City College has about 1880 classes active in Fall 2012 and/or Spring 2013. These classes include credit and noncredit; online, hybrid, and face-to-face, work experience, field classes, lectures, and labs; full term and short term. As of February 22nd, 89% had reported on their Fall SLO activities and Spring SLO plans. Results below are from data entered by Feb. 13.

Changes made in Fall 2012, those planned for Spring 2013, and benefits received were especially inspiring and demonstrate the great things happening throughout the college in all units.

DATA SUMMARY

Course Assessment Stage

1. SLOs are developed and regularly updated. 9%
2. SLO assessments are developed and in use. 22%
3. Assessment data/results are being analyzed and discussed. 26%
4. Changes are being implemented and course will be reassessed. 16%
5. Course has undergone at least one full closed-loop cycle, and assessment is continual. 24%

FINDING: 88% of reported courses have ongoing assessment; 24% are at stage 5 - closed-loop CQI.

IMPROVEMENT AREA: Continue progressing towards closed-loop CQI in all courses. The data collected on the assessment stages may be skewed because of the way different chairs view the stage. Many departments have conducted assessments on their courses in prior years but may not consider it in the staging rubric because it was before this new process began. Continue to educate faculty on assessment stages and report completion. We expect them to get better over time.

Where do you keep evidence/documentation of outcomes assessment for this course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment website</td>
<td>35%</td>
</tr>
<tr>
<td>Department binders (on file)</td>
<td>36%</td>
</tr>
<tr>
<td>Faculty binders (on file)</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>31%</td>
</tr>
</tbody>
</table>

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

OTHER INCLUDES: CD/digital media, Learning Management System, committee minutes, Formsite.com, Department Coordinators, Course Coordinators, Google Docs, Google Drive.
FALL 2012 REVIEW

Was this course offered Fall 2012 semester?
Yes 83%

Did you conduct SLO assessments (measurements) for this course in Fall?
Yes 71%

What assessment method(s) did you use?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of exam, quiz, or homework items linked to specific learning outcomes</td>
<td>70%</td>
</tr>
<tr>
<td>Assignments based on rubrics (such as essays, projects, and performances)</td>
<td>37%</td>
</tr>
<tr>
<td>Direct observation of performances, practical exams, group work</td>
<td>53%</td>
</tr>
<tr>
<td>Student self-assessments (such as reflective journals and surveys)</td>
<td>34%</td>
</tr>
<tr>
<td>Student satisfaction surveys</td>
<td>24%</td>
</tr>
<tr>
<td>Classroom response systems (such as iClickers or computers)</td>
<td>2%</td>
</tr>
<tr>
<td>Capstone projects or final summative assignments</td>
<td>12%</td>
</tr>
<tr>
<td>External data (e.g., licensing exam rates, placement rates)</td>
<td>3%</td>
</tr>
<tr>
<td>Student focus groups</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
</tr>
</tbody>
</table>

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

OTHER INCLUDES: pre- and post-tests; performance data from student in next course in sequence; feedback from employers, mentors, or staff; Learning Management System integrated assessments; post-semester interviews; standardized practice exams (such as for licenses or GED); in-class case studies; classroom verbal responses; student forum responses; pass rates on similar courses taught differently; exit surveys; questionnaire to employers, classroom attendance.

FINDING: The most common assessment methods are to use exams, quizzes, and assignments linked directly to SLOs. 53% of reported courses also gather data through direct observations. 37% use assignments based on rubrics, and a similar number use student self-assessments or surveys.

IMPROVEMENT AREA: Continue to encourage multiple measures of assessment. To assist, the College should provide more online resources and workshops demonstrating/showcasing the wide range of assessment methods available including student satisfaction surveys (end-of-semester evaluations), focus groups, and access to external data. We also should share a range of survey tools available.
In Fall, did you review/discuss/analyze data and plan changes?

