



## Student Learning Outcomes

*I learned more English! I have learned how to keep a job, money management. I have learned how to fill out applications—work-wise and college-wise.*

*Marian Salmeron, 4th-year student*

### What are SLOs?

One of the main conceptual shifts in higher education in the past twenty-five years is the need to move from a teaching to a learning paradigm. Putting learning first provides the lens through which we can view all of our policies, practices, and organizational architecture: and it helps define what is core and what is peripheral in our institutions. And the hardest part: learning and understanding do not necessarily occur because one is taught. Yet, learning does happen at DVC in a multitude of ways:

- Jason, who honed his writing and expanded his worldview at DVC, now creates and edits an underground Zine on immigrant experience in the U.S.
- Tamara, a manager at Beverages & More who took algebra at DVC, now has more confidence with questions about sales tax.
- After taking Yoga at DVC, Kristi has learned how to breathe deeply and relax during the middle of stressful situations.
- Tim, Leanne, and Raul are proud to demonstrate the architecture models they built as their group's final project.

- What do students take away from your classes?
- What would you like them to take away?
- What would you like them to learn so that a year from now they can still draw upon that experience and knowledge?

These are the questions we ask ourselves. These are also some of the questions at the heart of student learning outcomes.

### Why Do SLOs?

- The intrinsic value of doing SLOs is student focused—that is— what do students get from their learning experience at DVC, not only in their classrooms, but in their daily college lives, in their clubs, in the process of registering for courses, of applying for financial aid, of learning about and advocating for their rights and responsibilities. Every activity on campus is a learning opportunity in which to grow our students for lives outside of the college.
- Assessment of student learning outcomes helps the college to coordinate all of these potential learning experiences (cognitive, psychomotor, and affective) across all levels, from courses to programs, services, and activities.
- Evaluation of student learning outcomes is a chance to establish an effective and meaningful dialogue with faculty and staff.
- Four-year institutions, particularly the UC and CSU systems, have embraced the SLOs and have made great strides. Focus on the SLOs at the community college level helps us to prepare students to meet these expectations and to better align student learning experiences across the college.
- ACCJC Accreditation Standards mandates assessment of student learning outcomes. These standards state:

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population (*ACCJC Accreditation Standards*).

# SLOs at DVC

## DVC Faculty Task Force

Between February and April of 2003, a Teaching Strategies/Learning Outcomes (TSLO) task force consisting primarily of faculty convened to begin the ground-work for SLOs at DVC. The task force agreed that **SLOs must be ongoing and faculty driven**. The Task force stated that:

“The success of an effective assessment of student learning outcomes must be anchored in an ongoing planning and evaluation process that takes into consideration the use of assessment results to improve programs, services and operations. The process of ‘closing the loop’ or use of results is crucial to the success of the assessment program.”

*Final report to the DVC Faculty Senate Council, Teaching Strategies/ Learning Outcomes Task Force (or TSLO).*

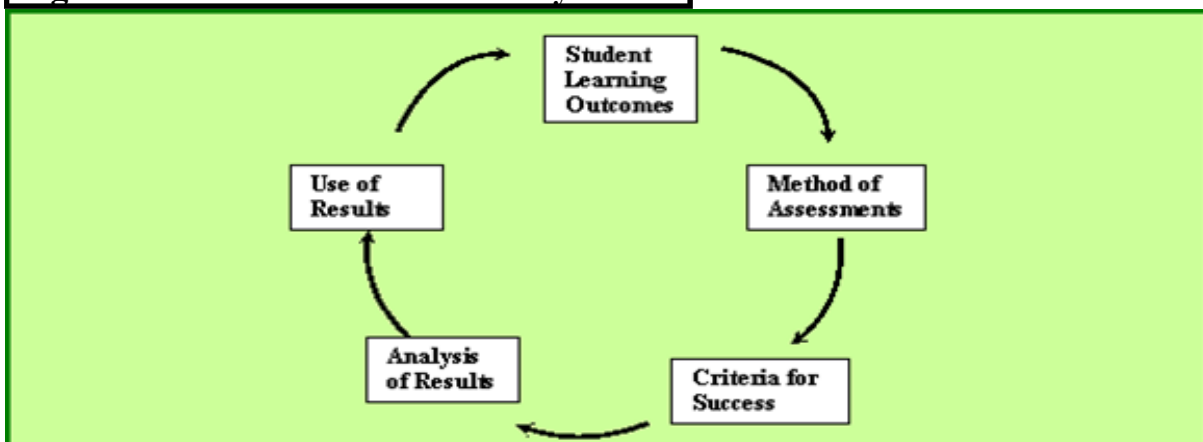
## Faculty Adopted SLO Model

The TSLO task force presented a model that is based on the nationally recognized works of Jim and Karen Nichols. The Faculty Senate committee adopted a model (see below) that has been developed into a 5-column grid to use as a template for completing SLOs. The grid is available on the SLO website (see resources at right).

