Assessing Program-Level SLOs

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ACCJC Recommendation

…including measurable goals that can be used to influence resource allocation decisions on an annual basis …

http://www.palomar.edu/accreditation/Recommendations_2009/ACCJC%20Recommendations%20for%20March%202011%20FollowUp%20Report.pdf
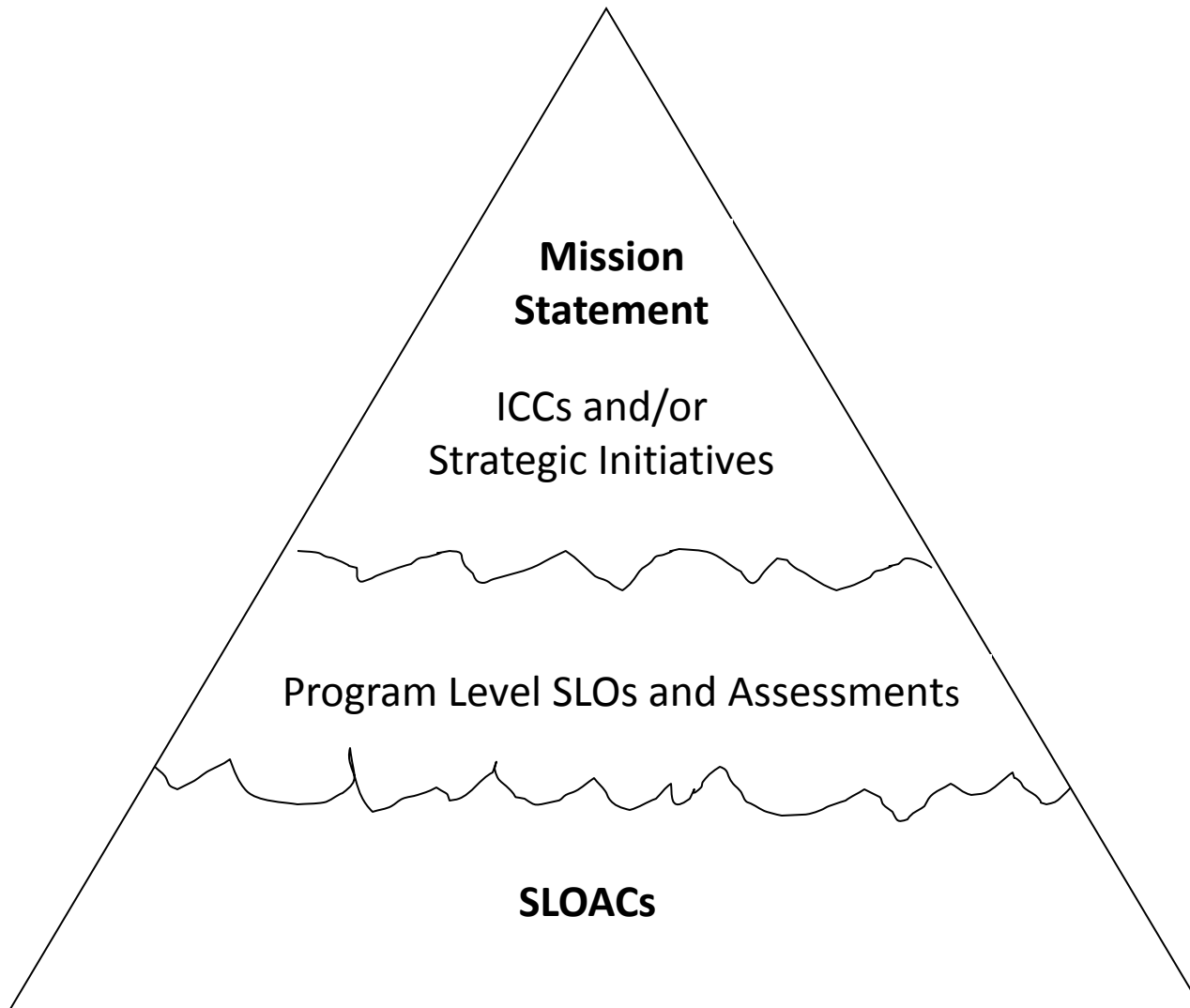
Alignment
By Curriculum Mapping
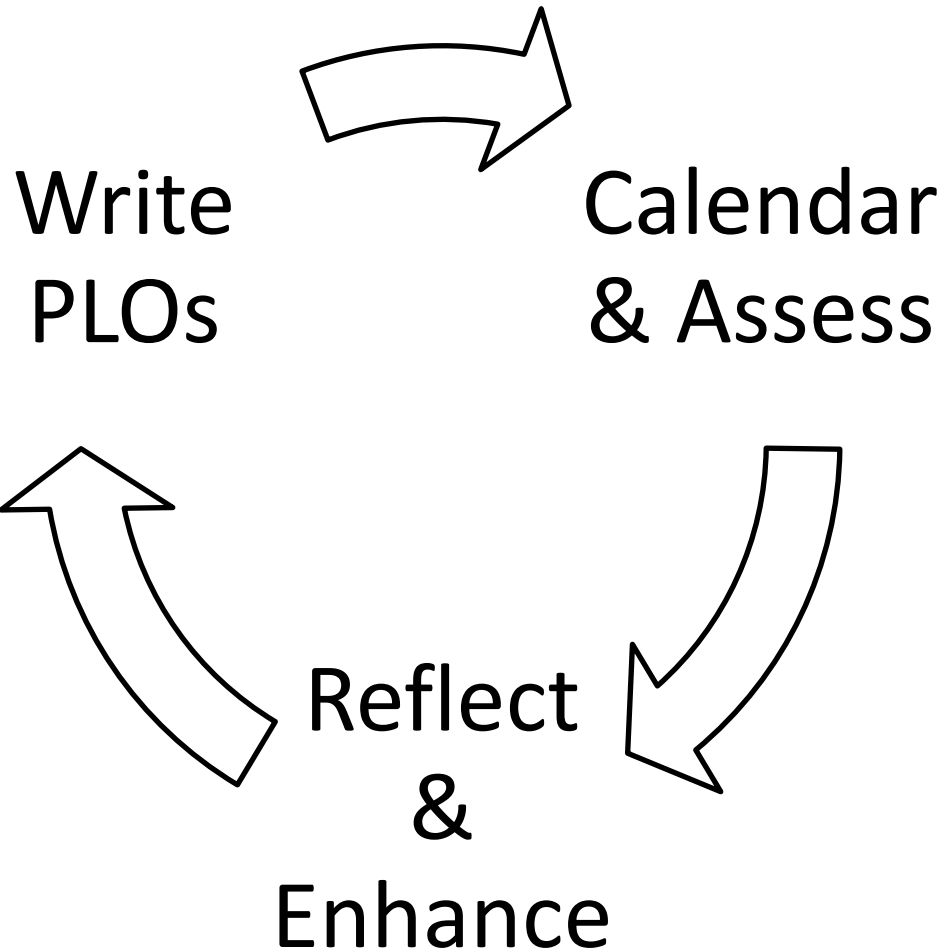
Course Level SLOs