Yes  57%

With which of the following groups did you share your data for review and analysis?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors of the same course (at CCSF)</td>
<td>63%</td>
</tr>
<tr>
<td>Faculty and staff in my same department</td>
<td>66%</td>
</tr>
<tr>
<td>Faculty and staff from related departments</td>
<td>6%</td>
</tr>
<tr>
<td>Faculty and staff from across the college</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty and staff from other colleges</td>
<td>5%</td>
</tr>
<tr>
<td>Students</td>
<td>23%</td>
</tr>
<tr>
<td>Staff</td>
<td>3%</td>
</tr>
<tr>
<td>No consultation planned</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
</tbody>
</table>

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

**FINDING:** The majority of those reviewing and analyzing data are doing so with faculty and staff in the same department, including instructors of the same course. Next most common consultants are students.

**IMPROVEMENT AREA:** Promote and create more opportunities for interdepartmental dialogue.

Through which of the following methods did you share your data for review and analysis?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face meetings</td>
<td>92%</td>
</tr>
<tr>
<td>Teleconferencing or skype</td>
<td>3%</td>
</tr>
<tr>
<td>Email</td>
<td>54%</td>
</tr>
<tr>
<td>Phone</td>
<td>22%</td>
</tr>
<tr>
<td>Website review and commentary</td>
<td>20%</td>
</tr>
<tr>
<td>Shared documents files</td>
<td>17%</td>
</tr>
<tr>
<td>None</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

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

**FINDING:** The majority of those reviewing and analyzing data are including face-to-face meetings as a primary method of communication, followed most closely by email.
Did you make any course changes in Fall to improve student learning?

Yes 33%

Which of the following changes did you complete in Fall semester?

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated course SLOs via the Curriculum Committee</td>
<td>14%</td>
</tr>
<tr>
<td>Revised the course sequence, prerequisites, or content via the Curriculum Committee</td>
<td>5%</td>
</tr>
<tr>
<td>Revised course assessment content and methods</td>
<td>52%</td>
</tr>
<tr>
<td>Increased use of class discussions and in-class group work</td>
<td>47%</td>
</tr>
<tr>
<td>Developed/increased outside-class opportunities for student dialogue, mentoring, and peer review</td>
<td>14%</td>
</tr>
<tr>
<td>Improved grading criteria and guidance on assignments (such as stated goals and rubrics)</td>
<td>26%</td>
</tr>
<tr>
<td>Created new or revise existing activities/assignments</td>
<td>58%</td>
</tr>
<tr>
<td>Updated or revised lecture content</td>
<td>61%</td>
</tr>
<tr>
<td>Created or expanded existing repository (website or hands on) of resources for students (rubrics, activities, news links, book or journal references, online tutorials)</td>
<td>25%</td>
</tr>
<tr>
<td>Used new equipment or supplies to modify class activities</td>
<td>12%</td>
</tr>
<tr>
<td>Engaged in professional development about best practices for this subject</td>
<td>19%</td>
</tr>
<tr>
<td>Improved communication</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
</tbody>
</table>

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

OTHER INCLUDES: assigned course coordinators; attended SLO workshops; discussed SLO requirements and ongoing processes with fellow faculty; coordinated efforts of multiple faculty; supported data-gathering processes; refined department processes and forms; developed new ways to communicate; assisted colleagues at other colleges with their SLOs.

FINDING: The most common changes were to update or revise lecture content, create new or revised activities/assignments, revise assessment methods, and increase use of class discussions and in-class group work.

IMPROVEMENT AREA: Update courses by taking them through the curriculum committee ( unavailable in Fall 2012).

SAMPLE self-described changes made in Fall 2012

Note: there were over 500 submissions for courses having made changes in Fall 2012. This is just a small sampling:

