of the instructional modality. The concept of students' having varied learning styles has become much more evident. As a consequence of SLOs I have a greater understanding and respect for how I integrate the counseling process into the instructional modality.

Faculty members from the different nursing levels are excited to implement the changes that they identified during the assessment phase. This process made them more engaged with one another as they find better ways to assist our students in their learning process.

I am glad that the SLOs assessment process allowed me to critically review my class and see where the class can be improved in terms of student learning outcomes. I already had established several measurement tools (weekly postings, self-assessment reflections, pre and post surveys, direct observation through required student-faculty meetings and an in-person class), but the peer and institutional review process made it objective and verifiable.

Based on my most current assessment, I plan to further improve my measurement tools by requiring 3 essays, which correlate to specific SLOs, and then discuss these papers with each student. I think both parties will benefit from this change.

I appreciate the opportunity to have instructors who teach the same course come together to discuss teaching and assessment techniques.

One highlight is having the faculty from various disciplines share and discuss SLO assessment data via a listserv. From these conversations, faculty gain support and insights for teaching material that can trigger strong emotional responses. Faculty also gain practical tips for assignments, rubrics, and guidelines.

The good news is that this has forced us, and CCSF to address real limitations in our IT capabilities. A student should be able to at least declare an intent for a specific major/certificate so they can hear from the appropriate program coordinator. That said, the employers themselves also want to promote the program but it is difficult for them to convince employees to sign up. This is a program-wide issue - no college is successful and so there aren't any best practices to leverage.

The students have responded positively to the Pre and Post Test Surveys since there is a tool for evaluating the things they learned. The department's faculty used the same pre and post test assessment for several sections.

We have completed our second full SLO cycle, and have closed the loop for the second semester in a row. We will continue to assess all of our courses offered and close the loop after each semester. This entire process has not only brought our department closer but has given us some great concrete data that we are using to improve our courses and teaching methodologies. The process is working for our department.

The implementation of Google forms for exit survey data collection – and soon to be implemented this Spring 2014 – skills assessment data collection is and will continue to be a tremendous tool for us. Not only does it make collection easy but also allows a clean and seamless transfer to Excel to run pivot table tabulations to allow for a clean collection, tabulation and presentation of data not only to be publicly posted but most importantly to be utilized by our instructors for stage 5 course loop closure. Best of all, it is free!

We have used the oral proficiency interviews in the past, and using them now as integral to a discipline-wide assessment process is a step forward.
APPENDIX B: Sampling of changes made to courses, programs, and services

My own comments: So inspiring to read through all these changes. Makes me eager to get back into my own classroom and devote myself again, not to figuring out how to meet accreditation on the SLO front, but how to help my student achieve the most important outcomes we hope for them! I’m behind!

SERVICES

- Worked with the entire RN department to customize a program to meet the needs of the Employer incorporating scheduled credit classes and obtaining input from our CCSF RN students to customize workshops.
- Implemented reminder calls.
- Facilitated pilot of another copier provider in Admissions and Records to access possible alternative supplier, and to improve service to Adm. & Rec.
- New assessments - did many more focus groups and conversations with students than paper surveys
- New workshops.
- Service reductions occurred as a result of staff turnover and layoffs.
- The LAC staff determined that students must have more access to tutor schedules. We concluded that we would develop online schedules for each of our 33 tutoring areas and put them onto our LAC website for students to download.
- The program revised the study group and exit surveys to better measure learning outcomes related to writing skills. The revisions also allow the program to better track student progress after transfer.
- We created FAQ, for students take home so the can refer to information in the future.

