

Instructor Reflections on Student Learning Directions

- To be completed each semester by each instructional faculty member.
- To be submitted to Division Chairs at the beginning each semester.

Directions for the Department/Division Chair

1. In conjunction with instructors, create an ongoing SLO assessment plan for each course. (for Spring 2013, the institution will focus on GEOs, to be recorded in the reflections due in Fall 2013).
2. Encourage coordination of assessment in those courses for which multiple sections are offered, e.g., ensure the same SLO is assessed in different sections of the course, or consider embedding a number of similar test questions or assignments into different sections of the course.

Directions for the Instructor

1. Evaluate student attainment of the SLO(s) that you and/or your department have chosen to focus on for the semester.
2. Record the assessment results, being as quantitative as possible, in the appropriate box.
3. Reflect on the results and think about ways to improve the student learning related to the outcome(s).
4. Record your thoughts on this form.
5. Bring these ideas to the "Program Reflections on Student Learning" during flex days the following semester.
6. Submit your completed Instructor Reflections form to your Division Chair at the beginning of the following semester.

Instructor Reflections on Student Learning

| | | |
|---|---------------------------------|-------------|
| Instructor Name | Department or Group name | |
| | | |
| Course Name and Number | Semester | Date |
| | | |
| Results of previous plan to improve student learning | | |
| | | |
| Course SLOs (one or more) to be evaluated this semester | | |
| | | |
| Assessment Methods for the SLO(s) | | |
| | | |
| Brief summary of assessment results (please quantify when possible) | | |
| | | |
| How do you plan to use the assessment results to improve student learning? | | |
| | | |

Example 1

Instructor Reflections on Student Learning

| | | |
|---|---------------------------------|-----------------|
| Instructor Name | Department or Group name | |
| Dr. Slodown | Earth Science | |
| Course Name and Number | Semester | Date |
| Oceanography, OCEN 2/2L | Fall 20xx | August 30, 20xx |
| Results of previous plan to improve student learning | | |
| Students performed slightly better (~1% improvement) based on revised instructions to the course project and more examples during the semester on topics related to the course project. | | |
| Course SLOs (one or more) to be evaluated this semester | | |
| Use the scientific method to explain the phenomena we observe in the natural world (GEO). | | |
| Assessment Methods for the SLO(s) | | |
| Embedded short-answer test questions in the final ask students to recall lab exercises during the semester and explain how the scientific method was used to deduce explanations of the natural world. | | |
| Brief summary of assessment results (please quantify when possible) | | |
| The results were disappointing. Only 50% of the students received full credit on this question, and only 75% of the students received any points at all. | | |
| How do you plan to use the assessment results to improve student learning? | | |
| Adjust the written and verbal introductions to three key labs to more explicitly connect the activity to the scientific method. Add questions to the labs asking students to connect the activity to the scientific method. | | |

Example 2

Instructor Reflections on Student Learning

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|---|--|---------------------------------|---------------|
| Instructor Name | | Department or Group name | |
| Dr. Speech | | Speech Communication Department | |
| Course Name and Number | | Semester | Date |
| SPCH 3 | | Fall 2012 | December 2012 |
| Course SLOs or supporting objectives (one or more) to be evaluated this semester | | | |
| Demonstrate knowledge of interpersonal communication principles by applying theory to a variety of interpersonal situations. (SPCH 3 SLO) | | | |
| Assessment Methods for the SLO(s) or Supporting Objective(s) | | | |
| <ol style="list-style-type: none"> 1. Essays: Designed to help students apply communication theory, analyze and evaluate issues or problems, and effectively communicate results in writing. (2) 2. Short assignments: Designed to help students apply communication theory. (5) 3. Review questions: Required to help students read textbook and review class notes in preparation for exams. 4. Exams: Designed to assess students' knowledge and ability to apply communication principles. (2) 5. Group project and presentation: Designed to encourage students to research, apply theory, and effectively communicate results both orally and in writing. 6. Final project and presentation: Designed to help students demonstrate knowledge of communication principles, apply theory to various communication environments, and effectively communicate results both orally and in writing. | | | |
| Brief summary of assessment results (Please quantify when possible) | | | |
| <p>This is the first semester I required students to turn in notecards related to review questions for the exam. Although some students turned in notecards that were inadequate (some unanswered questions and/or poorly answered questions), 86% completed the task. 74% of the class earned a C or better on the first exam, whereas in the previous semester, 62% of the class earned a C or better on the first exam. Students did even better on the final exam; 83% of the class earned a C or better, whereas in the previous semester, 66% earned a C or better.</p> <p>Essay responses have been, for the most part, good. One student did not understand the writing prompt for the "Confronting Personal Stereotypes" essay. Most students (90%) are writing at college level.</p> <p>Students responded positively to the team project. Some presentations were less than adequate, however, primarily due to procrastination and a lack of practice (I think). 80% of the class earned a C or better.</p> | | | |
| How do you plan to use the assessment results to improve student learning. | | | |
| <ul style="list-style-type: none"> • I will continue to require the use of review questions/notecards in preparation for exams. I will also create one or two opportunities for students to use review questions in class prior to the exam. • I plan to review the essay prompts to ensure they are clear to students. • I plan to check in with teams to discuss their progress on presentations prior to presentation dates. | | | |

