

2010 - 2011 Calendar

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	To Do:
September 2010				1	2	3	4	<input type="checkbox"/>
	5	6	7	8	9 WKSHOP PROG ID	10	11	<input type="checkbox"/>
	12	13	14 WKSHOP PROG ID-- SLOs	15	16 DISTRICT OPENING DAYS	17 OPENING DAYS--DA	18	<input type="checkbox"/>
	19	20 CLASSES START	21	22	23	24	25	<input type="checkbox"/>
	26	27	28	29	30	1	2	<input type="checkbox"/> Make sure to plan SLOAC
October 2010	3	4	5	6	7	8	9	<input type="checkbox"/> Look for ECMS trainings
	10	11	12	13	14	15	16	<input type="checkbox"/> Remind faculty all SLOs must be in ECMS by Nov 1st
	17	18	19	20	21	22	23	<input type="checkbox"/>
	24	25	26	27	28	29	30	<input type="checkbox"/>
	31	1 All course SLOs in ECMS	2	3	4	5	6	<input type="checkbox"/> Looking for Liaisons Prog Assessment Training
November 2010	7	8	9	10	11	12	13	<input type="checkbox"/>
	14	15	16	17	18	19	20	<input type="checkbox"/>
	21	22	23	24	25	26	27	<input type="checkbox"/>
	28	29	30	1	2	3	4	<input type="checkbox"/>
								<input type="checkbox"/>

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	To Do:
December 2010				1	2	3	4	<input type="checkbox"/>
								<input type="checkbox"/>
	5	6	7	8	9	10	11	<input type="checkbox"/>
								<input type="checkbox"/>
	12	13	14	15	16	17	18	<input type="checkbox"/>
								<input type="checkbox"/>
	19	20	21	22	23	24	25	<input type="checkbox"/>
								<input type="checkbox"/>
	26	27	28	29	30	31	1	<input type="checkbox"/>
								<input type="checkbox"/>
January 2011	2	3	4	5	6	7	8	<input type="checkbox"/>
								<input type="checkbox"/>
	9	10	11	12	13	14	15	<input type="checkbox"/> Certificate, Degree and Program Outcomes due to Curriculum Committee
								<input type="checkbox"/>
	16	17	18	19	20	21	22	<input type="checkbox"/>
								<input type="checkbox"/>
	23	24	25	26	27	28	29	<input type="checkbox"/> Program Assessment discussions during Winter Quarter
								<input type="checkbox"/>
February 2011	30	31	1	2	3	4	5	<input type="checkbox"/>
								<input type="checkbox"/>
	6	7	8	9	10	11	12	<input type="checkbox"/>
								<input type="checkbox"/>
	13	14	15	16	17	18	19	<input type="checkbox"/>
								<input type="checkbox"/>
	20	21	22	23	24	25	26	<input type="checkbox"/>
								<input type="checkbox"/>
	27	28	1	2	3	4	5	<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	To Do:
March 2011			1	2	3	4	5	<input type="checkbox"/>
								<input type="checkbox"/>
	6	7	8	9	10	11	12	<input type="checkbox"/>
								<input type="checkbox"/>
	13	14	15	16	17	18	19	<input type="checkbox"/>
								<input type="checkbox"/>
	20	21	22	23	24	25	26	<input type="checkbox"/>
								<input type="checkbox"/>
	27	28	29	30	31	1	2	<input type="checkbox"/>
								<input type="checkbox"/>
April 2011	3	4	5	6	7	8	9	<input type="checkbox"/>
								<input type="checkbox"/> 60% completed course assessment cycles (SLOAC) in ECMS
	10	11	12	13	14	15	16	<input type="checkbox"/>
								<input type="checkbox"/>
	17	18	19	20	21	22	23	<input type="checkbox"/>
								<input type="checkbox"/> Annual Program Reviews Completed during early May
	24	25	26	27	28	29	30	<input type="checkbox"/>
								<input type="checkbox"/>
May 2011	1	2	3	4	5	6	7	<input type="checkbox"/>
								<input type="checkbox"/>
	8	9	10	11	12	13	14	<input type="checkbox"/>
								<input type="checkbox"/> Annual Prog Review Updates due to IPBT
	15	16	17	18	19	20	21	<input type="checkbox"/>
								<input type="checkbox"/>
	22	23	24	25	26	27	28	<input type="checkbox"/>
								<input type="checkbox"/>
	29	30	31	1	2	3	4	<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	To Do:
June 2011				1	2	3	4	<input type="checkbox"/>
								<input type="checkbox"/>
	5	6	7	8	9	10	11	<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
	12	13	14	15	16	17	18	<input type="checkbox"/> 100% SLOAC documented in ECMS
								<input type="checkbox"/>
	19	20	21	22	23	24	25	<input type="checkbox"/>
								<input type="checkbox"/>
	26	27	28	29	30	1	2	<input type="checkbox"/>
								<input type="checkbox"/>
July 2011	3	4	5	6	7	8	9	<input type="checkbox"/>
								<input type="checkbox"/>
	10	11	12	13	14	15	16	<input type="checkbox"/>
								<input type="checkbox"/>
	17	18	19	20	21	22	23	<input type="checkbox"/>
								<input type="checkbox"/>
	24	25	26	27	28	29	30	<input type="checkbox"/>
								<input type="checkbox"/>
August 2011	31	1	2	3	4	5	6	<input type="checkbox"/>
								<input type="checkbox"/>
	7	8	9	10	11	12	13	<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
	14	15	16	17	18	19	20	<input type="checkbox"/>
								<input type="checkbox"/>
	21	22	23	24	25	26	27	<input type="checkbox"/>
								<input type="checkbox"/>
	28	29	30	31	1	2	3	<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>

DEANZA COLLEGE

SAMPLE FORMAT FOR ASSESSMENT OF COURSES

Goal to assess by: April 15, 2011

Date: _____

Division: _____

Department: _____ Document Recorder's Name: _____

Course #, Name	SLO-state the outcome that is to be assessed	Assessors	Quarter to be assessed	Reflection Date
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Please note you can arrange the responsibilities in any other creative way that best fits your group. Remember a SLOACor assessment cycle is completed after every SLO per course has been assessed. Phase 3, Reflection and Enhancement, a group discussion must also be scheduled on your calendar.

LABEL YOU DOCUMENT "SLO PLANNING FOR _____ (DEPT.). Keep a copy and email one to outcomes @fhda.edu

Assessment Plan Template cpl 2_26_10

Use of Results

How will you use your results to ENHANCE student learning?

The SLOs for your course have been developed. You have written the assessment tool. You have even assessed the course and have evaluated the results. Now what? What does “Use of Results” mean? What are some possible ways to use the results of the assessment? How can you enhance student learning?