- Created case studies.
- Modified course outline.
- Developed study guides.
- Arranged off-campus field trip.
- Increased use of student mentors.
- Updated book, reader, or lab exercises.
- Posted course lectures online for review.
- Significantly increased clicker questions in lab.
- Provided more guidance on final group project.
- Increased faculty meeting time to discuss course.
- Provided more guidance for in-progress activities.
- Had mentors working with small groups in discussion.
- Image banks were created for student access of art work.
- Each stop in the field now has a group activity worksheet.
- Cancelled one assignment to give more time for other ones.
- Improved exams to more accurately assess mastery of SLOs.
- Developed new capstone projects combining multiple classes.
- Provided scaffolding for “Beloved Community” poetry assignment.
- Provided extra tutoring before or after class for all interested students.
- Worked on developing prerequisites to ensure students are better prepared.
- Dropbox is now used for easy online access of lecture materials used in class.
- Used YouTube site to deliver tutorial EXEMPLAR movies and student works.
- Simplified rubric assessments for greater student understanding and accessibility.
• Built partnerships and collaborations with other instructors, some from other departments.
• We gave more examples of group work in the past (via photos) to help inform and inspire.
• Implementation of new PE29 course to address physical conditioning for the Fire Academy.
• Increased coordination/mentoring among faculty teaching different sections of same course.
• Revised labs to engage students in groups and improve communication of geologic concepts.
• Additional videos depicting the assigned topics were added to course website for students reference.
• Two new assignments were developed to meet medical assisting program accreditation requirements.
• After every new concept I taught, I had the students do an activity to test understanding of the concept.
• Tutorial links have been added to a course website to provide assistance in completing lab assignments.
• Reviewed and discussed requirements for course to meet American Cultures requirement at UC Berkeley.
• Used a real-world site instead of a hypothetical site to see if the change would result in more developed work.
• Put aside more time/opportunities to meet and discuss concerns of students outside class at convenient times.
• Invited peer-review from Physio 12 for select projects (physiology poem, invent-an-organ, and poster presentation).
• Course material and assessments were modified to more closely track the rubric developed jointly by Finance faculty.
• Created powerpoint slides and handouts to accompany my lectures so that students have multiple entry points into the material.
• Conscious effort to make SLOs more a part of daily instruction, re: keeping SLOs in mind during lectures and class discussions.
• Broke down "long lecture" into many mini lectures, and provided more interactive activities to engage students' participation.
• The number of multiple choice questions on the final exam was reduced to allow more time for students for the coding section.
• Decreased the amount of direct instruction and provided more time for students to work in small groups to process the information.
• Developed new and improved discussion questions directly relating to lectures and readings including page numbers for student reference.
• Students with a grade A/B average were asked to volunteer as in-class tutors to assist student groups of 3 or 4 maximum size throughout the semester.
• We tried to create a more active classroom by including more question-and-answer dialog and group work. We also put a stronger emphasis on conceptual analysis.
• Using more quick "talk-it-over-with-your-classmate" exercises to get students thinking about topics, and to help them engage with material more readily during lectures.
• Contacted employers to discuss current employment trends and skill requirement for Community Health Workers in order to update curriculum and ensure it reflects listed SLOs.
• Have begun a "best practices" work group within our shared curriculum. Brought in more hands on science experiments to complement automotive theory and principles.
• Developed a "notebook" assignment requiring students to show class discussion notes at midterm and final culminating in allowing them to use the notes they developed on their final exam.
• Instructors increased the use of short informal assessment of student learning during lectures--this included such activities as quick "discuss-with-your-classmate" questions and iClicker questions.
• We changed the order of the material that we presented and also added laboratories that were not included before so that the students were more qualified for the internships in the following semester.
• We distributed SLOs, began to emphasize the connection between memorized facts and deeper concepts, and worked together discussing the advantages and disadvantages of different course materials.
• The Voice Classes implemented a Jury form, assessing performance standards that are standard for 2-year and 4-year colleges. This form was used experimentally last term and collected in all performance-related classes.
• More class discussions; re-examined grading criteria and exam questions that were vague; revised midterm and final projects; changed lectures to bring them up to date; included more online reliable resource research websites.
• Had discussions or email exchanges with D and F students as well as those who dropped before or after drop date and tried to correlate to information students had given at the beginning of the course; modified and/or reduced SLOs.
• The class schedule was rewritten to provide for one review day before each exam. During the review, the students perform directed work in groups on a prepared set of problems reflective of the material that will appear on the exam.
• We made the community resource binder more accessible to family members during class time and addressed how to use the binder: for example, how to find a dental clinic and how to access information regarding kindergarten registration.

• Conducted student interviews regarding current course offering and understanding of requirements for completed certificate. Students commented on how confusing it was to register for classes and distinguish between required course work for each class.

