

SPEEDY S.L.O. Newsletter

Fall 2025–2026 | Student Learning Outcomes Committee
San Diego College of Continuing Education



High School Equivalency & Diploma Program Exuding the Spirit of Collaboration

Spirit of Collaboration Through SLOs

High School Equivalency and High School Diploma faculty collaborated during their December 2025 department meeting to refresh course-level SLOs for SDCCE's annual update to its SLO Inventory. Faculty reviewed SLO basics, alignment with Course Outlines of Record, use of AI, and measurability using Revised Bloom's Taxonomy. The SLOs will also update SDCCE's SLO Results Survey distributed in Spring 2026, where faculty will select one (1) SLO to provide assessment results for.

SLO CAMPAIGN 2026: DEIAA in Action

Stay tuned! The SLO Committee is spotlighting HVAC and Healthcare programs and Institutional SLO #5—Diversity, Equity, Inclusion, Anti-Racism, and Access (DEIAA) through an upcoming video project. Students from HVAC and Healthcare participated in the fun 2026 SLO Video Campaign where wires get crossed and straightened out to highlight the essential nature of DEIAA to instruction, student support, and workforce preparation. Look for the premiere at Spring FLEX 2026. Special thank you to Videographer and Editor Christopher Radomski and the HVAC and Healthcare departments.





Digital Media & Programming Students

USE OF SLOS RESULTS: Spotlight on Digital Media & Programming (DMP)

How Digital Media Assessed Student Learning (and How Other Programs Can Use This Model)

Student Learning Outcome (SLO):

Students will build a simple web application where users can add, view, change, and remove information.

What DMP Assessed

Students completed a final course project. Each student built a small web app that allowed users to:

- Add information
- View information
- Edit information
- Delete information

Faculty used a shared rubric to score student work. The rubric focused on:

- Whether the app worked as expected
- How clearly and accurately data was handled
- Code organization and basic documentation
- Ease of use and accessibility

DMP also gathered student feedback through a short survey about their confidence using these skills.

Why this works for other programs:

Any discipline can assess a final project, performance, or artifact using a shared rubric plus student reflection.

What the Results Showed

Most students were successful at adding and viewing information, but had more difficulty with:

- Editing and deleting information correctly
- Handling errors or unexpected situations
- Organizing work overtime

Students also reported uncertainty about testing their work and managing more complex steps.

Why this matters:

Looking at where students struggle—not just whether they pass—helps faculty to target improvements.

How DMP Improved Instruction (“Closing the Loop”)

Based on the results, faculty made specific changes the next term:

- Broke the project into smaller checkpoints instead of one large assignment
- Added short lessons focused on the most difficult skills
- Clarified the rubric so expectations were easier to understand
- Increased practice, feedback, and peer review
- Offered extra support for students who needed skill refreshers

Why this works for other programs:

Use assessment results to make small, intentional changes—not a full course redesign.

Why This Assessment Model Is Effective

- Uses direct evidence (student work) and indirect evidence (student feedback)
- Clearly connects learning outcomes → assessment → instructional change
- Produces actionable data faculty can respond to right away

Key takeaway:

Assess one meaningful assignment, analyze patterns, and adjust teaching based on what students actually need.

***Kudos to DMP Program Chair
Zak Ruvalcaba and faculty!***

DEIAA Spotlight: Emeritus —From Program SLO to Course-Level Outcomes

The Emeritus Program used a collaborative, outcomes-aligned process to develop their Program-level Student Learning Outcome #5: DEIAA.

The program initiated the development process by first reviewing SDCCE's Institutional SLO #5: DEIAA and mapping it to the Emeritus mission and existing department SLOs. This ensured the new outcome reflected both college-wide expectations and aligned with the Emeritus Program's unique mission to provide lifelong learning and promote positive aging.

Using Bloom's Taxonomy, an initial program-level DEIAA SLO was developed that emphasized measurable cognitive and affective skills (e.g., examining issues, demonstrating equity and compassion). Over the course of three program meetings, Emeritus faculty reviewed the draft and provided feedback to refine language, clarify intent, and explicitly include age and aging as a dimension of diversity, equity, and inclusion.

The final Program-Level DEIAA SLO reflects shared ownership, faculty engagement, clear alignment, and language that is meaningful across the range of Emeritus courses.