“Use of Results” is a thoughtful *reflection* about what happened with the assessment of the SLO. Some possible “use of results/enhancements” include, but *are not limited to*:

- **Time.** Try adding more time to teach the topic. This is always hard to do because it usually means taking time away from another topic. Consider adding labs or projects that deal with the topic(s).
- **Delivery.** Try different delivery methods (i.e., lecture, seminar, group activities, etc.). Make sure that tutors are trained in the topic.
- **Curriculum.** Look at the curriculum very closely. If the curriculum is changed, how do you know that adding more time to the topic helped students achieve the goal set in the SLO? Reassess the SLO after the curriculum change. The SLO Coordinator or the research department can help with a statistical study to see if the change was meaningful. Students may not be able to demonstrate the SLO because of a course-sequencing issue. For example, the measurable objectives and the SLOs that were set up for the course are great, but the students were never taught the prerequisite skills that they need in order to meet the requisite course.
- **Staff Development.** Create staff development trainings for the department members on different ways to format and collect assessment SLO assessment data using catalyst, scantron or survey monkey.
- **Ask Students.** Survey students to see what it is that they don’t understand (one-minute paper on the “muddiest point) or to see what resources students believe they need to help their understanding.
- **Ask Faculty.** Discuss with faculty in the department ideas on how to increase students’ understanding of the topic(s).
- **Resources.** Ask for needed resources such as tutors, lab equipment, etc. Is the reason that students are not meeting the SLO because you need extra resources (more faculty, enough lab equipment for all the students, a quiet room, staffing, etc.)? Reflect this information in the *Reflection and Enhancement sections of ECMS*. *Resource allocation requests should also be noted with supporting assessment results.*
- **Outside Your Control.** Maybe the reasons why the SLO may not be working are outside the control of the faculty in the department (e.g., earthquake, construction, etc.). It is okay to reflect on both internal and external reasons why students may not be able to demonstrate the goal that was set by the SLO. This information can be reflected in the *Reflection and Enhancement section of ECMS*. Include, if needed, what the division or Instruction Office could do to help with these internal and external conditions.

All of the above dealt with the prospect that students did not meet the goal of the SLO. What if students did meet the criteria? What then?

- The department or instructor might want to continue assessing the SLO to validate the results.
- The department or instructor might want to “retire” this SLO and start working on the next priority SLO. (NOTE: DO NOT DELETE THIS SLO IN ECMS — you will want to keep a record of all the work the department has done.)

- The department or instructor might want to look at the SLO again to see if its focus was too narrow or too broad.
- The department or instructor might want to set the criteria/benchmark at a higher level and reassess the SLO.
- As you can see, there are lots of reasons why students may or may not meet the SLO. Look at the analysis of the assessment done in a course closely and as a department discuss all the issues.

Let's look at some examples of what could happen after the SLOs have been assessed and evaluated for a course.

EXAMPLE 1

Yogi developed an SLO “criteria for success”/benchmark indicating that at least 60 percent of the students taking the assessment will score at least 7 out of 10 questions correctly. (Note: Yogi might have decided not to set a benchmark and see how the students performed after a SLO assessment and then set a benchmark.) Continuing with this example, the results of the assessment shows Yogi that only 50 percent of the students scored at least 7 out of 10 questions correctly. What can Yogi do?

- Yogi could look at the course outline and see how much time is being devoted to the topic that the SLO is addressing. If after sharing the information with his department, they all felt strongly that the SLO was addressing an important concept in the course, then it should make sense that perhaps more time should be given to cover that topic in class and in labs.
- The department or Yogi may wish to research the student's lack of understanding further by doing a different assessment to see if they can pinpoint the exact area of confusion.

EXAMPLE 2

Bravo developed an SLO with a “criteria for success”/benchmark indicating that at least 70 percent of the students taking the assessment will score at least 7 out of the 10 questions correctly. After evaluating the results, Bravo finds that 75 percent of the students scored at least 7 out of 10 of the questions correctly. What can Bravo do?

- Bravo could report to his department that students have met the criteria set for the SLO and what they've learned. But the department might wish to investigate further. Maybe the criteria set was too low and the department might want to consider raising the criteria for success.
- The department/Bravo might want to assess again to make sure that the results were not a fluke.
- The department/Bravo might want to relook at the SLO and see if its focus needs to be narrowed or broadened.

Remember, the goal is to increase student understanding and success. As a department, discuss what you, as experts, believe will help the students. There is no such thing as failure when it comes to SLOs. If we do not meet the criteria for success that we set for ourselves, then as faculty, let us leave no stone unturned until we can find a way to help our students meet the goal(s) that we have set. Yogi and Bravo worked hard to find answers to their SLO dilemmas. Should we do any less?

Adopted from J. Sholars, MT SAC

August 2009, “Use of Result

De Anza College
Sample Narrative for Phase III: Reflection and Enhancement

Note: This sample could represent an individual or a group of faculty’s findings for and EWRIT 1A course.

Changes:

Describe any changes made from the last time you assessed this outcome:	Sample Answer
Changes to the: outcomes statement? To the course material? To the assessment tool? Etc (leave blank if Not Applicable)	<i>The outcome statement was revised several times since May, 2009. I also revamped my rubric.</i>

Methods:

Assessment tool and methodology	Sample Answer
Describe the assessment tool and methodology you used to assess this outcome.	<i>Research paper and a “WW II Internment paper”(two assessments performed) I</i>

Findings and Conclusions:

Includes by is not limited to:	Sample Answer
Summarization of assessment results. Student performance—positive and negative aspects. Student needs and issues that were revealed. Areas for improvement. Did you students meet your “expectations”/meet your defined benchmark of “student proficiency”?	<i>In general the students who were able to read the source material critically did very well but only 15% of the students performed well on both assessments. The majority of the students exhibited a lack of critical reading skills and ability to analyze source materials, especially with the Internment paper. The top 15 % of the students scored exceedingly high – there was a big gap between the scores and the rest of the class. Great improvement is needed in the teaching of critical reading so that students may perform better. Students who performed poorly were unable to analyze source materials for bias or to effectively compare and contrast the historical views they heard with the factual history. They are not “reading” the material well and are unable to articulate their analysis.</i>

Enhancement (Planned Action)

Describe how the assessment results will be applied to enhance or improve student learning: content, teaching methods assignment, course evaluation procedures, the SLO	<i>I will revise activities leading up to and /or supporting assignment/activities. More frequent feedback on student progress was requested by the students so I will incorporate 10min appointments for students who exhibit notably weak scores in these activities.</i>
Identify, describe and explain which of your enhancements or planned actions will require additional resource allocations (such as staffing, technology needs, capital items, basic skill, new course offerings, etc	<i>I would suggest that there are professional growth activities that would provide training in teaching reading and writing together. Create more time and space for faculty to share techniques that could improve teaching critical reading.</i>

De Anza College
SAMPLE SAMPLE
Calendar for Academic Year 2009-2010

Goal to assess 3-5 courses for 2009-2010 by:
April 9, 2010

Division: BUSINESS / CIS

Department: BUSINESS

Course #, Name	SLO-state the outcome that is to be assessed	Quarter to be assessed	Reflection Date	
SAMPLE: All outcomes assessed simultaneously				
Accting 1A	SLO #1, #2, #3	Coleen	Fall '09	tentatively April 18, 2009 TBA time
		Rob	Winter '09	
		Susan	Winter '09	
Accounting 1A	SLO #1, slo #2 SLO #3	COLEEN	Fall '09	tentatively April 18, 2009 TBA time
		ROB	Winter '09	
		SUSAN	Winter '09	
SAMPLE: One outcome assessed sequentially				
ACCTING 1A	SLO #1	COLEEN	Fall '09	tentatively April 18, 2009 TBA time
		ROB	Fall '09	
		SUSAN	FALL '09	
ACCTING 1A	SLO #2	TOM	WINTER '09	tentatively April 18, 2009 TBA time
		RICK	Winter '09	
		RANDY	Winter '09	
ACCTING 1A	SLO #3	TERRY	SPRING '09	
		BILL	SPRING '09	
		SAM	SPRING '09	

Sampling Techniques for Assessing Course-Level SLOs

Efficient and Effective? Sampling may be a tool for your department.

A repeated question asked is, “***Do we have to sample every section of a course when we are assessing our SLOs?***”

The quick answer is “no.” You can do a sample, but, of course, you would like the sample to be as representative of the population as possible. You may wish to make an inference about the population on the basis of characteristics of the sample. So, now the question becomes, “***How can we get a representative sample?***”

The *best way to get a representative sample is to **make your sample as random as possible.*** What does random mean? Here is a good example — from 10 sections, you can sample 4 of them. Give each section a number from 1 to 10 and write the numbers on a piece of paper. Put the pieces of paper in a jar. Shake the jar up. Reach in and choose 4 different pieces of paper. Voila! You have randomly decided which four sections to sample.

