



El Camino College Student Learning Outcomes and Assessment

End-of-Semester Report – Fall 2009 (Semester 7)

SUMMARY: The whole campus worked hard to reach the two primary deadlines this semester: to have at least one SLO per course, and for each program to have between two and four assessments finished by the end of the semester. El Camino College's accreditation status (continued on warning) created a particular urgency to accomplish these goals. While the campus has made great strides to meet these targets, it did fall a bit short. It is hoped that these goals will be reached by the beginning of the Spring 2010 semester

The College is also busy trying to meet the deadlines for reaching proficiency (as defined by the ACCJC rubric) by 2012. In addition to identifying and assessing SLOs at the course and program levels, the college is planning its first institutional-level assessment to take place in Spring 2010.

This semester also marked a change in leadership as three coordinators at the Torrance campus turned into one faculty coordinator for the whole campus. The Associate Dean of Academic Affairs was also assigned to oversee the process. The Compton campus kept its one coordinator position.

Conservative Summary of Progress for Academic Divisions*: Fall 2009

Division	# (and %) of Courses with at least one SLO Proposal	# (and %) of Courses with at least one SLO Report (a Complete Assessment Cycle)	Programs with at least one Program-Level SLO	Programs that have met all deadlines
B&SS	119 (98% of 121 courses)	25 (21%)	10 (100%)**	4 (40%)
Business	63 (72% of 88 courses)	6 (7%)	7 (88%)	2 (25%)
Fine Arts	200 (100% of 200 courses)	25 (13%)	7 (88%)	4 (50%)
HS&A	182 (88% of 206 courses)	50 (24%)	8 (100%)***	4 (50%)
Humanities	141 (96% of 147 courses)	40 (27%)	8 (100%)****	7 (88%)
I&T	198 (69% of 286 courses)	22 (8%)	9 (50%)	3 (17%)
Math Sci	28 (78% of 36 courses)	21 (58%)	7 (100%)	6 (86%)
Nat Sci	77 (100% 77 courses)	36 (47%)	8 (100%)	8 (100%)
Inst. Div. Totals	1008 (87% of 1161 courses)	213 (18%)	64 (85% of 75 Programs)	38 (50%)

* Please see below for a progress report for the Student and Community Advancement Division.

** This does not include American Studies, Ethnic Studies, Global Studies, or Women's Studies, which are not full-fledged programs and, thus, do not need a program-level SLO.

***This does not include First Aid, Contemporary Health, Medical Terminology, or Recreation, which are not full-fledged programs and, thus, do not need a program-level SLO.

**** This does not include Humanities, Library Science, or Tutor Training, which are not full-fledged programs and, thus, do not need a program-level SLO.

The information above and in the report below is based on the files that have been submitted to the SLO coordinator, which may lag a bit behind what has happened in each division.

REPORT

I. Division Progress: This section reports the progress made in each academic division as well as in counseling and student services.

A. Behavioral and Social Sciences Division:

Division SLO Committee:

Chris Gold - ALC Representative

History: Christina Gold

Sociology: Stacey Allen

Economics: Tanja Carter

Psychology: Julio Farias

Political Science: Eduardo Munoz

Human Dev't: Juli Soden

Child Dev't & Educ.: Janet Young

Anthropology: Angela Mannen

Philosophy: Randy Firestone

Compton: David McPatchell

The departments in BSS continue to report substantial progress in writing SLOs and in conducting assessments. There is a growing amount of productive dialogue about teaching and learning that has been stimulated by writing SLOs and conducting assessments. Throughout the Division, departments report that the development of the timelines has encouraged the inclusion of more full-time faculty in the assessment process, significantly spreading the opportunity for more dialogue between more faculty members. Departments have been encouraged to include part-time instructors in the assessment process and dialogue about outcomes.

All departments will meet the December 2009 deadline for writing at least one course-level SLO for each course. While all departments have written their course-level SLOs, a few departments have yet to finish the forms for a few classes and submit these to slo@elcamino.edu. These should be completed by the December deadline. All departments should also meet the December deadline for submitting program-level assessment plans. History, Human Development and Political Science are already working on their program-level SLO assessments.

At the BSS Division's first faculty meeting in August, Dean Gloria Miranda stressed the importance and value (for instructors as well as students) of including SLOs on syllabi. Faculty embraced the idea and added SLOs to syllabi. Each semester, faculty submit copies of syllabi to the BSS Division Office. This provides evidence that syllabi include SLOs.

The Behavioral and Social Sciences Assessment of Learning Committee has been in place since fall 2006. The committee monitors the progress of SLOs and Assessments in the Division and discusses questions and issues concerning writing SLOs and the assessment process. In addition, the committee is informed about developments on the college-level. The committee meets 2-3 times per semester. Occasionally, a meeting is an informative/learning session in which flex time is granted.

As reported in Spring 2009, faculty resistance related to SLOs is weakening. Although some faculty still resolutely oppose the process in principle, more faculty are involved in writing and assessing SLOs. Faculty members who have conducted assessments reported that the process was much less time-consuming and less cumbersome than they expected. They also found that they enjoyed talking about teaching and learning with other faculty in their departments.

Overall, growing participation was stimulated in part by the creation of department timelines. The timelines completed during Flex Day led more faculty to actively participate in the process. Growing participation was also stimulated by the ACCJC warning and discussions about accreditation. As part of a wider process of change on campus, faculty seem more amenable to completing assessments. Although there is still some concern and confusion about how information derived from SLO assessments will be used in the future, the process is perceived to be a necessary component for accreditation.

