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# **Student Learning Outcomes (SLOs) Service Area Outcomes (SAOs) & Assessment**

**Presented to  
Faculty, Classified Professionals & Administrators**

**September 18, 2009**



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## **Presenters:**

**Coleen Lee-Wheat, SLO Coordinator**

**Jim Haynes, SAO Coordinator**

**Anne Argyriou, Academic Senate President**

**Anu Khanna, Curriculum Co-Chair**



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**In your role as a professional at De Anza College, identify one goal that you would like students/clients to accomplish after interacting with you.**



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**How do you know that the  
student/client is able to do this?**



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The learning outcomes and assessment process enables us to shift our perspective from what is **taught** to what is **learned**, from what is **“covered”** to what is **“mastered,”** from which services are **“provided for students”** to which services **“empower students.”**



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## Student Learning Outcomes (SLOs)

- SLOs identify and define what a ***student is able to do*** at the successful completion of a specific course, program, activity or process.
- SLOs are ***overarching, clear and assessable statements.***



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## **Service Area Outcomes (SAOs)**

SAOs are overarching, clear and assessable statements that identify and define what a student/client is able to know, do or feel at the successful completion of a specific program, activity or process.





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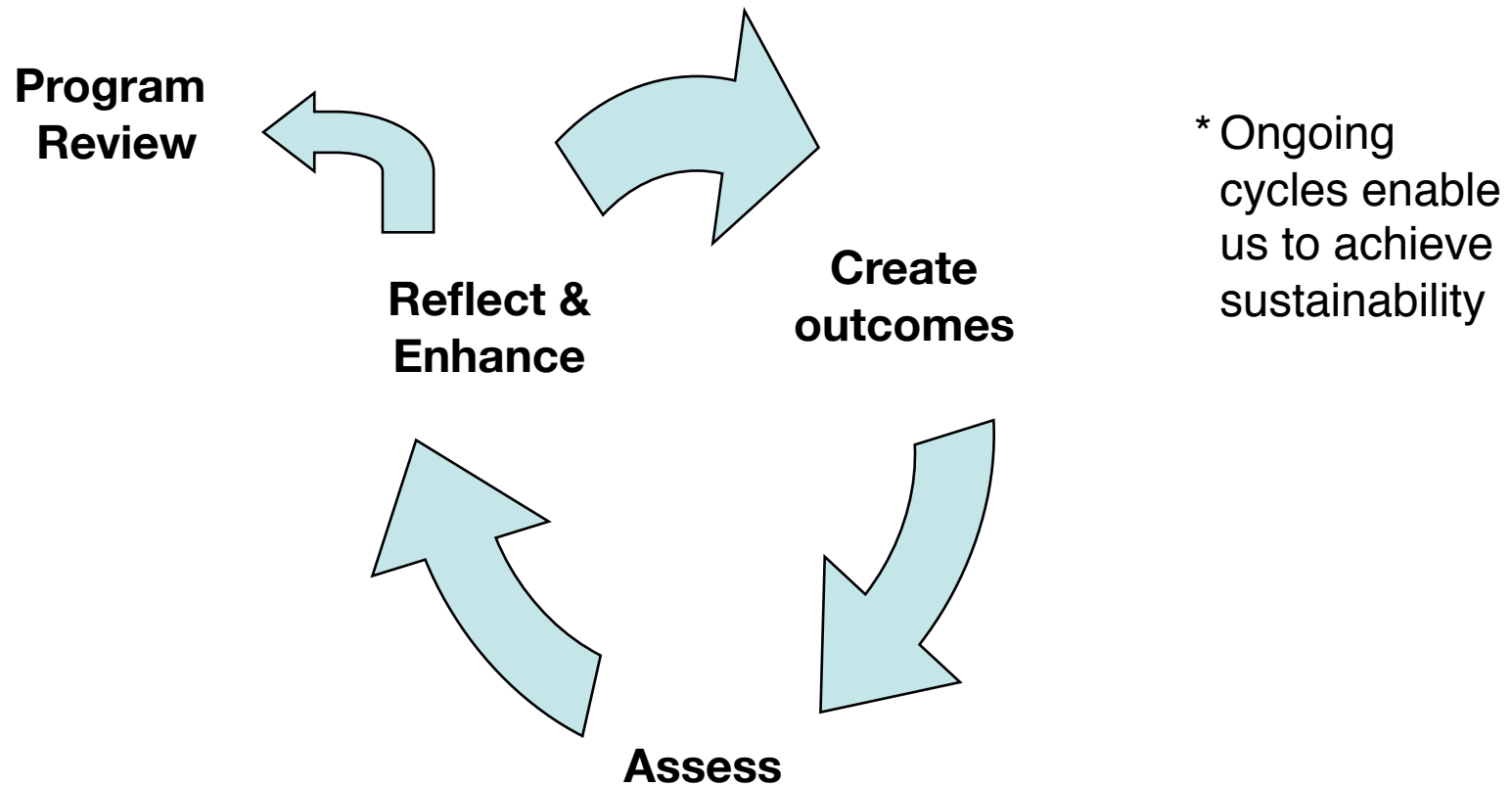
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## Assessment

