

COURSE LEVEL STUDENT LEARNING OUTCOMES REPORTING

Step-by-Step Instructions

The new electronic reporting system follows the logic of the paper-based reports currently in use. It was set up in SurveyMonkey, and it is meant to be completed as a survey, sometimes answering multiple choice questions, and other times entering long narratives. The 'survey' consists of three pages, plus a fourth for Subsequent Reviews – but nobody will have to deal with more than three pages at a time. (Those submitting Initial Review – or 'First SLO Assessment Report' - will work with 3 pages, while those submitting Subsequent Review will work with two.)

1. The first important step to take is to prepare your reporting session: have all pertinent information handy, and longer answers can also be copy-and-pasted into SurveyMonkey.

2. Access the reporting form at: https://www.surveymonkey.com/r/SLO_Reports.

3. The first page ("Introduction") asks about the basics only: which course is being reviewed and who is submitting, and whether you are going to submit an Initial Review or a Subsequent Review. Depending on answer to Q6, respondents are taken to different pages. Those who choose "First SLO Assessment Report", continue with the individual SLO pages; those who choose "Subsequent Review," continue with the "Subsequent Review" page.

The "Course subject" drop-down menu contains all subject abbreviations like 'ANTH', 'ORL', 'SOC', plus an option of 'Cross-listed'. In case of a cross-listed course, and only in the case of this, you are invited to enter the course subjects manually in the dialog box under the drop-down menu.

SLO ASSESSMENT REPORTS

Introduction

* 1. Course subject

Cross-listed course subjects

* 2. Course number (enter only the number please)

* 3. Course title

* 4. Faculty member

* 5. This version of the course is delivered

☐ Face-to-face, in classroom or other designated location

☐ Online

☐ To incarcerated students

* 6. Is this the first SLO Assessment Report on this course or is it a Subsequent Review?

☐ First SLO Assessment Report

☐ Subsequent Review

4. The second page is one page, indeed, but it repeats as many times as many SLOs your course has. The title of these pages is, accordingly, SLO 1, SLO 2, SLO 3, up to SLO 17 (currently – if needed, more can be added!). At the bottom of all SLO pages, you are asked whether you want to enter more SLOs. When the answer is ‘Yes’, a new (higher number) SLO page is opened. When the answer is ‘No’, the respondent is taken to the third page. The open-ended answer textboxes are set to accommodate unlimited number of characters, though only 500 may be visible at the same time.

* 7. The first Student Learning Outcome (SLO) for this course is:

* 8. Which assessment methods do you use to measure achievement level of the first SLO of this course?

- ☐ Class attendance and participation
- ☐ Writing assignments (such as analytical papers, critiques, essays, field notes, lab reports, poetry, individual or group research papers, written homework)
- ☐ Problem solving (such as case studies, clinical evaluations, treatment plans, computational homework, homework problems, individual or group projects graded on problem solving, solutions to design problems)
- ☐ Skill demonstrations (such as class performances, speech and/or acting, music playing, artwork portfolio, designs, film or video, a meal, skill tests, procedures and projects graded on skill, internships graded on behavior)
- ☐ Other methods (such as attendance at field trips, recitals, plays, formal collection or compilation of materials, oral reports, class presentations not graded on skill demonstration)
- ☐ Objective examinations (formal written testing, exams, quizzes, final exams)

Other (please specify)

* 9. Which campus-wide SLO is supported by this course SLO?

(If needed, please look up the definition of the campus-wide SLOs in the Catalog. FRC's 2016-18 Catalog lists them on pp.6-7.)

- | | |
|--|---|
| <input type="checkbox"/> Effective communication | <input type="checkbox"/> Purposefulness |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Cooperation |
| <input type="checkbox"/> Scientific & IT skills | <input type="checkbox"/> Citizen responsibility |
| <input type="checkbox"/> Ethical sense | |

* 10. Which program-level SLO is supported by this course SLO?

* 11. What were your expectations related to this SLO?

* 12. Were your expectations met?

- ☐ Yes, my expectations were met ☐ My expectations were partially met ☐ My expectations were not met

* 13. Do you think the expectations were met by all demographic groups to the same extent? Why?

* 14. Briefly summarize any change you will be doing to the course in order that it better meets this SLO:

* 15. Do you want to enter more SLOs?

- ☐ Yes ☐ No

The questions are believed to be simple and unambiguous, yet there are a few issues to pay attention to.

The Campus-Wide SLOs are referred to with a summary label, and you may have to have their list handy when working on this Report (the 2016-18 Catalog lists them on pp 6-7). You will also need the list of the program-level SLOs in order to answer the next question (which in the example shows up as question #10).