One particular success in the division is what is happening in the history department. The History Department, under Chris Gold's guidance, has developed a systematic approach to writing and assessing SLOs. Each course-level SLO was written with program-level SLO assessment in mind. The course-level SLOs were written and assessments structured so that the program-level SLO assessments would simply be the next natural progression. Human Development followed this model. Both departments shared their program-level assessment plans (models) with the BSS committee. Other departments found this informative and useful as they plan the program-level assessments that are due June 2010.

While, overall, this division has strong participation in the SLO process, some weaknesses are evident. Although participation is steadily increasing, faculty involvement does not appear to be equally distributed in some departments. In these cases, one person is doing the bulk of the work on SLOs. Our (the BSS committee) hope is that faculty within these departments are engaging in dialogue about the process and the assessment reports. We remind faculty that there is great value in discussing the SLOs and assessments. In addition, BSS has not partnered effectively with the Compton campus in conducting assessments. Although Compton faculty have collaborated with ECC BSS faculty in writing the SLOs during flex days, they have not significantly participated in assessment. The addition of David McPatchell (a Compton Instructor) to the BSS ALC begins the process of including Compton faculty.

Faculty still seem a little frustrated that SLOs and assessment plans that they submitted have not yet appeared in the online database. Statistics about SLO progress in BSS, therefore, under-represent the amount of work being completed in the Division. The BSS Division administrative support has certainly helped address this challenge, but there is more work to be done. As a growing number of course and program-level assessments are conducted on campus, the volume of information will make the work of the support staff and SLO Coordinators even more critical.

B. Business: Donna Grogan and Ollie Hadley – ALC Representatives

As of the end of the Fall semester 2009 60% of all Business Division courses have an assessment plan written. As of the end of the Fall semester 2009 24% of all Business Division courses have an assessment completed.

The progress made on assessing Certificates within the Business Division as of the end of the Fall semester 2009 indicate that four have an assessment plan written. None have completed an assessment.

The SLO committee for the Business Division consists of the Curriculum Committee members for each department that make up the composition of the Division Curriculum Committee. Each department representative will monitor their department SLOs and assessments and report the progress, changes and assessments to the Division Curriculum Committee, which meets once per month during the semester term.

The level of faculty involvement and collaboration in SLOs and Assessments within the Business Division is one of very high interaction. Most members of the faculty are motivated to complete this task of assessing each course. The factors that stimulate the faculty participation is the threat that the course may not be offered if there is not an SLO for that course. The level of interest varies among departments. The law department has to comply with the American Bar Association (ABA) accreditation or else it does not have an accredited program. The accounting and management departments also have several faculty participating with interest to accomplish completion of the task. The computer information systems (CIS) department has many faculty with the highest level of participation and completion of course- and program-level assessment. The CIS department was one of the first on campus to complete an SLO on virtually every course within their program. However, both the Office Administration and the Real Estate department each have only one full-time faculty member who has to do all the curriculum and SLO work, thus it may be said that these two departments have full participation since they have done assessments for almost all courses within these departments.

The reason for resistance by some faculty is because the SLO process never ends. Courses must have on-going assessment, which means on-going workload of reporting the findings, in addition to implementing the actual findings in the changes that are to be made in the individual courses. Another reason may be that 3 faculty members have about 30 years of service to the organization and many more with over 20 years who have served on every committee over their work years and no longer wish to participate in additional work since doing their current class load with the under-prepared students is such an additional burden on these faculty. Another reason may be the lack of participation by adjunct, who may teach the majority of the courses within a particular department.

Successes in the Business Division SLO Reporting is that of the 84 courses within the six departments (Accounting, Computer Information Systems (CIS), Law, Management , Office Administration(OA), and Real Estate(RE)) 50* courses have had an assessment plan written for the individual courses. Another 20* have completed the assessment with the assessment results. Of the courses within the division, not all courses were taught

within the past semester or year, and therefore no assessment could be performed. Some of these will be offered during the 2010 calendar year and will increase the number of courses completing the process for the first time. Another success is that the Compton faculty participated in many of the assessments for various courses.

One weakness of the Business Division SLO reporting is that 24* courses do not have an assessment plan and 64* have not yet completed the assessment process, some due to not having been offered.

The additional support needed within the Business Division in order to address the weaknesses include the need for additional faculty. Two of the three office administration faculty retired, leaving only one faculty member to do the workload; three of the four Law faculty retired and only 1 has been hired back, thus splitting the workload by only two faculty; typically, as faculty retire within the division, they are being replaced, and the faculty are asked to complete new, additional reports. Secondly, the SLO process needs a campus-wide administrative secretary for the entire campus for all departments that have two or less tenured faculty to aid in the vast paperwork required to accomplish the assessments. The Business Division has the following number of tenured faculty that are required to complete teaching assignments, other committee work and all the academic affairs work for Program Review, Curriculum (the course outline and form to change the outline, the catalog description, the course objectives, and now the added SLO (course level, program level, each certificate, each degree option) ongoing assessment and reports: Accounting=4, CIS=6, Law=2, Management=2, Office Administration=1, Real Estate=1).