    -> Program Level SLOs

       -> Institutional Core Competencies and Strategic Initiatives

         -> The Mission

Mission

Statement

ICCs and/or
Strategic Initiatives

SLOACs

Mission Statement

ICCs and/or Strategic Initiatives

Program Level SLOs and Assessments

SLOACs

RESOURCES ⇨

Write PLOs

Calendar & Assess

Reflect & Enhance

Assessment

Step One

Map Program Learning Outcomes to Institutional Core Competencies

Communication and expression

Global, cultural, social and environmental awareness

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

Critical thinking

Physical/mental wellness and personal responsibility

Information literacy

ICCs with expanded description
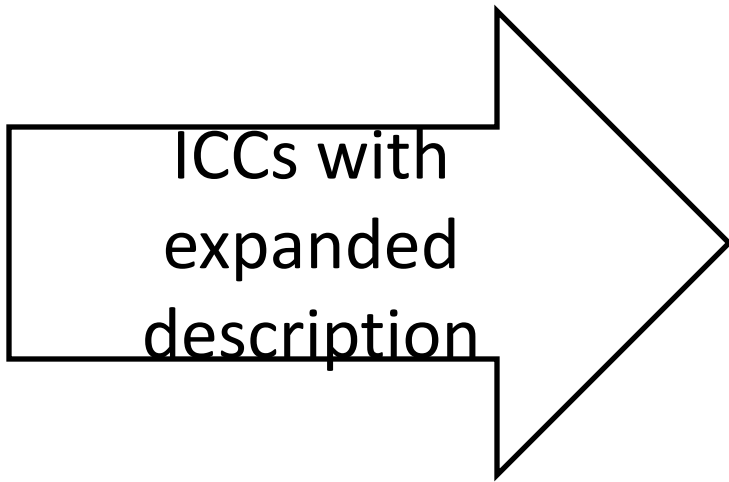
Program:
PLO Statement:

