Student Learning Outcomes (SLOs)
Service Area Outcomes (SAOs)
& Assessment

Presented to
Faculty, Classified Professionals & Administrators

September 18, 2009
Presenters:

Coleen Lee-Wheat, SLO Coordinator
Jim Haynes, SAO Coordinator
Anne Argyriou, Academic Senate President
Anu Khanna, Curriculum Co-Chair

In your role as a professional at De Anza College, identify one goal that you would like students/clients to accomplish after interacting with you.
How do you know that the student/client is able to do this?

The learning outcomes and assessment process enables us to shift our perspective from what is taught to what is learned, from what is “covered” to what is “mastered,” from which services are “provided for students” to which services “empower students.”
Student Learning Outcomes (SLOs)

- SLOs identify and define what a student is able to do at the successful completion of a specific course, program, activity or process.

- SLOs are overarching, clear and assessable statements.

Service Area Outcomes (SAOs)

SAOs are overarching, clear and assessable statements that identify and define what a student/client is able to know, do or feel at the successful completion of a specific program, activity or process.
Assessment

• Assessment is the process used to evaluate how well students have mastered the outcomes of a course, program or service area.

• Assessment is demonstrated by a combination of knowledge, ability and attitude that display behavioral evidence that learning has occurred at a specific level of competency.

The Assessment Cycle*

Ongoing cycles enable us to achieve sustainability

* Ongoing cycles enable us to achieve sustainability
The Assessment Process: 
De Anza Examples

Presented by:

**Anita Muthyala-Kandula**, Biology  
**Jim Haynes**, Adapted Physical Education  
**Jeff Schinske**, Biology

<table>
<thead>
<tr>
<th>BIOL 40C Human Anatomy &amp; Physiology Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Predict the homeostatic responses of the endocrine system to internal and external changes or stimuli.</td>
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<tr>
<td>2. Appraise the role of the lymphatic and immune system in the body’s defense to disease.</td>
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<tr>
<td>3. Generalize the way in which nutrients are processed to perform various energetic and structural functions in the body.</td>
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<tr>
<td>4. Integrate the structure and function of the kidneys in the regulation of fluid, electrolyte, and pH balance.</td>
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</tbody>
</table>
Assessment Tool: Exam

- Identify questions that directly assess SLOs
  - Group A questions – higher-order critical thinking
  - Group B questions – application
  - Group C questions – knowledge & comprehension

- Grading
- Analyze results

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Group A Correct / Incorrect</th>
<th>Group B Correct / Incorrect</th>
<th>Group C Correct / Incorrect</th>
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<tr>
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<td>44 / 24</td>
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<td>56 / 12</td>
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<tr>
<td>50</td>
<td>50 / 18</td>
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</table>

Anita Muthyala-Kandula - Biology
Reflection

• Assessment is not an end in itself, but a tool for educational improvement.

• In this process, evidence is gathered, analyzed and interpreted to determine how well student performance matches faculty-defined expectations and standards.

• The results are used to improve teaching and learning.

De Anza SAO Statements

Financial Aid
Students new to De Anza will use the financial aid Web site to help them find important financial aid information and navigate the financial aid process.

Admissions & Records
Students will be able to identify and adhere to important deadline dates and learn how to add, drop and withdraw from classes by accessing the De Anza Web site.

Disabled Student Services
Students will demonstrate effective communication abilities in the following areas: clarity, timeliness and choice of communication method.
2009 Adapted Physical Education (APE) Student Satisfaction Survey

APE SAO #1 - Students will be able to register in APE courses using their priority registration status and the APE registration assistance process.

When you register, can you get the APE classes you want?
N = 184
YES 181 (98%)
NO 3 (2%)

Are the registration materials easy to fill out?
N = 187
YES 185 (99%)
NO 2 (1%)

Are you comfortable with the APE registration process?
N = 188
YES 185 (99%)
NO 3 (1%)

Do you feel comfortable asking questions in the class?
N = 187
YES 187 (100%)
NO 0

Do you understand what is required of you to be successful in class?
N = 186
YES 184 (99%)
NO 2 (1%)

APE has updated its Web site. Have you visited the APE Web site?
N = 171
YES 39 (23%)
NO 132 (77%)
Course SLOs

Demonstrate the scientific method as employed by health professionals to evaluate real-world problems involving the skin, skeletal and muscle systems.

Investigate the roles of molecules, organelles and cells in the function of skin, skeletal, and muscle tissues.

Infer the homeostatic reactions of skin, skeletal and muscle cells and tissues in reaction to external or internal changes in conditions.

Results 1

Demonstrate the scientific method as employed by health professionals to evaluate real-world problems involving the skin, skeletal and muscle systems.

Scores in Rubric Category 1 (Out of 11 Possible Points)

<table>
<thead>
<tr>
<th>Score (out of 11)</th>
<th>No. of Teams</th>
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<tr>
<td>10</td>
<td>1</td>
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<tr>
<td>9</td>
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Reflection: Students convincingly demonstrated complex understanding of process of science.
Results 2

Investigate the roles of molecules, organelles and cells in the function of skin, skeletal and muscle tissues.

Scores in Rubric Category 2 (Out of 11 Possible Points)

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Enhancement: In the future I will:
1) use alternate strategies to introduce cell/molecular portions of system, and
2) outline clearer expectations for cell/molecular portion of posters.

Why is the Assessment Cycle Important?

- Demonstrates commitment to student success and empowerment
- Enables dialogue and documentation of our best practices and opportunities for cross-disciplinary interaction
- Supports our values concerning ongoing enhancement of our teaching and services through improved program planning and budgeting
- Aligns with our cultural commitment to constant, purposeful innovation
Goals & Timelines for 2009-2010

Instructional Areas

• Ideally, every course will have outcomes discussed and identified this afternoon.

• Outcomes for every course must be documented by December 1, 2009.

• Assessment of at least 3 to 5 courses per department will take place in fall and winter quarters.

• One full assessment cycle (for the 3 to 5 courses) will be completed by “reflecting and enhancing” during spring quarter.

Goals & Timelines for 2009-2010

Service Areas

Student and College Service areas that currently conduct program reviews will complete at least one full SAO/assessment cycle by the end of this academic year.
Questions?

Contact:

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haynesjim@deanza.edu

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### Afternoon Agenda/Activities

**Service Areas**
Convene in Conference Rooms A&B for “SAO 101” Workshop

**Instructional Faculty**
Convene with division/department to work on three tasks

- Task 1 - Write Outcome Statements
- Task 2 - Create Assessments
- Task 3 - Assessment Calendar Planning
<table>
<thead>
<tr>
<th>Department</th>
<th>Location Details</th>
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<tbody>
<tr>
<td>Academic Services</td>
<td>ADM 109</td>
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<tr>
<td>Applied Technologies</td>
<td>L-26</td>
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<tr>
<td>Bio/Health</td>
<td>Kirsch Center</td>
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<tr>
<td>Bus/CIS</td>
<td>ADM 102</td>
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<tr>
<td>Creative Arts</td>
<td>A-Quad (Film/TV in ATC)</td>
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<td>ISS</td>
<td>MCC-15</td>
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<td>Conference A&amp;B</td>
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<td>PSME</td>
<td>S-43</td>
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<td>Child Dev Center</td>
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