



DE ANZA COLLEGE

Instructional Assessment Planning

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Proposal

A plan to integrate
course assessment
timelines with the proposed
Outcomes Based Program Review
Calendar



Institutional Assessment

- The following model has been accepted by the ACCJC at other colleges.
- It is simple, efficient, and effective.
- The model centers on student learning and promotes excellent pedagogy.



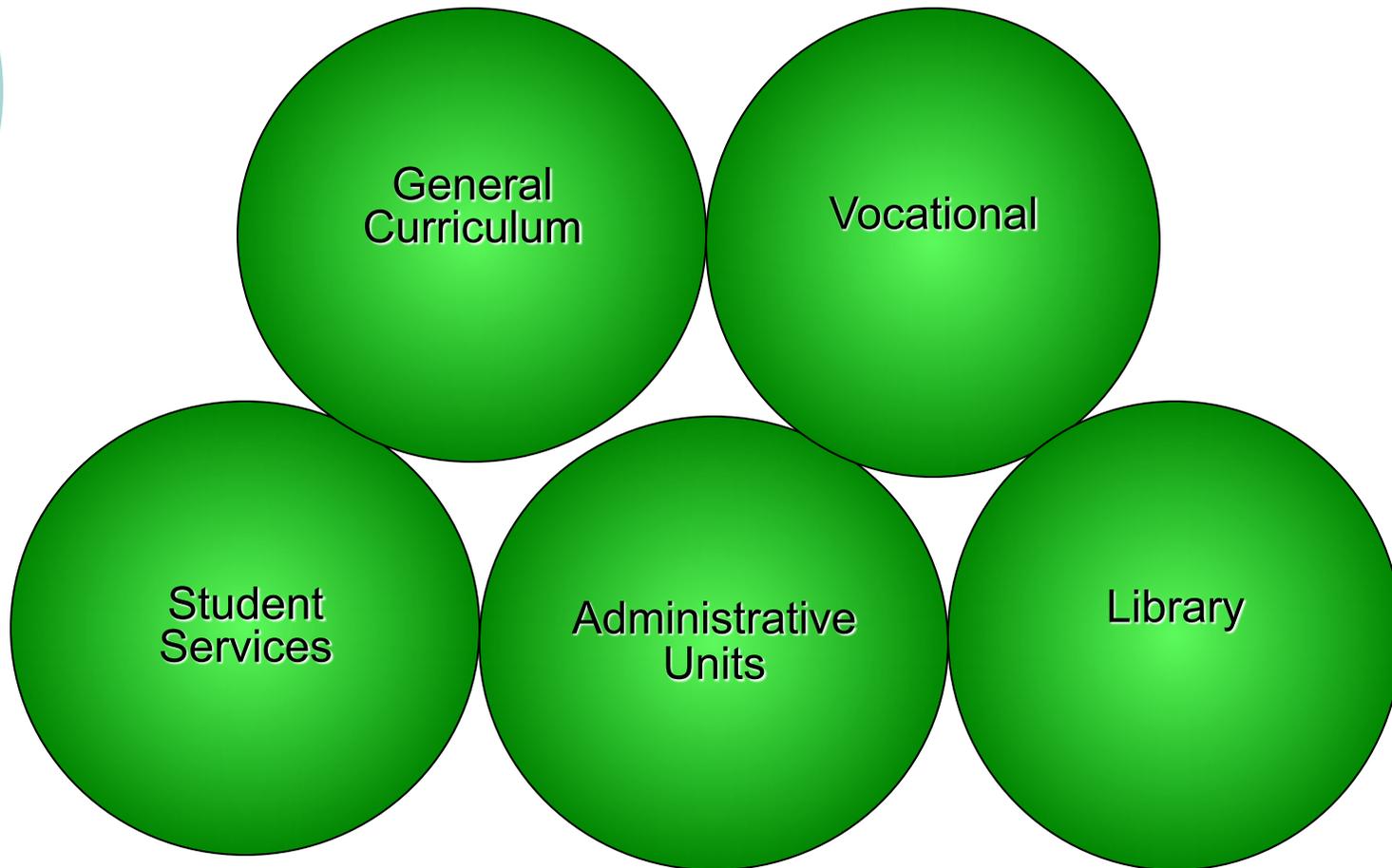
Assessment Groups

This proposal defines five assessment groups as:

**“Learning Assessment
Spheres”
(LAS)**



Learning Assessment Spheres



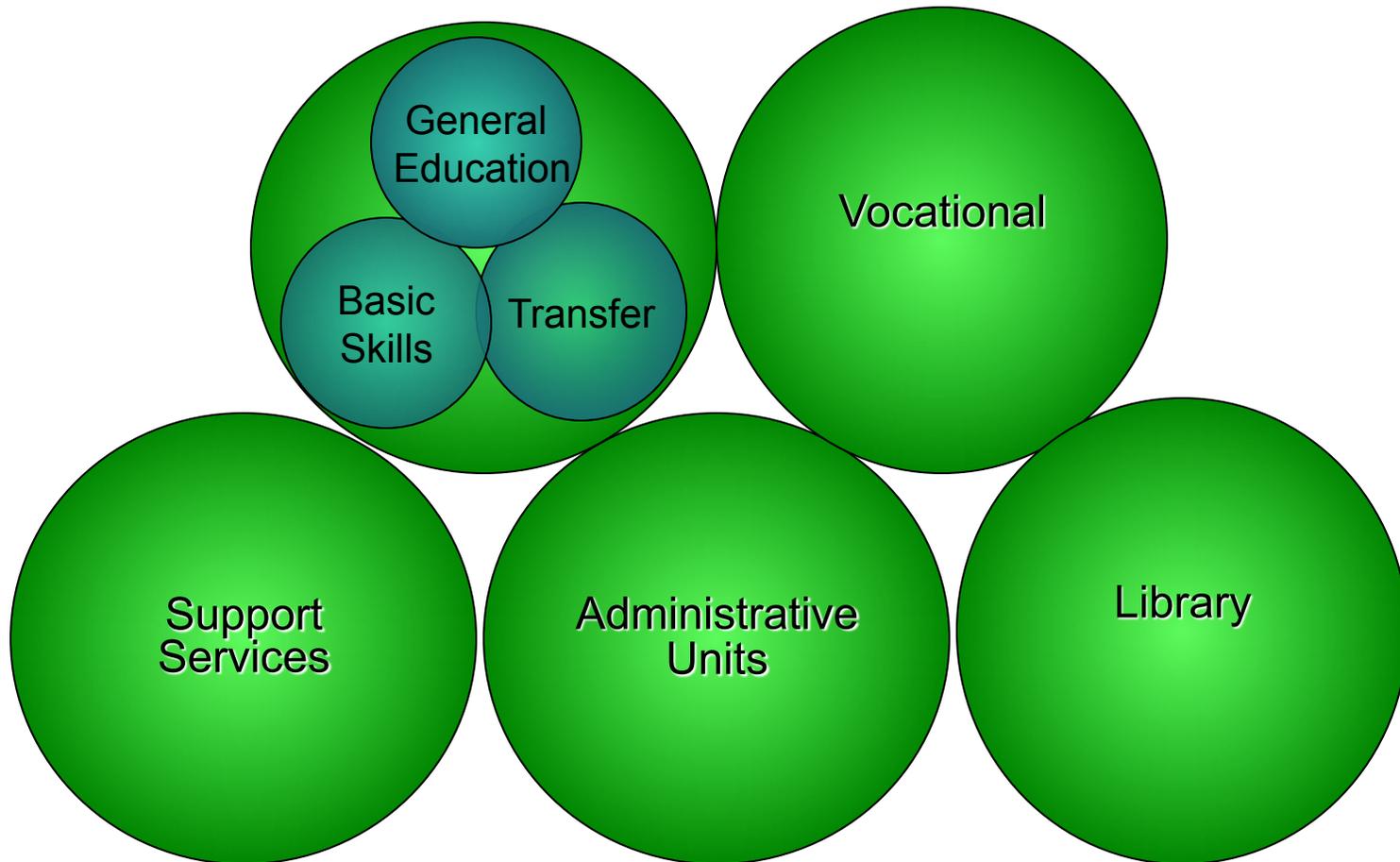


Instructional Learning Assessment Spheres

- **General Curriculum:** includes all departments, divisions, programs* that lead to transfer, A.A., A.S. degrees; and certificates.
- **Vocational:** includes all departments/programs that lead to A.A., A.S. degrees and certificates with a vocational emphasis

*Subgroups within each of these may be defined by current program review groupings. Basic skills is a “unique subgroup” within general curriculum because it supports student learning in G.E. and transfer tracks.