For some of you, deciding what to sample could be a challenge, at least at first. There are other considerations involved in the sampling, such as sections taught by part-time faculty. You and your department must decide if you want to involve part-time faculty in the process at first. *Eventually, you will want all faculty involved.*

Let’s say that there are 10 sections of the course that you want to assess. What size would make a good sample? Start with a sample size of 75 (assuming there are 300 students in the 10 sections). **A rule of thumb for sampling size is to sample about 25% of the total number of students.** Of course, the larger the sample size, the more relevant your data should be. How many sections would you need to sample to get about 75 responses? Now, how do we choose those sections?

Before you decide which and how many sections you want to sample, decide what is it that you are trying to learn. Do you think that day students are different from evening students? Do you think that students who meet with you more than once a week are different than students who only meet with you once a week? Do you want to sample only sections taught by full-time faculty? The answers to these questions can guide you as to how you want to design your sampling process.

For example, let’s say that you have decided to divide your population of students into day students and night students. Try sampling a section from each day and night group. Suppose there are 10-day sections and 10 night sections of the course that you are assessing, and you have decided that you need to sample 4 sections to get approximately 75 students. Then randomly choose 2-day sections and 2 night sections.

Or you might look at the number of days these sections are taught. Do you have some that are taught only once a week, whereas some are taught two or three times during the week? You might try sampling a section from the different ways the class is taught. Divide the population of students into how many days the sections are taught: once a week, twice a week, three or more times a week. Then randomly choose some sections from each group.

The course-level SLOs have been written. It has been decided how to sample the different sections of the course. Now, the question is, “How often do I need to assess?”

The decision should be made by the faculty in the department. To get relevant data, ... to make the process meaningful, ...should you assess the same course more than once a year? Do you think that there is a difference between summer students vs the regular academic year? Do you think there is a difference between the students you see in the Fall and the ones you see in the Spring? If so, then assessing for more than one quarter might be worthwhile.

FOR DE ANZA COLLEGE’S CURRENT PLAN SPRING 2010 TO SPRING, 2011 (the next 4 quarters) OUR goal is to assess every “commonly taught” course at least once.

Definition of *Commonly taught* courses: Transferable, General Education, courses affiliated with Basic Skills, Career/Technical Degrees or Certificates.

At this time, Spring 2010 – end of Fall 2011, courses that are “positive attendance or credit/non-credit in nature”, that are not affiliated with Basic Skills, DO NOT have to be assessed.

NOTE: This paper is aimed for people with little statistical background. Additional information can be found at <http://www.socialresearchmethods.net/kb/sampling.php> or <http://www.surveysystem.com/sscalc.htm#ssneeded>.

[SLO Print View](#) (Opens in new, second window. Use browser controls to close when finished.)

Student Learning Outcomes for ACCT 1C

Managerial Accounting | [Outline Edit View](#)

Mia Breen's Team Members:

Step 1

Add other faculty members, such as those that may be teaching the same course, to your team. You'll work with your team members to create, assess, and then reflect on the outcomes. **You will be the SLO "team leader" for this course.**

Members will need to have an ECMS account to add them to your SLO team. If they do not have an ECMS account, have them contact the [ECMS Administrators](#)

Use the "Add Team Members and Info" button below to begin.

[Add Team Members and Info](#)

[Hide All](#) | [Expand All](#)

Outcomes:

Outcome 1: Statement [\[edit \]](#) [\[Member: 1 \]](#)

Identify elements of cost for a business and explain and analyze how costs are allocated and assessed for various users

[\[add Notes \]](#)

Outcome 2: Statement [\[edit \]](#) [\[Member: 1 \]](#)

Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting

[\[add Notes \]](#)

Outcome 3: Statement [\[edit \]](#) [\[Member: 1 \]](#)

Utilize npv and irr for evaluating the financial viability of a business decision

[\[add Notes \]](#)

[Number of Outcomes for ACCT 1C: 3]

[Create New Outcome](#)

[Integrate Outcomes Into Course Outline](#) [?](#)

Core Competencies:

Step 3

As the last step in the process of establishing your student learning outcomes for ACCT 1C, you and your team will need to decide which course core competencies are satisfied by the SLO.

[Select Core Competencies](#)

[Return to Main Menu](#) | [Main ACCT 1C SLO Information](#) | [Back](#)

Phase III: Reflect and Enhance on Learning Outcome 1 for ACCT 1C

How many people (including original team members, if applicable) participated in the Phase III?:

Save

Changes:

Describe any changes made from the last time you assessed this outcome:

- Changes to the outcome statement?
- Changes to the course material?
- Changes to your assessment tool or assessment methodology?
- Other... • *Leave blank if not applicable.*

[View SLO for Outcome 1](#) | [Hide SLO](#)

Save

Methods:

Describe the assessment tool and methodology you used to assess this outcome. Instructions: Please keep a copy of your assessment tool for your records. OR, go to the Curriculum Web site to upload a copy to the archives.

[View SLO for Outcome 1](#) | [Hide SLO](#)

Save

Findings and Conclusion:

Includes, but is not limited to:

- Summarize your assessment results.
- What students needs and issues were revealed?
- Were there any areas where the student performance was outstanding?
- Any areas where it can be improved?
- Did your students meet your "expectations of student proficiency or student success?"

[View SLO for Outcome 1](#) | [Hide SLO](#)

Save

Enhancement (Planned Actions):

Part I: Describe how the assessment results will be applied to enhance or improve student learning: content, teaching methods, assignments, course evaluation procedures, the SLO...

Part II: Identify, describe and explain which of your enhancements or planned actions will require additional resource allocations (such as staffing, technology needs, capital items, basics skills, new course offerings, etc.).

[View SLO for Outcome 1](#) | [Hide SLO](#)

Save Everything

Clear/Reset

View course outline for ACCT 1C: [New](#) | [Original](#) | [Close Outline](#)

[Return to Main Menu](#) | [Main ACCT 1C SLO Information](#) | [Back](#)

Phase II: Assessment Planning for Learning Outcome 1 for ACCT 1C

Please complete the following with regards to conducting the assessment on this outcome:

When will the assessment be conducted? Quarter: Year:

Who will be conducting the assessment?:

[[Add Assessor not listed](#) (from ECMS account holders)]

Other Assessor:

Which sections of this course will be assessed by this team? (optional, example: 06Y):

ACCT 1C- , ACCT 1C- , ACCT 1C- , ACCT 1C-

If there are more than four sections to be assessed, please add them in the "Additional Notes" sections from the Main Menu/Team Members section.

What assessment tools do you plan to use? Please check all that apply:

----- Add tools: -----

- Exams
- Portfolios
- Logs
- Performances/Demonstrations
- Interviews
- Papers/Essays
- Written Reports
- Performances (Simulated)
- Art Works or Products

Other Tool::

Save

Clear/Reset

View course outline for ACCT 1C: [New](#) | [Original](#) | [Close Outline](#) | [View SLO for Outcome 1](#) | [Hide SLO](#)

De Anza College

REVISED: OUTCOMES FOR THE SPRING 2010 SLOAC REFLECTION AND ENHANCEMENT RETREATS/WORKSHOPS

- 1) Creation of a narrative summary for each SLO per course that has been assessed.
 - Use forms provided if you wish. See TAB 4, in your binder, last page and/or the “Sample Course Level Documentation Form”
 - Remember this should be a product of a group activity.
- 2) A plan to have the narrative summaries for each SLO/ course recorded in the ECMS by May 11, 2010.