• Lab sections expanded the use of volunteer student mentors (top students from previous semesters) available during lab periods to work with students on lab problems; this significantly reduces the wait time for one-on-one help for students and reduces the frustration level of students who may be having difficulty.

• New - ePortfolio project. For HOEC 98 class students get started in creating an ePortfolio to document their learning and growth throughout the program. Will incorporate "check-ups" and peer-review by mid-Spring semester. Students will share their ePortfolio with their field experience preceptors, and perhaps use their ePortfolio as a marketing tool for the future job search.

• We have changed assignments to allow students to request rather than choose partners. They will base requests upon other's skills, but we will make sure the groups are more even. We've also updated our presentations and uploaded them to Insight for more access. We will urge more communication between students and teacher via extended office hours and more feedback regarding assignments.

• During Fall semester, instructors met regularly to discuss curriculum and teaching methods. By sharing ideas, we were able to improve both sections of this course. One section added the use of cameras and video so that students could observe their own work. The other added more discussion of real-world situations and challenges. Both sections benefited from new handouts, discussion topics, and class activities.

• Created a new introduction to the class worksheet that groups complete during the first meeting of the semester. Normally, the first meeting is one just about the course material, what's expected of the students, other logistics. I instead took the opportunity to lecture and try to give a very modern conceptual model for the major parts of an electric circuit. Then I had the students actually make some simple measurements, calculate with the measured quantities, the units, and uncertainties.

Workshops

• Participated in Sustainability Workshop where Energy topics were explored and discussed.

• Attended national workshop on teaching environmental geology and implemented strategies and activities gained from that experience.

• attended the Expanding the Circle LGBT Educator's Conference to work on professional development and best practices in the discipline.

• Engaged in professional development about best practices for this subject: Completed two National League of Nursing courses on simulation; Integrating Concepts into Simulations and Evaluating.
SPRING 2013 PLANS

Is this course being offered this semester?
Yes 86%

Will you be conducting assessments (measurements) this semester?
Yes 73%

What assessment method(s) will you use?
- Analysis of exam, quiz, or homework items linked to specific learning outcomes 66%
- Assignments based on rubrics (such as essays, projects, and performances) 39%
- Direct observation of performances, practical exams, group work 60%
- Student self-assessments (such as reflective journals and surveys) 41%
- Student satisfaction surveys 31%
- Classroom response systems (such as iClickers or computers) 2%
- Capstone projects or final summative assignments 14%
- External data (e.g., licensing exam rates, placement rates) 3%
- Student focus groups 3%
- Other 9%

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

FINDING: The only major difference between Fall 2012 assessment methods and those planned for Spring is a somewhat lower use of direct observation, self assessments, and student satisfaction surveys.

Will you also be reviewing and analyzing data this semester?
Yes 68%

With which of the following GROUPS do you plan to share your data for review and analysis?
- Instructors of the same course (at CCSF) 60%
- Faculty and staff in my same department 69%
- Faculty and staff from related departments 6%
- Faculty and staff from across the college 2%
- Faculty and staff from other colleges 4%
- Students 22%
- No consultation planned 1%
- Other 11%

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

FINDING: There is no significant difference between planned consultation for Spring and what was reported for Fall.

Through which of the following METHODS will you share your data for review and analysis?
- Face-to-face meetings 92%
- Teleconferencing or skype 4%
- Email 61%
- Phone 24%
- Website review and commentary 22%
- Shared documents files 19%
- None 1%
- Other 2%

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

FINDING: There is no significant difference between planned consultation for Spring and what was reported for Fall.
Will you also be implementing changes Spring semester?
Yes 39%

Which of the following changes are you planning for Spring semester?

