**Master Plan Update – Fall 2013**

**Student Level Outcomes, Program Level Outcomes, Administrative Outcomes, and Institutional Level Outcomes Status (as of September 23, 2013)**

**I. Progress in SLO/SSLO/AUO Assessments**

An evaluation team representing the Accrediting Commission for Junior Community Colleges visited De Anza College October 24-25, 2012. One of the three recommendations this team addressed during their campus visit was Recommendation 3 pertaining to student learning outcomes which stated:

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO and AUO assessment cycles at the course, program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services and student learning. Additionally, the college is reminded that the standard requires institutions to include “effectiveness in producing learning outcomes” in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f. II.A.2.h, II.A.2.i, and III.A.1.c)

The team found “The College provided evidence that it has accelerated its efforts to reach proficiency towards the implementation of SLO, SSLO, and AUO assessment cycles at the course, program, and degree levels. The team found evidence that the College is at the proficiency level for SLOs and is on track to be at the proficiency level for SSLOs and AUOs. The team concluded that the College has met the requirements of this recommendation <http://deanza.edu/accreditation/ACCJC_ReportOn2012Follow-UpVisit.pdf> .

**Student Learning Outcomes**

All 1,210 of the courses currently taught have student learning outcome statements. These are now required to be part of the course outline as each course submits its five-year review to the curriculum committee. 62% of our courses active during the 2012-13 school year and having been taught at least one time have ongoing assessments as compared with 59% as of October of 2012. There is an inconsistency in the data caused by newly approved courses are often not taught for one or two years after approval.

**Program Level Outcomes**

100% of our 57 instructional programs including 100% of certificates and degrees have program level outcome statements. 37 of 57 programs areas have one or more program level outcome statements being assessed. This represents 65% of our programs.

**Institutional Level Outcomes**

100% of the Institutional Learning Outcomes (ICCs) are being indirectly assessed by the mapping of the Program Level Outcomes to the ICCs.

A Critical Thinking assessment task force was formed at the end of the 2011-12 academic year. During the 2012-13 academic year rubric has been created to be used campus-wide for the direct assessment of critical thinking. It has been alpha and beta tested and will be rolled out for all faculty to use Fall 2013 ([http://deanza.edu/slo/critical\_thinking\_assessment/](https://www.mail.fhda.edu/owa/redir.aspx?C=JYEzA_CGVkGwGeMIzkLJCblfZ9bydtAIBNZ5bliFEuugf7F4rRO5c7n0sdxK7f9ofWGyxL8oyGY.&URL=http%3a%2f%2fdeanza.edu%2fslo%2fcritical_thinking_assessment%2f)).

The Institutional Learning Outcome chosen for assessment this year was “Global, Cultural, Social and Environmental Awareness”. The college participated in the Community Engagement Survey in spring 2013. This survey addresses the global, cultural and social aspects of our chosen ILO. 86% - 89% of the students participating in the survey agreed or strongly agreed that their experiences attending De Anza College improved their ability to see things from the perspective of others, to converse constructively with someone from another ethnic background, to work with others from diverse backgrounds, and to understand people from other cultures or ethnicities. These are all attributes of global and cultural awareness. However, survey questions directed at some social aspects did not fare so well. Only 61% of the students agreed or strongly agreed that De Anza College attendance improved their ability to have an impact on social change or political change; 63% believe more than they did before that they are able to affect social or political change; and, 63% of respondents stated they strongly agree or agree that they believe more now than before that helping others is personally rewarding. Thus, it is fitting that one of our panelists at the 2013 Convocation shared his model on how to convince students that “I, too, could be a scientist”.

The full survey results will be shared with the campus community in the fall. [http://www.deanza.edu/ir/deanza-research-projects/2013-14/Community%20Engagement%20Survey\_Spring2013.pdf](https://www.mail.fhda.edu/owa/redir.aspx?C=JYEzA_CGVkGwGeMIzkLJCblfZ9bydtAIBNZ5bliFEuugf7F4rRO5c7n0sdxK7f9ofWGyxL8oyGY.&URL=http%3a%2f%2fwww.deanza.edu%2fir%2fdeanza-research-projects%2f2013-14%2fCommunity%2520Engagement%2520Survey_Spring2013.pdf)

**Student Services Learning outcomes (SSLO) and Academic Administrative Unit Outcomes (AUO)**

For instructional support programs,student services (16 areas), instructional services (6 areas), and academic services (7 areas) have outcome statements and are involved in on-going outcomes assessment. Coordinators for all program areas have been trained in how to use TracDat to organize, plan, record, and report their outcomes assessment cycles and information. Instructional support programs are on track to achieve the college goal of completing at least one SSLOAC and AUOAC for each active outcome statement before the CPR year of 2013-14.

