DeAnza College

SLO News

STUDENT LEARNING OUTCOME CONTACTS

- **Mary Pape**
  PapeMary@DeAnza.edu
  x8877

- **Toño Ramirez**
  RamirezTono@DeAnza.edu
  x5327

We're on the Web!

www.deanza.edu/slo/

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Faculty:
- ♦ **Gregory Anderson**
- ♦ **Jim Haynes**
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- ♦ **Rowena Tomaneng**

Applause Please

Please send your SLO success stories to PapeMary@DeAnza.edu

Yes, I have made changes to two courses so far as a result of SLO work.

In one of my anatomy and physiology courses, I assessed the SLOs using a case study assignment that students worked on over a number of weeks. I provided a grading rubric to students on assigning the case study, and the rubric was aligned with the SLOs. I found that students performed very well on most of the rubric categories, but had a difficult time with one area of the assignment/rubric. I concluded that my rubric language had led students down a somewhat ambiguous road in that area of the assignment, which was why I was somewhat disappointed in what students produced. I revised the rubric and case study prompt in my future classes and found that I got better work product out of students.

In another class (a non-majors GE class), I used essay exam questions to assess SLOs. Students did very well on all those assessments, but the concern in this case related to the SLOs themselves. After discussions amongst faculty in my department, we concluded that the SLOs were too narrowly worded, and perhaps too low-level, considering the goals of the course. To address this issue, I worked with other faculty members teaching the course to develop more appropriate SLOs that describe the broader goals of the course. We are using those new SLO's in our classes as of Winter 2011.

Jeff Schinske, Biology Instructor

FOCUS FOR WINTER QUARTER

Update Program Learning Outcome Statements (see article page 2)	**Jan. & Feb.**
PLO Assessment Workshop (see article page 2)	**Jan. 27**
SSLO/AUO Workshop	**Jan. 28**
Finalized Certificate-Degree Outcomes Due	**Feb. 23**

Update—Certificate & Degree Outcome Statements

By the end of January each department will have received feedback on the initial drafts of their certificate-degree outcome statements. These were the drafts that were submitted based on your faculty discussions on Opening Day 2010. The goal of this feedback is to ensure that each department has statements that concretely describe the learning outcomes expected of students who complete each certificate and/or degree. We want these statements to lend themselves to meaningful assessment and reflection and enhancement processes in the future.

We encourage faculty members in each department to use this feedback in developing a final version of outcome statements for each certificate and degree in their area. These finalized statements are **due Wednesday February 23,** in conjunction with the submission process for certificate-degree revisions. These outcomes statements, along with a description of the certificate or degree, will be added to the 2011-2012 catalog. For more information about the curriculum submission process, please visit http://dilbert.fhda.edu/curriculum/, and see the details related to the Certificate-Degree process on the main page.

Assessing the PLOs

*Program Learning Outcomes will be mapped to the Institutional Core Competencies*

As you and your department are fine tuning your Program Learning Outcome statements for certificate and degrees, now is the time to consider ways that these PLOs might be assessed. Methods might be grouped into the following six types:
- Embedded course assessments: Assessment results from the course level SLOs (Student Learning Outcomes) are used to assess the programs.
- Entrance/Exit Student Tests
- Surveys: These might be student entrance and/or exit surveys or potential employer surveys.
- Focus Groups
- Portfolio (ePortfolio)
- Licensing or certification results

Thinking about the method of assessment while finalizing the learning outcome statement ensures that you will generate meaningful learning outcome statements.

Have questions? Like to learn more? Please register for the PLO Workshop to be given Thursday, January 27 from 3:30 – 5:30 in the SCS conference room of the Student Services Building. Please register at :
staffdevelopment@deanza.edu
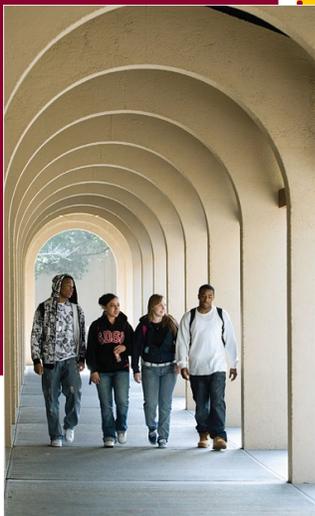
Our Mission

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:
- Communication and expression
- Global, cultural, social and environmental awareness
- Physical/mental wellness and personal responsibility
- Information literacy
- Critical thinking