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update course SLOs via the Curriculum Committee</td>
<td>31%</td>
</tr>
<tr>
<td>Revise the course sequence, prerequisites, or content via the Curriculum Committee</td>
<td>11%</td>
</tr>
<tr>
<td>Revise course assessment content and methods</td>
<td>58%</td>
</tr>
<tr>
<td>Increase use of class discussions and in-class group work</td>
<td>32%</td>
</tr>
<tr>
<td>Develop/increase outside-class opportunities for student dialogue, mentoring, and peer review</td>
<td>11%</td>
</tr>
<tr>
<td>Improve grading criteria and guidance on assignments (such as stated goals and rubrics)</td>
<td>28%</td>
</tr>
<tr>
<td>Create new or revise existing activities/assignments</td>
<td>51%</td>
</tr>
<tr>
<td>Update or revise lecture content</td>
<td>45%</td>
</tr>
<tr>
<td>Create or expand existing repository (website or hands on) of resources for students (rubrics, activities, news links, book or journal references, online tutorials)</td>
<td>24%</td>
</tr>
<tr>
<td>Use new equipment or supplies to modify class activities</td>
<td>13%</td>
</tr>
<tr>
<td>Engage in professional development about best practices for this subject</td>
<td>15%</td>
</tr>
<tr>
<td>Improve communication</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
</tbody>
</table>

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

FINDING: The primary differences between changes made in Fall and those planned for Spring are an increase in the % of those planning to update or revise lecture content (62%) a reduction of those planning to increase use of in-class group work and discussion, and a 3-fold increase in those planning to revise the course via the Curriculum Committee.

HIGHLIGHTS & BENEFITS

Sample self-described benefits from SLO assessment

Better informs and engages students:
- Students are appreciating the bigger picture in discussing SLOs at the start of each class.
- In discussing SLOs, students hear that we are interested in improving their learning process.
- The happy faces of the students as they feel a part of a process that might have never been available to them.
- The students have noticed the increased information concerning what is expected from them and been grateful for the analysis.
- Both my students and I are more aware of what performance and skill attainment is expected and how to achieve these goals.
- Discussing the SLOs for the course with the students created stronger student buy-in for the course work and learning requirements.
- Student mentoring and collaboration activities give students opportunities for developing more effective self assessment of their learning.
- We have seen more students are entering jobs in custodial field particularly with the City and County of San Francisco, the State of California & Federal agencies.
- Students have benefited by applying rubrics to completing assignments and through active learning and group activities in class. They often mention that they are enjoying themselves while learning biology.
- The use of direct observation and participatory student/instructor exercise with data collection has resulted in an increase in adoption of more "good" teaching and better student participation in the learning process.
- I was pleasantly surprised with the overwhelming positive responses to the assessment. I believe the assessment helped students to conceptualize their performance in class and appreciate their improvement from the first day of class.
- I have had much success with SLO assessments. I find that if I include students in my thinking, then they are more engaged and become more active learners. If I ask their opinion on how to best teach a topic, they are honest in their answers and offer good insight.
• Providing the rubric in advance of the oral presentations really enhanced the student presentations. Students made an effort to connect (eye contact) with their audience rather than read the material. Because they were being assessed on their level or preparation, the presentations were organized, contained the required content, and presented within the required time limit.
• The students seem more engaged in the process of learning specific vocal techniques when they understand the outcomes are vast and have long-range effects on how they sing, their musical understanding, and their understanding of the connections of mind, body and the creative aspects of being an artist. Our department has become unified behind this concept of growth and change.
• This course examines the role of the teacher in great detail, and these teaching methods are crucial for all students. Seasoned teachers were happy to get back to "what really counts", and beginning teachers were grateful to have this information from the start. Those who were raised or trained outside of the USA appreciated having an in-depth look at the values guiding the teaching methods here, as they were often quite different from their own.
• Students have responded positively to the brief online video embedded in the syllabus to the online sections of HLTH 54, where the Instructor discusses the course SLOs. For example, one student wrote "One piece of information in the Course Information and Syllabus book that I find helpful is the Student Learning Outcomes. The SLOs provide an overview of the lessons that will be covered in class and it also serves as checklist if and when a lesson has been covered. It also lets me know if I understood the lesson well and be able to apply it to health issues affecting our community today. Knowing the lessons and being able to successfully answer each "learning outcome” will mark my success in understanding public health."

(Students are invited to submit 1-2 sentences about the syllabus, simply as a practice exercise on uploading files - this student went beyond that expectation.)