- Assessment is the process used to evaluate how well students have mastered the outcomes of a course, program or service area.
- Assessment is demonstrated by a combination of knowledge, ability and attitude that display behavioral ***evidence that learning has occurred at a specific level*** of competency.



## The Assessment Cycle\*





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# **The Assessment Process: De Anza Examples**

Presented by:

**Anita Muthyala-Kandula**, *Biology*

**Jim Haynes**, *Adapted Physical Education*

**Jeff Schinske**, *Biology*



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## **BIOL 40C Human Anatomy & 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.



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## Assessment Tool: Exam

- ➔ Identify questions that directly assess SLOs
  - Group A questions – higher-order critical thinking
  - Group B questions – application
  - Group C questions – knowledge & comprehension
- ➔ Grading
- ➔ Analyze results



**Group A questions** – higher-order critical thinking

**Group B questions** – application

**Group C questions** – knowledge & comprehension

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



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## Reflection

- Assessment is not an end in itself, but a tool for educational improvement.
- In this process, evidence is gathered, analyzed and interpreted to determine how well student performance matches faculty-defined expectations and standards.
- The results are used to improve teaching and learning.



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## De Anza SAO Statements

### **Financial Aid**

Students new to De Anza will use the financial aid Web site to help them find important financial aid information and navigate the financial aid process.

### **Admissions & Records**

Students will be able to identify and adhere to important deadline dates and learn how to add, drop and withdraw from classes by accessing the De Anza Web site.

### **Disabled Student Services**

Students will demonstrate effective communication abilities in the following areas: clarity, timeliness and choice of communication method.





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## 2009 Adapted Physical Education (APE) Student Satisfaction Survey

**APE SAO #1** - Students will be able to register in APE courses using their priority registration status and the APE registration assistance process.

**When you register, can you get the APE classes you want?**

N = 184

**YES** 181 (98%)

**NO** 3 (2%)

**Are the registration materials easy to fill out?**

N = 187

**YES** 185 (99%)

**NO** 2 (1%)



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**Are you comfortable with the APE registration process?**

N = 188                      **YES** 185 (99%)                      **NO** 3 (1%)

**Do you feel comfortable asking questions in the class?**

N = 187                      **YES** 187 (100%)                      **NO** 0

**Do you understand what is required of you to be successful in class?**

N = 186                      **YES** 184 (99%)                      **NO** 2 (1%)

**APE has updated its Web site. Have you visited the APE Web site?**

N = 171                      **YES** 39 (23%)                      **NO** 132 (77%)

**BIOL 40A: Human Anatomy & Physiology**  
**Grading Fabric for Skeletal Case Study Poster & Physiology**

**Course SLOs**

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.

