De Anza College
SLO Steering Committee
January 28, 2009

Attendees: Vice-President of Instruction, Christina Espinosa-Pieb,; Vice President of Student Services, Robert Griffin, Researcher, Andrew LaManque, Sentate President, Anne Argriou; Curriculum Chair, Anu Khanna SLO Coordinators: Jim Haynes and Coleen Lee-Wheat

President, Brian Murphy visited for about 15 minutes.   This was our inaugural meeting.

-Update (where are we as of W09)
   The coordinator last year spent time informing the faculty that Student Learning Outcomes were required for Accreditation. The project was at a standstill for various reasons until the Senate sponsored a SLO Training Workshop on October 13, 2008. Marcie Alacraig from Cabrillo College held a four hour session. There were approximately 30 attendees.

   December 4, 2009, several faculty submitted letters of interest for the SLO Coordinator position –instruction emphasis. Only one candidate submitted a letter for the service area coordinator position. The positions were posted to start at the beginning of Winter Quarter, thru June of 2009 with one (lecture class) release time per position. Coleen Lee-Wheat and Jim Haynes were selected.

   Jim and Coleen have been researching models of SLO implementation at various colleges. The have been meeting everyday to discuss findings.
   Key ideas:
   1.We need a place to house the project/a resource center as such. Thus, revamping the Office of the Staff and Organizational Development office to include "SLO" is critical. Support of the Director position will be a critical piece to showing the ACCJC that the college is moving to embedded the SLO project into the college vision. This concept is being presented to the Academic Senate. A copy of the OSD job description needs to be evaluated to include experience in working with SLO's for *both the faculty and staff*. (see attached pages)
   2.Jim has initiated the writing of a "SLO definition and purpose" for the Senate to edit and approve. This should project should finish this Winter Quarter, 2009 (see attached pages)
   3.Coleen and Jim have been attending the Senate Meetings weekly to present the SLO concept, and to lend their ideas to the ICC discussion. The ICC's must to be "assessable". If De Anza chooses to follow the Cabrillo College model. GE courses, Transfer courses, Vocational Courses are all possible groupings that can be "mapped" to the ICC's. Service areas should also map to the core competencies to show that through participating in a campus provided service; they are learning.

-Timelines - Winter, Spring and beyond

1. Ann and Anu presented the ACCJC rubric. We feel that De Anza is still in the awareness phase, and very very behind relative to the 2012 deadline. October 13, 2008 there was a SLO Workshop. There were approximately 30 attendees. (see attached data).

2. A copy of the "Tentative Proposed Timeline for SLO" that was presented to the Academic Senate was presented. (Refer to Academic Senate Meeting Minutes, January 2009)

-Events - Training, Meetings, etc
1. Anu presented "SLO Training Plan—Proposal for Instruction (See Attached)
2. Jim presented "SLO Training Plan—Proposal for Service Areas (See Attached)
    Discussion centered on how to compensate Liaisons. Can we create a class that they can enroll in and in turn receive PGA credit? Christina noted that if work that is "above and beyond" what is normally expected of faculty is performed, they should be rewarded.
    How do we go about getting the faculty and staff to participate? We decided to start by inviting participants from the October workshop.
    What about part-timers? Christina really had no answers for us because most of our questions involve the FA Contract. We cannot force part-time faculty to participate.

-**Clarification of Roles and Responsibilities**

Andrew will collect the SLO data and is in charge of the Accreditation report relative to the project. He will also work on the SLO website.

a. There was discussion about the role of Administrators in the process. Anu and Ann firmly believe that there should be as little Administrative involvement as possible. Robert, Coleen, Jim and Andrew felt that Dean's could lend a hand in creating time and space as well as "authoritative support" that shows that the college is fully supporting the project. Anu and Ann, Coleen and Jim agreed, but want to make sure that at no time should faculty or staff be evaluated negatively based on their SLO performance or level of participation. Are there funds/time for faculty to work on the outcomes? How will we handle part-time faculty compensation? This might be an F.A. issue.
b. Christina encouraged us to come to a Dean's Meeting to make a presentation. Informing them of how they can support the project will help the process move along more effectively want to make sure that the process remains in the hands of the faculty.

-Resources - budget, training, staff development
Our question is: Is there a dedicated budget for this project. All of the
1. Christina wants a budget proposal for the project that includes, workshops, OSD, compensation for coordinators

2. Marcie Alcraig from Cabrillo has still not been paid for her workshop in November here at De Anza. This process will be expedited.

Draft 1/28/09

The Office of Staff and Organizational Development

The Office of Staff and Organizational Development (OSOD) serves in a leadership role in promoting the professional development of all members of the De Anza College academic community through the exchange of innovative ideas, individual expertise, and common interests.

To provide appropriate opportunities for meaningful personal and professional development, the OSOD:
- Supervises the jprocesses for allocating staff development resources
- Coordinates a comprehensive program of individual and institutional professional growth, with responsibility for:
  Planning
  Promotion
  Dissemination of information and
  Program Evaluation

OSOD Programs Include:
- New Employee Orientation
- Instructional Skills Workshops (ISW)
- Mentors and Partners
- Peer Evaluation Training
- Classified Leadership Training, and
- Professional Conference and Travel Funds allocation
- Individual staff and common interest group development classes and seminars including:
  Professional Growth and Development Awards/Leaves
  Personal health and safety issues in the work place
  Diversity and student equity training, and
  Teaching and learning topics.