**Improves classroom strategies and confirms effectiveness:**
• Organization of the course is improving.
• Shows me where I need to clarify lectures (if too many students are scoring poorly).
• Good feedback early in the semester makes me better able to change what isn't working for students.
• It confirmed the effectiveness of various teaching and review methods in achieving course learning objectives.
• Breaking up the work into manageable pieces will allow for more instructor and peer feedback for paper revision/s.
• The understanding that with a performance-oriented course, the most productive student outcomes occur when the stress level is lowered.
• Measurement of SLOs for SOC 35 Fall 2012 semester has already promoted pedagogical revision for field work analysis paper (SLO #2).
• Paying attention to teaching and learning based on data outcomes (surveys, rubrics, etc.) supported a more intention-based teaching posture for the instructor.
• It is reassuring that though each instructor has a very personal style of instruction, they are able to convey the same course material to the students effectively.
• Made me realize how students need more homework and activities to keep them engaged on a weekly basis, rather than just focusing on midterms and final exam.
• SLO measurement has promoted collaboration with department members with respect to teaching strategies and increasing writing skills of students across all of our courses.
• It does give another perspective (beyond grades) of whether our students are succeeding in our courses. Students benefit if we modify the course so that they can more successful.
• The values of this process are surfacing in all aspects of teaching and learning, causing instructors to question and validate their pedagogy and explore ways in which the learning process for all courses can be better guided.
• The course continues to become more focused and more current. LGBT issues are changing on a daily basis globally. By constantly changing the readings and assignments, students are able to keep up to date on current issues as they also explore the past.
• 23 students completed a rigorous set of assessments; everyone that completed all assessment received a passing grade. The Cisco Networking Academy "NetSpace" system, with online curriculum and assessment, provides a powerful portfolio for constantly adjusting one's teaching; my students survey results indicate high levels of satisfaction with the process.
• I have assessed several times and have always improved performance by different methods. One semester I slowed down lectures to teach more. Another I created a lab exercise to teach some concepts of Physics of sound. This last semester I introduced a demonstration and lab exercise to cement the differences between microphones. I look forward to this semester's assessment because I learn from them.
Improves assessments

- We now have an improved mechanism in place for student feedback on the course.
- Shows me where I need to clarify test questions (eliminate ambiguity if too many students are scoring poorly).
- This process has reinforced the need to provide clear, written instructions on the criteria and point breakdown for assessing assignments.
- Teachers are growing increasingly open to reflective, data-driven analyses. Coursework is enhanced and instructional content either reinforced, modified, or jettisoned based on real, objective data.
- This SLO assessment has increased conversation among faculty about how we grade students on tests and how to avoid grading unfairly. We have also talked about how to help students be more aware of their own learning.
- We have learned the value of asking for input from our colleagues in the Department on the assessment tools we are using. It has been pointed out that our assessment survey may be flawed because of the way we are asking the question.
- I think that the assessments have made everyone - students and faculty more accountable for information and research. This also made me re-conceptualize my own pedagogical approaches to what makes the materials accessible to all students.
- It has made me more aware of creating objective measures and then improving them. In the past, I had intuitively graded myself on the instruction, seeing where students fell down and correcting those areas. This is more objective and measurable.
- To make a proper SLO-assessment requires the important step of designing an appropriate method of assessment. Asking the right question may lead to more fruitful results. Clearly, asking the wrong question leads to confusion and even misleading conclusions.
- Employers and off-campus supervisors of CDEV students in classrooms will have increasing opportunities to assess student learning. Rather than just commenting on hours completed and workplace objectives, supervisors will be asked to reflect on students suitability for the career and professional and ethical behaviors exhibited.

