DeAnza College

SLO News

STUDENT LEARNING OUTCOME CONTACTS

- **Mary Pape**
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- **Toño Ramirez**
  Ramirez-

On-demand workshops for an individual, department, or division available by contacting Mary Pape at PapeMary@DeAnza.edu

SLO STEERING COMMITTEE MEMBERS

Faculty:
♦ **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**
♦ **Gregory Anderson**

Congratulations, But . . . Continued

Our Asks:

Each department is asked to complete an assessment for at least one Program Level Outcome. (Suggestion: first complete the PLOAC Worksheet Word document found at http://deanza.edu/slo/tracdat.html before entering data into TracDat.)

One class SLOAC'd by each faculty member. It is suggested that, if possible, one person should be responsible for entering the data. Courses that have never been assessed, those needed in the assessment of PLOs, and those with the highest enrollment numbers should be given priority. Faculty should fill out SLOAC Worksheet Word document found at http://deanza.edu/slo/tracdat.html and keep this as backup. (Data entry is a five minute copy & paste task after that.) This work should be entered into TracDat by July 15.

Training Available:

There are still workshops remaining to help you with these tasks. Please join us at the end of finals week on June 29 either at 10:00—11:00 am or from 2:00—3:00 pm; on Monday, July 2 from 2:00-3:00 pm; or, Tuesday, July 3, from 10:00—11:00 am. All workshops will be held in LCW 16. At each workshop there will be a short demo on using TracDat as a SLO process data entry tool and then you will receive your login. The rest of the hour is to answer your questions whether they are based on how to assess a PLO, what SLOACs to complete next, or more about TracDat.

Need a little more time to recoup: Please e-mail Mary Pape at PapeMary@DeAnza.edu during the summer and we will figure a mutually agreeable time to have a one-on-one on whatever aspect of the process is your pleasure. *I will be around this summer hoping and praying for more evidence in TracDat.*

October 15 Report & Follow-up Site Visit

Please be assured that the main point is still the meaningful dialogue and enhancements resulting from the process of assessing student learning outcomes at course and program levels.

However, the *College Status Report on Student Learning Outcomes Implementation* **is due** to the Accrediting Commission for Community and Junior Colleges (ACCJC) on **October 15, 2012**. The **second site visit** by the Commission will follow sometime between then and end of quarter.

What the Commission Requires from us: *READ ON PAGE 2*

The**October 15 Report & Follow-up Site Visit** continued

The ACCJC has been very specific concerning the documentation to submit on a CD along with the narrative for the report.. A summary follows:

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ACCJC Rubric Statement for Proficiency	Suggested Evidence
(1) *Student Learning outcomes and Authentic Assessments must be in Place for Courses, Programs, Support Services, Certificates and Degrees.*	Statement of numbers/percentages of course, program (academic and student services), and institutional level outcomes that have been assessed and are in place. Documentation of the institutional planning processes demonstrating integrated planning and impact of SLO assessment
(2) *Evidence of a widespread institutional dialogue about assessment results and identification of gaps.*	Documentation of processes and outcomes of SLO assessment. Specific examples of how the outcome data analysis and description results were utilized. (Include examples of institutional
(3) *Evidence that decision making has included dialogue on the results of assessment and was purposefully directed toward aligning institution-wide practices to support and improve student learning.*	Documentation of the institutional planning processes directed toward the integration of SLO assessment results with program review, college-wide planning and resource allocation. Demonstrate a college wide dialog addressed these concerns.
(4) *Appropriate resources are continuing to be allocated and fine-tuned.*	Documentation that college resources are allocated to the integration of SLO assessment results with institutional planning.
(5) *Comprehensive assessment reports exist and have been completed and are updated on a regular basis.*	Documentation of the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.
(6) *Course student learning outcomes are aligned with student learning outcomes for degree candidate.*	Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Include samples, across the curriculum, of institutional outcomes
(7) *Students must demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.*	Documentation of methods the college uses to inform students of course and program purposes and outcomes. Show samples, across the curriculum, of course outlines of record and syllabi with course SLOs, program and statement of institutional

Your input, whether assessments that you conduct using data collected from recent courses you have taught, dialogue with your peers, and/or actually data entry into TracDat, will enable us to meet these challenges.