C. Fine Arts Division:

Division SLO Committee

Harrison Storms—ALC Representative

Music:	Joanna Nacheff
Dance:	Daniel Berney
Theater:	Bill Georges
Film/Video:	Kevin O'Brien
Photography:	Darilyn Rowan
Speech Communication:	Chris Wells
Art:	Karen Whitney
Administrative Asst:	Marcia Armstrong

All areas within the division have worked hard to complete the goal of one course-level SLO for every course taught as required. The division began the semester with over 107 SLOs to write and has completed that task on time. The assessment and reflection process is mostly on schedule. However the primary focus this semester was in drafting the SLO statements and there may be a need to adjust the timelines for next semester.

The division SLO committee met one time this semester to clarify goals and deadlines. Furthermore, each committee member was responsible for communication with adjunct faculty and held training meetings within their own departments.

The division is pleased with the level of involvement which has always been good, but has been improving. This improvement can be attributed in part to the emphasis on requirements for accreditation as well as to the increased comprehension that faculty and staff have now that they have more experience with SLOs. Also, using flex days to work on SLOs has been a very successful and efficient use of time as faculty are allowed uninterrupted time together to reflect on their programs.

Over the summer, the Art Department completed the first program-level assessment for the division (ahead of the Spring 2010 deadline), and felt satisfied with the results. Lessons learned from this process were shared at Fall flex day in an effort to facilitate other program-level assessments throughout the school.

This semester the Fine Arts Division rallied, with the leadership of the division SLO committee, to accomplish the enormous task of writing over 107 course-level SLOs, doing so with the help of adjunct faculty and through cooperation with Compton faculty.

Additional evidence of success is seen in the assessment of the choral ensembles that have benefitted from viewing video-taped presentations of performances as part of their SLO assessment. This is one example of the many courses in the Fine Arts Division that have assessments that are largely performance-based, which can present a problem or “weakness” when it comes to objective assessment and where it can be difficult to establish a rubric for a performance. Recording equipment can assist with the assessment in many cases. Other areas of the fine arts division could benefit from more funding for the technology to assess their performances as well.

Several of the areas for improvement cited last semester have been addressed. For example, record-keeping has been greatly improved, largely due to increased administrative support both in the division office as well as campus-wide to form the SLO databases. The remaining areas of “weakness” would benefit from more feedback in regards to SLO submissions. Additionally, assessment in various performance areas would be facilitated by funding for data-analysis equipment (e.g. digital recorders and monitors for dance). Funding is also needed for continued administrative support to maintain accurate record-keeping.

While the semester has been partly spent in clarifying how to most effectively fulfill the directive to put SLOs on syllabi, faculty has revised syllabi with clear course objectives and SLO statements. Electronic copies of these syllabi are on file in the division office.

D. Health Science and Athletics Division:

Division SLO Committee

Kelly Holt--ALC Representative

Physical Education:	Mark Lipe
Special Resources Center:	Bill Hoanzl
Nursing:	Leila Miranda Lavertu
Athletics:	Dean Lofgren

Health Sciences Division

The division SLO's are approximately 95% completed. The division is still working on the rest of the courses and hope to have them completed by the end of the semester on December 18, 2009. Assessments are planned in the spring.

It has been difficult to get faculty to respond to workshops. It has improved but they still have a long way to go. The division needs to have more SLO meetings with the committee and hold more workshops and motivate faculty to go.

The division is not pleased with the amount of involvement from our faculty. It needs to do a better job at getting faculty to be more involved. The division thinks that they are not realizing the importance of it and not taking advantage of the training provided to them.

The division's successes are that it has leaders in each department in place to head up its efforts.

Fall 2009, 182 (88% of 206 courses) have at least one SLO. 50 (24%) of courses have at least one SLO report. All SLO's are scheduled to be assessed Spring 2010. Weaknesses continue to be faculty involvement and realizing their professional responsibility.

Special Resources Center

The programs within the Special Resources center have created assessment timelines and have assigned faculty to be in charge of assessment in particular courses. These timelines have been followed; therefore, SLO deadlines will be met in this area. Faculty are working with one another to discuss, draft and collect data. Although, I am pleased with the level of involvement, greater consistency with reminders are necessary. Some faculty are still confused regarding the longevity of this process despite reiterations of accreditation requirements and professional development opportunities. The full-time sign language faculty have worked well with part-time faculty to participate in development and data gathering. The full-time faculty assume the responsibility of analysis and reporting. Staff meetings dedicated to only SLO's have helped address the importance of this process as well as provide support. Another success is the faculty have made documents of course objectives, and SLO's by course for faculty to facilitate input into syllabi. Various ideas have been explored as to how to support faculty in this process, including but not limited to, two SLO working meetings within the department during the term for staff/faculty to work together on the assessment/reporting and creating a bulletin board with SLO progress along with other curriculum and support services info relevant to all. An idea may be to survey staff/faculty on what they would like to see to ensure commitment to any activities such as department SLO meetings have participation by the majority. SLOs were included on the majority of the syllabi as collected from full-time and part-time faculty. This will be 100% by Spring 2010 as all faculty are aware of this requirement.