**Administrative Level Outcomes**

For college services, finance (8 areas) and educational resources (8 areas) have outcome statements and are involved in on-going outcomes assessment. In 2013-14, the 16 programs will be consolidated into 6 programs making the administration of outcomes assessment and TracDat more manageable. The coordinators for the six program areas still need to be identified and trained in how to use TracDat to organize, plan, record, and report the outcomes assessment cycles and information. College services are on track to achieve the college goal of completing at least one AUOAC for each active outcome statement before the Comprehensive Program Review year of 2013-14.

**Integrated Planning and Budgeting**

Annually each fall, the PBTs review and confirm the APRU criteria to be reported in the spring of that academic year. Over the past three cycles the criteria is becoming more stable and will be incorporated into the Comprehensive Program Review due 2013-14.

**IPBT**

In 2012-13 the IPBT used the previous year’s APRU information in making allocation decisions for College resource allocation. Since 2009-10, the IPBT uses a process where its members are assigned the responsibility to thoroughly read APRUs and to develop questions related to topics such as program viability and resource requests (<http://www.deanza.edu/gov/IPBT/program_review_files.html>). The 2012-13 APRU contained two updated questions and two additional questions concerning SLO work at the course level and at the program level.

**SSPBT**

In 2012-13 the SSPBT used the previous year’s APRU information in making decisions for resource allocation and developing scenarios including budget reduction scenarios. The SSPBT also approved a service viability and discontinuance process predicated on Program Review information for service areas and in 2013-14 will finalize an agreement with the IPBT for instructional viability review. Starting in 2011-12 APRUs were assigned readers to report back to the SSPBT. In 2012-13, all APRUs were submitted in early April making the outcomes assessment information more up-to-date and readily available for decisions to be made in the spring. The SSPBT will determine the criteria and inform the programs of this change <http://www.deanza.edu/gov/SSPBT/Resources.html>

**FERPBT**

In 2012-13 the FERPBT used the previous year’s APRU information in making allocation decisions for Measure C funds and budget reduction scenarios <http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>

II. **Summary Update of Outcomes and Assessment Planning Activities**

In order to move forward from proficiency to achieve sustainability as well as assess the effectiveness of the processes, the college engaged in the following activities this year:

**TracDat**

By the start of Fall 2013 TracDat was updated to reflect deleted courses, added courses, and new SLO statements as appropriate.

**New Faculty Orientation**

Presentation outlined the SLO assessment process at the course level. [Link to presentation](http://deanza.edu/slo/New_Faculty_SLO_Presentation.ppt)

**Opening Day 2012**

* Each department ran a report of their current SLOAC work from within TracDat, and completed a survey (<http://irp.fhda.edu/cgi-bin/rws5.pl?FORM=SLO>) to act as a self-assessment for SLOAC progress. Results of this survey may be found at: [http://deanza.edu/slo/2012\_SLO\_Survey\_Results.pdf](https://www.mail.fhda.edu/owa/redir.aspx?C=JYEzA_CGVkGwGeMIzkLJCblfZ9bydtAIBNZ5bliFEuugf7F4rRO5c7n0sdxK7f9ofWGyxL8oyGY.&URL=http%3a%2f%2fdeanza.edu%2fslo%2f2012_SLO_Survey_Results.pdf)

**Reports Prepared**

* 2012 Status Report on SLOs <http://deanza.edu/accreditation/DeAnzaStatusReportOnSLOs2012.pdf>
* ACCJC Planning Agendas Report
* Governance Assessment Due June 5, 2013
* ACCJC Annual Report 2012 <http://deanza.edu/accreditation/ACCJC_Annual_Report_2012.pdf>

**2013 Partners in Learning Conference**

* Toño Ramirez, SLO Coordinator, presented a workshop on assessment titled: *Care Comes Cheap: How do I know if I'm really doing what I claim to care about?* <http://prezi.com/l25jjjago7eb/2013-de-anza-partners-in-learning/?auth_key=5d4a08bd3bbd70a54a27c49f5d2e796183691b5d>

**Program Review**

* The SLO Liaisons and Coordinators worked with Departments and individual department chairs assisting with the completion of the APRU.
* Mary made a presentation to the instructional deans to coordinate updates and the reports needed from TracDat.

