

STUDENT LEARNING OUTCOME CONTACTS

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We're on the Web!

[www.deanza.edu/
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SLO STEERING COMMITTEE MEMBERS

Faculty:

- ◆ **Gregory Anderson**
- ◆ **Jim Haynes**
- ◆ **Anu Khanna**
- ◆ **Coleen Lee-Wheat**
- ◆ **Mary Pape**
- ◆ **Toño Ramirez**
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- ◆ **Christina Espinosa-Pieb**
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- ◆ **Andrew LaManque**
- ◆ **Marisa Spatafore**
- ◆ **Rowena Tomaneng**

JUNE, 2011

FOCUS BEYOND 2010-11

The 2010-11 academic year has seen *tremendous* progress in the SLO process at De Anza, thanks to the impressive effort of our faculty and staff. As we continue to enhance our work through critical reflection, we look forward to further SLO developments in the coming year. The SLO team will:

- continue to host workshops on assessment at the course, program and institutional levels
 - work with individuals and programs to facilitate their next cycles of assessment
- introduce our permanent data management system (TracDat) at the spring 2011 SLO Convocation

We will be working closely with faculty liaisons to help 'keep the ball rolling'—faculty who are interested in serving as liaisons (PGA/PAA credit available) are encouraged to contact us!

Applause Please

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

Gary Lamit, department chairperson of the CAD and Digital Imaging Department, has been walking the talk of the Student Learning Outcome process long before the buzz-acronyms of SLO, SLOAC, PLO, and PLOAC came our way.

For many years he has already been assessing whether his students achieve expected course outcomes.

Gary has harnessed the power of Catalyst's grade book by downloading the data for each class at the end of the quarter and archiving it. This data has been the jumping-off point for conversations that he and his colleagues have engaged in to further improve the program and indi-



vidual courses. This has resulted in students being better prepared when they enter the job market.

It is this archived data that helps the department decide what courses to add and what courses to trim. Such reflection and enhance-

Applause Please (continued from page 1)

enhancement is just what the SLO process is all about. This is how the SLO process fosters a “culture of inquiry”.

For assessment purposes, Gary reached out of the box by using Survey Monkey to find out how his students are really doing once they are in the work force. Survey Monkey is a free online website that provides a template to design your own survey; provides a place where those being surveyed can access your survey; and tabulates the results for you.

Imagine knowing which employers are hiring your students and how many they are hiring. Dwell on the possibility of having a collective view of how satisfied each employer is with the knowledge and skills that your students possess upon completion of a course, certificate or degree program in your department. Gary knows this about his students and his programs.

Gary has repeatedly reminded everyone that without the acceptance, support, and efforts of Paul Klingman and Max Gilleland and the entire CDI part time instructor staff, that this process would not be possible. The whole department needs to buy into the concept (putting all classes on Catalyst) and understanding that this is a long and continual process not a onetime analysis and assessment of a program and class. CDI has been doing a version of this for over 25+ years so that it can maintain a nimble and appropriate response to local job skill requirements and changes. Adding and removing classes focused on local industry software usage in the design community and job placement for students is the foundation of their program

Contact Gary at LamitGary@DeAnza.edu. He will be happy to chat with you about what he has discovered. He will point you in the right direction to foster your own program assessment.

ARTICULATION AND TRANSFER

The faculty has been busy with Student Learning Outcomes, Student Learning Outcome Assessment Cycles, Program level Outcomes, PLO Timelines, and mapping PLOs to the Institutional Core Competencies.

Meanwhile, the Student (Support) Services area has been busy developing Student Services Learning Outcomes (SSLO) and assessing them (SSLOAC). In particular, under the direction of Renee Augenstein, Articulation and Transfer Services (ATS) completed four SSLO Assessment Cycles in 2010-2011. After careful analysis and reflection several enhancements are being planned that will have a positive impact on both faculty and students.

First, curriculum initiators (practically

all of us faculty) will be surveyed to gain a better view as to what services we might need: e.g. articulation workshops, articulation intranet site, department/division presentations, etc. The challenges the faculty faces in designing courses to support transfer will be explored.

Secondly, while the number of hits on the Articulation website homepage is currently being tracked, it is not known if students drill down further for more information. And if they do, how far down? How far the students drill down is an indicator of how useful they find the system. Next year Articulation and Transfer Services hopes to track this.

Thirdly, this past academic year the University of California initiated a process to grant a Transfer Admissions Guarantee (TAG) directly to students.

This facilitates the process when the student does not require additional counseling. With the new process in place ATS will reinstate the student survey next year

Lastly, it will be publicized that prospective transfer students should join the Listserv mailing list so that they can become informed about the zillion milestones they must meet on their way to transfer. Listserv sends notices concerning due date alerts, changes in requirements, latest news on TAGs, etc.

If you read this line, e-mail outcomes@DeAnza.edu with “I saw it in the SLO Newsletter” as the subject line. Your name will be entered in a drawing to win an iPod shuffle. (Raffle conducted by SLO Coordinators.)