Adapted PE Program

The Adapted Physical Education (APE) program has six course offerings within their curriculum and has submitted six course SLO statements without assessments. The APE program has also submitted one program SLO but without an assessment. Being a small program with three full-time instructors, the faculty plan on assessing the program SLO

and two courses during the spring 2010 semester. They will continue assessing two courses each semester and the program SLO on an annual basis. As the program begins its assessment process next semester, they anticipate making adjustments to the SLO's so that the data obtained is meaningful and provides specific information that will be useful in improving the program as it relates to ECC's Core Competencies related to (1) Content Knowledge and (2) Critical, Creative and Analytical Thinking. Rubrics' may need to be simplified to a 1-2-3 scoring and also be associated with each primary trait associated with the SLO. Instructors have placed SLO statements in their course syllabi during the fall 2009 term and will continue to do so. As multiple sections of each course will be assessed by different instructors, instructors need to collaborate and determine what exam questions and/or methods of evaluation will be used when measuring SLO's. The program SLO will initially be assessed by Mark Lipe and Russell Serr as they teach the majority of APE courses. Other instructors teaching APE courses will be included in the program SLO assessment process thereafter.

Radiologic Technology Program

In the Radiologic Technology program during the Fall 09 semester RT 111 and the program level SLO was assessed according to the program assessment plan. RT 93 will be assessed Sp 2010. Analysis and reporting for RT A and RT 233 was completed and submitted to SLO@elcamino. During department meetings the faculty discussed the assessment results for RT A and 233. Very important and helpful ideas resulted from our discussions of the assessment results. New course level SLO's were submitted for RT 93 and 111. The program is still working on an SLO for RT 255, which is the only course in need of at least one SLO. All full time faculty are very involved with assessment of student learning in the program. The program has only three full time faculty members so everyone's participation is required to accomplish a meaningful assessment process. The factors that stimulated interest at the deepest level is improving teaching skills which would, in turn, improve student learning, along with the desire to have the best Rad Tech program around. The more acute reason for participation is the desire to maintain accreditation. Although the program has a well structured assessment plan a weakness is making the time needed to tabulate the collect the data. It would be helpful to have more access to individuals trained in data analysis to consult and help analyze data from the assessments. Collecting the information and making conclusions about the results is fairly easy to do. The real trouble falls with making the time to tabulate the assessment results for analysis.

E. Humanities Division:

Division SLO Committee:

Rebecca Bergeman and Matt Kline—ALC Representatives

Academic Strategies:	Sharon Van Enoo
Foreign Languages:	Bernie Rang
Journalism:	Lori Medigovich
ESL:	Evelyn Uyemura
Developmental English:	Susan Corbin
Literature:	Sara Blake
Reading:	Cynthia Silverman, Stephanie Schwartz
Library Sciences:	Claudia Striepe
CEC:	David Maruyama, Jose Bernaudo, Thomas Norton

The faculty of the Humanities Division has worked hard this semester to meet the campus goals for SLOs. At the beginning of the semester, many courses still did not have at least one proposed student learning outcome. To meet that goal, both full-time and part-time faculty members in all the division's departments volunteered to create SLOs. In addition, Compton faculty participated as well. For instance, the ESL faculty at Compton created SLOs for eight courses. Because of all the faculty's efforts, every Academic Strategies, ESL, journalism, and reading course now has a proposed SLO. All but three writing courses have SLOs, and the foreign languages department, especially Bernie Rang, has worked feverishly to create SLOs in all but five courses. Therefore, the division is very close to meeting the goal of each course having one SLO.

Besides creating SLOs for courses, the faculty has wholeheartedly embraced the idea of putting course SLOs on syllabi. Sheryl Kunisaki, who works for the division office on a part-time basis, collected syllabi from the faculty, made a list of all the SLOs, and posted it on the division's portal page. Ms. Kunisaki also made hard copies of each SLO assessment report and keeps them in binders in the division office.

Another goal for the campus is to have between two to four course-level SLOs assessed in each program. Again, the faculty members worked toward meeting this goal, and their endeavors have paid off. Each program in the division has assessed between two to four SLOs.

In addition, the Academic Strategies program assessed one program-level SLO. Therefore, the division has begun working towards the June 2010 goal of having one program-level SLO completed per each program.

The division's SLO committee met one time this semester. During that meeting, the committee members planned the division's activities for the Assessment of Student Learning Week. They decided that each department would meet to discuss the specific situation that each department was in with respect to SLOs.

Future Goals

Both the El Camino and Compton English and ESL faculty are working together to conduct an assessment of English A and B, English A-X, and ESL 53B students. This assessment will require a lot of coordination because it will involve a large number of students. Fortunately, Sara Blake has volunteered to organize the El Camino faculty, and Chelvi Subramaniam will coordinate with the Compton faculty.

Another goal will be to meet the deadline of having each program complete a program-level SLO by June 2010. The division's SLO committee and faculty coordinator will have to work closely together to achieve this goal.

Challenges

The greatest long-term challenge the division faces for the implementation of SLOs is a general sense of fatigue, which could be termed *SLOs fatigue*. For several years now, SLOs have dominated flex-day events. In addition, administrators have been pushing

faculty to meet goals such as the ones mentioned earlier in this report. Although the implementation of SLOs is both pedagogically sound and important for accreditation, there is a feeling among faculty that all the work done with SLOs is simply done to satisfy the “powers that be.” Hence, SLOs fatigue has set in for some of the faculty in the division. It may be that there will always be a portion of the faculty who will feel this way; however, it is possible to mitigate SLOs fatigue. One way may be to focus on the results that SLO assessments yield. If the useful information that is gleaned for SLO assessments is highlighted, then faculty will feel more inclined to create and assess SLOs.