1) COMMUNICATION AND EXPRESSION*		(Check all that apply)
1a	Communicate clearly,	
1b	Express themselves creatively,	
1c	Interpret thoughtfully and logically, and	
1d	Engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context.	

Communication and expression may be: Oral communication, Verbal, Nonverbal, Informational, or Artistic

2) INFORMATION LITERACY **		(Check all that apply)
2a	Recognize when information is needed	
2b	Locate information in various formats,	
2c	Critically evaluate information in various formats	
2d	Synthesize information in various formats	
2e	Communicate information in various formats	

** They will use appropriate resources and technologies while understanding: Social, legal, or ethical issues for information and its use.

3) PHYSICAL/MENTAL WELLNESS AND PERSONAL RESPONSIBILITY		(Check all that apply)
3a1	Recognize lifestyles that promote physical well-being,	
3a2	Recognize lifestyles that promote mental well-being,	
3b	Engage in self- reflection and ethical decision-making	
3c	Explore career choices and life goals,	
3d	Practice effective individual and collaborative work habits,	
3e	Demonstrate a commitment to ongoing learning	

4) GLOBAL, CULTURAL, SOCIAL & ENVIRONMENTAL AWARENESS		(Check all that apply)
4a	Recognize their role as local, national, and global citizens.	
4b	Participate in a democratic process	
4c	Respect social and cultural diversity	
4d	Appreciate the complexity of the physical world	
4e	Understand the significance of both environmental sustainability and social justice	

5) CRITICAL THINKING		(Check all that apply)
5a	Analyze arguments	
5b	Create and test models	
5c	Solve problems,	
5d	Evaluate ideas	
5e	Estimate and predict outcomes based on underlying principles relative to a particular discipline	
5f	Interpret literary, artistic, and scientific works	
5g	Utilize symbols and symbolic systems,	
5h	Apply qualitative and quantitative analysis	
5i	Verify the reasonableness of conclusions	
5j	Explore alternatives	
5k	Empathize with differing perspectives	
5l	Adapt ideas and methods to new situations	

DE ANZA COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Program Assessment
Program Name:
Division (if applicable):
Program Contact Person: _____   Phone: _____
Date:
Attach additional pages as necessary.

ICC Number	Program Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification

Assessment

Step Two

Choosing Assessment Tools

Assessment Methods

- ## Licensing or certification

http://www.surveymonkey.com/MySurvey_Responses.aspx?sm=a%2b1ZCwdxxnIECGAHefKdMBFylZHo33wtJuI7qa3lAaA%3d

Program level SLO for Pro/ENGINEER, Computer Aided design-Mechanical, and CDI A.S.:
Employer Satisfaction: Prospective employer will be satisfied with the technical expertise of the CDI graduate as it relates to the students capacity to use CAD tools …

- ## Portfolio (ePortfolio)

http://academic.regis.edu/LAAP/eportfolio/basics_types.htm

Assessment Methods (cont'd)

- Focus Groups

- Surveys
  - ✓ Student entrance and/or exit
  - ✓ Potential employers

- Entrance/Exit Student Tests

- Imbedded course assessments

The Timeline for PLO Assessment

Instructions: For your program, indicate the primary course(s) in which your students demonstrate the program outcomes and in which year you will collect course assessment data. Data analysis occurs the year following data collection. During a five-year period, it is assumed that all outcomes will have been assessed. Accreditation requirements for specific programs may need to be coordinated in a different cycle.

Outcomes Assessment Plan
2010

Program Outcomes	2010-11	2011-12	2012-13	2013-14	2014-15

Conclusion

- Workshop on Assessing Program Learning Outcome: repeat in January

- Toño and Mary look forward to assisting at Division and Department Meetings:

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- In the works: Newsletter, new look to SLO website, tracking accomplishments

- Please share the importance of this process with your department chairs.