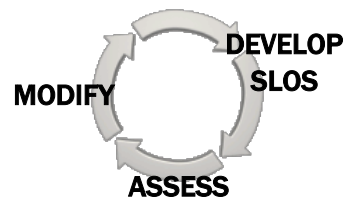


Diablo Valley College SLOs

Student Learning Outcomes



Summer 2006 Issue No. 1

Spring 2006 SLO Progress

A plethora of faculty, staff, and administrators engaged in the DVC SLO process this semester, making it one of the most successful and productive campus-wide semesters in the SLO process that began just over 4 years ago. To date, the Faculty Senate SLO committee and the college-wide SLO committee have received over 60 templates, consisting of 47 from instructional areas and 13 from each of the student service areas. The Faculty Senate committee provided formal written feedback on each of the instructional area templates submitted. The campus-wide committee has invited representatives from each of the student service areas to meet with them to discuss their templates and plans for fall 2006. There are also 21 templates in progress to be submitted soon. These included gallant efforts from full-time and part-time faculty and staff by whole departments, departmental teams, student service areas, and individuals in one-person departments from both DVC and SRVC. Of course, the heart of SLO work is the dialogue around student learning and the changes made as a result, but the template structure is intended to facilitate and focus that process. We look forward to receiving yours!



A Pizza Friday session



Delegates from CCC, DVC, LMC, and DO convene to prepare the Board presentation

CCCCD Board Interest in SLOs

“Your presentation is one of the best I have witnessed in my 14 years of attending board meetings. You engaged the board in a very meaningful way.”
Dr. Helen Benjamin

In the spirit of SLOs, DVC collaborated with LMC, CCC, and the district office to present the current state of affairs to the board, which includes SLOs in their own strategic directions. Ted Wieden from the Chancellor’s Office facilitated, and presented a brief overview.

Delegates from each college introduced the following :

- DVC faculty presented the first phase, “developing measurable outcomes”
- The CCC research department presented the second phase, “assessment,” which included a rubric developed by the CCC speech department
- LMC faculty presented the third phase, “closing the loop,” or use of results. This included examples from DVC’s EOPS and International student services use of survey results to improve orientations.

The presentation offered an opportunity for dialogue to occur not only within each of the colleges, but also across. It is clear that each college is implementing SLOs in their own way, but each has focused on the important component of dialogue and all are moving forward in the process. The intent was not to compare colleges, but to collaborate across colleges and the district.

Student Learning Outcomes and Program Review

Ideally, implementation of student learning outcomes is part of an overall commitment by departments and student service areas to comprehensively improve

effectiveness and efficiency. To that end, many institutions incorporate student learning outcomes with program review. In fact, these should work in conjunction. Some areas on campus have combined these efforts, while others look at them separately. Given that, it is important to make a distinction between the two. Program review is focused more on the program as the unit of analysis, while student learning outcomes focuses on what all students should be know or be able to do, not individually, but in aggregate.

Program Review

- Number of students who access a service
- Fill Rate (% of capacity enrolled)

Student Learning Outcomes

- What students learned from attending a workshop
- What students are able to do after taking a class

Focus on Dialogue

“The [WASC accreditation] Standards emphasize dialogue as a means for an institution to come to collective understanding of what it means to be learning-focused in the context of a particular institution’s history and mission, (and) of what the meaningful student learning outcomes at the program and degree level should be...”

“Unlike debate . . . the goal of dialogue is mutual understanding and respect . . . Dialogue involves active listening, seeking to understand, giving everyone a chance to talk, and trying not to interrupt. A conscious commitment to engage in dialogue ensures that a group welcomes a wide range of viewpoints . . .” The Accrediting Commission for Community and Junior Colleges/ Western Association of Schools and Colleges. Guide to Evaluating Institutions. August 2005.

WASC Definition of Dialogue

- On-going
- Self-reflective
- Collegial
- Explores complex issues
- Uses evidence
- Inclusive



Math and Economics – that sounds like a learning community.

Dialogue was a key component this semester. Many departments met initially to develop SLOs and the tools for measuring them. Some instructional areas, such as English, math and dental, as well as several of the student services areas, have become engaged in dialogue about the use of results. There were constructive conversations on creating rubrics of

expectations for all students. Dialogue was passionate, theoretical at times, and, overall, productive.