Another challenge facing the division is organizational. Too often most of the work gets done by a few individuals. A possible solution to this problem is to actively recruit new members for the division’s SLO committee.

The third challenge is helping the library information science faculty find the time to work on SLOs. The faculty members are stretched thin because of the cutbacks made to the library. They have to do more work with fewer people. Consequently, it will be necessary for the division to get volunteers to help the library information science faculty work on SLOs for their courses.

F. Industry / Technology Division:

Muriel Winfree, Ray Lewis—ALC Representatives/Division SLO Committee Chairs	
Fashion; Nutrition:	Vera Bruce
Administration of Justice; Police and Explorer Academies:	Ray Lewis
CADD; Architecture; Construction Technology:	Dan Richardson
Machine Tool Technology; Manufacturing Technology:	
Electronics and Computer Hardware Technology; Engineering Technology:	John Ruggierello
Air Conditioning and Refrigeration; Automotive Collision Repair/Painting:	
Automotive Technology; Cosmetology; Welding:	Merriel Winfree

The Division of Industry and Technology started the semester off with breakout sessions during flex day, targeting program level SLO’s. A presentation was made by Ray Lewis, Merriel Winfree, and Stephanie Rodriguez. They provided individual help to various faculty members working on their SLO’s.

The division SLO committee also met twice during the semester. The committee’s semester agenda was to organize the division programs into groups and assign a committee member to provide oversight to each respective group, review SLO data on requirements met and provide individual help to faculty members requesting such help. Following our second committee meeting, the members felt more comfortable in their assignments.

Also during the semester, a number of impromptu and planned training sessions were given to faculty on SLO process and how to write statements and assessment plans, as well as how to create a rubric for assessments. One of the planned sessions involved three faculty members from the Nutrition program. Also provided was training to Fire Technology, Administration of Justice and Computer Aided Design. Also, assistance was provided to Fashion, Cosmetology and Nutrition programs.

Finally, a recommendation was made to address a situation that has long been a problem, not only for I and T, but the campus as a whole: that problem is how to fold adjunct faculty into the SLO process. This is an issue that we on the campus wide committee have been discussing for at least 2 years, and has also been discussed within Industry and Technology. This is a problem particularly for I and T because of the numerous programs that are taught by adjunct faculty, and the fact that it impacts I and T's SLO data. (Currently showing 14% SLO statements completed, last in the college's academic programs) Specifically, the problem centers on contractual differences between full-time faculty and adjunct faculty. Whereas full-time faculty has flex obligations, which can be drawn upon for SLO training, adjunct faculty does not, and is more difficult to train outside instructional hours.

In November, the division decided to put on a voluntary training session specifically for adjunct faculty. The division felt that training was an urgent need especially in light of mandates to include SLO statements on syllabi by all faculty members, adjunct included. Frankly, most of the adjunct faculty was unaware of the SLO program. We marketed the workshop and notified the division's entire adjunct faculty. Out of a potential 60 part-time faculty within the division, 6 attended the workshop, plus two part time instructors from other divisions. In reviewing the results of this workshop, it was decided to try again in the spring semester, and to include marketing to all divisions and programs on campus.

Another problem we encountered was the reliability of the SLO data. In analyzing the data from which the 14% figure of SLO statements completed was drawn, it was apparent that some data was not included. Some faculty members were submitting reports to the division office instead of the SLO Coordinator, and some were completing reports and filing them locally. The dean, Stephanie Rodriguez, sought and obtained assistance from Idania Reyes, to track down and collate SLO data from the multiple locations in which the data had been either filed and/or submitted, and produce a report that reflected this data. Once completed, it was our belief that the data currently being used for I and T will be higher. All faculty members were reminded to follow proper procedures in submitting data.

In summary, the division will continue to work on achieving higher compliance levels with respect to SLO mandates, through intensified training and more effective use of the division SLO committee.

G. Learning Resources Unit:

Area SLO Committee:

Claudia Striepe—ALC Representative

Book Collection: Noreth Men

Basic Skills: Lisa George

Patron Services: Ed Martinez

Periodicals: Moon Ichinaga

Distance Education /

Library Classes: Vince Robles

Bibliographic Instruction: Claudia Striepe

Compton: Eleanor Sonido
Floating: Alice Grigsby

Using a program level SLO as a basis, the unit was divided into 6 areas/teams that constructed individual SLOs that contribute to the overall program SLO aim. The teams are Book Collection, Basic Skills, Patron Services, Periodicals, Distance Education, Library Classes, and Bibliographic Instruction (see above for area reps). Some teams are working on their 2nd or 3rd SLOs while others are working through the first SLO process. The Compton campus, under the SLO representative Eleanor Sonido, will choose one of the aforementioned SLOs to run and assess on the Compton campus. Thus, most of the projected deadlines are on target to be met.

During the Spring 2009 semester a Unit SLO committee was formed to coordinate the team activities and share resources and progress. The plan of 2 or three meetings per semester was adhered to during the Fall 2009 semester. Committee members also communicate on an ad hoc basis, usually via email.

The entire LRU staff has been placed on a team. The level of involvement continues to vary from team to team, and according to the flow of the semester. Team leaders were advised to set up their teams so that each team member would have a role, and this has proved beneficial for some teams. The creation of the Unit SLO committee where team leaders could share concerns and problems has been beneficial as hearing each others reports has stimulated creative activity and renewed commitment. The Unit SLO Committee has met twice in the Fall semester. Teams have been conducting regular meetings on their own for the most part. Teams have personalized the SLO's and made them meaningful for their particular areas. SLOs are being used to market and "brand" the library and research experience, and advertize the wide range of resources and services. Compton involvement is superficial at this stage as they work on internal issues.