This documentation should be completed by team leaders/recorders.
- 3) *Documentation of department/division discussions**.
 - Division liaisons/recorders create a summary of the group discussions about course “reflections and enhancements.” that took place. This information shall be a piece that is used on the “Annual Update” form in the future. Any form can be used to record this documentation or use the form provided “Gathering information for the 2009-10 Pilot Annual Update form”.
 - Please forward your form to outcomes@deanza.edu, cc: your Program Review writers/Department Chair and Division Deans by May 14, 2010.
- 4) If necessary, submit an assessment plan to complete the goal of assessing a minimum of 3 -5 courses per department (active GE, transferable, core vocational courses and basic skills classes) by the end of this academic year.
 - A recorder/team leader shall be responsible for the input of this information into the ECMS. There should be a document there for a course if there was an SLO statement created and submitted before March 1, 2010. (Questions, call Coleen x8744) .
 - Remember, all active core course’s SLOs, taught by full-time instructors, should be assessed at least once by the end of Winter Quarter, 2011. We cannot mandate that part-time instructors participate at this time, however, to meet the mandates of the ACCJC for accreditation it is expected that there is evidence of a SLO Assessment Cycle for 100 percent of our core curriculum.

Ask questions, we are here to help. Remember we do workshops on skates too.

Contact us: SLO, Coleen Lee-Wheat, leewheatcoleen@deanza.edu
SSLO and AUO, Jim Haynes, haynesjim@deanza.edu

**NEW task, if you do not understand the directions in the document “Tips for Division Liaisons” page 2, please ask questions.*

Memo

>

> TO: DIVISION LIAISONS, DEPARTMENT CHAIRS AND DIVISION DEANS

> FROM: COLEEN LEE-WHEAT AND THE SLO TEAM

>

> DATE: April 11, 2010

>

As promised, we are continuing to provide you with more information as our Student Learning Outcome Project develops. We have attached a series of documents for divisions to use that might help to clarify the process for the "Reflection and Enhancement" phase. Please review. By having more people informed, it helps to ensure that the responsibilities of the implementation of our SLO project does not fall exclusively on any one person's shoulders.

As you know we have asked that the leadership in facilitating workshops for faculty and staff to be led by the "division liaisons". However, they still need the support of our Department Chairpersons and the leadership and guidance of our Administrators. If we work as a team, this project can proceed smoothly on a positive plane.

We realize that some of your departments do not have faculty leadership. The work that needs to be accomplished, as you know, is a critical piece to our future accreditation and most importantly, the avoidance of an ACCJC sanction. Thus, if you do not have faculty leadership to set up this quarter's workshop(s) please, contact Coleen Lee-Wheat at leewheatcoleen@deanza.edu or X8744 as soon as possible.

Deans , please forward this email to your Department Chairpersons, your liaisons should be able to inform you of many of the details that might be needed to understand the attached documents. Again, Coleen is available to answer any of your questions too.

Everyone: Please read "Tips for Division liaisons" first. It also contains instructions for the use of the second document: "Small group R&E. . .". This document may be used as tools for your smaller work groups.

Thank you again for your hard work and participation.

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Coleen Lee-Wheat
Physical Education and Athletics
SLO Coordinator
De Anza College
408 864-8744

De Anza College
SLOAC Phase III - Reflection and Enhancement

REFLECTION AND ENANCEMENT on Assessment Results
SMALL GROUP DISCUSSION

Small group members—

You have the opportunity today to engage in a discussion where you can reflect upon student learning in relation to your teaching, and meaningfully discuss with your colleagues improvements/enhancements to the teaching and learning that occurs at our college. To that end, please make sure that you accomplish the following today:

- **Task #1: Sharing your learning outcomes and assessment results.**
- **Task #2: Documentation of the discussions.**

Task #1

Each faculty member who has conducted an assessment should share the following:

1. The assignment given and why you chose it as a means to assess your outcome(s).
2. Your results. (Note: You do not have to share specific data, but can share only general findings if you wish)
 - To what extent were you satisfied with the results?
 - How you would change or improve the teaching of this assignment.
3. After each faculty member has shared, the entire group can discuss the following:
 - What you think you need as instructors to improve your teaching and/or the student learning based on some of the assessment results?
(Note: Improvements may include things such as revision of the assignment or changes in the teaching and learning activities leading up to doing the assignment, to the need for more resources to help students complete successfully the assignment.).

Task #2

1. For each course that has been assessed and its assessment results shared, choose a “recorder” to summarize the discussion using the R&E worksheet provided.
2. The “recorder” may use this draft when inputting the information from the R&E worksheet into the ECMS.

Note: We are required by the ACCJC to show evidence of our learning outcomes and assessment efforts. This requires us to document all of our discussions. Our goal is to document as many R&E sessions per course SLO statement into the ECMS system as we can before May 14, 2010. This information can then be available as initial data for programs to use in the 2009-2010 “PILOT” Annual Program Review Update report.

De Anza College
SLOAC Phase III - Reflection and Enhancement

SAMPLE COURSE LEVEL DOCUMENTATION FORM

This form can be used as a draft for ECMS input

(ONE FORM NEEDS TO BE GENERATED PER COURSE AND PER A SINGLE SLO)

Division: _____ Dept. _____

Recorder: _____ Date of Workshop _____

Course Title and Number _____ # participants _____

SLO: _____

Relative to your group's discussions, summarize and describe: (you may choose to handwrite the information as you move through the discussion.)

Assignments Given/ Methods used for assessment	
How did you/your group define student success? The Results/ Findings Were you satisfied with the results? Why or Why not?	
Changes that will be implemented in the classroom. (changing: the SLO, the course assessment procedures, assignments, adding a rubric . . .)	
What the instructors need from the college to improve their teaching and/or the student learning? (staffing, technology, staff development activities . . .)	

De Anza College
SLOAC Phase III - Reflection and Enhancement
Tips for Division Liaisons

The following information has been provided to help you formulate your workshops in the area of Reflection and Enhancement. Your goals would be to:

- Facilitate an effective discussion about Assessment Results with your division faculty.
- Facilitate a large group discussion about Department/Division trends in the classroom, Department/Division enhancements, Department/Division resource requests.

Suggested Tips to accomplish the first goal:

- In order to encourage more meaningful conversation, create small groups (4-6 faculty per group) that include at least a few faculty who have conducted an outcomes assessment for their course.
- If a course(s) has multiple faculty who teach it, please ensure they are in the same small group. If a course only has one instructor who teaches it, then those faculty can be included in any group.
- Provide faculty with a Reflection and Enhancement discussion worksheet to help guide their conversation. (We have attached a hand out you may use for this purpose.)

There will be two tasks for the SMALL GROUPS to accomplish:

Task #1: Sharing the SLO reflections and enhancements.

Task #2: Documentation of the discussions.

Examples of workshop instructions for these tasks are listed below:

Task #1

Each faculty member who has conducted an assessment should share the following:

1. The assignment given and why you chose it as a means to assess your outcome(s).
2. Your results. (Note: You do not have to share specific data, but can share only general findings if you wish)
 - To what extent were you satisfied with the results?
 - How you would change or improve the teaching of this assignment.
3. After each faculty member has shared, the entire group can discuss the following:
 - What you think you need as instructors to improve your teaching and/or the student learning based on some of the assessment results?
(Note: Improvements may include things such as revision of the assignment or changes in the teaching and learning activities leading up to doing the assignment, to the need for more resources to help students complete successfully the assignment.)

Task #2

For each course that has been assessed and its assessment results shared, choose a recorder to summarize the discussion using the R&E worksheet provided.

Important note: This worksheet will become the “draft” for information officially documented within the ECMS-SLO subsystem.