Increases faculty clarity

- It helps me to structure my lessons based on SLOs.
- Increases my energy to explore new, updated facets of the field.
- It allows/nudges me to track changes I was already making -- or contemplating.
- This has been a very valuable process. I wish we had started doing this years ago.
- Reinforces my sense of effectiveness as a teacher and underscores the value of communication with colleagues and students.
- It has narrowed what topics I need to focus on; it has narrowed the subjects that I feel I could constantly address and improve upon.
- I think that this process allows us to understand the importance of our work in helping people become better parents by understanding children.
- The essence of my work as an instructor has become more clear through the SLO process. It is helpful to see more specifically the strengths and weaknesses of the course and of my teaching.
- I’ve been teaching this course for over 15 years, and while I’ve made changes, these haven't been systematic. Looking as I have at student work for SLO study has piqued my curiosity about ways to improve student learning.
- In an online course it is vital to be clear in all written content and directions since the information is delivered without verbal reinforcement or explanation. SLO assessment encourages and reminds me as an instructor to be very specific and precise in my instructions and expectations.
- We all strive to do what is best for our students. The only way we can know that we are accomplishing what we aim to do is by critical assessment of the student learning outcomes. It has helped me see the weakness of my material and allowed me to focus on what needs fixing to be effective.
- We think we have always been conscious of our students’ learning styles and have helped them succeed. However, by creating and following these rubrics, we discovered ways that can help them learn and retain more information. We think we are more focused on how to help them learn the goals of the course.
- While this process of documenting is at times frustrating and time consuming, all in all it has created opportunities for courses with multiple sections and instructors to better align; for out-dated course SLOs to be identified; and for each instructor to more rigorously consider the why’s and how’s of what they teach as they increase the efficacy of their instruction (and learning). Critical questioning of this process has led me to some really elucidating publications: Harry Francis Mallgrave’s The Architect's Brain: Neuroscience, Creativity, and Architecture; and Susan A. Ambrose et al's How Learning Works: 7 Research-Based Principles for Smart Teaching.
Increases faculty collaboration

- We have discussed reasonable expectations for our students and how, as instructors, we can best help students meet our expectations.
- Fosters communication and cooperation between instructors who teach the same courses - forcing us to "compare notes" so to speak.
- A main benefit has been to increase dialog among history faculty and within the department about teaching, student learning outcomes and assessment.
- The collaboration with Napa Valley has been amazing - and it is good to have two college communities working together for the students and SLOs.
- The best highlight is communication among the instructors teaching the course. This was happening informally, but now it is formalized, tracked, and publicized.
- The SLO assessment process has begun a positive dialog about teaching, student learning and the pros/cons of assessment tools. And we are seeing more part-timer participation in the process.
- All the instructors teaching the course expressed how useful the SLO discussions have been in terms of thinking about and improving our teaching. We've enjoyed taking the time to look at our students' work together.
- Faculty have had an opportunity to come together and to critically examine teaching and learning in this common class. As a result of discussion, faculty are collaborating on the revision of the Course Outline, and the development of common assignments.
- We are still struggling to make a connection between the excitement of sharing best teaching practices and teacher based inquiry/improvement with the SLO assessment and reporting process. Sometimes there is a spark of recognition -- or comiseration.
- We have discussed what is important in the course and what problems can illustrate these important ideas. We also shared different types of problems and approaches to teaching the material. It was very interesting to see what we do the same and what we do differently.
- My colleague and I have been collaborating more to achieve greater consistency between our two sections & overall alignment with the course MLOs. This ensures that all students in our most fundamental class are receiving a similar basis as they move ahead in the program.
- The process of including our adjunct faculty (who are industry professionals, not professional teachers) has been beneficial to us and to them, not least in bringing them closer to City College, and providing them responsibilities for curriculum which they had not previously engaged.
- I appreciate how this SLO assessment process is requiring us to communicate with other instructors who teach the same sections. We have been teaching the same classes for years with a bit of communication, but this process is allowing us an opportunity to begin an ongoing dialogue about course content, teaching methodology and SLOs, which is great!
- We have engaged in SLO assessment of this course from its inception in 2003. I co-taught the course with 4 different instructors and then mentored another faculty who taught it for a few years. The ongoing dialogue and reflection sessions resulted in a course that a large percentage of students feel has been transformative personally and/or professionally.
- Working on this with parallel work on ALA APA has been very enlightening. I feel that instructors have benefited by feeling more included in the process. I believe this is particularly valuable for adjunct faculty -- all who bring professional specialties to the college but often do not fully sense their connection to it, the curriculum and the courses they teach.
- It is becoming clear that this process is leading to more frequent contact, discussion, agreement, and cooperation among faculty members. It is putting the focus of our energies on issues of curriculum and pedagogy and classroom practices. Students will benefit.
- We have had interesting discussions about how English 1A can best meet the needs of our students now that English 1A is a graduation requirement. We wondered: how can we keep standards high while helping student with different educational paths both grow and succeed in the class. We are keeping this essential question in our minds as we begin to revise the course outline.
- I have refined and assessed SLOs (called learning objectives) since starting to teach this course in 1999. The biggest change is not assessing the SLOs but the opportunity to work over several semesters with two full-time instructors who are teaching lab sections for the course. I very much enjoy and benefit from the weekly exchanges with these wonderful and dedicated colleagues.
The main benefit so far has been the opening up of a dialog among History 12B instructors, especially, but also department and college-wide. The SLO assessment process has promoted more sharing of perspectives and teaching methods and raised good, critical questions. It has made all of us more conscious of teaching methods and goals and how to most effectively serve students.