One or two particular successes in the SLOs and assessments process in the LRU should be noted. Members of the Public Services SLO Team, chaired by Ed Martinez, added a new SLO this semester and currently the team has two SLOs. The new SLO reads "Students will learn five critical elements to successful use of the Learning Resources Unit." To publicize the SLOs a bookmark was created that highlighted one of the SLOs, and the bookmarks were distributed at various public service counters. A flier/poster will also be created displaying the "Five Ws" that comprise the critical elements students will learn. The "Five Ws" are: 1) Who—Who can you ask for help and can answer questions you have regarding library use? 2) What—What services can you use with your ECC student ID card? 3) Where—Where can you get help? 4) When—When should you activate your ECC ID card? 5) Why—Why is it important to always have your ECC ID card? The acronym for the poster is W.I.S.E. (Ways Informed Students Excel). The poster will be created during the winter/spring semesters.

The Book Collection team, led by Ms. Men implemented the planned in-house usage count process. They have also been working on bookmark design to be distributed to library users. The bookmark is one of the team's marketing tools used to create awareness of the library new book collection to students & public on campus in general.

The design is almost complete, and will be ready for printing in the next couple weeks. In addition, the team successfully created a new book list link from the library webpage. The team also will generate a book usage statistics list at the beginning of this fall semester, to serve as a base line measure of book usage.

The Periodicals team, chaired by Ms. Ichinaga, is working on the cycle for a 3rd SLO and remains highly committed and creative. The Periodicals team liaises heavily with the library teaching faculty to promote an understanding of periodicals as a research resource. Many individual teams have also been keeping minutes and producing their own progress reports.

The Humanities Division asked the Library classes teaching faculty to craft a program level SLO for the classes, but the library faculty have not done so at present, on the grounds that the 2 classes do not constitute a full program. The faculty have individual class and lesson SLOs that they work on.

The Unit remains committed to the campus SLO effort, with representation on the Campus Assessment of Learning Committee. The LRU also participated in the annual Assessment of Student Learning Week, with the Periodicals team/Ms. Ichinaga, giving an overview of their team progress, and answering questions. Though not very well attended, it was instructive and helpful.

One the down side, some teams did not fulfill all of their Fall goals. For instance, as coordinator, Claudia Striepe was unable to follow through on certain of my assessment findings due to other commitments, and it is hard for the coordinator to find enough time to meet with faculty, here at ECC and at Compton, who are confused or reluctant, to encourage and aid them. The Unit SLO Committee meetings have aided in dealing with some issues and questions. The overall weakness in the SLO process remains the question of relevance to our largely service-driven areas. Recently Sheryl Kunisaki offered to assist as needed as she has had experience helping with the SLO process in Humanities.

H. Mathematical Sciences Division:

Division SLO Committee:

Kaysa Laureano-Ribas—ALC Representative

CM1 (College Level Math, Engineering and Science Majors):

Aban Seyedin

CM2 (College-Level Math, General Education and Non-Science Majors):

Milan

Georgevich

CM3 (College-Level Math for Elementary Teachers):

Judy Kasabian

Committee E (Engineering courses):

Milan

Georgevich

Committee P (Pre-College courses):

Art Martinez

Committee B (Basics Skills courses):

Paul Wozniak

CSCI courses:

Ralph Taylor

This semester, the Mathematical Sciences Division has made great improvements in writing and assessing SLOs. This is largely due to the assistance of all committee

members and faculty (full-time and part-time) who have greatly helped the department meet its goals and deadlines.

The division SLO committee met once a month this semester to discuss tasks and upcoming deadlines. In the meetings, responsibilities were distributed among committee members who then were in charge of distributing responsibilities among their committees. Within each committee, two or three faculty members were assigned a specific course to draft SLOs, design rubrics, involve other faculty and adjunct faculty in the assessment process, collect and analyze data. The result of this “dispersing of tasks” has been successful and has led to a collaborative approach to writing and assessing SLOs. The division has faculty members (full-time, part-time and Compton) actively involved in the writing, assessing or both parts of course SLOs as well as Program SLOs.

A second success in the division this semester is the creation of the one-page summaries for all our courses. Faculty created these summaries that include the Course’s Catalog Description, Course Objective and Student Learning Outcomes. They have been uploaded on myECC Portal and available for any faculty (part-time and full-time) to print, or copy. The department has required all instructors to include the course outline, goals, objectives and SLOs in their syllabus and having these summaries available has made it effortless and painless to include them.

Committee members are also responsible for keeping a time-line for course SLOs and program SLOs. By doing this, there should be no problem meeting any deadlines. The division’s program SLOs are scheduled to have 1 completed cycle by the end of Spring2010 and all of the division’s courses have been assessed at least once or are planned for assessment this semester, or for Spring 2010, for those classes only offered some semesters.

