

De Anza's SLO Initiative: Remaining FY 2009-2010

S L O P

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Creating, Submitting, and  
Executing YOUR

2009-2010 Department Assessment  
Plan

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# Your First Priority

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- Develop SLOs for all your courses.
- Document using a SLO recording document, available at:  
[http://www.deanza.edu/slo/SLO\\_PC\\_Template.xls](http://www.deanza.edu/slo/SLO_PC_Template.xls) or  
[http://www.deanza.edu/slo/SLO\\_MAC\\_Template.xls](http://www.deanza.edu/slo/SLO_MAC_Template.xls)

TAB 1 (SLO-PHASE 1)

- Send it to [outcomes@deanza.edu](mailto:outcomes@deanza.edu).

By February 16, 2010, the  
De Anza SLO Committee needs:

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An Excel spreadsheet,  
(emailed to [outcomes@deanza.edu](mailto:outcomes@deanza.edu)  
as an attachment)  
documenting your **department's**  
2009-2010 SLO assessment plan.

# Your Departmental Assessment Plan for 2009-2010

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The De Anza SLOAC committee has requested that each department assess at least **3 to 5 courses** by the end of Winter 2010, and input their “reflections and enhancements”, Phase 3 on an ECMS form by May 14, 2010.

A course has been “assessed” in 2009-2010 if and *only* if:

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1. **Every instructor** who teaches that course in Winter 2010 has been invited and encouraged to participate, and
2. **Every SLO** defined for that course has been assessed (by at least one instructor, and)
3. **Phase 3** for each assessed course is completed with summaries that encompass the findings and conclusions of every participating instructor.

## Simple ways to set up a department course assessment plan

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- 1. Department chooses three to five courses to assess.
- 2. Instructors each volunteer to assess all outcomes for one or more classes the department has chosen to assess.

# Example: The Business department's 2009-10 assessment plan (5 courses)

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## Task 3: Prepare a Department Assessment Calendar for 2009-10

Prepared: November 11, 2009

Division: **BUSINESS / CIS**

Department: **BUSINESS**

Course #	Course Name	SLOs to be assessed	Faculty	Quarter to be assessed	Reflection date
Bus 21	Business and Society	All (#1 thru 4)	Byron Lilly	Winter 2010	tent. April 30, 2010
Bus 54	Business Mathematics	All (#1 thru 3)	Sandra Spencer	Winter 2010	tent. April 30, 2010
Bus 55	Introduction to Entrepreneurship	All (#1 and 2)	Michele Fritz	Winter 2010	tent. April 30, 2010
Bus 70	Principles of E-Business	All (#1 thru 3)	Dan Salah	Winter 2010	tent. April 30, 2010
Bus 90	Principles of Marketing	All (#1 thru 3)	Dave Stringer	Winter 2010	tent. April 30, 2010
		All (#1 thru 3)	Jack Lynch	Winter 2010	tent. April 30, 2010

# Another way it can be done

(3 courses) notice each instructor only assesses one student learning outcome

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## Task 3: Prepare a Department Assessment Calendar for 2009-10

Prepared: Never (This one is imaginary)

Division: **BUSINESS / CIS**

Department: **BUSINESS (Example 2)**

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Course #	Course Name	SLOs to be assessed	Faculty	Quarter to be assessed	Reflection date
Bus 10	Introduction to Business	#1	Byron Lilly	Winter 2010	tent. April 30, 2010
Bus 10	Introduction to Business	#2	Dave Stringer	Winter 2010	tent. April 30, 2010
Bus 10	Introduction to Business	#3	Gary Niedermier	Winter 2010	tent. April 30, 2010
Bus 10	Introduction to Business	#4	Richard Grove	Winter 2010	tent. April 30, 2010
Bus 70	Principles of E-Business	All (#1 thru 3)	Dan Salah	Winter 2010	tent. April 30, 2010
Bus 90	Principles of Marketing	All (#1 thru 3)	Dave Stringer	Winter 2010	tent. April 30, 2010
		All (#1 thru 3)	Jack Lynch	Winter 2010	tent. April 30, 2010



## Helpful Sample

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You will find the **Business department's assessment plan** at:

<http://www.deanza.edu/faculty/lilly/Busdeptplanfor2009-2010assessment.xls>

If you save it to your PC, you can empty the cells and **use it as a template** to submit YOUR department's plan!