Suggested Tips to accomplish the second goal:

Please, if at all possible, reconvene your small groups and organize a second discussion. Use the information from the document: “Gathering information for the Annual Update Form”. For this discussion, YOU, (or a volunteer who will help you) *should be the recorder documenting the fact that “division/department/program groups” have gathered to participate in a discussion about division/department/program trends in the classroom and possible resource needs.*

De Anza College
SLOAC Phase III - Reflection and Enhancement

Suggested Tips to encourage a discussion with the LARGE Group:

- Each small group briefly summarizes their discussion.
- Discuss as a department/division as a whole, what your needs are from the college to improve student learning.
- Based on the SLO findings and discussions start thinking about the outcomes a student should come away with after taking a series of courses in your discipline or department. (Note: If you have time this could be an interesting activity and discussion.)

Yes, this is a new piece to the process. As we have developed the Annual Update form, we have realized that this year should be a trial/pilot run that will serve to gather information for next year's progress report to the ACCJC (due Oct 15, 2010). It is critical to document the number of participants in your discussions to show the commission that we are striving towards "widespread" participation and "meaningful conversations" about course and program level outcomes. (As you may have noted, we have not officially embarked upon the task of identifying/developing program level outcomes yet. But, if we can begin some initial conversations now, we strike a "match" that may help us ignite the fire next fall during Opening Day workshops.

Please send a "soft copy" of "Gathering information for the Annual Update Form" to the outcomes@deanza.edu address and ensure that your department chairs and division deans are cc: a "soft copy". They will be able to use this information in creating the Annual Update for the college.

All of this information will be posted on a website so that it is transparent for all to see and use.

De Anza College
SLOAC Phase III - Reflection and Enhancement
Gathering information for the Annual Update Form

I have also attached a table format. Your groups might want to handwrite their information into the boxes as they go along.

Division: _____ Dept. _____

Team Leader: _____ Date of Workshop _____

Course Title and Number _____ # participants _____

<p>List Assignments Given/ Methods used for assessment</p>	
<p>Describe the variety of Results/ Findings</p> <p>How would you change or improve the teaching of these assignments? Were you satisfied with the results?</p>	
<p>Describe the various ways you will implement changes in the classroom. E.g. changing: the SLO, the course evaluation procedures, the instructions, adding a rubric . . .</p>	

De Anza College
SLOAC Phase III - Reflection and Enhancement

<p>What do you need as instructors to improve your teaching and/or the student learning? (Improvements can range from specific tweaking of the assignment or the activities leading up to it to the need for more staff)</p>	
<p><i>Department discussion</i></p>	
<p><i>Division/ Department:</i></p>	
<p>What did you find? Were there trends? Possible explanations for these trends? What is the nature of your student population? What are some of the assessments that gave “very telling” information about the students and how they learn? Others?</p>	
<p>What can the department do/implement as a whole to enhance student learning?</p>	

De Anza College
SLOAC Phase III - Reflection and Enhancement

<p>Are there any department resource requests. List them <u>and</u> support them with your evidence (results and reflections)</p> <p>If possible, please name the originator(s) in case further explanation is needed in the future</p>	
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DeAnza
College

SLOAC Users' Manual

How to Document and Edit a Student
Learning Outcomes Assessment Cycle

Created by:
Ryan Gullery
Nalini Ananthamurthy
Melissa Cebrian
Alexander Popp
Technical Writing 64

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Overview

The Big Picture

Student Learning Outcomes are a vital part of the course outline. Within the SLOAC, you document learning outcomes into the course outline.

Student learning outcomes, or SLOs, define skills or abilities a student will gain from the successful completion of a course. SLOs are overarching, clear, and assessable statements. Outcomes may involve a combination of knowledge, skills, abilities, and/or attitudes that display behavioral evidence of learning by the student. Student learning outcomes define what is learned, not what is taught.

Student learning outcomes are written in the first step in a Student Learning Outcome Assessment Cycle, or SLOAC. You, as a member of the De Anza College faculty, define learning outcomes, document plans to assess these outcomes, and analyze the course's effectiveness through the reflection and enhancement process. Assessments are assignments within the course that aim to fulfill one of the course's student learning outcomes. After the course is complete, you return to the SLOAC and reflect on the course's ability to meet its stated learning outcomes. You and your colleagues also have the opportunity to suggest enhancements to the course, which may improve it for future classes.

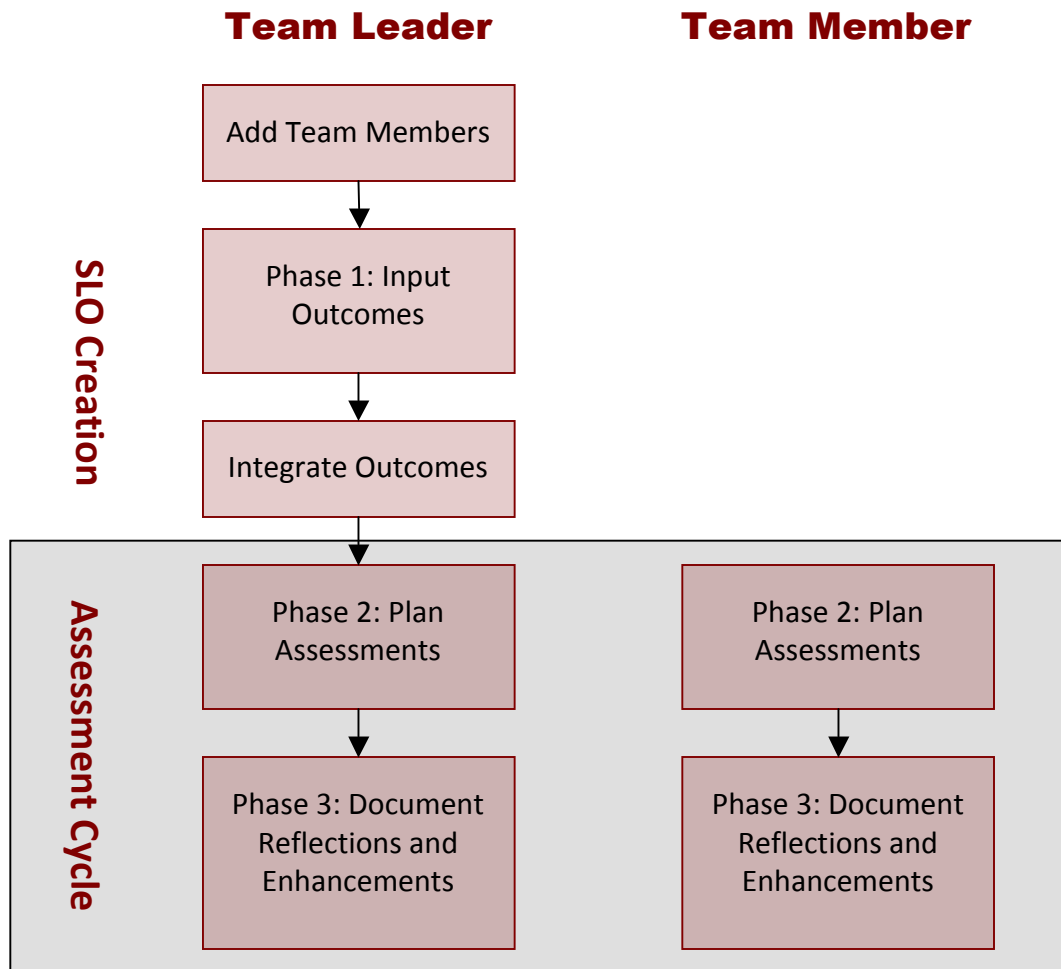
De Anza College requires faculty to document outcomes for each of their courses. When you complete a SLOAC, it is recorded in the course's outline of record via De Anza's Electronic Curriculum Management System, or ECMS. The college uses the records within the ECMS during accreditation processes and to improve teaching and learning at De Anza.