I. Natural Sciences Division:

Division SLO Committee:

T. Jim Noyes—ALC Representative

Astronomy:	Vincent Lloyd
Biology:	Nancy Freeman
Chemistry:	Amy Grant
Earth Sciences:	Jim Noyes
Allied Health:	Margaret Steinberg
Physics:	Susana Prieto
CEC:	Bill Keig

The Natural Science Division continues to make progress in writing and assessing student learning outcomes. Currently, there are 72 regularly taught courses in the division (no 99 or 50 courses included). As of December 2, 2009, the Natural Science Division has submitted an SLO statement for each of these courses. In addition, each department (astronomy, chemistry, biology, life science, horticulture, earth science and physics) has submitted at least one program level SLO statement. The number of assessments at the course and program level continues to increase. The Biology Department has already assessed their program level SLO and is in the process of examining the data. The Earth

Science Department has begun the planning process for the program level assessment. In addition, each department has submitted at least one assessed SLO to date. We currently have 32 completed course level assessments.

SLO updates continue to be a regular item on every department and division meeting agenda. Currently, the agenda items consist mostly of reminders like which SLO statements need to be submitted, which SLO's need to be assessed and who has agreed to manage each assignment. On the whole, the greatest amount of dialog still takes place on the flex days when the faculty members have a block of time to discuss statements, rubrics and assessments. Our Assessment of Learning Week activity was relatively successful, with approximately 10 attendees working on developing program level assessment plans or actually organizing the data already collected. On a department level, faculty members have largely been communicating by email as they develop SLO statements.

The division SLO committee has regularly scheduled monthly meetings on the third Tuesday of each month, and only rarely are the meetings cancelled. The meeting usually centered around determining what the departments said they would do on flex day (program SLOs and assessment timelines) and having the department representatives prepared to remind faculty members at department meetings. This year the committee has worked on ensuring the division meets the SLO goals for the college.

Faculty members in each department no longer seem so resistant to participating in the SLO process. There seems to be a better understanding of how to proceed with the SLO development and assessment and a greater willingness to just try an assessment. There also seems to be increased collaboration within each department, as the faculty members understanding of the forms and process has improved. The understanding of how course level and program level SLO's are related has improved.

There are two clear successes in the division. The Earth Science Department is one success. This department has one faculty member willing to take a leadership role and he has engaged the whole department in developing and assessing three SLO statements for the most commonly offered courses in the department (geology 1, geography 1 and oceanography 10). These SLOs were then adapted as SLOs for the rest of the courses in the department and as program-level SLOs. (The original SLOs were developed with this in mind which significantly streamlined the process and made it possible to achieve the goal of developing SLOs for all the earth science courses fairly quickly.) The whole department has begun collecting the resources for the assessment next spring, so that a library of resources is available to faculty members. The Biology Department has also done quite well. The planning for the Biology Scientific Tools program assessment was coordinated by Nancy Freeman. She sent out suggestions for methods to assess the program level SLO and sent reminders to all faculty members about which week to assess. She reminded faculty members to bring data to the Assessment of Learning week activities and the data examination process was begun.

A few departments have a few holdouts on the SLO process, people who don't wish to participate or disagree with the process. This makes coordination of course and program level assessments difficult.

Several departments made sure that SLO statements were available to all part-time instructors for their syllabi. For the spring the dean hopes to have a catalog of SLO statements by course available for the faculty members to use as they prepare their syllabi.

J. Student and Community Advancement: Claudia Lee—ALC Representative

Enrollment Services and Admissions and Records:

Admissions and Records

SLOs have been written for Admissions, Evaluations, Veterans, and the International Student Program. All deadlines should be met. A&R does not have a separate SLO committee. There is adequate staff involvement.

Financial Aid

The Financial Aid Office SLO committee is made up of three members: Tyler Robbins (assistant director), Liz Fernandez and Debbie Kyte (financial aid assistants). This committee is responsible for dissemination of information regarding SLOs and meets three or four times during the semester.

On August 14th, 2009, the Financial Aid Office staff participated in a planning meeting that included an SLO workshop. Unfortunately, there was insufficient time to adequately discuss the significance of SLOs. The staff plans to repeat this workshop and allot more time for discussion. This event did provide an opportunity for some discussion and a greater awareness of SLOs.

The first SLO workshop was a success as the initial step in involving more employees in the process. The second success was the creation of a SAP brochure that is widely disseminated to students. More students are aware of the SAP standards and will be better prepared to improve the standards of scholarship.

The weakness is that this operation serves more than 9,000 students and there are so many manual processes that it is very difficult to dedicate more time to SLOs. At least 50 % of financial aid students are not meeting SAP standards and it is taking an inordinate amount of time to process SAP appeals. This area is looking at changing our SAP policy in 2010-11 and is currently reviewing SAP policies at other community colleges for best practices.

Ultimately, improving SAP performance is an institutional function and there must be more collaboration between Student Services and Academic Affairs. The two divisions typically do not have much interaction but they are beginning to discuss common ground and possible solutions to this institutional challenge.

FYE/LC/SI

Student and Community Advancement has an SLO committee that oversees all student service departments/programs. The First Year Experience (FYE) and Supplemental Instruction (SI) programs posted SLOs in their offices and on their web pages. Both

programs are awaiting data from IR so that section II and III of the reports can be completed. There were some changes to the data format which caused a delay in obtaining the information from IR. This area anticipates being on track for our SLO cycles in subsequent semesters. FYE/SI has involvement and input from every level of personnel. This has given everyone ownership of and motivation to stay on track with SLO cycles and outcomes.

