

# 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

# De Anza College

## 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

QuickTime™ and a  
decompressor  
are needed to see this picture.

# Grading Rubric for Skeletal Case Study Poster Presentations →

## 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

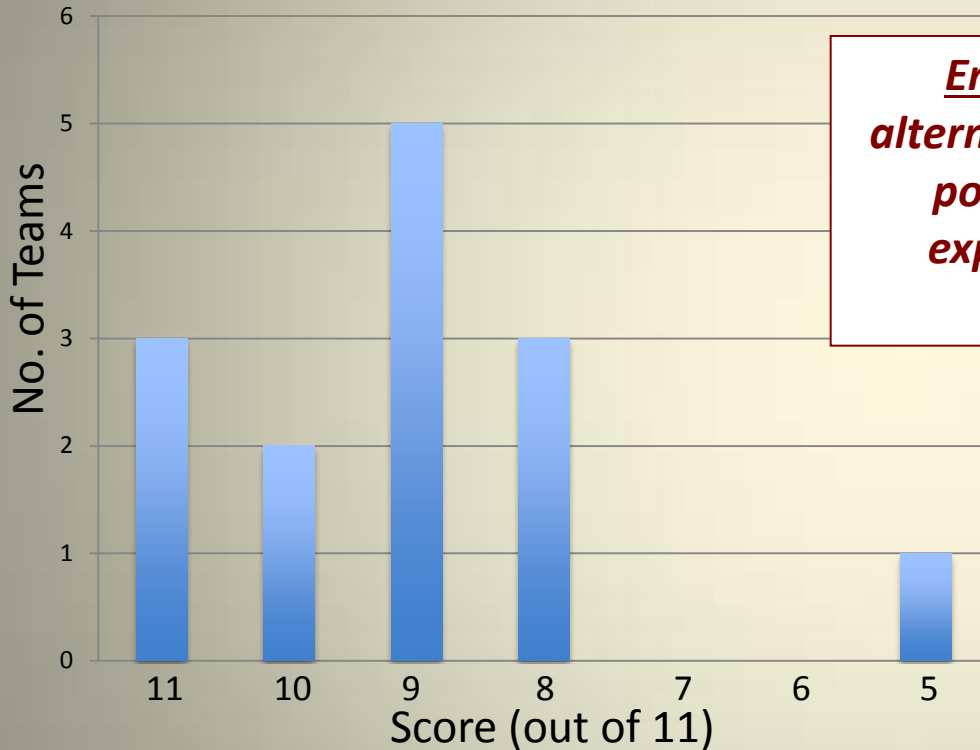
<b>Use of Data/Evidence:</b>			
0 points	4 points	8 points	11 points
Evidence/data from case study unaddressed entirely or bears no relation whatsoever to diagnosis.	Some key pieces of evidence/data from case study not referred to as part of diagnosis.	Poster refers to evidence/data from case study, but some data conflicts with diagnosis and the alternate interpretation is not addressed.	Poster explains specific evidence/data from case study to support a reasonable diagnosis. Conflicting data or alternative explanations are addressed.
<b>Bone/Connective Tissue Cells:</b>			
0 points	4 points	8 points	11 points
Poster is entirely lacking information on osteoblasts, osteoclasts, or other connective tissue cells.	Activity of only one type of cell discussed, or activities discussed do not reasonably relate to disease.	Poster includes information on osteoblast & osteoclast activity, but connection to disease is partially unclear.	Poster includes reasonable interpretation of how the activity of osteoblasts & osteoclasts would be affected by disease (or why not affected).
<b>Impacts on Skeletal System:</b>			
0 points	4 points	8 points	11 points
Poster is entirely lacking information on the effects of the disease on the skeletal system.	Effects on skeletal system described, but not shown in graphic form, or effects described do not relate to disease.	Poster includes graphics showing impacts of disease on system, but important impact(s) not covered or unclear.	Poster includes labeled diagrams/pictures showing the impacts of disease on the skeletal system (Ex. bone growth, shape, strength, movement, etc.).
<b>Treatment:</b>			
0 points	4 points	8 points	11 points
Poster is entirely lacking relevant information on treatments.	Poster discusses treatments that appear somewhat unrelated to problems in the disease diagnosed.	Poster lacks picture/drawing for some treatment(s) or includes too complex, lengthy, or unclear descriptions of relation to disease.	Poster shows disease treatment(s) with <i>brief</i> but clear descriptions of how they assist in treating disease.
<b>General Organization:</b>			
0 points	3 points	6 points	
Poster is unorganized, mostly text, or cannot be read unless standing within less than a foot.	Space on poster is mostly taken up by text or cannot be read unless standing 2-3 feet away.	Poster uses mostly drawings, pictures, or diagrams. Text is easy to read standing 5-6 feet away.	