Any faculty member who teaches a course can be involved in its SLOAC. You and your fellow course instructors decide who among you should be considered the team leader. Only the team leader can initiate the creation, documentation, and integration of the student learning outcomes statements. Team leaders can document a course's student learning outcomes, while team members plan assessments, reflect on the course, and suggest enhancements.

As faculty members document learning outcomes for all courses at the college, you will return to the SLOAC system only to document assessment plans and reflection and enhancement statements.

You document a SLOAC for your course via two paths:

- Starting at the beginning as a team leader
- Starting at the Assessment Planning phase as a team member



Documenting a New SLOAC as a Team Leader

Note

Only team leaders may create and document a new SLOAC. If you are not a team leader, skip to Editing an Existing SLOAC.

For each course outline listed in the ECMS, you must have at least one corresponding SLOAC. You document learning outcomes and commitments to assess these outcomes at the beginning of the course. At the end of the course, you or your team members return to the SLOAC system and record your reflections and enhancement suggestions. The SLOAC is not complete until you enter and record the reflection and enhancement statements at the end of the course.

Only team leaders, chosen by fellow course instructors, may document a new SLOAC. If you are not a team leader, skip to Editing an Existing SLOAC to document assessment planning and reflection and enhancement stages for your course.

Log In

You build SLOACs using a sub-system to the ECMS. To access the SLOAC sub-system, you must log into the ECMS main site.

To begin creating a SLOAC:

1. **Log on to the ECMS site at <https://ecms.deanza.edu/>.** You enter on the ECMS's Main Menu page. If you would like to practice using the SLOAC sub-system, use the SLOAC Training Site at <https://ecms.deanza.edu/ecmsTRAIN/>.
2. **Click on the [Edit/Create Course Outlines & SLOAC Management] link.**
3. **Enter your FHDA email address and ECMS password.** The ECMS: Course Outline & SLOAC Management Main Menu page appears including a list of your courses.
4. **Click on the [SLOAC] link below the desired course.**

• **ACCT 1A Financial Accounting I**
[\[O\]](#) [\[N\]](#) [\[C\]](#) [\[All\]](#) [\[Edit\]](#) [\[SLOAC\]](#) Catalog Info Modified: 5/6/2010

5. **Confirm you are initiating a SLOAC for the desired course.** Read the student learning outcomes definition and be sure you are prepared to document these outcomes. By starting the SLOAC process, you become the team leader.
6. **Click on the [Start] button.** The Add Team Members page appears and you are designated as the team leader.

The Big Picture

The SLOAC system is a sub-system to the ECMS. By editing the SLOAC for your course, you are editing information within the course's outline.

Add Team Members

Team members are faculty who teach the course or are discipline experts. You must add them as team members to allow them to edit the course's assessment cycle, including planning assessment tools and documenting reflection and enhancement statements.

Team members have read-only access to the course outcome statements and editing access to the rest of the course's SLOAC. You automatically become the SLOAC team leader because you are creating the SLOAC from the beginning.

To add team members:

Note

Do not add yourself as a team member. The system automatically recognizes you as the team leader.

1. Click on the **[Add Team Members and Info]** button.
2. Click on the **[Add Team Member]** link. The system opens a list of faculty members' names listed in alphabetical order by first name. If a desired faculty member is not listed, add their name in the first text box.

Your Team Members: [[Add Team Member](#)] ?

1. [Anu Khanna](#) (x5787) ICS
2. [Coleen Lee-Wheat](#) (x8744) P E
3. [Marrietta Reber](#) (x5565) TWRT

Additional Team members not on list/notes about team:

Additional Notes:

3. Check the boxes next to each desired team members' name.

A screenshot of a web-based form showing a scrollable list of faculty members. Each name is followed by a checkbox and a parenthetical abbreviation. The checkbox for 'Beth Grobman (JOUR)' is checked, while all other checkboxes are unchecked. The list is enclosed in a rectangular box with a vertical scrollbar on the right side.

<input type="checkbox"/>	Angela Buchanan (C D)
<input type="checkbox"/>	Anita Muthyala-Kandula (BIOL)
<input type="checkbox"/>	Anna Miller (BIOL)
<input type="checkbox"/>	Anna Poklewski (MUSI)
<input type="checkbox"/>	Anne Hickling (HIST)
<input type="checkbox"/>	Antonio Ramirez (PHIL)
<input type="checkbox"/>	Anu Khanna (ICS)
<input type="checkbox"/>	Arden Kragalott (P E)
<input type="checkbox"/>	Arianne Ishaya (ANTH)
<input type="checkbox"/>	Bachmai Kha (CAOS)
<input type="checkbox"/>	Barak Goldman (FTV)
<input type="checkbox"/>	Barbara Liechty (BIOL)
<input type="checkbox"/>	Barbara Liechty (BIOL)
<input type="checkbox"/>	Becky Roberts (EWRT)
<input type="checkbox"/>	Ben Kline (HIST)
<input type="checkbox"/>	Berta Pace (CAOS)
<input checked="" type="checkbox"/>	Beth Grobman (JOUR)
<input type="checkbox"/>	Betty Hirsch (HIST)
<input type="checkbox"/>	Bill Geisinger (ARTS)
<input type="checkbox"/>	Bill Pickthorn (P E)
<input type="checkbox"/>	Bradley Creamer (Technology Resources Group)

4. Click on the **[Save Team Members and Info]** button. The faculty members are now listed as your team members. You can delete the faculty names by clicking on the **[D]** button next to their name and clicking on the **[Save Team Members and Info]** button.
5. Enter additional notes and information in text boxes.
6. Click on the **[Finished with Teams, Back to Main SLOAC Info]** button. You return to the SLOAC Information page.

Document Student Learning Outcomes Assessment Cycle

The Big Picture

A Student Learning Outcomes Assessment Cycle starts when the team leader documents the learning outcomes. Team members plan assessment tools and document their reflections and enhancements.

Student Learning Outcomes (SLOs) define what a student is able to do at the successful completion of a specific course. Each active course at the college must have identified and documented outcomes.

Documentation of the Student Learning Outcomes Assessment Cycle has three phases:

- Phase I: Input Outcomes
- Phase II: Plan Assessments
- Phase III: Reflection and Enhancement

Phases II and III are part of the Assessment Cycle Records. As faculty members complete documenting all course learning outcomes, you will return to the SLOAC sub-system only to document assessment plans and reflection and enhancement statements.

Phase I: Input Outcomes

Outcomes state what a student can do at the successful completion of a course, including knowledge, skills/abilities, and/or attitudes. Outcomes require a shift in perspective from what is taught to what is learned. One course may have multiple outcomes.

To begin documenting an outcome:

1. Click on the **[Create New Outcome]** button.
2. Enter the learning outcome in the text box.

Enter Outcome: ?

Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar, and syntax.

Save Clear/Reset

3. Click on the **[Save]** button. The system automatically opens another text box to allow you to enter a second learning outcome.
4. Enter another learning outcome in the new text box, if desired.

Note

One course may have multiple outcomes. Enter only one outcome per text box.

5. Click on the **[Save New Outcome]** button. The system saves your second outcome and clears the second text box to allow you to add another learning outcome.

The screenshot shows a web form titled "Enter Outcome: ?". It contains a text area with the text: "Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar, and syntax." Below the text area, it says "Last Modified: [06/09/2010] by Anu Khanna in ICS". There are two buttons: "Save" and "Clear/Reset". Below these is another section titled "Add a new outcome:" with an empty text box. At the bottom of this section is a button labeled "Save New Outcome", which is pointed to by a green arrow.

