

Diablo Valley College SLO Newsletter

SLOs . . . Moving Down the Tracks . . .



On March 9 over 30 full- and part-time instructors and managers participated in the Faculty SLO Mini-Conference. The highlight of the conference mentioned by attendees was the opportunity to dialogue with faculty members from their departments and with colleagues from other disciplines about SLOs. If any of you missed the conference and would like a copy of the workbook, please call Judy Foster at Ext. 2667 or contact the faculty SLO facilitator working with your department (Melinda Moreno, Ext. 2553, or Suzanne Christian Miller, Ext. 2830).



All of the Student Services programs are currently in their second assessment cycles; the GE assessment process is moving forward in the English and Math areas; and instructional units are at various stages in their course and program SLO assessment cycles.



Remember—your SLOs may not be *perfect* the first time—just do it and begin the process. As you continue working with SLOs, I hope you will discover that SLOs will provide a platform for further dialogue with your colleagues at DVC about our mission—helping our students become successful learners—in our courses, in our programs, and at our institution.



Before the end of the semester . . . If your department has completed Columns 1-3 of the SLO template for your courses and programs but has not yet submitted them, please e-mail them to Judy Foster so the faculty SLO committee members may provide feedback that will help you put your assessment cycle into gear in fall 2007. You do not have to wait until assessment items, projects, or rubrics are developed to turn in your templates, so please submit them by May 11.

Thank you to all faculty members who encouraged your students to participate in our first GE SLO assessment and for responding to our requests for assistance. It's one station at a time.

—Judy Foster, Institutional Effectiveness Coordinator

Focus on Student Services SLOs – International Students

According to Gloria Zarabozo, supervisor of the International Students program, "Participating in student learning outcomes has helped me to realize that I can't assume that just because I am . . . presenting information . . . that it's necessarily being properly received." She goes on to say, ". . . and that's a very good thing to know. It allows me to focus on things that are not being received."

The SLO cycle enabled the International Students Office to measure the way information regarding rights, responsibilities, and benefits is imparted to the students. Gloria shared that she was "surprised that some of the questions included on the 10-question T/F exercise were missed by a large number of students. I thought I was clearly communicating the information, but the students were consistently getting the answers wrong." Because of the first assessment cycle, questions have been reworded and the presentation, modified.

The beneficiaries of the modifications? The 900 international students at DVC.



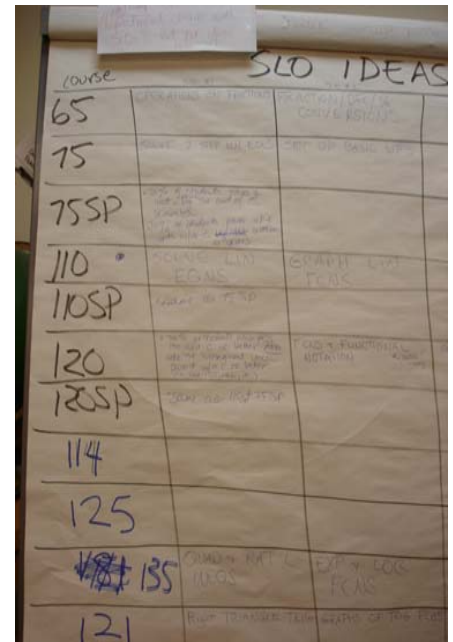
L to R: International Students Office staff members Gloria Zarabozo, Supervisor; Kendrick Tong, student assistant; and Patricia Derickson, Processor.

Course-Level SLO Best Practices

The DVC Math Department has taken a creative approach to involve all of their faculty—full time and part time—in the SLO process. On two easel pads in the Math Department Resource Room that everyone has access to (see photo), all math faculty have an opportunity to jot down their ideas about student learning outcomes for any and all math courses. This strategy has allowed them to brainstorm SLOs without seeing one another face-to-face. One foreign language instructor videotaped his students' final presentation as "evidence" of their meeting identified course outcomes.



In other departments, faculty are e-mailing one another and including their part-time faculty in an online "dialogue" about SLOs; potluck evening meetings to which all faculty are invited provide opportunities for SLO dialogue sessions. Phone-in meetings using CCC Confer (anyone can join the discussion by calling an 800 number) have also been held. Go to www.cccconfer.org for information and tutorials.



“Evidence” the Accreditation Team Looks For

When the accreditation team visits DVC in fall 2008, the members will be looking for evidence that DVC is evaluating student learning outcomes. The team will be thinking about **designed** curriculum—in the catalog and official course outlines, **taught** curriculum—in syllabi, and **learned** curriculum—the assessments: what have students learned? what can they do? what do they care about?

Common methods for assessing student learning in courses and programs are

- capstone experiences (research papers, case studies)
- classroom assessment techniques (see Angelo & Cross)
- dance and music productions
- paintings; computer programs; articles
- evaluations by advisory councils and by employers
- exit exams or interviews
- faculty-developed rubrics for scoring student work
- locally developed tests and standardized tests
- portfolios of student work collected and reviewed for evidence of learning and development

For the Student Service areas, teams will look for evidence that the services are part of a program review, that the services are beginning to look at their role as contributors to student development, and that assessment of each of these services is occurring. Assessment might include

- transcript analysis (course-taking patterns)
- surveys (student satisfaction surveys)
- retention/completion rates
- assessment of learning communities
- tracking counseling
- studying outcomes of students identified or referred who used services (vs. non-users)
- follow-up on EOPS students
- exit interviews with students
- longitudinal studies of cohort groups with specific student groups, such as Puente, international, high-risk groups, or gender/age/ethnicity
- assessing orientation—what are students supposed to learn? what did they learn?
- assessing success rates for at-risk students
- typical output measures: course completion rates, basic skills completion, persistence rates, graduation rates, transfer rates, success after transfer, and job placement

—From ACCJC *What Accreditation Teams Would Ideally Find*