DeAnza College

SLO News

STUDENT LEARNING OUTCOME CONTACTS

- **Mary Pape**
  PapeMary@DeAnza.edu
  x8877

- **Toño Ramirez**
  RamirezTono@DeAnza.edu
  x5327

SSLO/AUO CONTACT

- **Jim Haynes**
  HaynesJim@fhda.edu
  x8877

We're on the Web!

www.deanza.edu/slo/

SLO STEERING COMMITTEE MEMBERS

Faculty:
- ♦ **Karen Chow**
- ♦ **Jim Haynes**
- ♦ **Anu Khanna**
- ♦ **Coleen Lee-Wheat**
- ♦ **Mary Pape**
- ♦ **Toño Ramirez**
- ♦ **Jacquelyn Reza**

Classified Professional
- ♦ **Lois Jenkins**
- ♦ **Mallory Newell**

Administrators:
- ♦ **Gregory Anderson**
- ♦ **Christina Espinosa-Pieb**
- ♦ **Letha Jeanpierre**
- ♦ **Andrew LaManque**
- ♦ **Marisa Spatafore**
- ♦ **Rowena Tomaneng**

PLAY

"Hi! I'm Dr. SLO, the SLO Coordinator"

We enjoyed producing the video for all of you for Opening Days.

We hope you enjoyed watching it. (If you wish to be entertained by Dr. Slo again, press "PLAY" above.)

We are all discovering that the Student Learning Outcome process of inquiry is really what we have always done:
- Haven't you ever changed something in one of the courses you teach?
- Did it improve the learning experience for your students?
- How did you know this?

And, although it is necessary to adhere to a process of documentation in order to address external mandates, our faculty have the opportunity to drive how we improve the experiences of our students.

Focus points for 2011–12 Student Learning Outcome work are:

1. Continue to complete student learning outcome cycles at the course level in preparation for the Annual Program Review which will be due at the end of April 2012.
2. Complete assessments for each Program Level Outcome by the Comprehen-

"Gearing assignments to the course SLOs has improved student performance markedly"

Quote: Poli Science Dept

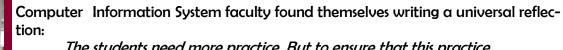## Hi! I'm Dr. SLO

(Continued from page 1)

sive Program Review in 2013-14. For most teaching areas/departments this will also mean that all courses need to have at least one completed cycle. "Closing the Loop" on the cycle means enhancements have been put in place and another assessment has been completed to shed light on whether the enhancement improved students' learning experience.

3. Continue to enter SLO statements, means of assessment (Phase II), and assessments/reflections (Phase III) into ECMS. By Fall 2012 you will be prepared to enter SLO data for both course level and program level assessment cycles into TracDat with "how to" training happening in Spring 2012.

SLO LIAISONS ARE THERE TO HELP

NAME	DIVISION
Mary Bennett	Adapted PE
Cassie Hanna	BioHealth
Anita Kandula	BioHealth
Patricia Hassel	BioHealth
Jeff Schinske	BioHealth
Byron Lilly	Business and Computer Systems
Warren Lucas	Creative Arts
Ethan Lee	Intercultural Studies
Amy Leonard	Language Arts
Lena Chang	Library
Mike Appio	Manufacturing & Design Technology
Rachel Pacheco	Physical Education
Shannon Hassett	Social Science & Humanities
Robert Stockwell	Social Science & Humanities
Li Wei Sun	Social Science & Humanities
Robert Clem	Student Services

"CLOSING THE LOOP" IN THE CIS DEPARTMENT

Computer Information System faculty found themselves writing a universal reflection:

The students need more practice. But to ensure that this practice is as productive as possible tutors are needed in the CIS lab with set hours, so students know they have additional resources outside of the classroom.

Computer Information System students needed individual help to get over certain hurdles in debugging programs both at the beginning level courses as well as more advanced programming courses.

Before Title 5 changed the way that we handled the lab portion of our programming courses we were able to assign faculty to our lab to assist students on a one-to-one basis. Our students were also accommodated by the Math and Sciences campus tutorial program . But that ended due to lack of funding for Computer Science courses. This left our

Results of Opening Day Questionnaire -> Workshops

Thank you for sharing your experience with us.

"The SLOAC process has given us an opportunity to collaborate, re-evaluate objectives, and consider more effective means of attaining the desired student outcomes."

Quote: Business Dept

1. All departments are finding means to share Student Learning Outcome statements with their students. Approximately half of all departments are finding novel ways to incorporate these into student assignments/activities.

2. Most widely used assessment tools are "locally developed exams" and "student (culminating) assignments".

3. Faculty desire assistance with:
A.   Entering data into ECMS system
B.   Designing assessments
C.   Designing surveys
D.   Mapping SLOs to ICCs (Institutional Core Competencies)

Workshop on Friday, Nov 4 from 11:00 am until 1:00 pm, AT203
RSVP PapeMary@DeAnza.edu to help with these.

CIS Department (continued)

Computer Laboratory Instructional Coordinator in a bind as more and more students were approaching her with their programming difficulties and this situation became unmanageable.

Three specific needs that had to be accommodated: 1) Students working on their own needed occasional help with their programming assignments or a particular programming skill or concept. 2) Having the lab time all face-to-face with the one instructor meant that the student to instructor ratio was 40 or 45 to one making it impossible to solve individual programming bugs. 3) Must have tutors that are trained in helping others solve problems and explaining programming concepts.

The Solution: A CIS Tutor Program is now in place and working smoothly. It is the brainchild of Marie Taylor-Harper and Paul Edwards. Students are able to sign up for a tutor for one-on-one help on both a drop-in and one-on-one assignment basis. In addition, the program coordinator assigns tutors to courses so that there are two or three people helping students instead of just the one instructor. Having tutors available in the classroom is helpful since many students are often more comfortable asking their peer rather than the instructor.

And the **payoff for the tutor**, you ask? The tutor receives free training to enhance their skill set, a letter of recommendation upon leaving the program provided they finish their initial training period, a parking pass if they tutor 6 or more hours per week per quarter, surprise gifts on holidays and they are treated to a party at the end of each quarter. The real pay-off, however, is that each tutor becomes an expert at deciphering other people's code, in finding errors and in communicating with others on a technical level.