

# Faculty Resource Center

## Student Learning Outcomes

a. The FRC developed the following Student Learning Outcomes and measures in order to measure the effectiveness of its services:

SLO 1 – As a result of FRC training faculty will enable themselves to use teaching techniques or technology in any classroom environment

Measure 1 – Periodic evaluation of all faculty training participants immediately following training – level two learning – (see short description of Kirkpatrick’s model of training levels at end of this section)

Measure 2 – Quarterly or semester summary data of faculty requests for help submitted to the Information Technology helpdesk. – These data can be used to inform us as to the types of problems teachers have using technology. We can attempt to modify our training to address faculty problems resulting in fewer calls for support.

SLO 2 – Faculty through FRC consultation will develop pedagogically sound instructional strategies and materials suited to classroom and online technology mediated teaching

Measure – Periodic evaluation of individual volunteer teachers using level three – behavior –

Measures include classroom observation (using predetermined skills’ checklist) in teacher’s classroom, FRC instructional designer’s review of materials, interviews with teacher, and student surveys.

SLO 3 – Faculty working with FRC instructional designers and support staff will develop effective technology based instructional materials

Measure – Periodic evaluation of individual volunteer teachers’ course materials that have been developed in conjunction with FRC

training. Measures include teacher interviews, student questions re effectiveness of materials, student grades, and student surveys of effectiveness of materials.

SLO 4 – Through consultation with the FRC, faculty will be apprised of the most effective current instructional technologies and make informed choices about how best to employ them in the classroom.

Measure 1 – Periodic level two for small group workshops – using level three – learning either prepost tests, attitudinal, or skills’ performance testing

Measure 2 – Annual survey of contract and adjunct faculty soliciting info about teachers’ availability for training, preferred format and types of training, as well as their perceptions about their current skill levels in using technology.

SLO 5 – The FRC will study campus technology initiatives, identify their strengths and weaknesses to faculty committees and the administration, and make recommendations about purchase, adoption, and implementation or the need for further inquiry.

Measure 1 – Number of committee and college organizational units in which the FRC staff actively serve.

Measure 2 – One-to-one measure of the number of FRC verbal or written reports to committees and organizational structures regarding campus technology initiatives.

a. Customer service survey

b.. Periodic level one surveys of small group training and large group flex workshops –level 1 –

Reaction – Submitted to online system on 11/24/08

From Donald Kirkpatrick’s – Evaluating training programs: The four levels (1998). Berrett-Koehler Publishers, Inc: San Francisco.

Level 1 – Reaction – what they thought and felt about the training

Level 2 – Learning – the resulting increase in knowledge or capability

Level 3 – Behavior – extent of behavior and capability improvement and

implementation/application

Level 4 – Results – the effects on the institution or classroom environment resulting from the teacher's performance