6. Click on the **[Save]** button to save all outcomes.

This screenshot is identical to the one above, but the green arrow now points to the "Save" button instead of the "Save New Outcome" button.

7. Click on the **[Main *Course* SLOAC Information]** link at the top or bottom of the screen to return to the course's main SLOAC page and continue with the SLOAC process. Your learning outcomes are listed under the Outcomes heading. Click on the **[edit]** link if you want to return to edit the outcomes.

Integrate Outcomes into Course Outline

Once you have entered all required information for the outcomes, you can now add the outcomes into the course outline of record.

You should verify the course's SLO information before integrating it into the ECMS: you cannot change it once the information is integrated.

To integrate the outcome statements into the course outline of record:

Note

At any time in the SLOAC process, you can print your entered information by clicking the [\[SLOAC Print View\]](#) link at the top of the page.

1. Click on the [\[Integrate Outcomes Into Course Outline\]](#) button on your course's SLOAC information page.
2. Verify you have completed entering all SLOs by clicking on the [\[OK\]](#) button in the notification box. The outcome statements are integrated into the course outline of record pending approval by the Curriculum Committee.
3. Click the [\[Manage All SLOAC\(s\)\]](#) link to return to a list of all your SLOAC courses. Or click the [\[Return to Main Menu\]](#) link to view your list of course outlines or sign out.

Editing a SLOAC

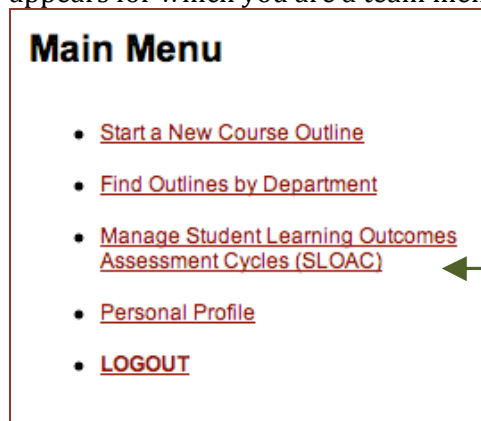
After learning outcomes have been documented, you are ready to complete the course's SLOAC. Your team leader has written and recorded student learning outcomes at the beginning of the course. As a team member, you must complete the SLOAC by planning assessment tools at the beginning of the course. At the end of the course, you record your reflections and suggest enhancements for future courses.

Log In

To complete the cycle, you must enter the SLOAC sub-system and complete the SLOAC Phase III: Reflection and Enhancement.

To edit an existing SLOAC:

1. **Log on to the ECMS site at ecms.deanza.edu/.** You enter on the ECMS Main Menu page.
2. **Click on the [\[Edit/Create Course Outlines & SLOAC Management\]](#) link.**
3. **Enter your FHDA email address and ECMS password.** The ECMS: Course Outline & SLOAC Management Main Menu page appears including a list of your courses.
4. **Click on the [\[Manage Student Learning Outcomes Assessment Cycles \(SLOAC\)\]](#) link on the Main Menu page.** A list of courses appears for which you are a team member.



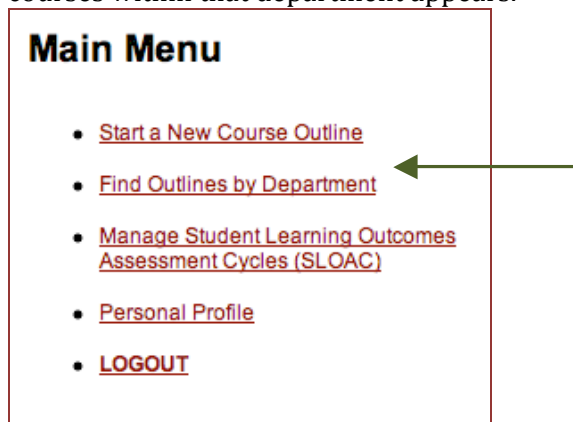
5. **Click on the desired course.**

Continue to the Document Student Learning Outcomes Assessment Cycle section.

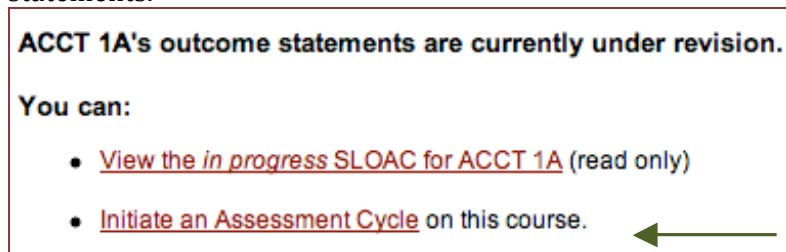
If you are not identified as a team member, you can access a course's SLOAC to complete a course's assessment cycle.

To access a course's assessment cycle without being a team member:

1. **Log on to the ECMS site at ecms.deanza.edu/.** You enter on the ECMS Main Menu page.
2. **Click on the [Edit/Create Course Outlines & SLOAC Management] link.**
3. **Enter your FHDA email address and ECMS password.** The ECMS: Course Outline & SLOAC Management Main Menu page appears including a list of your courses.
4. **Click on the [Find Outlines by Department] link.** A list of courses within that department appears.



5. **Click on the [SLOAC] link next to the desired course.**
6. **Click on the [Initiate an Assessment Cycle] link.** The course's SLO Assessment Cycle page appears with the course's outcome statements.



Document Student Learning Outcomes Assessment Cycle

At the beginning of the SLOAC, you or your team leader identified student learning outcomes. You or your team leader then integrated the outcomes into the course outline of record.

As a faculty member who teaches the course, you plan and record how you assess the stated outcomes as part of the SLOAC process. In addition, you use results of these assessments to reflect on the course's effectiveness and make suggestions for improvements to enhance learning.

Phase II: Plan Assessments

Assessments are tools, such as assignments, which determine a student's ability to reach the desired learning outcome. For each listed SLO, you must have a corresponding assessment plan or commitment to assess.

To document an assessment plan:

1. Click on the **[Create Commitment to Assess]** link next to the **desired outcome statement**. The system directs you to the Assessment Planning page for your course.

The Big Picture

You assess each learning outcome through its own assessment cycle, which includes assessment tools and reflection and enhancement statements.

The screenshot displays the ECMS interface for CHEM 12A. It features a header with the DeAnza College logo and the title 'ECMS: Course Outline & SLOAC Management'. Below the header, there are navigation links like 'Return to Main Menu' and 'Manage All SLOAC(s)'. The main content area is titled 'SLO Assessment Cycle for CHEM 12A' and lists four outcomes. Each outcome has a 'Statement' and a corresponding 'Assessment Cycle Records' column with links for 'Create Commitment to Assess' and 'Create Reflection & Enhancement'. A green arrow points from the first outcome's statement to its assessment records.

2. Indicate in which quarter and year the assessment will be conducted using the drop-down menus.

When will the assessment be conducted? Quarter: Year:

3. **Check the boxes next to the names of the faculty members who will conduct the assessments.** The faculty members are team members selected by the team leader. You can add faculty names by clicking on the [\[Add Assessor not listed\]](#) link, clicking the box(es) next to the desired faculty names, and clicking on the [\[Save\]](#) button at the bottom of the page. Or you can add other faculty names that aren't listed by entering their name in the Other Assessor: text box.

Who will be conducting the assessment?:
[\[Add Assessor not listed \(from ECMS account holders\) \]](#)

Anu Khanna
 Coleen Lee-Wheat
 Marrietta Reber

Other Assessor:

Note

If you have more than four sections to be assessed, add them in "Additional Notes" in the Main Menu/Team Members section.

