De Anza College

College Opening Day
SLO Update and Afternoon Sessions
September 17, 2010

De Anza College  SLO Team
Jim Haynes, Anu Khanna, Coleen Lee-Wheat, Jackie Reza
Mini Refresher:

**SLO** - Student Learning Outcomes (instruction /curriculum)

**SSLO** - Student or Support Services Learning Outcomes (Student Services and Academic Services)

**AUO** - Administrative Unit Outcomes (College Services)

Add the **AC** - Assessment Cycle (e.g. SLOAC, SSLOAC, AUOAC)
De Anza College

WHAT IS THE ....AC?

Always in dialogue with your colleagues:

– Write an Outcomes Statement

– Assess the Outcomes Statement

– Reflect on the results of the assessment and/or the AC process itself

– Based on what you have learned, decide on how to enhance your curriculum, teaching methodology, service delivery, etc.
Outcomes Evolution

• Fostering a Culture of Evidence

• Evolving to a Culture of Inquiry
Note: Ideally, these three levels would work almost simultaneously, but would begin at the Course level.
Course SLO’s

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.

Jeff Schinske - Biology

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### Grading Rubric for Skeletal Case Study Poster Presentations

**Use of Data/Evidence:**

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Evidence/data from case study unaddressed entirely or bears no relation whatsoever to diagnosis.</td>
<td>8</td>
<td>Poster refers to evidence/data from case study, but some data conflicts with diagnosis and the alternate interpretation is not addressed.</td>
<td>11</td>
<td>Poster explains specific evidence/data from case study to support a reasonable diagnosis. Conflicting data or alternative explanations are addressed.</td>
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**Bone/Connective Tissue Cells:**

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<tbody>
<tr>
<td>0</td>
<td>Poster is entirely lacking information on osteoblasts, osteoclasts, or other connective tissue cells.</td>
<td>4</td>
<td>Activity of only one type of cell discussed, or activities discussed do not reasonably relate to disease.</td>
<td>8</td>
<td>Poster includes information on osteoblast &amp; osteoclast activity, but connection to disease is partially unclear.</td>
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**Impacts on Skeletal System:**

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<tr>
<td>0</td>
<td>Poster is entirely lacking information on the effects of the disease on the skeletal system.</td>
<td>4</td>
<td>Effects on skeletal system described, but not shown in graphic form, or effects described do not relate to disease.</td>
<td>8</td>
<td>Poster includes graphics showing impacts of disease on system, but important impact(s) not covered or unclear.</td>
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**Treatment:**

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<tr>
<td>0</td>
<td>Poster is entirely lacking relevant information on treatments.</td>
<td>4</td>
<td>Poster discusses treatments that appear somewhat unrelated to problems in the disease diagnosed.</td>
<td>8</td>
<td>Poster lacks picture/drawing for some treatment(s) or includes too complex, lengthy, or unclear descriptions of relation to disease.</td>
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**General Organization:**

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<tr>
<td>0</td>
<td>Poster is unorganized, mostly text, or cannot be read unless standing within less than a foot.</td>
<td>3</td>
<td>Space on poster is mostly taken up by text or cannot be read unless standing 2-3 feet away.</td>
<td>6</td>
<td>Poster uses mostly drawings, pictures, or diagrams. Text is easy to read standing 5-6 feet away.</td>
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Team total out of 50: ___
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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<tr>
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<th>No. of Teams</th>
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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.
Anita Muthyala-Kandula, BHES division, Biology Department
BIOL-040C-01 & 02 Human Anatomy and Physiology

Outcomes:

1. Predict the homeostatic responses of the endocrine system to internal and external changes or stimuli.

2. Appraise the role of the lymphatic and immune system in the body’s defense to disease.

3. Generalize the way in which nutrients are processed to perform various energetic and structural functions in the body.