**April 26 Faculty SLO Convocation**

* The morning general session focused on the direct assessment of the Institutional Learning Outcome: Global, Cultural, Social and Environmental Awarenss.
There was an objective for faculty and an objective for our students.
The Faculty & Staff Focused Objective was to deepen faculty and staff understanding of global, cultural, social, and environmental awareness seen through the lens of civic capacity for equity and social justice.
The Student Focused Objective was to assess that our students are deepening their awareness in regards to global, cultural, social and environmental issues as seen through the lens of civic capacity for equity and social justice. [LINK to slide presentation](http://deanza.edu/slo/2013_Convocation_Slides.pptx); [Link to pictures from 2013 Convocation](https://picasaweb.google.com/102327053405377212304/ConvocationApril262013?authuser=0&authkey=Gv1sRgCNv70r2R2qjShwE&feat=directlink); [Link to break-out worksheet.](http://deanza.edu/slo/GCSEA_Assessment_Worksheet.doc)
* The outcome for the afternoon session was for faculty to dialog on SLO work at course and program level. There was to be departmental work on SLOACs and PLOACs. Drop-in help was available in Admin 102 on any aspect of the SLO process.

**Training – Student Services and Administrative Units**

* Follow-up trainings were conducted in the Winter quarter primarily AUO for the college and the District. More training sessions to be conducted in the fall of 2013 for the College Services programs.

**Training – Faculty**

*Department and One-on-One Meetings:*

Some examples of who coordinators worked with: Environmental Studies Department, Journalism Instructor, Child Development Department, Photography Instructor, Language Arts Division, Mathematics Department

*“Help Shops”*

These are intended to assist faculty on two distinct levels. The “help shop” guides faculty through the process of choosing methods of assessment, stating the data summaries and reflections, and choosing meaningful enhancements at the course level and at the program level. Secondly, faculty members are assisted in the actual entry of the SLOAC or PLOAC into TracDat.

* Opening Day at De Anza in the afternoon
* Wednesday, October 10: 1-2 PM, MLC 243 Computer Lab. There were no participants.
* 2013 SLO Convocation day in the afternoon

*“SLO Office Hours”*

Drop-in help sessions to give assistance on any aspect of the SLO process take place in the Academic Senate Office in the Administration building at the following times throughout the quarter:

* Wednesdays: 3:30 – 4:20 pm
* Thursdays: 10:00 – 11:00 am

**Presentations to Academic Senate (**[**http://www.deanza.edu/gov/academicsenate/notes/index.html**](http://www.deanza.edu/gov/academicsenate/notes/index.html)**)**

* Report to the Academic Senate on October 8, 2012 focused on the progress of the Critical Thinking Task Force and the numbers as they will be presented in the College Status Report on SLO Implementation due to the ACCJC on October 15.

The attendees at the meeting concluded that the SLOAC process is part of the responsibility of teaching the class much like the creation of the syllabus. Faculty are encouraged to keep their assessments on the SLOAC Worksheet Word document and get together for “SLO Parties” to enter data into TracDat where discussion time will assist in the Reflection and Analysis and Enhancement stages.

* Presentation on January 14 focused on the following two points:
1) Choice for the next ICC to be assessed
2) Inform faculty that SLO statements will become visible beginning Fall 2013. [LINK to “What ICC Next” Presentation](http://deanza.edu/slo/Selecting_2013_ICC_for_Assessment.pptx)
* Presentation on February 28 was a request for financial support for the 3rd Annual SLO Convocation.
* The purpose of the presentation on June to summarize the SLO Work for 2012-13 [LINK to 2012-13 SLO Summary Presentation](http://deanza.edu/slo/2012_13_SLO_ProgRpt.ppt)

**Self-Assessment of the SLO Process**

Curriculum Committee is overseeing quality control evidenced by the fact that some faculty have been asked to re-word the SLO statements when submitting course outlines for five-year review.

DASB has a non-voting member on the SLO Steering Committee.

**Publications:**

SLO Coordinator, Toño Ramirez’s rebuttal to “No Simple Solution” written by Rachel A. Winston, Ph.D. (Link to the article: <http://library.constantcontact.com/download/get/file/1102506053689-401/rwinston_nosimplesolution.pdf>) entitled *SLO Solutions* may be found at <http://bcrain.uberflip.com/i/125078>.