COUNSELING

- We added follow-up phone calls to students who had not accessed any academic accommodation within five weeks of qualifying for services.
- After week 4 and week 8 we noticed our students’ grades were not improving in one of their foundation semester classes. We decided to provide extra support to struggling new students by providing tutors in class and opportunities to strengthen their skills by providing an online supplementary course.
- “To increase student success, the CalWORKs Education and Training Program has implemented a midterm grade intervention. This appointment requires all program participants who have not met satisfactory academic performance to meet with a CalWORKs counselor and explore all the various resources available to promote student success. Some of the resources explored are as follows:
  - CalWORKs Homework Club, CalWORKs Support Group, Learning Assistance Center, Student Health Center, Westside Clinic, Homeless Prenatal, Compass Family Services, Bay Area Legal Aide”
- From the survey data from Mission Center, Patricia observed that students believed CalFresh/food stamp benefits were only for people with children. The Coordinators decided to modify marketing strategies to debunk the myth that only students with children are eligible for CalFresh/food stamps and target student populations without children

PROGRAMS

- Fermentation data was posted on the web so students could follow along and stay engaged during the 4-day process. Some lectures were shortened to provide more time for lab and group discussions of concepts.
- Changed prerequisites.
- Instructional workbooks were updated to incorporate new advances in technology
- We printed the Major PSLOs in large type, collected pictures of CCSF students working with children in our lab schools as well as children's artwork and posted them in the classrooms to help our faculty and students become more familiar with the PSLOs associated with our major.
- Course outlines were assessed and updated, especially in looking at how the individual course SLOs related to the PLOs.
- Added an essay assignment to the class.
- Added Standardized quiz.
- Adjusted SLOs.
- Class activities and homework assignments were changed to better align with SLOs for the program.
- Comply with all national certification standards that have changed over the past 5 years.
- Course deletion
- Curriculum was updated to better match industry standards. Two courses were transferred from CNIT to CS Department
- Discussed, then agreed to use a one-page information sheet defining the characteristics of Trauma and Traumatic Stress, to be available to all instructors.
We sponsored 3 employer events which focused on the MA job description and hiring processes from 3 different health care facilities.

Lengthened the time and place of opportunity to meet with students (2 campuses, increased phone meetings).

In spring 2013, the Library’s Information Competency/Curriculum Development (IC/CD) Committee began the development of an assessment to be used across all the course-specific workshops (2011-12 data show 301 workshops reaching 7,545 students, serving 60 unique credit courses in 26 different departments and programs, and 28 different noncredit courses in five programs). Student pre and post questionnaires as well as a post faculty questionnaire were developed and will be piloted in Fall 2013.

Plans established to email links to online surveys and obtain updates regarding employment.

Simplified assessments and had fewer student self-assessments.

Students received job search, resume, and interviewing information from JVS, a cooperative partner with the HCT Department.

The Course Outlines, including the SLOs for Economics 1 and Economics 3 were revised as a result of review and discussion of these outlines by the economics faculty and in order to align the course outlines with the state CID (Course Identification Numbering System) descriptors - including the addition of a mathematics prerequisite for both Economics 1 and Economics 3. Members of the CCSF economics faculty also reviewed of the draft Transfer Model Curriculum being developed for prospective economics majors transferring from a community college to a CSU campus, and submitted comments to the state committee developing the Transfer Model Curriculum.

We began the process to identify our Women's Studies majors and to track their progress. We increased our outreach and publicity of the major and added questions about the major to our Introduction to Women's Studies SLO survey.

We have added Survey Monkey student assessment to our processes and are discussing shop instructional improvements based on advisory committee recommendations.

“We installed a laptop computer lab based on donations. This lab allows students better access to online data sets, satellite images, and maps during lab classes and lectures. Activities that use this resources are slowly being embedded into all classes.

The student-mentoring/lab aide program became entirely volunteer due to the loss of funds from the Office of Mentoring and Service Learning. This impacts our study sessions (we offered fewer of them, and often only faculty were present -- no student mentors) and lab assistants.”

Based on an advisory committee recommendation, we added a new course.

We modified our assessments from a pre and post test model to a single quiz at the end of the semester. This we now view to have not been the most effective means of monitoring success and we now plan to return to the pre and post test model.

We refined the course level SLO reporting sheet used by all faculty in the department.

We reworked all of our certificates in Spring 2013, including Game Development. This semester, we will be looking at the students in the internship class to see how their PSLOs are to help inform further changes such as reworking courses within this program. We believe that the previous set of classes were not sufficient and plan to modify the classes to make sure that students are getting what they need out of the sequence of courses.