4. Integrate the structure and function of the kidneys in the regulation of fluid, electrolyte, and pH balance.
Group A questions – higher order critical thinking
Group B questions – application questions
Group C questions – knowledge & comprehension questions

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<tr>
<th>Question. No.</th>
<th>Group A Correct/Wrong</th>
<th>Group B Correct/Wrong</th>
<th>Group C Correct/Wrong</th>
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De Anza College AY 2009-10
SSLO & AUO Accomplishments

• Creation of SSLOs on almost every student services and academic services program.

• Initiated assessment cycles for student service and academic services programs.

• Development and implementation of a program review process (via an Annual Update) that will this year integrate SSLOAC information into the decision making process.

• Creation of AUO in many of the college services programs.
De Anza College AY 2009-10
SLO & Assessment Accomplishments

• Creation of course-level SLOs and integration into course outlines of record.
• Initiated assessment cycles for courses and student service programs.
• Development and implementation of ECMS-SLO subsystem.
• Development and implementation of a program review process (via an Annual Update) that integrates SLOAC information into the decision making process.
• Creation of an overall college 6-year planning cycle
2010-11
SELFS
STUDY
YEAR

2011-12
Year 1

2012-13
Year 2

2013-14
Year 3

2014-15
Year 4

2015-16
Year 5

2016-17
Year 6

Self-Study Standards Teams

PBTs & College Council

Site Visit

Mid Term

Educational Master/Strategic Planning

5/19/10

Master Planning

Resource Allocation

Program Review

Outcome/Assessment Cycles

Curriculum Review

Annual Update

Batch 1
SLOAC
SSLOAC
AOUAC

EducaKonal
Master/Strategic Planning

Self-Study Standards Teams

PBTs & College Council
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Mike Gough

- Instructor – Accounting and Real Estate
Mary Sullivan

Director of Health Services
SSLO and Assessment Goals for 2010-2011

• Complete writing 100% of SSLO statements in student services and academic services

• Complete SSLOAC for at least 70% of all SSLO in student services and academic services by beginning of Spring 2011 (100% by opening day of Fall 2011)

• Complete second annual program review updates to be integrated into decision making model

• Develop the SSLO system (ala the ECSM-SLO subsystem)
AUO and Assessment Goals for 2010-2011

- Complete writing 100% of AUO statements in all college services programs
- Complete AUOAC for at least one AUO in each college services program
- Complete initial AUO annual program review updates to be integrated into the decision making model
- Develop the AUO system (ala the ECSM-SLO subsystem)
Outcomes and Assessment Goals for Instructional Programs in 2010-2011

• Document course-level SLOACs for 60% of active courses* (Fall 2008-Winter, 2011. Striving for 100% by Opening Days, 2011.

• **Identify Certificate, Degree and Program level outcomes (CDPO)**

• Publish Certificate and Degree Outcomes into 2011-2012 college catalog

• Discuss program level assessment and documentation

• Complete second annual program review update integrating program outcomes and program assessment work

* all active courses in a program (that were or shall be taught)
Afternoon Events

“Work Session” for Instructional Faculty (see Dean for locations)

- Identify Certificate, Degree, and Program level outcomes (CDPO)
- Plan assessment calendars (SLOACs) for courses being taught this year
- Complete writing SLOs for all courses
De Anza College

What’s a Program?

If your (area, department, work unit, etc.) conducted a comprehensive Program Review in 2008-09:

You are a Program
Afternoon Events

SSLO “Work Session” in Conf. Rm. A&B:

- Complete writing SSLOs
- Plan assessment calendars for all unassessed or to be reassessed SSLO.
- Have a reflection and enhancement dialogue for SSLO that have assessment results
- Complete the SSLO Annual Report Form
Afternoon Events

AUO “Work Session” in Conf. Rm. A&B:

- Complete writing AUOs
- Plan assessment calendars for all unassessed or to be reassessed AUO.
- Have a reflection and enhancement dialogue for AUO that have assessment results
Have a productive and engaging afternoon.

Please see your dean for locations of your department work session.