

STUDENT LEARNING OUTCOME CONTACTS

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SLO STEERING COMMITTEE MEMBERS

Faculty:

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- ◆ **Mary Pape**
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- ◆ **Marisa Spatafore**
- ◆ **Rowena Tomaneng**
- ◆ **Gregory Anderson**

Need assistance?
Thurs, Sep 20 3:00
-4:00 pm
Admin 102

Opening Days and SLO Work

The Student Learning Outcome Instructional Coordinators would very much appreciate the participation of all faculty members in completing a short (really short—only 8 questions!) survey on SLO work.

As you work with the other members of your department to complete this survey (only one response per department, please), you will have a chance to review the SLO assessments you have already completed. This will help you to determine which courses and Program Level

Outcomes remain to be assessed during the 2012-13 academic year.

In addition, your responses from this survey will serve as evidence for the report due to the ACCJC on October 15.

Department chairs/coordinators have been e-mailed more in-depth instructions. The survey may be found at <http://irp.fhda.edu/cqi-bin/rws5.pl?FORM=SLO>.

Report Out from the Critical Thinking Task Force



Given the tremendous energy generated at the SLO Convocation last April, the Critical Thinking Task Force has been busy over summer identifying behaviors/adjectives/adverbs characteristic of each class of evaluation based on your input from the convocation. The rubric for critical thinking criteria will be divided into three classes of evaluation, with a scale of numbers corresponding to each: "Above Level" (5), "At Level" (3-4), and "Below Level" (1-2).

A provisional assessment tool will be ready for team member 'beta testing' by the middle of the fall quarter.

The tool will be revised and ready for campus-wide implementation in the winter quarter. We will keep you posted!

Critical thinking is the first of the five ICCs scheduled to be assessed. SLO Convocation 2013 will be the "kick-off" for the assessment of the next ICC.

FAQ

The Language Arts Division came up with some fantastic questions over summer under the direction of their SLO Liaison Amy Leonard.

We wish to share these questions and our answers with all.



1. What is the timeline for completing assessments of PLOs?

The next Comprehensive Program Review will be in the Spring 2014. Ideally all PLO statements would be assessed by this time. We realize that will not be possible for all programs for this first time through the Six Year Planning and Assessment Cycle (See pages 26 – 27 of the Accreditation Self Study 2011 for the diagram).

2. What is the minimum, preferred, and maximum SLO assessments that each department should be doing a year?

Every course should have been assessed at least once during the Six Year Planning and Assessment Cycle. Thus, all courses should be assessed at least once by Spring 2014.

3. What is the minimum, preferred, and maximum PLO assessments that a department should be doing per year.

First, please see answer to #1. That being said, each department/teaching area will want to focus on the PLOs that will best showcase your program for the purposes of writing the Comprehensive Program Review in Spring 2014. Your assessments will be your data to substantiate your progress and needs. All PLOs and SLOs will need to be assessed once again by the Comprehensive program Review of Spring 2020.

4. What is the ACCJC calendar for completing SLO/PLO work on the six-year plan?

Please see http://www.deanza.edu/accreditation/DeAnza_Self_Study_2011.pdf. Briefly:

2013-14: Comprehensive Program Review will take place in the Spring

2014-15 & 2015-16: Mid-cycle report due to ACCJC and the Educational Master Plan is updated.

2016-2017: Self-Study is written

Fall 2016: Site visit (They would look at SLO process work completed recently as well as what is written in the Self-Study).

5. What methods are preferred/recommended for assessing SLOs? PLOs?

Here are just some ideas for assessment methods:

Locally Developed Exams, Culminating student assignment, Portfolios, Student interviews or focus, Employer Surveys, Alumni Surveys, Standardized Content Exams, Professional licensure Exams.

I suggest that faculty think “out-of-the-box” for new ways. It is important not to combine two assessment methods into one. Each method can have a data summary and assessment even if it is for the same course, same quarter, and same SLO. The ECMS system incorrectly forced us into combining methods.

6. By when should the SLOs/PLOs be entered into TracDat each year to be part of the APRU?

The data must be collected by the end of Winter quarter. Ideally the assessment should be entered by the end of Winter quarter. However, realistically, if it is entered during the first two weeks of Spring quarter that should be fine. The Program Review document is usually made available in March with a late April due date to the Deans.

7. Should a PLO be focused on a single course from a department? Multiple courses? All courses? A mixture of course offerings e.g. an ELIT, EWRT, and Creative Writing, course?

That would all depend on the Program Level Outcome. In my department alone, some PLOs are dependent just on the last course of a sequence; others depend on assessing several courses where different aspects of IT are covered. However, I would think that PLOs measured over several departments would be rare.