Last semester, SLO work proved positive in encouraging communication between faculty members. We met more often and were able to discuss our concerns and methods of assessment for the course at hand. This semester, I feel better connected to those colleagues and am able to freely discuss our plans to improve the course. It was extremely helpful to find out how they managed the course and to talk about what material we found most important to emphasize.

**Implements course outlines**
- Helped me realize that the SLOs can be more refined.
- Assessment of this course has shown to me the necessity of updating the course outline.
- Because of iPhone, iPad and other devices and new technology in the e-market, we have to follow the trend to update this SLO.

**Provides greater department vision**
- For the department: It helps to clarify department goals by updating or confirming its strategic vision.
- It keeps us focused on our mission to continually evaluate and improve our courses, ensuring they’re appropriate and up-to-date.
- We have improved our class, and we are now working more closely with another department to continue to improve the outcome for our students.
- By meeting regularly to discuss pedagogy, we have created a sense of community in the department and everyone has gotten great ideas from each other.
- Due to interest expressed by the students in environmental monitoring, a certificate program has been proposed and a grant submitted to Department of labor
- It has helped to place the course within the Department offerings and clarified the sequencing of classes in order to best benefit the students' learning environment.
- It promotes educational effectiveness by re-examining the relevance of the curriculum in the context of the ever increasing rate and dynamics of social, economic, and political changes in society.
- It has led to a department-wide discussion of how our required classes sequence together, our teaching methods, and how to create mini-certificates that are more job-skill specific within the fashion industry.
- Systematic review of major student learning outcomes has a positive effect on the entire institution as it promotes curricular and pedagogical revisions consistent with improving and promoting student success and matriculation.
- My department chair is very committed to excellence in teaching and serving our students. She meets with me at least twice per semester to discuss my courses and my students. Our department is consistently upgrading our classes, This is merely an new way to organize what we have been doing all along.
- The assessment process revealed to us that very little distinction existed between our Basic Public Speaking course and our more heavily matriculated SPCH 1A: Elements of Public Speaking course. The faculty met during FLEX Day and voted to phase out or end instruction of SPCH 11 so that every public speaking course counted toward the AA-T degree, and we were not advertising a difference in instruction that was artificial.

**Incorporates more community and funding support**
- Helped us garner support from Deaprtment of Human Services to continue offering this class.
- The assessments have allowed me the opportunity to lobby for better lab resources for our students.
- This has provided a forum for all stakeholders to have a voice in improving the learning experience for all.
- SLO assessment has been a long-time requirement for accreditation of allied health programs. It is a great tool to use to verify how content of courses meets or exceeds accreditation requirements.
- As a department, the on-going SLO assessment supports our outside accred. process, and keeps us focused questioning how we teach, what students are learning, and in many cases why they aren't; this is all rich discussion.
- As we teach the same course at Diablo Valley College, we have the opportunity to share with other colleagues there, for assessment purposes, and to continue aligning our course and methods with standard practices and expectations.
- This has helped in my interaction with the American Library Association—Allied Professional Association’s Library Support Staff Certification program. Essentially we mapped all of our courses against their desired KSAs in the process of having our program sanctioned under their standards. A good deal of the information we provided was based on the work of revising course outlines and SLOs.