The SLO process has “. . . caused me to look back at how far we have come and the changes that have occurred during this journey. This process has helped me to identify the direction in which my program should proceed.”

—Anonymous quote from instructor survey, spring 2006

Continuing the SLO Process

The effectiveness of SLOs is in the ongoing dialogue around student learning. Several faculty, staff, and administrators in instructional and student services areas engaged in extensive dialogue to create the initial SLOs implemented in spring 2006. Many of these teams and individuals will be collecting and analyzing the data over the summer or in August. The process includes a rotating set of SLOs. Departments will focus on 3–5 outcomes per semester. As departments and service areas feel comfortable that students are truly getting the essential knowledge, skills, abilities, and attitudes that they expect of them, then they will focus on new areas. The steps for continuing the process are:

- Complete analysis of results for current SLOs in August/September 2006 (column 4)
- Make recommendations for changes based on results (column 5)
- **Submit completed templates (column 1–5) to Faculty Senate SLO committee (instructional areas) and the college-wide committee (student services areas) in August/ September 2006 (due by September 30th)**
- Continue to implement existing SLOs with possible modifications
- Discuss additional SLOs to be implemented*
- Implement additional recommended SLOs in fall 2006
- Student Services to meet with the campus-wide committee by October 31st, 2006.

* In particular, the SLO Faculty Senate committee is targeting the top 50 courses (by enrollment), and additional programs (e.g., certificates, degrees, basic skills, transfer, etc.).

Flex Activities for Fall 2006

1. August 14th, 10:00-12:00: Drop-in lab for dedicated assistance with SLOs at any point in the cycle
2. August 15th, 1:00-3:00: A Proposal for Assessing GE SLOs at DVC

3. August 15th 1:00-3:00: Developing Rubrics.

This Month's SLO Course Template Example Columns 1-3: Library 105

DIABLO VALLEY COLLEGE SLO PLAN Unit/department: Library Contact Person: Andy Kivel/Linda McKinney Ext. 2170 Submitted: 03/22/06

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: L-105 Reference and Research Services: Tools and Techniques		
GOAL STATEMENT: Upon successful completion of the course students will be able to provide quality reference services and critically evaluate reference information resources.				
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.		
<p>Students will be able to...</p> <p>1. design a search strategy to find appropriate information based on analysis of an information need.</p> <p>2. conduct a quality reference interview to appraise client information needs.</p> <p>3. retrieve appropriate and reliable information through evaluation and application of current information technologies (online web sites, and free or subscription databases).</p>	<p>1a. Brief essay evaluated by a common rubric: Students will choose from a list of legal and medical questions, use a bibliography of sources discussed in class, select and search 2-3 information sources, and in a brief essay evaluate and compare the effectiveness of these sources in answering the question.</p> <p>1b. Completion of work sheet evaluated by a common rubric: Small group activity in which students take a stated information need, and working together, decide which Search Engine and keyword strategy would best satisfy the information need with quality Web sites. The group will develop and execute the strategy and report the URL's and titles of 1-2 chosen sites.</p> <p>2a. Role playing evaluated by a common rubric: Activity in which student reference interviews are role played and evaluated by peers according to standard criteria.</p> <p>2b. Final exam evaluated by a common rubric: 2-3 scenario-based short answer questions on final examination.</p> <p>3a. Role playing evaluated by a common rubric: Activity in which students are required to successfully search for and retrieve requested statistics, identify quotations and locate book reviews using authoritative web sites and subscription databases.</p> <p>3b. Role playing evaluated by a common rubric: Successful completion of in-class activity to locate information about current events using authoritative news Web sites and subscription databases.</p>	<p>Currently there is 1 section of L-105. Assessment will be conducted for all students in this section.</p> <p>1a. 80% of students will complete the essay at satisfactory or above level.</p> <p>1b. 80% of students will complete the worksheet at satisfactory or above level.</p> <p>2a. 70% of students will complete the role play at satisfactory or above level.</p> <p>2b. 75% of students will complete the short answer questions at satisfactory or above level.</p> <p>3a. 60% of students will be able to conduct the role play at satisfactory or above level.</p> <p>3b. 75% of students will be able to conduct the role play at satisfactory or above level.</p>		