Learning Assessment Spheres





Instructional SLOs

Institutional Core Competencies,
ICCs

will serve as the SLOs for the
two Instructional

Learning Assessment Spheres

(General Curriculum and Vocational)



Linking or mapping to the ICC's

This process is simple and efficient.

Faculty use a check list.

Group discussions about teaching and learning is reported via an annual update form.



EXAMPLE

- 1) **Faculty will identify their course:**

PE 002Y, Yoga

- 2) **Faculty will Identify an SLO**

SLO: #2 Apply knowledge of basic fitness concepts as they apply to health and wellness.

- 3) **Faculty will check-off one or more “specific component(s)” of the Institutional Core Competencies that demonstrates student competency by using the chart on the next slide**



ICC Breakdown

ICC 5 (arbitrary numbering)

PHYSICAL/MENTAL WELLNESS AND PERSONAL RESPONSIBILITY

- 5A Recognize lifestyles that promote physical and mental well-being,
- 5B Engage in self- reflection and ethical decision-making,
- 5C Explore career choices and life goals,
- 5D Practice effective individual and collaborative work habits,
- 5E Demonstrate a commitment to ongoing learning

For mapping purposes, the ICC was broken down into outline form to identify its specific components.

Note: The ICC is still in its original Senate approved language.



Sample Mapping for De Anza

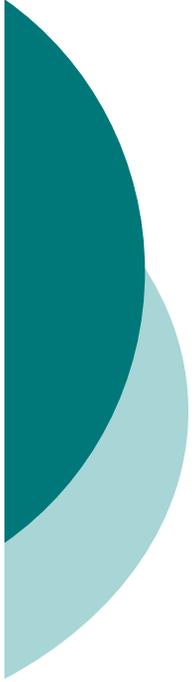
GE COURSE	ICC 5A	ICC 5B	ICC 5C	ICC 5D	ICC 5E
PE 2Y	X				X
COUN 100		X	X		
SPCH 10				X	

The aggregate results show that every component of ICC 5 has been assessed.



Value of Mapping

- **A similar design can be used for the AUO, SSLO and Library LAS groups.**
- **Faculty assess SLO's in the classroom *only*.**
- **Emphasis is placed on discussing pedagogy and student learning and achievement – the *crux* of the Student Learning Outcomes Project.**



QUESTIONS?



Proposal: Two timelines

for the Instructional Learning Assessment Spheres:

Process leading up to
2011 Site Visit

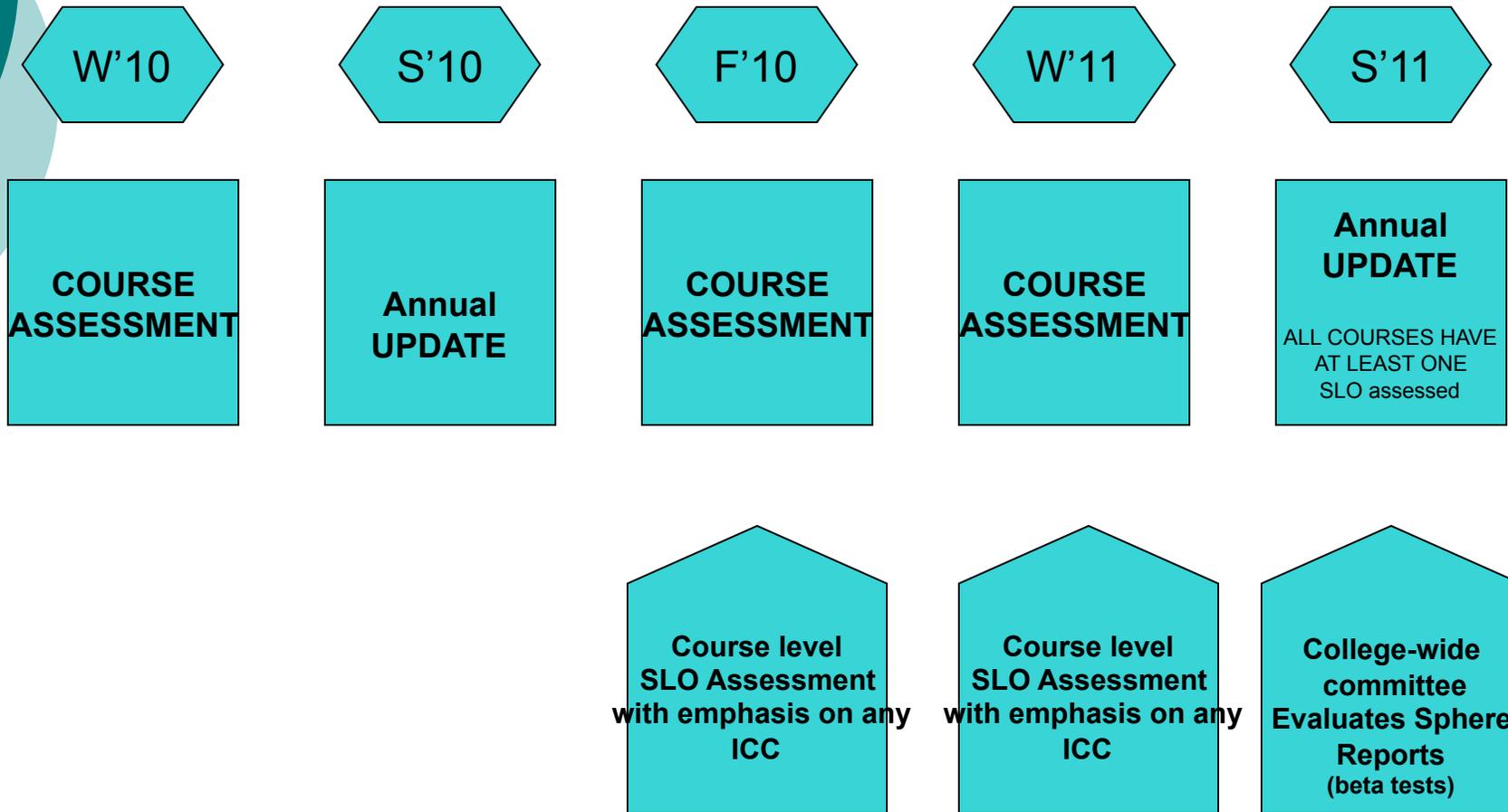
**Spring 2010
to December, 2011
(Fall, 2011, Site Visit)**

Sustainable process
beyond 2011 Site Visit

**January, 2012
to December, 2016
(Fall, 2016, Site Visit)**

2010 to 2011 timeline

Change takes time and planning





TO DO's -- to make the 2010-2011 timeline work, by the end of the Winter Qt.:

- Division Liaisons will be in place and trained.
- The Senate will discuss and approve definitions of Learning Assessment Spheres.
- The College Council will discuss and finalize the Annual Update concept and the 6-year Outcomes Based Program Review concept.