We were able to collaborate with Napa Valley College on a work-focused LGBT Studies course that incorporates "real world" learning with work and service-learning. This helps focus LGBT Studies not only in an academic context, but also within the context of hands-on applications - particularly in various health fields where cultural competency is needed.

COURSES

- Emphasized real-world scenarios to bring relevance to class lectures.
- “Made SLOs more explicit
- Redesigned several lab exercises, particularly those pertaining to scientific literacy
- Designed several online lectures in the spirit of flipping the classroom
- Less lecture, more inquiry through use of clickers during class”
- Changed format of final to research-based take-home
- Provided more support for research project, both online and in person.
- “Reduced number of SLOs.
- Designed and implemented rubric for writing scientific paper and another for making scientific presentations.”
- Linking of SLO’s to specific examination questions
- “Tied all my projects to MLOs so that my gradebook functions as a direct assessment tool for SLOs.
- Moved all surveys and exams online for easier access to data and quicker and more accurate processing.”
- ”Included a question on many homework assignments asking students to reference the course SLO supported by the assignment.
- Added links to website that provide animation of reaction mechanisms.”
- “Created new exercises
  - Instituted an anonymous student survey to assess personal opinion on comfort level of various database tasks”
- “Content was updated / revised to include advances in technology

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• Student small group sessions were increased to practice interpretation of ECG findings
• "Made the textbook more affordable by working with the publisher
• Creating a demographic survey to highlight the unique needs of CCSF students. Used themes to structure course
• Created short weekly mini-quizzes
• We made a large set of sample problems and their solutions on organic reactions available to all sections.
• Included more examples and visual aids.
• Since one of my observations from previous semesters was that of retention, I made sure I tested key concepts repeatedly throughout the semester via quizzes, homework, in-class assignments and lecture interactions.
• Student evaluation forms for clinical internships were created to use via email attachments to allow for timely evaluation of student's internship performance.
• A capstone project was designed in lieu of a final examination. Students presented their findings to the rest of the class.
• A new activity involved collaboration with the Business Employment Program at CCSF to help students prepare more than one version of their resume.
• A new assessment method was implemented that required the students to show their work to their neighbor and get feedback and questions.
• Added online demo of resume and portfolio examples.
• Added a new project that was reflective of what students may encounter in industry.
• Added one to two case studies per class for group work. Added case study test questions for online tests and final exam.
• Introduced iClickers in the 18th week of class for course review.
• An assessment of individual class participation was added.
• More time and practice spent on topics in which students were having difficulties.
• Developed new reflection tools for students to consider after activities to allow students an opportunity to recognize internal reactions and processes.
• Based on discussions with the full-time faculty in Anatomy 25, a reconfiguration of the seating arrangements of the laboratory S347, was performed. The desks were brought closer together and visually-impacted desks were eliminated. This was done to foster more student interaction and to reduce anecdotally related information regarding perceived poor student performance at those visually impacted locations.
• Based on my assessments in Fall 2012, I decided to rearrange the sequencing of course topics to step up some of the content to earlier in the semester, so that students would have time to let that content sink in, and perhaps feel more inspired to refer to and use it later on.
• Multiple weekly quizzes reviewing content information covered were given to students in preparation for the midterm exam. These quizzes were not of high point value (some were not even scored at all) but served to familiarize novel students to the format of detailed scientific content being assessed via multiple choice questions and figure identification.
• Based on student performance and persistence during previous semesters, it was determined that this class needed a lab along with the lecture. A new course outline was written and submitted. The changes were accepted and will be implemented this fall.
• Because the class was conducted using Google's online tool and cloud storage system, I was able to ask students to email me their work or share it with me through Google Drive. This was doubly useful as I could archive their work and test their understanding of the tools at the same time.
• We added teaching strategies that would encourage student engagement and critical thinking in addition to adding one direct teaching strategy such as reviewing the material and breaking up large lectures into mini-lectures.
• Better scheduling and stricter deadlines to follow in this independent study course.
• Used more online content.
• Changed campus to smart classroom format. Updated technology to provide greater reach of example instruction.