The expectations can be explained numerically, though less precise formulations are also acceptable. E.g., "I expected 75% of the students to identify and explain critical events and developments in the American West"; "My expectation was that the majority of students who completed the course would score 70% or higher on their homework"; "All students will demonstrate an understanding of some of the fundamental skills which allow the turn to occur (e.g. posture, hand position, etc.)".

At question #13, the demographic groups of interest are the traditionally disadvantaged (underserved or vulnerable) groups. Thus comparisons along gender, ethnicity/race, disabilities, and economic situation are invited. Yet if in your class some other feature (e.g. age, athletic involvement, or coming from a Plumas county high-school) makes a striking difference, please include a reference to it for informing others about this possibility.

At question #14, you may use the categories listed in the summary (here question #144), such as revisions to assignments; changes to methods of assessments; revisions to lectures, format or methodology; update course content; change in textbook; and change in pre- or co-requisites. But more concrete solutions (e.g., I will assign more groupwork tasks, reorganize the sequence of chapters 3 through 7, include an assignment on Black scientists) are also welcome.

5. In case of a First Assessment Report, you will see the below concluding page.

Initial review final comments and conclusions

* 142. Overall, my methods to evaluate SLOs were

☐ based on graded student performance in the course

☐ based on additional, targeted student input: pre-course and/or post-course knowledge test, quiz; post-course survey asking students to rate their competence (knowledge or skill)

☐ based on targeted observation of certain type of behavior

☐ based on external feedback (such as license exams)

Other (please specify)

* 143. Based on the assessment findings of this course:

☐ I will not be making any changes to this course.

☐ I will be making some revisions prior to the next offering.

144. I will be making the following revisions prior to the next offering:

☐ Revisions to SLOs in Course Outline of Record

☐ Revisions to assignments for one or more SLO

☐ Changes to methods of assessment

☐ Revisions to lectures, format or methodology

☐ Update course content

☐ Change in textbook

☐ Change in prerequisites

Other (please specify)

145. Briefly comment on why are you doing these changes? Which SLOs are targeted by these changes?

* 146. Are you ready to submit this SLO Assessment Report? If not, you may go back to the [previous pages and revise them.](#)

☐ Yes

☐ No

(Note: the numbering of the questions on this page depends on the number of SLO-s you enter, yet the questions themselves are always the same.)

6. If you do not wish to revise the previous pages and hit submit, a Thank-you page shows up, telling you that “Thank you for submitting your SLO Report. The individual answer files will be posted to our Sharepoint. The cumulative results will periodically be analyzed and the findings shared with the FRC community.” – The SurveyMonkey system sends out alerts when a new submission is done. Someone in charge – currently the institutional researcher – collects the submissions, and posts them to the Sharepoint.

7. (which is the new 4.) Those who choose the “Subsequent Review” option on the first page, will see a different second page than those who work on an Initial Review. They do not have to account for the individual SLOs, but for the changes they made since the last Report, and for the changes they plan on making in the future. (Please see the screenshot of the questions on the next page.) Finally, the Thank-you page is the same as in the case of the “First SLO Assessment Report” and the ensuing procedure is also the same: the Subsequent Reviews will also be posted to the Sharepoint.

Subsequent Review

* 147. Have you made any significant change to the course since the last SLO Report on it?

- ☐ Yes, I implemented the changes I outlined in the initial (or previous) review.
- ☐ I implemented some changes not outlined in the initial (or previous) review.
- ☐ Only minor changes have been made to the course since the initial (or previous) review.

* 148. How would you describe the success of the last offerings of this course? Were the changes worth it? Please elaborate.

If you want to support your arguments with tables and charts, you may email a file to akoos@frc.edu and it will be posted to the Sharepoint near the file with the narrative.

* 149. In summary, would you say that

- ☐ Overall course retention rates have improved
- ☐ Overall course completion rates have improved
- ☐ There was an improvement with regard to one of more specific SLOs
- ☐ Change was uneven (e.g. retention improved, completion went down)
- ☐ No change towards better has occurred

Other (please specify)

* 150. Based on the assessment findings of this course:

- ☐ I will not be making any changes to this course.
- ☐ I will be making some revisions prior to the next offering.

151. I will be making the following revisions prior to the next offering:

- ☐ Revisions to SLOs in Course Outline of Record
- ☐ Revisions to assignments for one or more SLO
- ☐ Changes to methods of assessment
- ☐ Revisions to lectures, format or methodology
- ☐ Update course content
- ☐ Change in textbook
- ☐ Change in prerequisites

Other (please specify)