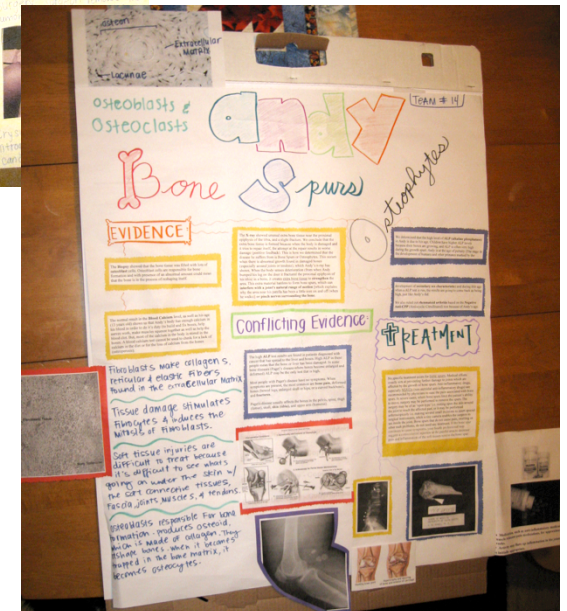
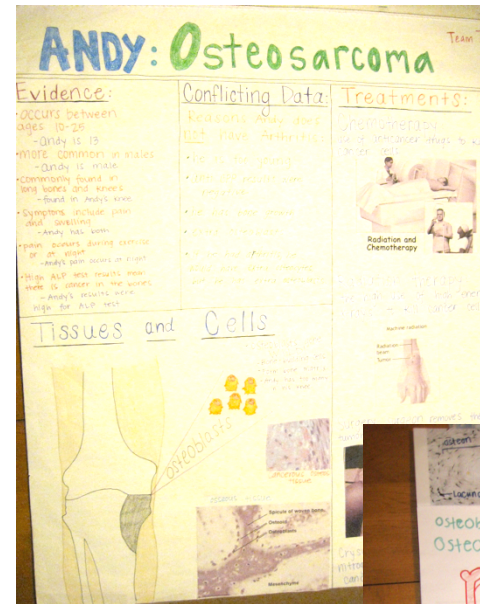
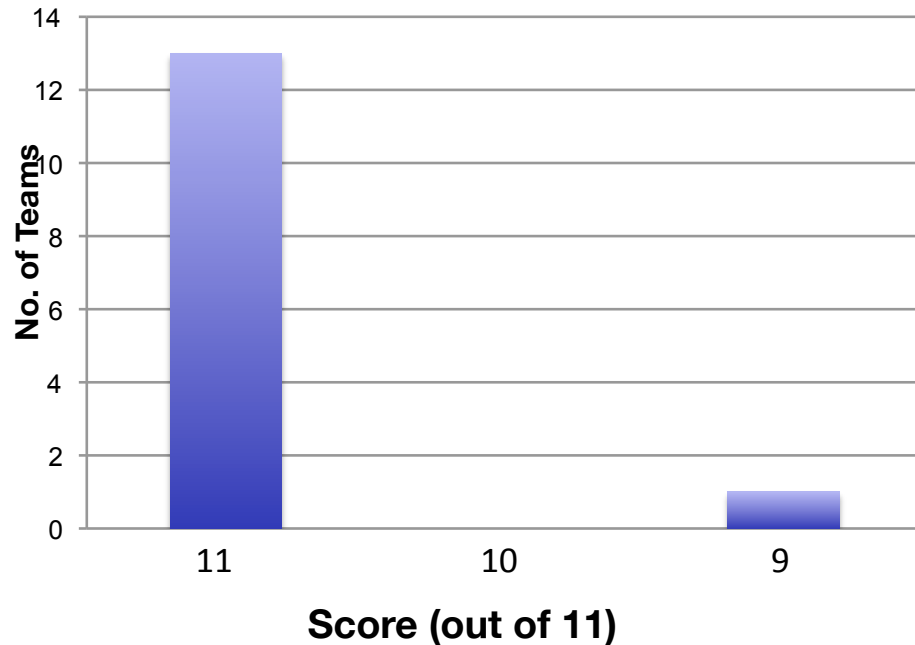
Infer the homeostatic reactions of skin, skeletal and muscle cells and tissues in reaction to external or internal changes in conditions.

<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 1

Demonstrate the scientific method as employed by health professionals to evaluate real-world problems involving the skin, skeletal and muscle systems.

Scores in Rubric Category 1 (Out of 11 Possible Points)