Team total out of 50: \_\_\_\_\_

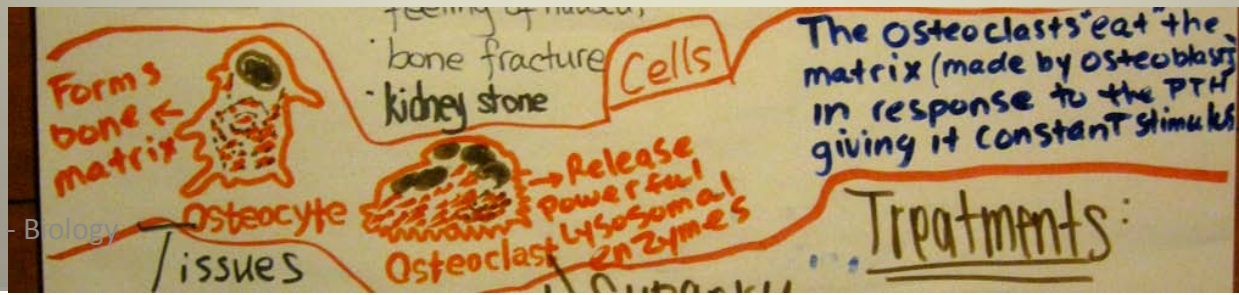
# Results 2

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)



***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

Question. No.	Group A	Group B	Group C
	Correct/Wrong	Correct/Wrong	Correct/Wrong
16	44/24		
25			56/12
36		51/17	
44		59/9	
46			60/8
50	50/18		

# **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

5/19/10

2010-11

2011-12

2012-13

2013-14

2014-15

2015-16

2016-17

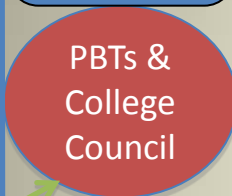
ACCJC



Master Planning



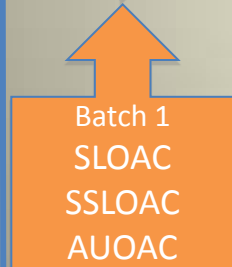
Resource Allocation



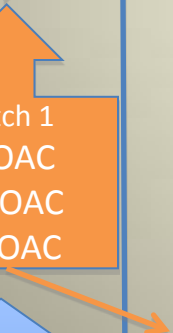
Program Review



Outcome/ Assessment Cycles



Curriculum Review



5/19/10

2010-11

2011-12

2012-13

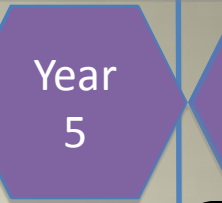
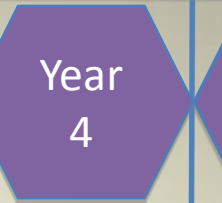
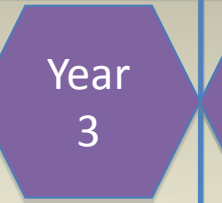
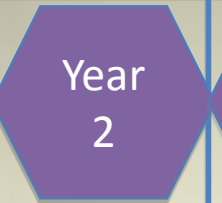
2013-14