Back to our timeline:  
Sometime in Winter or Spring 2010

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Your department or as many peers as possible need to gather to discuss course assessment results.

Then, one instructor will input a summary of the “findings, post-assessment “reflections” into the ECMS system.

# Importance of documenting the Assessment Cycle

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- This will evidence your **execution** of the department assessment plan submitted earlier.
- It will also capture your “findings’ and planned changes,” so that De Anza can point to evidence of an improvement cycle (based on SLO—Assessment) taking shape here beginning in 2009-10.

# Should We Exceed the Request to Assess 3 to 5 courses?

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Yes, for at least **four reasons**:

1. The ACCJC will be seeking evidence of SLO assessment cycles that have led to effective student learning  
—they will be assessing our institutional plan and progress during the site visit, Fall, 2011
2. The program review process is being revamped to embrace SLO assessment results as a basis for allocating college resources.

# Should We Exceed the Requirement? Yes! (continued)

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3. As we understand the assessment process, we can work more effectively together to define and assess SLOs at the **certificate** and **degree** level.
4. The ACCJC expects that our institution will be “proficiently engaging” in assessment at all levels by Spring 2012! –

The Accreditation team will be visiting us during the  
Fall Quarter of 2011.

# Classroom Assessment of Student Learning Outcomes

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An assessment should start by choosing one of many tools:

You can use part or all of one or more of the tests, quizzes, individual and team assignments and projects, that you **already use** in the course, also known as “course-embedded assessment”.

# Classroom Assessment of Student Learning Outcomes

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- You can supplement your current tests and quizzes with additional questions that more directly assess student achievement of an outcome.
- You can introduce additional tests, quizzes, individual/team assignments or projects that expressly assess one or more of the course SLOs.

## Assess the Results of What you have Gathered

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- Statistical analysis of individual and group results can be compared to a “predetermined baseline”.
- Student success can be defined by evaluating a portfolio that shows progressive improvement.
- Carefully constructed surveys can yield useful data.



# Tools to help you assess your results

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- The current Scantron machine can yield limited analyses
- You can create your own excel file that can be sorted in various ways
- You can use Catalyst
- You can gather with your peers to evaluate based on a rubric

# Assessment Tips

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- Keep it simple!
- Seek analyses that are meaningful to you
- Work with your peers
- Look for examples from other colleges

# Need More Help?

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- Contact: Coleen Lee-Wheat, SLO Coordinator
  - [leewheatcoleen@deanza.edu](mailto:leewheatcoleen@deanza.edu)
  - X8744
- Our website [www.deanza.edu/slo](http://www.deanza.edu/slo) contains:
  - A “Fall 2009, workshop summary”
  - A “list of websites” that help you find examples of outcomes
  - A web address to a FREE site that can help you create a rubric.

# ACCJC “Proficiency” Defined

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1. Student learning outcomes and authentic assessment are in place for courses, programs, certificates, and degrees.
2. Results of assessment are being used for improvement and further alignment of institution-wide practices.
3. There is widespread institutional dialog about the results.
4. Decision-making includes dialog on the results of assessment and is purposefully directed towards improving student learning.

## ACCJC "Proficiency" Defined (cont.)

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5. A resource allocation process which includes SLOAC results continues to be fine-tuned.
6. Comprehensive assessment reports exist and are completed on a regular basis.
7. Course student learning outcomes are aligned with degree student learning outcomes.
8. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.