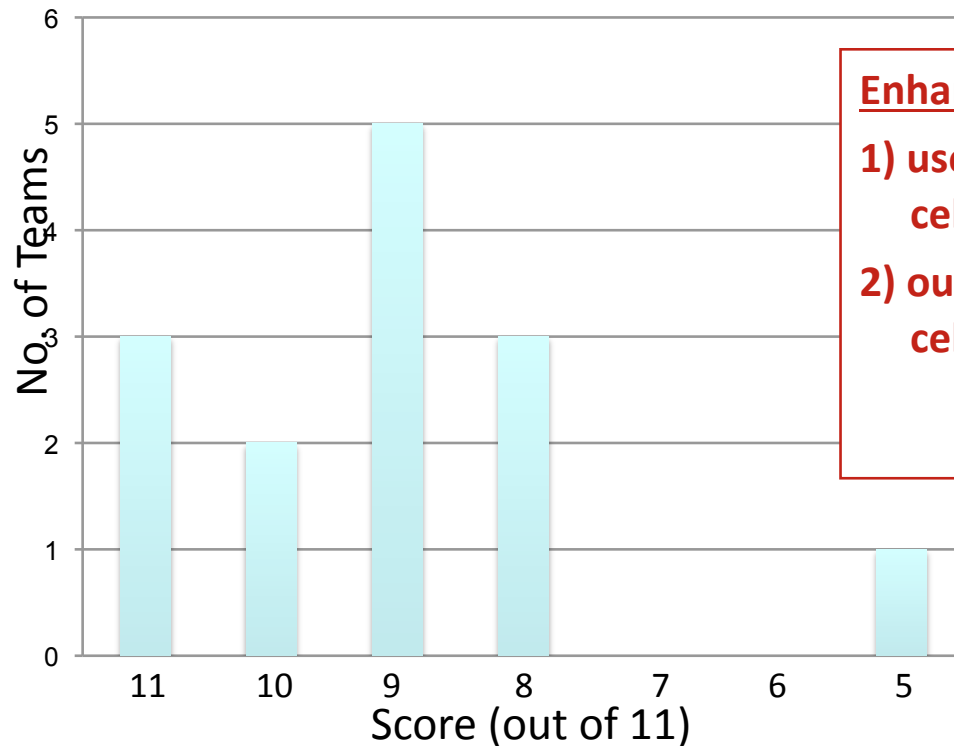


**Reflection: Students convincingly demonstrated complex understanding of process of science.**

# Results 2

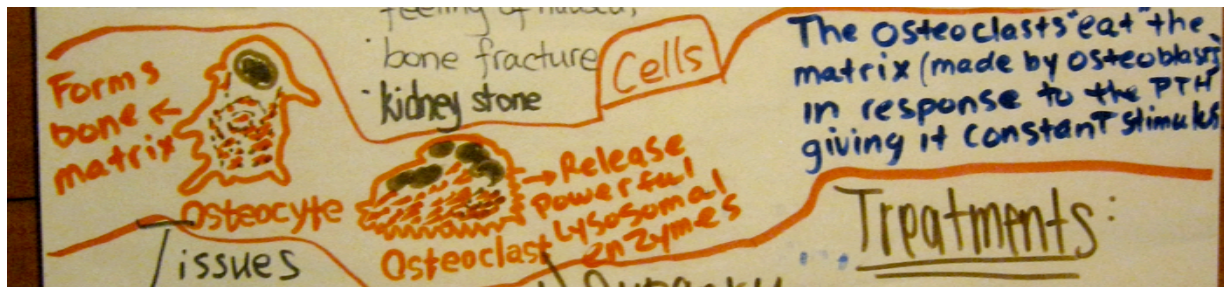
Investigate the roles of molecules, organelles and cells in the function of skin, skeletal and muscle tissues.

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.





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## Why is the Assessment Cycle Important?

- Demonstrates commitment to student success and empowerment
- Enables dialogue and documentation of our best practices and opportunities for cross-disciplinary interaction
- Supports our values concerning ongoing enhancement of our teaching and services through improved program planning and budgeting
- Aligns with our cultural commitment to constant, purposeful innovation



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## Goals & Timelines for 2009-2010

### Instructional Areas

- Ideally, every course will have outcomes discussed and identified this afternoon.
- Outcomes for every course must be documented by December 1, 2009.
- Assessment of at least 3 to 5 courses *per department* will take place in fall and winter quarters.
- **One** full assessment cycle (for the 3 to 5 courses) will be completed by “reflecting and enhancing” during spring quarter.



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## Goals & Timelines for 2009-2010

### Service Areas

Student and College Service areas that currently conduct program reviews will complete ***at least one*** full SAO/assessment cycle by the end of this academic year.





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## Questions?

### Contact:

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## **Afternoon Agenda/Activities**

### **Service Areas**

Convene in Conference Rooms A&B for “SAO 101” Workshop

### **Instructional Faculty**

Convene with division/department to work on three tasks

*Task 1* - Write Outcome Statements

*Task 2* - Create Assessments

*Task 3* - Assessment Calendar Planning



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## Instructional Division Meeting Locations

### **Academic Services**

ADM 109

### **Applied Technologies**

L-26

### **Bio/Health**

Kirsch Center

### **Bus/CIS**

ADM 102

### **Creative Arts**

A-Quad (Film/TV in  
ATC)

### **ISS**

MCC-15

### **Language Arts**

L-Quad

### **Library**

Conference A&B

### **Physical Education**

PE-673

### **PSME**

S-43

### **Social Sciences/Hum**

Child Dev Center

CD1-10