SLO News

STUDENT LEARNING OUTCOME CONTACTS

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

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

SLO STEERING COMMITTEE MEMBERS

Faculty:
- ◆ **Gregory Anderson**
- ◆ **Jim Haynes**
- ◆ **Anu Khanna**
- ◆ **Coleen Lee-Wheat**
- ◆ **Mary Pape**
- ◆ **Toño Ramirez**
- ◆ **Jacquelyn Reza**

Classified Professional
- ◆ **Lois Jenkins**
- ◆ **Mallory Newell**

Administrators:
- ◆ **Christina Espinosa-Pieb**
- ◆ **Letha Jeanpierre**
- ◆ **Andrew LaManque**
- ◆ **Marisa Spatafore**
- ◆ **Rowena Tomaneng**

2nd Annual SLO Convocation

.**Outcome: Faculty will help to develop a direct means of assessing our Institutional Core Competency - Critical Thinking.**

The SLO Team worked with the Academic Senate in making the choice to use the Core Competencies to measure the institution's Instructional SLOs. Our next step is to assess the institution's learning outcomes. This process began when you matched the ICCs to your program and course outcomes. Critical Thinking has been designated as the first Core Competency to be assessed.

At the Convocation on April 27, speaker Carol Gittens, Ph.D, Associate Professor of Education and Director of the College's University Office of Assessment at Santa Clara University, gave us some guidelines to begin the journey of designing a tool or tools to assess critical thinking (CT) in our classrooms.

Carol began by acknowledging the cynical idea that "CT is what you learn at school

Congratulations! But ...

Congratulations!!!! Yes, De Anza College's accreditation was reaffirmed.

However, there are **strings attached**. Not only are we asked to submit a report in Fall 2012, but there will be another site visit which will focus on the areas of their recommendations.

ACCJC Recommendation 3 states:

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO and AUP assessment cycles at the course, program and institutional levels.

The college should assess the effective-

ness of these processes aimed at improving programs, services and student learning.

In light of the above there are two requests.

1. Each faculty member should participate in the completion of one SLOAC on a course he/she is teaching for Spring 2012.

This should be a group effort, if possible, with one person responsible for entering data into TracDat by July 15, 2012. Courses that have never been

CONGRATULATIONS! BUT...(CONT.)

assessed and those with the highest enrollment numbers should be given priority.

First complete the "SLOAC Worksheet" found at http://deanza.edu/slo/tracdat/ and save it on your computer. Then it will be a simple copy and paste to enter the assessment into TracDat. (Please note that ECMS will still be used for curriculum outlines but **not** for entering SLO info.)

2. Each department/teaching area should complete one PLOAC on a program level outcome and enter it into TracDat by July 15, 2012.
First complete the "PLOAC Worksheet" found at http://deanza.edu/slo/tracdat/ and save it on your computer. Then it will be a simple copy and paste to enter the assessment into TracDat.

To further assist the following is a schedule of available workshops. They are designed to help you when you are entering data into TracDat and with any other needs you may have with any aspect of the SLOAC/PLOAC process. The workshops are designed for all faculty--including those assigned to courses in a hybrid program.

Please RSVP to Mary Pape at Pape-Mary@DeAnza.edu.

WORKSHOP SCHEDULE			
Date	**Day**	**Time**	**Place**
May 22, 2012	Tues	12:30-1:20 pm	LCW 16
*May 23, 2012	Wed	1:30 -2:30 pm	LCW 16
May 24, 2012	Thurs	9:00-10:00 am	LCW 16
June 1, 2012	Fri	2:00-3:00 pm	ATC 205
June 4, 2012	Mon	2:30-3:30 pm	LCW 16
June 5, 2012	Tues	4:30-5:30 pm	LCW 16
June 11, 2012	Mon	3:30-4:30 pm	LCW 16
June 14, 2012	Thurs	3:30-4:30 pm	LCW 16
June 15, 2012	Fri	10:00-11:00 am	ATC 205
June 29, 2012	Fri	10:00-11:00 am	LCW 16
June 29, 2012	Fri	2:00-3:00 pm	LCW 16

*reserved for History Department

CONVOCATION (CONT.)

- but it doesn't apply to real life", which led to a provocative discussion about the importance of critical thinking in real-world decision making. To urge us to think out of the box when assessing the role of critical thinking in our classes, Carol had us critically think about how we would assess the statement "Do sexy people smell different?" Her presentation may be found at http://deanza.edu/slo/ .

Carol's keynote address was followed by round table discussions and data collection. Faculty, staff and administrators worked together to define criteria for identifying "proficient"/excellent critical thinking and rudimentary/"emerging" critical thinking in course assignments. This data was collected and will be used to create a universal rubric for assessing critical thinking across all disciplines.

A task force of volunteers will synthesize the data to formulate the universal rubric, which will be implemented next year. *Thanks to our current task force volunteers: Ruben Abrica, Claudia Andrade, Dave Buett-* *ner, Mayra Cruz, Ryan Dickson, Susan Gordon, Webb Hamilton, Arden Kragalott, Clara Lam, Ethan Lee, David Leech, Amy Leonard, Byron Lilly, Sarah Lisha, Hua-Fu Liu, Sunny Malatesta, Piper McNulty, Dan Mitchell, Roxanne Rashedi, Donna Stasio, Bob Stockwell, Monika Thomas, and Ken Weisner.*

"As educators and mentors, we must strive to expose our students to the process of our thinking. Too often students experience only the product of our thinking, and thus opportunities to model sound reasoning are lost." – Carol Ann Gittens, Ph.D.