

April 30, 2014

TO: Student Learning Outcomes Core Team
FROM: Tony Te, Research Assistant
SUBJECT: 2014 SLO Convocation Evaluation Survey

A survey was sent to all attendants of the 2014 Student Learning Outcomes Convocation. A total of 18 attendants responded to the online survey.

1. Please evaluate the Convocation on its contribution(s) to the advancement of student learning.

	5 = High		4		3		2		1 = Low		None		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall quality of Convocation	10	56%	6	33%	1	6%	0	0%	0	0%	1	6%	18	100%
Relevance of workshop topics to my job	7	39%	7	39%	1	6%	1	6%	0	0%	2	11%	18	100%
Variety and diversity of workshop topics	8	44%	3	17%	4	22%	1	6%	0	0%	2	11%	18	100%
Duration and length of the workshops	7	39%	6	33%	3	17%	0	0%	0	0%	2	11%	18	100%

- At least 72% of respondents rated the overall quality of the Convocation, relevance of the workshops, and duration and length of the workshops as a 4 or higher.
- 61% of respondents rated the variety and diversity of the workshop topics as a 4 or higher. This was the lowest 4 or higher respondent rate, with 22% of respondents rating it as a 3.
- There were eight additional comments for question 1. See the Appendix for the specific responses. They can be summarized by two points:
 - The workshops were enjoyable but felt rushed/too short. Perhaps staggering the workshops to make them longer would be better.
 - The program review workshop could have been improved by incorporating best practices.

2. Please provide your level of agreement with the following statements.

	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree		None		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
I know where to find my course level Student Learning Outcome statements.	11	61%	6	33%	0	0%	0	0%	0	0%	1	6%	18	100%
I know where to find my departments' statements for Program Level Outcomes/Student Services Learning Outcomes/Administrative Unit Outcomes.	9	50%	6	33%	1	6%	1	6%	0	0%	1	6%	18	100%
I know where I stand in completing assessments of my course level Student Learning Outcomes.	10	56%	6	33%	1	6%	0	0%	0	0%	1	6%	18	100%
I know where my department stands in completing assessments of Program Level Outcomes/Student Services Learning Outcomes/Administrative Unit Outcomes.	9	50%	6	33%	1	6%	0	0%	1	6%	1	6%	18	100%
I have participated in assessing my course level Student Learning Outcomes.	12	67%	3	17%	0	0%	2	11%	0	0%	1	6%	18	100%
I have participated in assessing my departments' Program Level Outcomes/Student Services Learning Outcomes/Administrative Unit Outcomes.	9	50%	4	22%	2	11%	1	6%	2	11%	0	0%	18	100%

- 94% of respondents stated “agree” or “strongly agree” that they know where to find their course level SLOs.
- 83% of respondents stated they “agree” or “strongly agree” that they know here to find their PLO statements.
- 89% of respondents stated they “agree” or “strongly agree” that they know where they stand in completing assessments for their SLOs.
- 84% of respondents stated they “agree” or “strongly agree” that they have participated in assessing their SLOs.
- 72% of respondents stated they “agree” or “strongly agree” that they have participated in assessing their PLOs.

For questions 3-5, please see the Appendix for specific responses.

3. How has the Student Learning Outcomes assessment process changed what faculty in your department do in the classroom?

- The ten comments received can be summarized by:
 - The assessment and feedback has been very useful for seeing how well we are doing and to make the proper changes to enhance student learning.
 - The SLO assessment feels like additional time-consuming busywork that doesn't change current teaching practices.

4. How has the Student Learning Outcomes assessment process changed what you do in the classroom?

- The nine comments received can be summarized by:
 - The assessment process shows what classroom processes are working well and enable modifying the ones that are not.
 - It increases awareness of intended outcomes, of the goals set for the class, and helps create more student-focused teaching.

5. How has the Student Services Learning Outcomes/Administrative Unit Outcomes assessment process changed what you do in your department?

- The five comments received can be summarized by:
 - I am more reflective and aware of what priorities are important in the classroom.
 - I have a greater understanding of the focus and resources De Anza has to improving student learning.

Appendix

I. Please evaluate the Convocation on its contribution(s) to the advancement of student learning.

I appreciate the efforts of the coordinators. I spent the entire day working on SLO/PLO statements and was not able to attend workshops other than the opening ceremony.

The program review workshop was very weak. No materials, no plan--we walked in and he asked if we had questions. That was the whole plan.

I appreciated the overall convocation. All seven f.t. faculty in our department participated in the convocation. We attended different workshops so most all were covered--then we spent the afternoon on program review, slo's/plo's and equity planning. Made good progress. I was a tad frustrated with the program review workshop. didn't stay long enough to find out if there was a useful workshop because it just seemed to open up to questions with no direction right from the beginning. Although I know where our department stands in completing slo's, the data archived from ECMS/posted in tracdat is incorrect. This is frustrating and I'm not sure how to correct it. I have sent an e-message to Anu asking for help/guidance. Appreciate all the help/support from the lead SLO/PLO team members.

Very enjoyable and very valuable convocation. Doris

i really enjoyed my morning and interactions

I learned how to create and establish regular program to review the course goals.

Could actually use MORE time in the workshops. They felt rushed.

Staggering workshops so there can be some longer sessions would be useful.

3. How has the Student Learning Outcomes assessment process changed what faculty in your department do in the classroom?

Assessment and reflection allow us to take a closer look at what we do. Allowing us to make changes to enhance student learning

It has done little. Faculty feel that Student Learning Outcomes are a bureaucratic nightmare of Kafkaesque proportions. We only fear being punished for not putting something in the boxes.

We already had a strong practice of self-reflection and self-improvement. SLOs have added meaningless and time-consuming paperwork.

not sure

I don't know. I don't have evidence that the process has or has not changed anything about what they do in the classroom.

1)more classroom assessment 2)more reflection/thoughtful decision making about the way we teach our classes 3)more student centered instruction 4)more department collaboration re. all the above

Improved focus for course

Yes, very much so. It is nice to assess and focus on specific areas -- enhance our program to better serve our students.

We are using a portfolio process in more levels of our courses

We now have a wonderful and fast feedback mechanism for how well we are doing in educating our students.

4. How has the Student Learning Outcomes assessment process changed what you do in the classroom?

Taking the time to look back on my classroom processes and documenting what works. This reflection allows me to make modification to my classroom that truly enhance student learning.

It has done nothing.

I do think more about what I am trying to accomplish in a class

I think it has increased the extent to which I ask and analyze pre-class and post-class assessments to look for changes in student thinking over a quarter.

1) more classroom assessment 2)more reflection/thoughtful decision making about the way I teach my classes 3) more student centered instruction 4) more collaboration with colleagues 5) use more rubrics for standardized grading and for more transparency

Higher awareness out intended outcomes

Well, I am with Student Services and SLO continuously help in enhancing the way we provide services to our students.

I think more consciously about the goals for my class and try more strategies to reach them and measure them.

I can change my teaching to reflect missing or poorly covered areas in curriculum.

5. How has the Student Services Learning Outcomes/Administrative Unit Outcomes assessment process changed what you do in your department?

De Anza has made a commitment to continuously improve student learning and having the entire college involved allow me to understand that there are tremendous resources available to everyone on campus.

It has caused us to waste inordinate amounts of time filling in boxes rather than actually improving as a department. The incredible bureaucratic burden at this college that increases year to year has created a morale crisis. I look forward to finding another job.

we ar a bit more reflective

More aware of priorities of what is important in my courses

TBD