



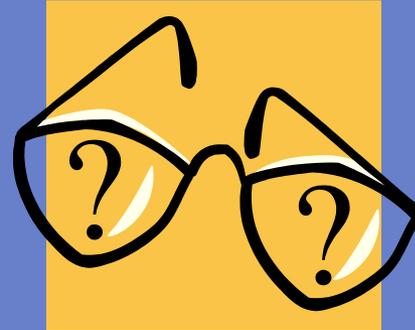
# Outcomes, Assessment, and Beyond



Information presented to Senior Staff  
July 27, 2009

# What is an SLO?

- Knowledge
- Skills
- Abilities
- Attitudes



that a student can demonstrate by the end of a course, program, certificate or degree

# SLOs: The Big Picture



- Requires **HIGHER LEVEL** thinking skills
- Synthesizes many discrete skills
- Requires students to **APPLY** what they've learned
- Results in a product
- Product must be evaluated or assessed by faculty

# Must be written for



- Courses
- Programs, including GE and vocational
- Degrees and Certificates
- Library and Student Services
- Administrative Units



# Why?

- Covering material doesn't guarantee that students learn it
- Offering a service doesn't guarantee students/clients can navigate through the service
- Students/clients must be able to demonstrate outcomes
- Transparency is key
- Reflection/enhancement/practice is also key



## Sample Course SLOs from De Anza Courses

### Auto Tech 62A:

Diagnose an open circuit problem in which all or part of the circuit is inoperative.

### Philosophy 4:

Distinguish between justified and unjustified claims within an argumentative context.

### Math 10:

Identify, evaluate, interpret and describe data distributions through the study of sampling distributions.



# Program Outcomes

For consideration:

- GE can be considered as one complete program (transfer courses and basic skills classes) with outcomes being the five institutional core competencies adopted last year.
- Career Technical programs - each can be considered a separate program with outcomes most likely influenced or designated by outside career-related or licensing bodies
- Student Services/Administrative Units - each department or defined service area can be considered a separate program as defined by their program review mission statements.



## What We've Done So Far...

- Faculty/Staff Training for Instruction and Student Services (Winter/Spring 09)
- Faculty pilot group conducts Outcomes assessment (Sp 09)
- Accreditation and SLO Institute attendance by SLO Leadership Team (W, Su 09)
- 20% of instructional courses have SLOs written
- Service Area Outcomes writing in process
- SAOs assessment being developed & implemented
- 3-year assessment cycle calendar
- SLO website <http://www.deanza.edu/slo>



## Where we're at now...

- Reviewing the ACCJC rubric with the purpose of making it our own
- Determining plans and timelines to meet the ACCJC standard of “proficiency” by 2012
- Developing plans for De Anza’s Opening Day which will build on the theme of assessment and learning outcomes
- Dialogue regarding how to get broad-based institutional support for learning outcomes and assessment.
- Development of an SLO/SAO sub-system augmentation to ECMS which will capture all the SLO and assessment data while linking SLOs to course outlines.



## What's next...moving toward Proficiency

Our current research and information gathered by attending the ACCJC conference on July 7, 2009 reveals that the College needs to move towards the following or complete the following “proofs of proficiency” to meet the 2012 deadline:

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- Organize an SLO Steering Committee with a dedicated meeting schedule and charge of helping lead the dialogue and efforts in support of an institutional commitment for outcomes, assessment, and outcomes-based program review.



# Moving towards Proficiency con't

- Establish the definitions for “program” for purposes of outcomes and assessment as well as program review.
- Align the SLO and Assessment cycles with the existing decision-making structures at the college.
  - Data collected through institutional research and assessment cycles moves the institution towards outcomes-based program review (annual program review updates within the larger program review cycles start 2009-2010).



# Still a long way until we are Proficient

- Establish an SLO/SAO line item budget and home to support:
  - Additional faculty and staff training on outcomes and assessment
  - Documentation efforts: ECMS-SLO subsystem
  - Staffing and related training (reassigned time for coordinators, data collection, conference attendance, training, etc)



# Last but not least, this process will become more viable if we

- Involve part-time faculty in the process & dialogue, determine compensation
- Establish procedures for quality review of outcomes and assessments in alignment with the curriculum review processes.
- Establish the Professional and Organizational Development Office as a resource center for Faculty and Staff—as one of many services it offers our employees