## SLO Resources

- **SLO Faculty Senate Committee**
  - Chair: Karen Edwards—x2852
  - Mohamed Eisa— x2617
  - Pamela Hawkins—x2438
  - Bruce Koller—x2455
  - Melinda Moreno—x2553
- **SLO College-Wide Committee**
  - Chair: Mohamed Eisa— x2617
  - Karen Edwards—x2852
  - William Oye—x2445
  - Dennis Smith—x2359
  - Terry Armstrong—x2288
  - Student
  - Josh Friedman—x2311
- **Two faculty members with 25% release time in Spring 06**
  - Karen Edwards—x2852
  - Judy Foster—x2656
- **Dedicated staff 100% time**
  - Tawny Beal—x2848
- **DVC SLO Website**  
<http://www.dvc.edu/research/slo/default.htm>
- **SLO Pizza Fridays**
  - Staff Development Lounge
  - 1:30-3:30 except finals and holidays

**Figure 1: The SLO Assessment Cycle**





## Timing is Everything!!

The WASC accreditation team will be visiting DVC in fall 2008. One of the main components of accreditation is the emphasis on Student Learning Outcomes (see <http://www.accjc.org>). It is important that the college has two complete cycles of assessment and improvement prior to the visit. The five steps per each cycle include: defining SLOs, assessment methods, and criteria for success, as well as analysis, and use of results. In order to accomplish this, the college must complete cycle 1 in fall 2006 and cycle 2 in early fall 2007.

*Steps towards Completion (working backward):*

- Fall 2008—Site Visit
- Spring 2008—Submit Self Study
- Fall 2007—Complete Self Study
- Fall 2006—Start Self Study
- Spring 2006—Select Steering committees and subcommittees

*Cycles:*

- Fall 2006—complete cycle 1
- Fall 2007—complete cycle 2

### *Campus Goal*

Karen Edwards and Judy Foster will work with divisions and departments to define the areas (course, program, etc.) to be completed. Tawny Beal will continue to work with the faculty and staff to complete the templates for the designated areas. Karen, Judy, and Tawny will assist with the completion of at least two templates from each department and area, as well as the top courses and certificates, with a goal of completing 100 templates by May 2006. The Faculty Senate committee and college-wide committee will review and approve all templates and provide feedback. Each subsequent semester, the campus will review the current SLOs for continuous improvement and expand the number completed.

"Well, there is nothing like seeing that light bulb go on over a student's head when they 'get it'. And with SLOs we get to see that!" Gloria Zarabozo, International Student Admissions and Services Supervisor

## Status Report of SLOs: Where are we?

Defined SLOs and Assessment Measures
<b>Student Services</b>
Admissions and Records
Assessment Center
CalWorks
Career and Employment
Counseling
DSS
EOPS
Education Talent Search
Financial Aid
Information Center
Library (2 service areas)
International Students
Student Life
Transfer Center
<b>Instructional</b>
Art
Business (3 courses)
Biology
Chemistry
Computer Science (3 courses)
Dental Hygiene
Electronics
Family Life
Geography (2 courses, 2 programs)
History (2 courses)
Library (2 courses)
Math
Physical Education
Physics
Political Science
Psychology (2 courses)

Please note: This list is not meant to be an exhaustive list, but a highlight of events. Please feel free to contact Tawny Beal with any work you have done around SLOs so that your department/sub area can be represented in the future newsletter.



**Please Join us for SLO Pizza Fridays—Staff Development Lounge; 1:30-3:30  
Dedicated Assistance in Developing your own SLOs**

## Methods of Assessment—Direct and Indirect Tools

### Direct Methods

- Locally developed tests
- Nationally validated tests in general education (College BASE, CAAP, CLA)
- Tests in the major field (e.g., Major Field Achievement Test [MFAT]; the Test of...)
- Portfolio assessment
- The capstone experience
- Classroom assessment techniques (e.g., quizzes, tests, essays, critiques, projects, reports, exercises, worksheets)
- Performance on national licensure, certification, or professional exams
- Academic performance of transfer students at four-year institutions
- Essay questions blind scored by faculty across the disciplines
- Juried review of projects
- Externally reviewed exhibitions (paintings, drawing, sculpture, etc.)
- Externally reviewed productions or designs (dance and music, architecture, etc.)
- Newspaper article, letter to the editor and published book reviews
- Externally reviewed computer programs
- External evaluations of performance during internships and practicum

### Indirect Methods

- Surveys of former students
- Employer surveys
- Survey of student engagement
- Student satisfaction surveys
- Exit interviews of graduates
- Exit interviews of focus groups
- Interviews by faculty, program coordinators and others who have direct contact with students
- Follow-up studies of former students
- Retention and transfer studies
- Length of time to degree
- Graduation rates
- Transfer rates
- Job placement rates
- Self-reported measures assessing student perceptions of what they have learned
- Observations and recording of student behaviors by faculty and staff

"Who would have thought? ... (w)e actually had fun working on the SLO's---IMAGINE?" Deya Brashears Hill, Family Life



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