De Anza College
SLO Coordinator’s Meetings

September 8, 10, 14, 16, 2009

Anu Khanna, Ann Argyriou, Jim Haynes and Coleen Lee-Wheat met an average of 4 hours per day to formulate and finalize the Opening Day Presentations for the De Anza faculty and staff, September 18, 2009.

Creating self-facilitating Tasks for faculty and staff, documentation of all activities that occurred and setting goals for the completion of writing outcomes statements were discussed. An overall plan for the college to complete one full assessment phase from SAO and a minimum of 3 courses per department was targeted for this Spring. A plan to complete assessment cycles for at least 33% of active courses was under debate.

September 10, 2009 Anu Khanna, Ann Argyriou and Coleen Lee-Wheat attended the Dean’s Meeting to inform them of the plans for De Anza’s Opening Day, September 18. We requested that they help us coordinate the faculty’s “afternoon workday/flex day” which would center on the SLO project.

September 16, 2009 President Murphy and Marisa Spatafore attended our meeting at various times. They both emphasized the fact that during the Opening Day speeches the SLO Project was going to be strongly supported and advocated. President Murphy noted that he would support our efforts openly and encourage the faculty to complete writing outcomes for 100% of the curriculum.

September 21, 2009 All Dean’s were requested to complete the following questionnaire.

Hi everyone: I hope Friday went well. Just a short note to let you know that I only need by Wednesday morning at the latest:

1) roll sheets/attendance sheets for Thursday --if your group discussed or worked on SLO's and for Friday

2) a tally of the courses that now have completed SLO statements (the actual electronic reporting form can come to me later via the outcomes email address)

3) a brief summary of what "Tasks" needed a more "educated" facilitator (were our worksheets clear?)

4) a brief summary of which departments completed each task i.e. (ball park figures)

   Task 1 # of faculty finished ______  
   # of faculty are in progress and set up planning calendars ______  # of faculty are refusing to participate ______

   Task 2 #of faculty participated in the exercise of creating
The results were: 250 additional courses now have outcome statements. There are plans for the completion of this task by December 1. 2 division and 3 departments worked on assessments and only one division has a created an assessment cycle plan. There was a mixed bag of responses. Some people did not start on the assessment Task, because they were not clear about the Task itself. Others thought that the Task was very clear. No one reported that any faculty refused to participate. The groups that had the most trouble were faculty whose Dean’s handed out hard copies of the Tasks and did not go over the purpose of each task before the groups divided up to go to work.

September 28, 2009
Jim Haynes, Coleen Lee-Wheat and Andrew LaManque attended the Academic Senate Meeting. The Senators were asked to give feedback on the progress that their groups had made. The feedback matched that of the aforementioned survey.

Suggestions: Additional workshops to learn how to create assessments might not be an efficient way to teach assessment tools. Attending division or department meetings or having a “group flex day” was suggested. It was also noted by a senator that her group was not writing outcomes as a “group” project. This fact usually pertains to courses where only one instructor actually teaches the curriculum.
Andrew LaManque emphasized that although documentation of specific assessment results are not required per individual, all group interactions, planning etc must be documented. Jim Haynes emphasized that the program review (in whatever format we create this year) will be the ultimate documentation required by the ACCJC. And in order for instructors and staff to have materials to “reflect and enhance upon” all assessment results must be kept. Keep everything.

The ECMS system is going to be tested in the next few weeks. A formal recording system and access to all materials will be available in the near future.

Lastly, there was a debate about how many full assessment cycles the faculty should be expected to accomplish this academic year. There was strong support for setting a goal of 33% per the next three years. There was another suggestion for 25%, 35%, 45% taking into account the learning curve for the process.