2014-15

2015-16

2016-17

ACCJC



Master Planning



Site Visit

Mid Term



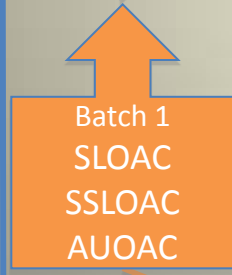
Resource Allocation



Program Review

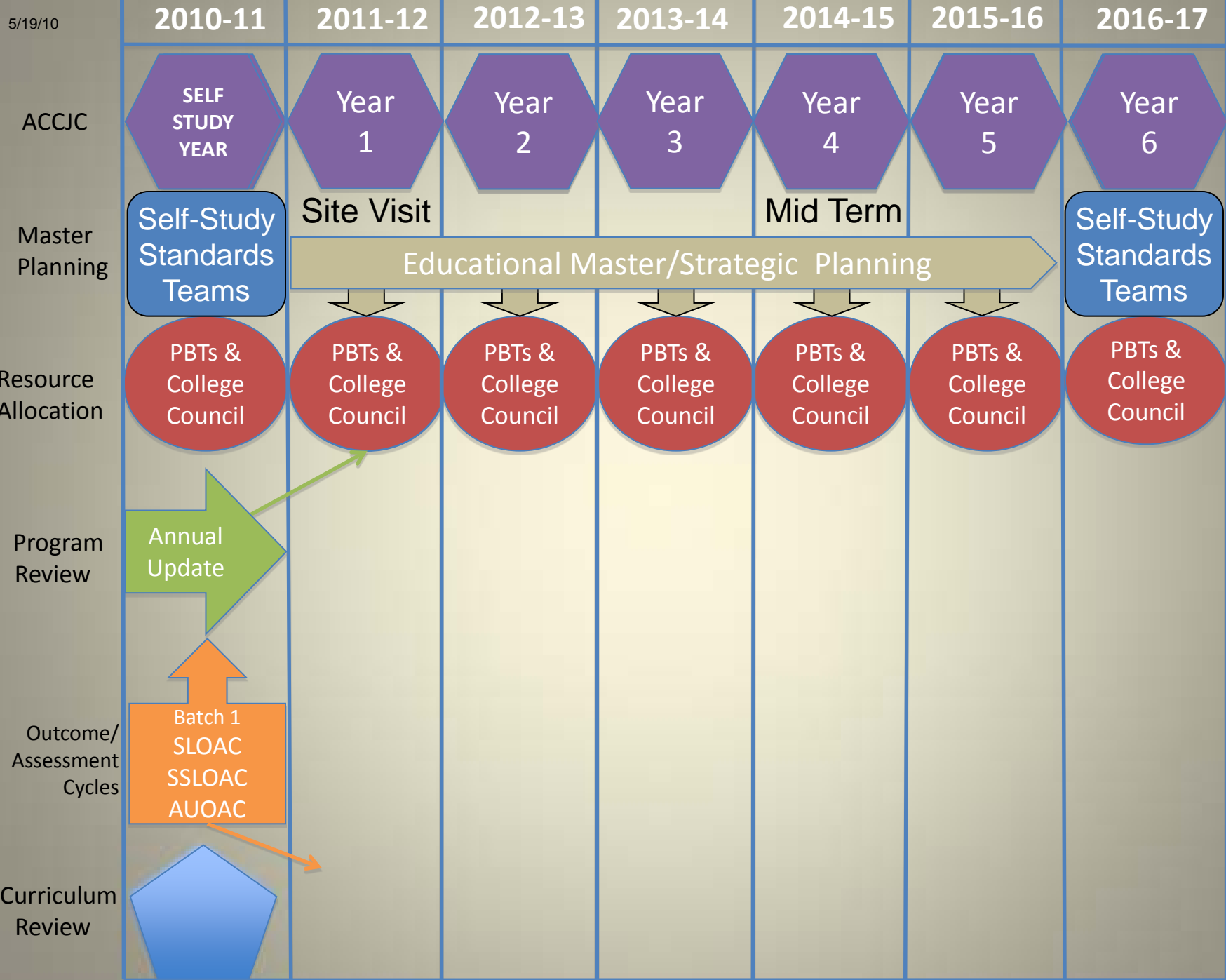


Outcome/ Assessment Cycles



Curriculum Review





ACCJC

Master Planning

Resource Allocation

Program Review

Outcome/Assessment Cycles