• Added video demonstrations of chronic conditions, management skills, assignments and exams. While these were for the online environment, most of these materials will be relevant for the traditional or in-person course as well.
• Student SLO awareness surveys circulated in first half of semester.
• Evaluation of students mid semester to ensure satisfaction of length of power points lectures and classroom discussion sufficient to understanding concepts.
• Fall 2012 instructors were allowed to do individual assessments. The department found it was too difficult to compile a summary encompassing all Psyc 1 sections. As a result of this difficulty, the Spring 2013 assessment will still allow instructors to customize their method of measurement (e.g. term project, multiple choice exam, etc.), but the reporting of results will be standardized.
• Fitness Center orientation will continue with the current orientation process with an additional emphasis on new videos and sample workout plans developed to aid students.
• Added classroom breakout activities to reinforce learning.
• Implemented student rewards for participation.
• We mounted a successful Kickstarter campaign, which was a wonderful real life learning experience for the students.
• I added a practical demonstration to the exams.
I used SLO Bingo to engage students.
I added pre and post test quizzes on reading assignments when appropriate.
I mapped questions on quizzes more directly to SLOs.
I updated my face-to-face Orientation "contract" to clearly state the course expectations.
I assigned two full class sessions for oral presentations. After the presentations, the entire class contributed ideas on how particular student research and presentations supported their own research and understanding.
I asked the students more directly about what was the most satisfying part of their learning experience.
I added a number of additional assignments, which were done in class and aimed at addressing the specific needs of the students. Students worked with each other and the instructor on the areas identified after each exam.
I challenge question/discussions at the beginning of class to identify and address common misconceptions and end of class questions to assess new understanding.
I included debate project.
I incorporated more face-to-face time of student allowing them to discuss and reflect upon their challenges or triumphs related to working at their practicum sites.
I prepared IPhoto Slideshow of each Practicum Student working at their respective sites.
I added an electronic discussion forum to allow the students to explore the topics and not force them to physically meet outside of class time (which was difficult for many).
Let students know what lies ahead. The more of the over-all picture of the progress of the course, the happier they are. This is a new step for this class and one that emerged from all the SLO conversations.
I incorporated inquiry-based laboratory activities for each lab.
I changed the lab points for this SLO.
I completed online tutorials available freely online (no password access) to all students of all sections.
I more in-class problems were added as requested.
I checklist for microscope upkeep and care.
I added mini-posters in our classrooms English, Chinese and Spanish on topics related to the SLOs.
I the creation of an online form for each instructor to report SLO data (to coordinate across multiple sections).
I our students wanted more interaction through music. We spent time learning each other's favorite songs. This facilitated discussion of family values and traditions which naturally led to exploration of our student learning outcomes.
I reports and exams were closely tied to SLOs to ensure student success.
I develop webpage for student handouts.
I the capstone project was revised based on a rubric.
I the course schedule was changed from four days to six days but student contact time remained equivalent.
I created extensive resources on the "share drive" for student access.
I spoke with the students about study habits.
I this class also saw a large increase in class size. I had to change the way the class was taught - having groups even in the simpler experiments. This, I felt, decreased learning and increased frustration amongst the students.
I "Moving the course towards a more interactive class, I added a skit/performance component and a reflective writing assignment that requires the student to share their responses with the class.
I I am happy with the changes I've made to the course and these changes will be remain to be used in summer 2013".
I two more instructors were assigned to handle SLO assessment in order to provide a more thorough and objective analysis of the data. In addition, a faculty survey was developed to gather evidence concerning our hypothesis that some faculty may be referring students with fluency problems to the grammar class. Finally, pass rate data from multiple semesters was analyzed to determine if there is a significant correlation between students' current level in the English sequence and success in English 26.
I in the online course, deleted forum discussion questions that seemed to not be assessing SLO's well and added new forum discussion questions better tied to SLO's.
I wrote a brand new Final Assessment and created a rubric for the Final Assessment so that each question mapped to at least one SLO. I also analyzed the syllabus and content for alignment with SLOs, and planned changes to the official course SLOs when we can make them with the Curriculum Committee.