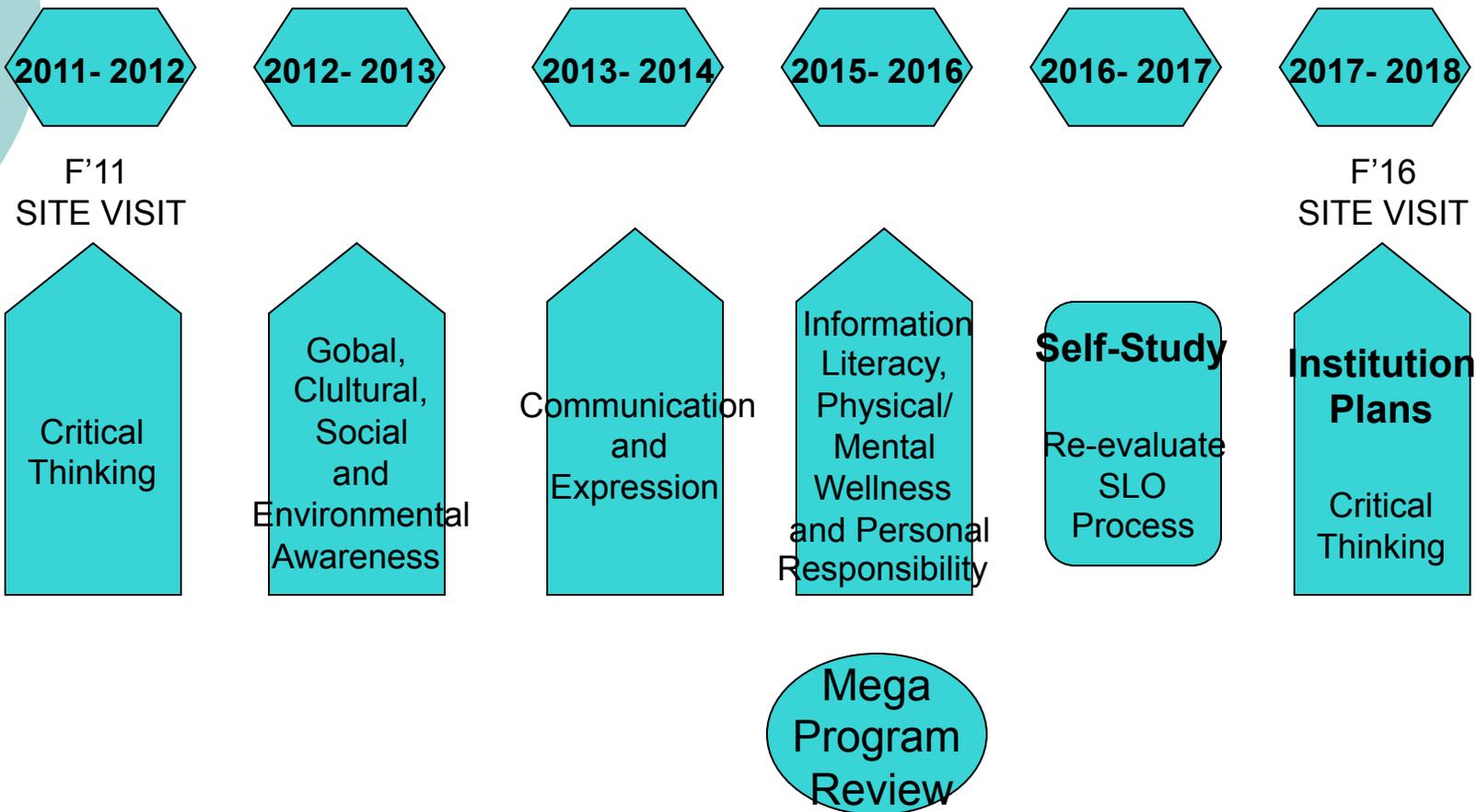
January, 2012 to December, 2016

Planning proposals for a sustainable process

- **GOAL:** During the 6 year Cycle *all* courses complete SLO Assessment Cycles.
 - Every year one ICC stands as a theme for the college. SLOACs for all courses that have an SLO that relate to the theme must be conducted.
 - Plan would entail predetermining a percentage of SLOACs that need to be completed each year so that 100% are completed by 2016.