The Office of Staff and Organizational Development (OSOD) provides resources for faculty and staff, such as:
- Books
- Magazines
- Journals
- Educational publications
- Conference announcements

The De Anza OSOD is already set-up to serve as the primary resource center for the college's ongoing outcomes assessment plan.

The OSOD can serve as the college resource center/clearinghouse of SLO information, models, examples, samples, etc.

The Office of Staff and Organizational Development

The OSOD can serve as the college resource center/clearinghouse of SLO assessment tools, research news and information dissemination, opportunities to share assessment experiences, etc.

OSOD can serve as the on-site training center. Organizing SLO related workshops, trainings and classes, flex day activities, opening day activities, summer SLO institute, etc.

OSOD can serve as the off-site training center. Providing information and coordinating conference funding for faculty/staff attending/presenting at SLO related conferences and trainings.

OSOD can serve as the central communication site, sponsoring SLO formal and informal discussions. E.g. bag lunch get together, free exchange of ideas meeting, sharing assessment and research outcomes, staff to staff presentation of assessment and research outcomes, staff to staff presentations of assessment tools and results, SLO Open house opportunities etc.

OSOD as the center SLO site will demonstrate the college's commitment to sustainable and continuous quality improvement in a very real and tangible way.

The OSOD will need a permanent full-time tenured faculty director to make this work. This person must:

       Be an expert in staff and organization

       Have experience and expertise in the development or ongoing assessment of learning outcomes

Have experience and expertise in educational assessment and research

Be able to work closely with the Senate and the Office of Institutional Research.

Draft 1/27/09

Student Learning Outcomes (SLO) Project

Purpose Statement:

The purpose of the Student Learning Outcomes project is to establish and institutionalize cyclical processes and procedures developed and driven by De Anza faculty and staff to define and assess specific observable characteristics or outcomes that demonstrate evidence of learning that has occurred as a result of a specific course, program, activity or process.

SLO defined:

Student Learning Outcomes are overarching, clear, and assessable statements that identify and define what a student is able to do at the completion of a specific course, program, activity, or process. These outcomes may involve a combination of knowledge, skills/abilities, and /or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. Learning outcomes require a shift in perspective from what is taught to what is learned.

The ongoing assessment of learning outcomes is for the purpose of promoting and enhancing student learning and institutional effectiveness. The ongoing assessment of learning outcomes is specifically linked to the institutional program review and decision making process.

We recognize that the ongoing assessment of learning outcomes is NOT:

- An end in itself or busy work that has no relation to teaching and learning.
- A means to evaluate individual faculty or staff.
- A way to impinge on academic freedom.
- A solution to every problem on campus or an answer to all questions about students and learning.
- A method to reorganize the administrative structure of the campus.
- A separate process isolated from the institutional program review and decision making process.

DRAFT--**Timeline for SLO Training—Instruction**

Quarter	Course SLOs	ICCs (Institutional SLOs)	Program SLOs
Winter 2009	• Select Division leaders • Train leaders in how to write SLOs • Leaders write SLOs for a course they teach	• Finalize ICCs in Senate • Present ICCs to faculty??	• Senate decides what is a program • Select Program Leaders to serve as pilots • Leaders develop SLOs for Program(s)
Spring 2009	• Leaders train divisions in how to write course SLOs • Leaders pilot an assessment in their own courses	• Senate agrees to an assessment method for the ICCs	• Senate/Program decides on how to assess a program
Fall 2009	• Leaders share piloted assessment results • Leaders train divisions in assessment	• Senate selects an ICC to assess and data set to use for assessment • Leaders pilot an ICC assessment	• Leaders pilot a Program outcome • Leaders pilot an assessment for that Program's outcome

Review this for needed steps that may have been skipped.
DO we keep all three levels of SLOs on the same quarterly timeline?

Doc name: Timeline for SLO Training Instruction—Anne Argyriou 1/28/09

invitees to	Faculty		updated

March 11 Workshop			3/9
Appio	Mike	x8283	Applied Tedh
Argyriou	Anne	x5340	Lang Arts
Beggs	Tom	x5409	APE, PE
Byron	Lilly	x8431	Business
Cage	Catie	x5683	IIS
chang	Iena	x8728	Library
Forman	Jeffrey	x8910	Massage

Illowsky	Barbara	x8211	PSME
Kandula	Anita	x8917	Biology

LIZARDIFOLLEY C	Carmen	x8679	IIS
Maiero	Marcia	x8985	P E

Pape	Mary	X8877	CIS
Piper	McNulty	x8769	IIS
Schinske	Jeff	x8750	Biology

Sherman	Stephanie	x8773	Biology
Stasio	Donna	x8882	Lang Arts
Stockwell	Robert	x8382	Soc Sciences
Swanner	Alex	x8486	Lbrary
Takahasi	Janet	x8484	EDC

Schroeder	Rich	x8402	Dean PE
Khanna	Anu	x5787	
Haynes	Jim	x8954	APE
leewheat	coleen	x8744	

Norman	Craig	x5325	ESL
	Sue	x5789	Reading
Cichanski	Merek	x8664	PSME

| Kramer | Alex | x8799 | Lang Arts |