Curriculum Review

Self-Study Standards Teams

Site Visit

Mid Term

Self-Study Standards Teams

Educational Master/Strategic Planning

PBTs & College Council

PBTs & College Council

PBTs & College Council

PBTs & College Council

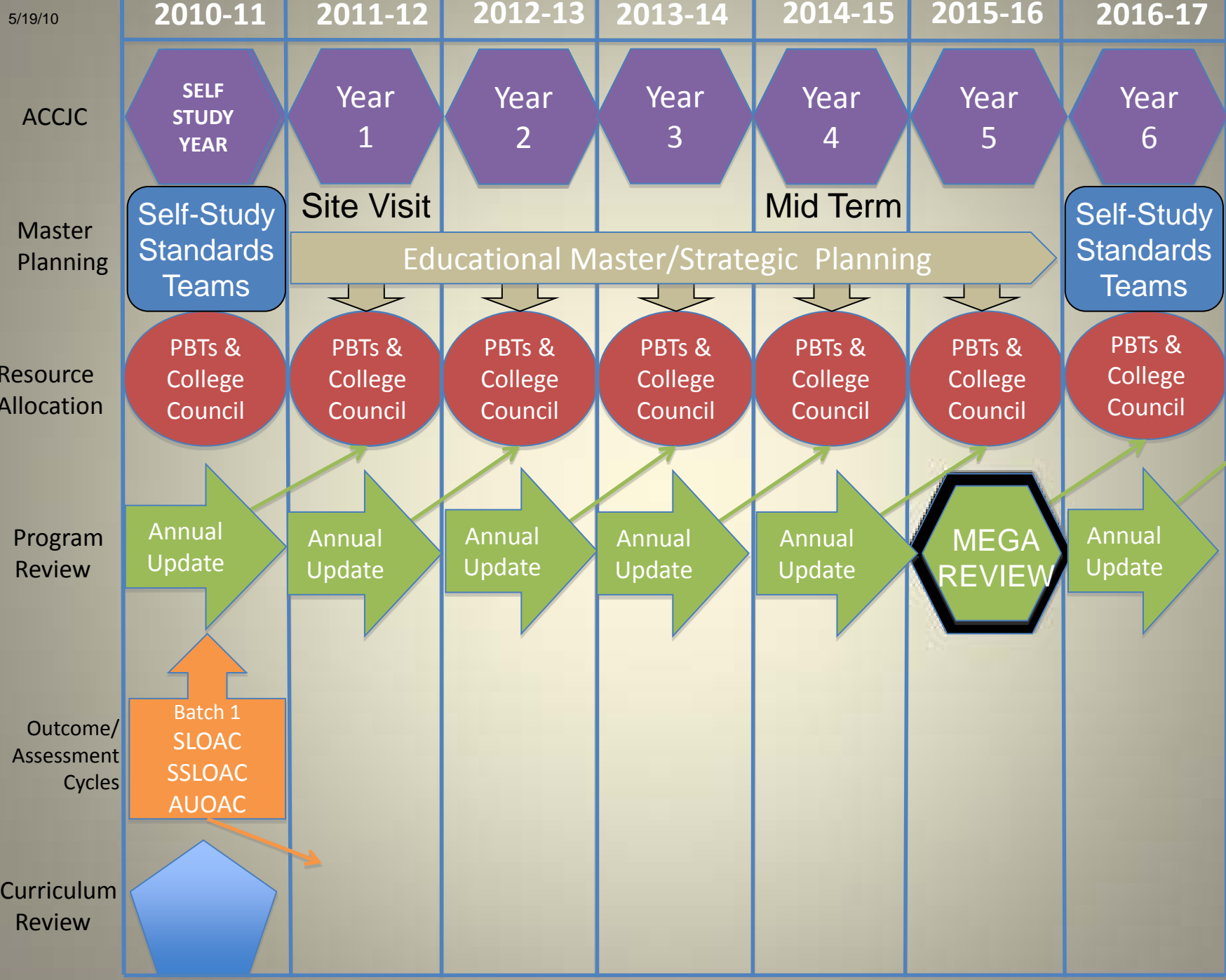
PBTs & College Council

PBTs & College Council

PBTs & College Council

Annual Update

