



DVC continues to make great progress in implementing SLOs this Spring. By April 2006:

- **100% of student services areas have developed SLOs**
- **The Faculty Senate committee has received 30 templates of columns 1-3 (ex. see pg. 2)**
- **12 Pizza Friday workshops have been conducted**
- **24 different departments with 30 individual faculty/staff have attended Pizza Fridays**

The psychology department implemented an assessment method in one of its courses and provided recommendations for change. EOPS and International Student Services have completed the development, administration, and analysis of a survey in their orientations. The EOPS survey addresses career and academic planning, and student services. As a result, next year's orientation will be changed to emphasize career development. International students' addressed rights, roles, and responsibilities of students. For future orientations, greater emphasis will be placed on: right to remain in US with expired Visa, medical reasons for falling below units, and working status.

### Field Notes: Examples of SLOs and Assessment at Other Colleges

#### Music at Contra Costa Community College

CCC uses jury examinations of student performances each semester, combined with a qualifying examination evaluated by a majority vote of the music faculty at the end of the second year (or after completion of the music major requirements) to evaluate the following SLO:

“Students will demonstrate a level of technical skill and musicianship in their major performance area comparable to music majors in similar programs across the nation.”

#### Psychology at Irvine Valley Community College, Irvine, Ca.

All instructors teaching the introductory course agreed to administer the same 30 objective questions and three short answer essay questions on the final exam to assess the following:

“When asked to explain why psychology is a science, 90% of students who complete Introductory Psychology will cite some fundamental tools and concepts used in the science of psychology...and the public and self-correcting nature of psychological research... and how this differs from the pseudo-sciences.”

#### Broadcast and Electronic Communication Arts (BECA): San Francisco State University

When BECA graduates access the alumni page they are asked to complete a brief career summary and short questionnaire rating the amount of learning and long-term value of key areas of the curriculum. A part of this questionnaire addresses the research and writing skills that students should have acquired. This method of assessment informs the college about the employability of the graduates, as well as the perceptions about their learning.

#### Counseling at Gavilan Community College in Gilroy, Ca.

Gavilan Community College has students complete an orientation quiz at the end of orientation, with the expectation that at least 80% of students will “...identify college resources, procedures, and policies that support their academic success.”

*There's a wide array of knowledge that's possible here, arts and humanities and math and science and speech. You get to learn different aspects of life. In debate class we have learned how to have spontaneous thoughts that are relevant to the situation.*

Don Thompson, Student

# Example of the Month: Business 294

DIABLO VALLEY COLLEGE SLO PLAN Unit/department: Contact Person: P. Churchill Ext. 2434 Date of completion:

LEVEL Choose institutional, program, or course	<input type="checkbox"/> Institutional (select one)	<input type="checkbox"/> General Ed.	<input type="checkbox"/> Developmental Education	Program Title:	
	<input type="checkbox"/> Program (select one)	<input type="checkbox"/> Academic/Vocational	<input type="checkbox"/> Student Support	Program Title:	
	<input checked="" type="checkbox"/> Course			Course Number and Title: Business 294 - Business Law	
GOAL STATEMENT: The purpose of this course is for students to: (1) analyze situations in business and industry which could have legal significance and implications; (2) be able to apply the processes involved in legal reasoning; (3) compare and contrast general legal principles of common and statutory law; and, (4) critique the legal decisions made by the courts. (Draft statement)					
Expected Student Learning Outcome	Methods of Assessment	Measurement Criteria	Analysis of Data	Use of Results	
Select three outcomes	Identify two methods for each outcome	Identify the criterion for each method.			
Students will be able to... 1...evaluate issues that may have legal significance in the business environment.  2...formulate conclusions based on sound legal reasoning.  3...compare and contrast alternative legal theories as they apply to a hypothetical fact situation.	1a. Students will evaluate and brief a full case decision from the U.S. Supreme Court. The analysis will be administered in all sections and evaluated based on a common rubric developed by the Business Law faculty.  1b. Students will be given an in-class or homework assignment in which they will evaluate several different hypothetical fact patterns that may or may not have legal implications. This activity will be administered in all sections and will be evaluated by a common rubric developed by the Business Law faculty.  2a. Students will develop a Memorandum of Points and Authorities based on the facts provided. The memo will list the issue(s) and the applicable rule(s) of law. The memorandum of points and authorities will be administered in all sections and evaluated based on a common rubric developed by the Business Law faculty.  2b. Students will be given an in-class or homework assignment in which they provide a legal analysis relevant to specific business situations.  3a. Students will write an essay comparing the state police powers under the Tenth Amendment with the interstate commerce clause of Article I, Section 8 of the US Constitution.  3b. Students will complete an in-class or homework assignment in which they are required to present information on various legal theories.	1a. 60% of the students will be able to complete the case study with a grade of "C" or better.  1b. 60% of the students will be able to accurately identify situations that may or may not have legal implications with a grade of "C" or better.  2a. 60% of the students will be able to complete the Points and Authorities Memorandum with a grade of "C" or better.  2b. 60% of the students will be able to complete a legal analysis relevant to some specific business situations with a grade of "C" or better.  3a. 60% of the students will be able to complete an essay comparing two legal theories with a grade of "C" or better.  3b. 60% of the students will be able to present information on various legal theories with a grade of "C" or better.	Summary and Analysis of Data	Use of Results and changes in curriculum	

## Criteria for an Exemplary Model of SLOs

- The outcomes are *student* focused
- The SLOs relate to higher level cognitive abilities (Bloom's Taxonomy)
- SLOs are focused on a single outcome without too many and/or's
- There are multiple methods of assessment
- Methods are clear and measurable
- Criteria are ambitious yet achievable

## Contacts

Contact the following for help on your SLOs:

Karen Edwards—x2852  
Judy Foster—x2656  
Tawny Beal—x2848

## SLOs are Going to the Board

The three colleges of Contra Costa will be providing information to the Board during an April working session of the Board. The session will include a 60-minute presentation on the current state of affairs at each college and will be facilitated by Ted Wieden. The meeting will be held on April 26, 5:00, at LMC in the Child Study Center, room 112 and is open to the public.



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