Why this matters:

This model shows how faculty use institutional goals and their respective program mission as a guide to develop clear, discipline-relevant SLO through alignment, shared language, and collaboration.

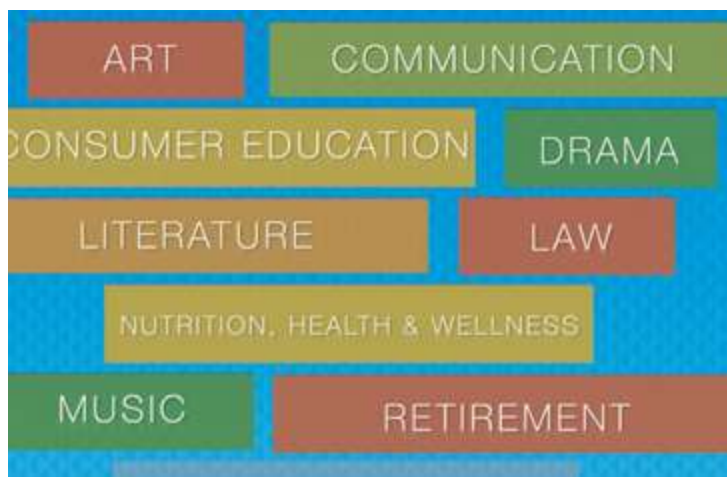
Creating Course-Level DEIAA SLOs in Emeritus

To develop course-level DEIAA SLOs, Emeritus faculty used the new Program-Level DEIAA SLO as a foundation and asked:

- How does this course help students examine issues through equity, civility, and compassion?
- How does the course support awareness, respect, and advocacy, including perspectives on age and aging?
- What DEIAA practices and learning are already happening in the course that can be identified, named, and assessed?
- What DEIAA topics within the course subject can be included in course curricula in the future?

Faculty then:

1. Met with instructors in their discipline to begin developing a course-level SLO draft.
2. Selected one DEIAA-focused action students could reasonably demonstrate in the course.
3. Used clear, observable verbs drawn from Bloom's Taxonomy to describe outcomes.
4. Ensured the outcome fit naturally within the course content and student population.
5. Reviewed and revised SLOs through faculty discussion and collaboration.
6. When applicable, received additional support from the Program Coordinator and Emeritus SLO Liaison to refine the final draft of their course-level SLO.



Sample Course-Level DEIAA SLOs (Emeritus):

- The Nutrition/Health for Older Adults student will develop an awareness for the dietary practices of diverse individuals, groups and cultures; identify local and global food accessibility issues; and demonstrate knowledge and appreciation for the foodways and traditions of other students. [Instructor Anjali Patel and Instructor Bridget Wright]
- The Brain Fitness student will be able to explain how cultural backgrounds, life experiences, and individual characteristics influence perceptions of brain health while applying a positive narrative of aging in discussion and practice. [Brain Fitness - OA Instructors]
- Students in INVS 500 will be able to take a multidisciplinary and compassionate view on aging, recognizing the interplay between social, health, financial, and relevant legal topics while demonstrating awareness that diverse individuals, groups, and cultures may experience the benefits and challenges of aging in unique ways. [Instructor Harvey Zeytuntsyan, Preparing for Your Later Years]
- The Rediscovering San Diego and Beyond student will be able to critically examine and discuss diverse cultures, events, resources, and worldviews while modeling principles of equity, compassion, respect, advocacy, and positive aging. [The Rediscover San Diego - OA Instructors]

Why this works:

This approach offers a clear, adaptable model for developing DEIAA SLOs that are aligned, faculty-driven, and relevant across disciplines.

FREE

13TH annual

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SLO SYMPOSIUM

Assessment of What Students Can Do: Making Learning Observable

FRIDAY 1/30/26
8AM - 3PM (PST)

&

SATURDAY 1/31/26
8AM - 12PM (PST)

UPCOMING SLO EVENTS

- Spring FLEX – January 21, 2026
- SLO Symposium – January 30, 2026 – [Register Here](#)
- SLO Assessment Week – April 13–17, 2026

For more information on SLOs at SDCCE – [Click Here](#)

Special thanks to SDCCE SLO Committee members:

Esteban Alvarado, Kirsten Lachenmayr, Margarita Posner,
Lee Blackmore, Stacy Surwilo, Diana Black-Tucker, Melissa Hough,
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