4. **Enter the section numbers of each course section the assessment will apply to.** If you have more than four sections to be assessed, make note of them in the "Additional Notes" section on the Main Menu page.

Which sections of this course will be assessed by this team?

INTL 10- , INTL 10- , INTL 10- , INTL 10-

5. **Check the boxes next to the assessment tools you plan to use.** If you plan to use a tool not listed, enter the tool in the text box next to Other Tool:.

What assessment tools do you plan to use? Please check all that apply:

----- Add tools: -----

Exams
 Portfolios
 Logs
 Performances/Demonstrations
 Interviews
 Papers/Essays
 Written Reports
 Performances (Simulated)
 Art Works or Products

Other Tool:

6. **Click on the [\[Save\]](#) button.** You can add more faculty and/or more assessment tools by checking their corresponding boxes and clicking on the [\[Save\]](#) button.

- Click on the **[Main *Course* SLOAC Information]** link at the top of the page to return to the course's main SLOAC page and continue with the SLOAC process.

Phase III: Document Reflections and Enhancements

At the end of the course, the final phase, Phase III: Reflection and Enhancement, requires you and your colleagues to analyze how the assessment tools worked to satisfy the previously stated outcomes and offer suggestions for future classes.

When meeting with your colleagues, consider whether the assessment tools helped students learn the outcomes as you or your team leader wrote them at the beginning of the SLOAC. In addition, propose any enhancements the course could benefit from in the future. Consider what would make the course better serve its students and better meet its learning outcomes.

Reflection and enhancement suggestions are best discussed with a group of fellow course instructors or other colleagues. You are not required to consult with a group of your peers, but discussing your teaching methods and assessment results with others may help you gain valuable insight.

Each outcome must have an assessment plan and corresponding reflection and enhancement records.

To input reflection and enhancement records:

- Click on the **[Create Reflection & Enhancement]** link.

The Big Picture

Documenting your reflections and suggesting and implementing enhancements allows you to analyze the course's ability to meet its learning outcomes. This increases teaching and learning effectiveness and betters the course for future students.

Note

In Phase III, you can save as you complete each text entry by clicking the **[Save]** button located after each step's text box.

The screenshot displays the ECMS interface for CHEM 12A. It features a table with two columns: 'Outcomes' and 'Assessment Cycle Records'. There are four rows, each representing an outcome. Outcome 2 is highlighted, and a green arrow points to the 'Create Reflection & Enhancement' link in its record column. The interface includes navigation links at the top and bottom, and a footer indicating 'ECMS v6.7'.

Outcomes:	Assessment Cycle Records:
<p>Outcome 1: Statement Predict the product of a chemical reaction.</p>	[Create Commitment to Assess] [Create Reflection & Enhancement]
<p>Outcome 2: Statement Apply principles of thermodynamics, kinetics, and equilibrium to organic reaction systems.</p>	[Create Commitment to Assess] [Create Reflection & Enhancement]
<p>Outcome 3: Statement Generate logical stepwise reaction mechanisms.</p>	[Create Commitment to Assess] [Create Reflection & Enhancement]
<p>Outcome 4: Statement Construct molecular structure from spectroscopic data.</p>	[Create Commitment to Assess] [Create Reflection & Enhancement]

[Number of Outcomes for CHEM 12A: 4]

- Answer each question within its corresponding text box.
- Click on the **[Save Everything]** button.

4. Click on the **[Main *Course* SLOAC Information]** link to return to the course's main SLOAC page.

Glossary of Terms

Key Term	Definition
ACCJC	<p>Accrediting Commission for Community and Junior Colleges</p> <p>A commission of the Western Association of Schools and Colleges that accredits associate degree-granting institutions. The Commission reviews and accredits colleges every five years.</p>
Assessment Cycle	<p>Phases 2 and 3 in the Student Learning Outcomes Assessment Cycle: Plan Assessments and Document Reflection and Enhancement Statements.</p> <p>Within the Assessment Cycle, you plan how you will assess the stated learning outcomes, reflect the assessment tools' success in achieving those outcomes, and suggest enhancements for future classes.</p>
Assessment Tools	<p>Phase 2 in the Student Learning Outcomes Assessment Cycle</p> <p>Tools, such as tests and essays, which are used by instructors to assess and evaluate student achievement of learning outcomes.</p>
Course Outline of Record	<p>Inclusive course descriptions written by faculty/instructors that are stored in the ECMS.</p> <p>Course outlines include course title, number, department, credit, unit value, grading system, requisites, prerequisites, former names, repeatability, hours, cross listings, sections, description, objectives, assignments, and methods of evaluating objectives.</p>
ECMS	<p>Electronic Curriculum Management System</p> <p>De Anza's main curriculum catalog housing information, including summary, credit value, and prerequisites, for all courses available to be offered at the college. Used throughout the college for course information, such as for scheduling and admissions and records.</p>
Objectives	<p>Based on Bloom's Taxonomy of Educational Objectives, what a successful learner is able to do upon successful completion of the course.</p>
Outcomes	<p>Phase 1 in the Student Learning Outcomes Assessment Cycle</p> <p>Faculty-determined course learning goals for students stating what students should gain upon the successful completion of a course.</p>

Reflection & Enhancement Statements	Phase 3 in the Student Learning Outcomes Assessment Cycle A review by faculty of course assessments and consideration of future improvements to enhance a course's ability to meet its stated learning outcomes.
SLO	Student Learning Outcomes Outcomes, documented and agreed upon by the faculty, that students should meet upon the successful completion of a course. One course may have multiple outcomes.
SLOAC	Student Learning Outcomes Assessment Cycle A cycle through which faculty document learning outcomes, plan assessment tools, and use the results to reflect on and enhance student learning in a course.
Team Leaders	A faculty member registered in the SLOAC who documents a course SLO. This is usually a faculty member who will teach a section of the course.
Team Members	Faculty members who have a stake in the creation of an SLO, i.e. instructors who teach different sections of the same course. Team members may define assessments and write reflections and enhancements. Team members may not create SLOs, only report on achieving them.

Frequently Asked Questions

How do I get an ECMS-SLO login and password?	<p>Your ECMS-SLO login and password are the same as your ECMS login and password.</p> <p>If you do not have an ECMS login and password, contact the ECMS administrators at ecmsadmin@fhda.edu.</p>
Do I have to enter my student learning outcomes before I enter information for the assessment planning and reflection and enhancement phases?	<p>Yes, your assessment tools are based on the course's student learning outcomes. You or your team leader must document and record the course's learning outcomes before you can plan to assess them.</p> <p>Assessment tools are how you, as the instructor, gauge if your students are meeting the designated learning outcomes.</p>
What happens when I press the Integrate SLOs into a Course Outline button?	<p>When you integrate student learning outcomes into the course outline, you are making an addition or change to the course's outline of record. The outcomes will then appear in the course's outline of record.</p> <p>The course's student learning outcomes are listed in the course's outline to continue improvement in teaching and learning.</p>
Can I record assessment plans and reflection and enhancement suggestions by myself?	<p>Yes, you can, but the curriculum committee encourages you to discuss your teaching methods with your colleagues.</p> <p>By discussing your teaching methods with colleagues, you engage in valuable discourse where you can share insights and gain feedback on your methods.</p>
Who can see/access the information I have entered into the system?	<p>Any De Anza staff or faculty member with ECMS access can view the information you have entered into the ECMS and SLOAC system. Students do not have access to either system.</p>
What should I do with the assessment tool I used to gather the assessment results?	<p>You should keep all assessment tools in electronic or hardcopy form as evidence for accreditation purposes.</p>

How do I add or change my course's team leader?

If your course does not have a team leader or you want to change the team leader, contact the ECMS administrator at ecmsadmin@fhda.edu.