Example 3

Instructor Reflections on Student Learning

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|---|--|---------------------------------|------------------|
| Instructor Name | | Department or Group name | |
| Headley, Laura Courtney | | Humanities, English | |
| Course Name and Number | | Semester | Date |
| English 1A | | Fall 20xx | January 15, 20xx |
| Course SLOs (one or more) to be evaluated this semester | | | |
| <ul style="list-style-type: none"> • Demonstrate the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion. • Demonstrate the ability to be conscious of multiple factors affecting both verbal and written communication. • Recognize the nature of persuasion in written, visual and oral argument. | | | |
| Assessment Methods for the SLO(s) | | | |
| <p>I put a variety of assessment methods to use that can be interpreted for each of the learning outcomes. I keep detailed records in my grade book and can provide them upon request. My assessment of the basic levels of attainment of my 24 English 1A students in the Fall 2012 course, section #0322 for each SLO are as follows:</p> <ol style="list-style-type: none"> 1. For the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion: After a lecture covering the basics of thesis statement development, I lead the class in a series of exercises that require them to identify, from a group of potential thesis statements, the most effective, provable thesis statements. I also conduct an exercise that contrasts statements of fact and statements of opinion and contrasts both with good thesis statements. After this, students are assigned exercises for homework, which I evaluate the next week. I also assess my students' ability to form good theses and distinguish between fact and opinion when I evaluate their essays, both in-class and take-home, each of which should contain a provable thesis and demonstrate the ability to distinguish between fact and opinion. With regards to the research aspect of this objective, I can evaluate two factors as part of my assessment: an extensive research project, including library visit and follow-up worksheets and their final research paper. 2. For the ability to be conscious of multiple factors affecting both verbal and written communication: This objective seems so broad and general that I can only imagine evaluating it as part of my students' overall success in meeting the requirements of my course. Because they are required to engage in both oral presentations and written work in my class, and because I have several opportunities to evaluate both their communication skills and their ability to interpret the meanings of the communications of others, I can estimate this objective by considering my evaluation of those activities. 3. For the ability to recognize the nature of persuasion in written, visual and oral argument: The best measure of the achievement of this objective seems to me to be a combination of student scores on Essay #1 (which asks students to evaluate an argument) and their work on assignments which focus on logic and reasoning. | | | |

Brief summary of assessment results (Please quantify when possible)

1. For **the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion**: Based on the average of all student scores on all essays and thesis-related assignments, I would estimate the achievement of that part of the objective to be approximately **83%**.
2. For **the ability to be conscious of multiple factors affecting both verbal and written communication**: In this case, based on an average of all student scores, I would say that the level of achievement of this objective by this class is approximately **86%**.
3. For **the ability to recognize the nature of persuasion in written, visual and oral argument**: The average of student scores on these activities for this class is **79%**.

How do you plan to use the assessment results to improve student learning?

I am increasingly convinced that the challenges to student engagement, learning, and advancement in my classes are mostly motivational in nature. In the "On Course" seminar I attended during Flex Days over winter break, I was introduced to some promising methods for addressing these challenges. I plan to incorporate several of these methods, learner-centered structures and strategies—some of which are designed specifically to highlight personal responsibility and active decision making, but some of which, as integrated into my own curriculum will simply provide a more active forum for learning the subject matter. (For example, several of the strategies include more dynamic group exercises that require each group to become "experts" in a certain aspect of the lesson and then share that with the rest of the class.) I will also replace one of my assigned readings (one which we, as a class, judged to have insufficient standards of academic honesty/integrity). I also plan to devote one more day in the course calendar to the compilation of both the final research paper and the final portfolio, thereby boosting the opportunities for revision work (a particular area for improvement I noted in Fall 2012).