Batch 1 SLOAC SSLOAC AUOAC



Curriculum Review

Outcome/Assessment Cycles

Program Review

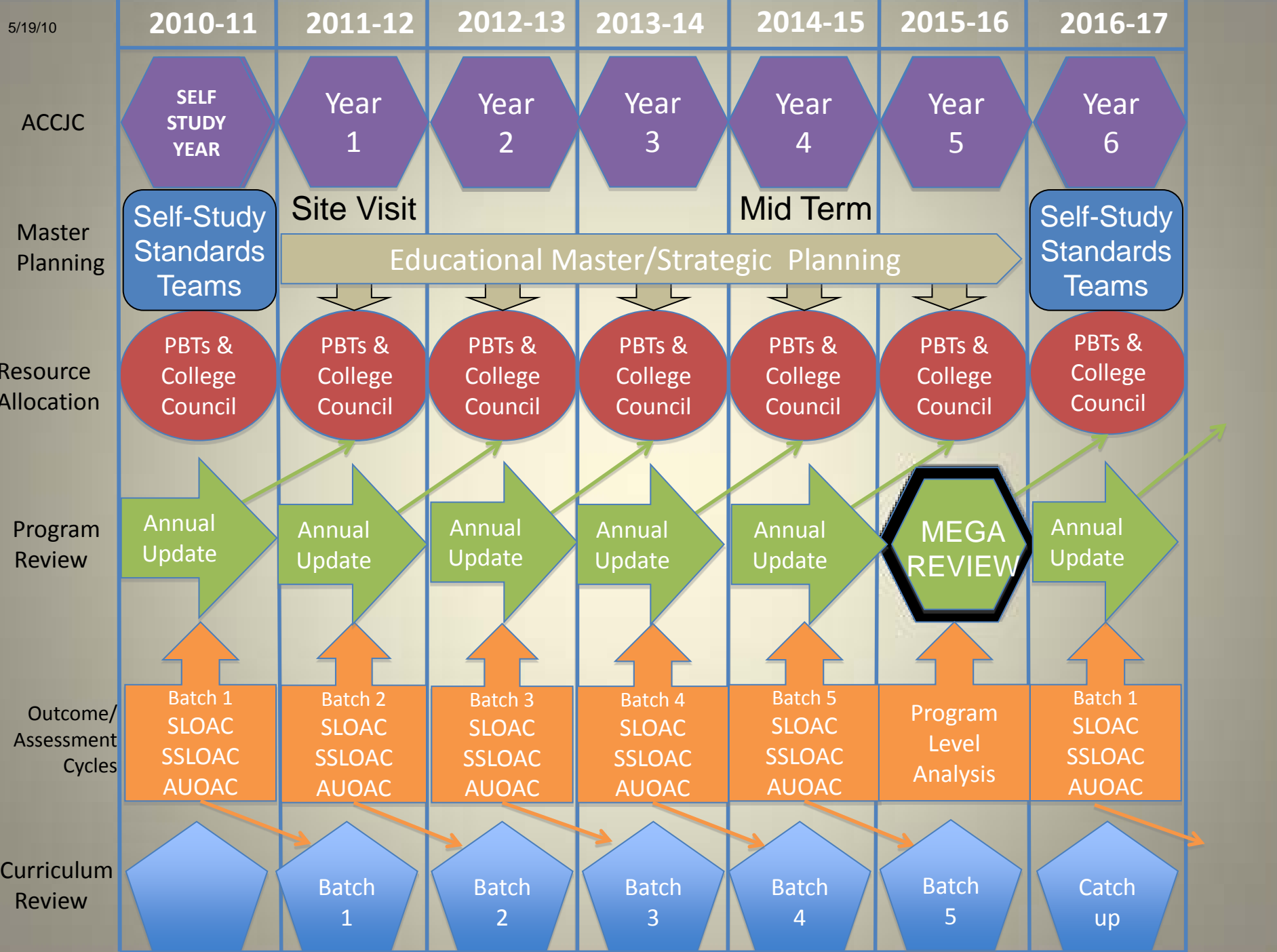
Resource Allocation

Master Planning

ACCJC







# 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.

(And enjoy a martini afterwards to  
reward yourself.)

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