

At the start of this workshop series, I was relatively new at SLO assessments and was relying primarily on examples of what other faculty in my department had already used as assessment tools for creating my own. There is definitely value to keeping the data consistent between assessments, but I found the method very time consuming so I was thinking ahead to find a way to optimize data gathering and analysis for the future. Prior to last semester, I had only heard of student learning outcomes and had absolutely no experience with them. When I was hired on here at SCC, our department was already at the end of a 3-year cycle and I had to jump right in and assess course SLO #3 for Biology 211 (Cellular and Molecular Biology) as well as gather data for program SLO #1. I started to get a better idea of the variety of methods available after attending the "Rubric Revolution" flex activity and now that I have completed the Faculty Inquiry Group, I am much more confident and comfortable about how to assess my courses. It was very informative to see what issues other departments had to overcome and how the group discussions helped to find ideas to resolve these. It was also nice to see what other community colleges were doing and to have them share with us what was working and what was not. At present, I will be gathering data to assess course SLO #1 and #2 for Bio 211 next semester using the new assessment tools I am developing based on what I learned from my FIG experience.

There are several changes I plan on implementing in the near future. First, the assessment of the laboratory section of the course last semester was challenging because it is difficult to introduce an assessment method outside of the laboratory exercises that does not significantly take away from class time. From my discussion with College of the Canyons (COC), I learned that the entire final laboratory practicum can serve as the assessment instrument. Starting next semester, I will assess course SLO #3 in this manner. Secondly, I will assess course SLO #1 and #2 during lecture towards the end of the semester with multiple-choice assessments that stand alone from exams or quizzes. I had originally planned to embed assessment questions into four lecture exams, but in speaking with COC, I have learned that the quality of the responses are relatively the same whether the questions are embedded or given independently. This will significantly make data gathering less time consuming for myself, and any future faculty needing to assess my course.

I have started developing the assessment tools for course SLO #1 and #2 as described above. I will attach drafts of these along with this report. What I have learned the most from this experience is that other science courses such as chemistry and physics share some of the same challenges in assessing their laboratory courses. Some of them use the entire final exam as the assessment instrument to insure that all of the points in the SLO are assessed. I have also learned that the assessment process can be relatively simple and at the same time effective. I will continue to modify and fine-tune all of my assessment instruments to improve their efficacy. I plan to start preparing for the next 3-year cycle by modifying my final laboratory practicum to align with the assessment topics. Also, with what I now know, I will be able to advise other faculty struggling with

SLOs better and to share with them the solutions that have been discovered during this process. As a scientist, it is routine for me to handle the collection and analysis of data, but I can understand that non-science faculty may find this unfamiliar or even daunting. I have witnessed this first hand as I participated in various flex activities that focused on improving teaching effectiveness. I look forward to being able to assist colleagues with improving SLO assessment as well as data collection, statistics, and analysis.

I want to thank Caroline, Rudy, and Kay for their efforts in conducting the FIG workshops. It was a valuable experience and I would have participated all the same with or without the stipend. Thank you all very much.