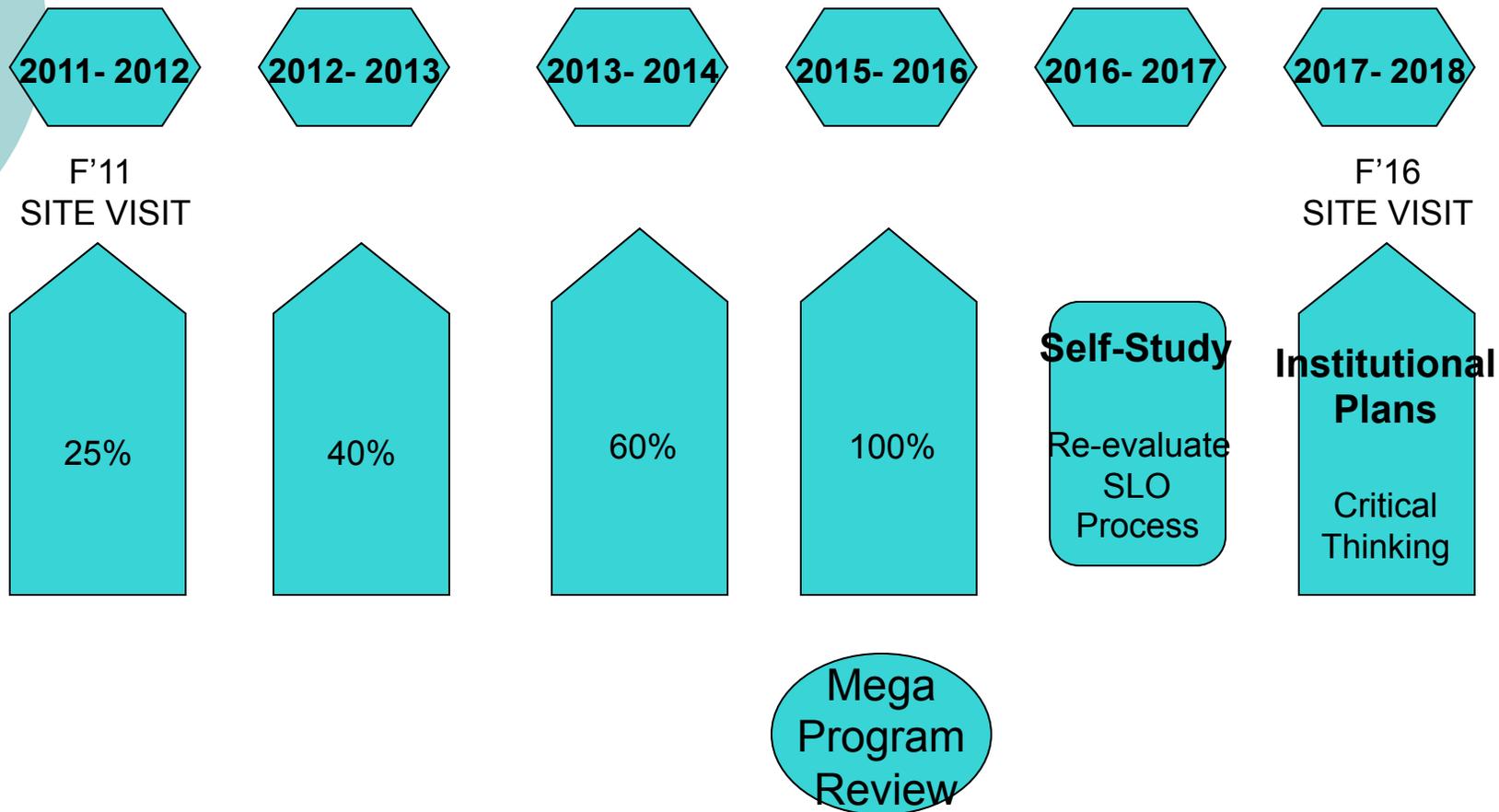
Within the 6-year Accreditation Cycle

Proposal a Themed Assessment Cycle



Within the 6-year Accreditation Cycle

Proposal - Predetermined Assessment Cycles





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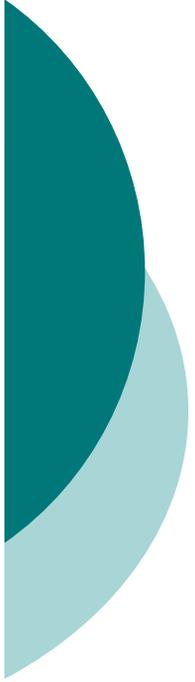


EFFICIENT

EFFECTIVE

ENDURING

- **A college-wide committee will review the mapping of Learning Sphere SLOAC results during the Accreditation Self-Study year.**
We are already doing this required task.
- **Only one “Mega Program Review” EVERY SIX YEARS.**
Downsizing the work!
- **Both proposals are flexible and allow for thoughtful change and growth.**
- **The College decision making groups will use the Learning Sphere reports for Institutional Planning during the site visit year.**
*This completes the required ACCJC loop
for Institutional Planning,
the SLOAC,
Program Review and Resource Planning.*



QUESTIONS?