Outreach and School Relations

There is an SLO committee that is made up of three current student ambassadors and Julieta Ortiz, student services specialist. This committee is responsible for the SLO. The committee meets on the 1st and 3rd Wednesday of the month to discuss the progress of its SLO and the assessment process. The managers are pleased with the level of involvement of the student ambassadors with this process. They are very eager and motivated to learn and to assist in improving our methods of delivering information and other office processes. Last year, this area had a late start and this year they feel that they have made progress in the writing and assessing of Outreach and School Relation's SLO. As a group, they have clearly defined their assessment process. While finalizing the SLO and assessment process, the SLO and outreach team has gained direction in successfully planning its presentations by forcing themselves to make sure their information sessions more consistent and accurate. The major weakness in the SLO and assessment process is that not all students who attend our sessions are planning to attend El Camino College. However, they have found students who are naturally uninterested and not motivated to participate and be open to receiving information. The hope is for the program to capture its audience and find that they have in fact provided motivation as they present. Any other weaknesses will not be made clear until the reflection process.

Student Development

During early Fall 2009 this program received a memo from Luis Barrueta that instructed all departments to use common terminology for all SLO's and begin with the words: "Students will ..." The Student Development Office's new SLO is worded as follows: "Students will increase their grasp of public service and citizenship by 15% by participating in student government."

This program also made sure the SLO statements were enlarged and posted in appropriate locations and on the web site.

It was also determined that there would be a pre-survey and a post-survey for each semester of the academic year. The key organizations surveyed by the Student Development Office are Inter Club Council, Communications labcd (Leadership Class), Associated Students Organization and the Redondo Beach High School Leadership Class.

This area feels it has a handle on what it is trying to measure as a result of the change in the wording of the SLO and inclusion of all of the leadership entities they work directly with. They have also determined that there is a need to develop a scale for each question. This will be developed and implemented for spring 2009.

Testing Office

It has been difficult to create SLO's for the ECC Assessment/Testing Office. As well, it has been fruitless to search the Internet for concrete examples from other institutions'

testing offices, as they just don't seem to exist. This area has had to repeat its main SLO more than once and have been advised by SLO personnel to continue with it into the future. In October of 2009, after an unexpected e-mail exchange with the Director of Testing at Santa Monica College, the staff in this area were excited to be able to come up with a new SLO for the Testing Office. (Not one of theirs.) Thusly, for the 2009-2010 school year two different SLO proposals were submitted for the ECC Assessment/Testing Office. A normal timeline was established for both SLO's, so meeting Spring 2010 SLO deadlines should not be a problem.

Since the Testing Office is, more or less, a small entity, and quite unlike a large Division Office comprised of multiple academic disciplines, the establishment of an SLO Committee to monitor the progress and assessment of our SLO's is simply not necessary. For this office, it is distinctly a one-person job.

The level of staff involvement with our SLO's ranges from very little to a genuine willingness to get involved and do research. At this time, the staff is satisfied with this level of staff participation.

On one hand, the most rewarding single success in association with our SLOs is to have made a difference in increasing the percentage of students that pre-review for placement testing. On the other, the most egregious debacle was in the first attempt to distribute review materials to off-Campus high school students. This was a task easier said than done. The process established was simply not followed as agreed upon. It was not even started. Since it had been assumed that the process agreed upon would be followed, no monitoring was done. Thusly, it was discovered too late that the ball had been dropped. However, undaunted, In October 2009, they boldly re-introduced the concept for the distribution of review materials to high school students. In addition, it was agreed upon that testing information would be added to the new Outreach webpage, which would help immensely in getting the word out to students/counselors about pre-reviewing prior to taking the placement tests at ECC.

Since this is a small, self-contained office, interaction with faculty is minimal and incidental to our SLO tasks.

Lastly, it is hoped that the Spring assessments of SLO's will attain the stated success levels. However, even if the level of success is not as much as stipulated, even a smaller percentage would equate into more than one student benefiting by the new processes.

Enrollment Services and Admissions and Records Summary:

DATE	ACTIVITY	OUTCOMES
August 4	SCA SLO committee meeting	Discussed posting of SLOs in each office and webpages. Updated timelines for each department.
August 14	Financial Aid Staff Meeting	L. Gallucci and C. Lee presented on SLOs. Discussed past and current SLOs and staff involvement.
October 6	SCA SLO committee meeting	Updated timelines for each department.

October 12	Enrollment Services Managers Meeting	Updates from department managers.
October 16	Enrollment Services Division Council	Updates from staff members.
November 3	SCA SLO committee meeting	Updated timelines for each department. Discussed end of semester report.

Community Education:

In the Community Education program, its SLO is written and promotion/student-education of the SLO started with the fall 2009 schedule/catalog of classes: *Students will be able to register online with ease after participating in the EZ-direction orientation in the Community Education schedule of classes.* An analysis has been made based on data generated from community education's registration software. Thus, the deadlines are expected to be met. No program-level SLO committee formally exists; however, bi-monthly Community Ed staff meetings include regular review and ongoing analysis/improvement of SLO efforts. Constant refining of SLO educational marketing messages occurs in order to maximize student exposure and response rate. The following table presents the SLO-related activities in this program for the Fall 2009 semester:

	ACTIVITY	OUTCOMES
8/25/09	CommEd Staff Meeting	SLO concept presented to Staff
9/1/2009	Posted SLO Flyer	
9/1/2009	Fall 2009 Catalog featured "EZ Directions to Enroll Online" information page and "Every Dollar Counts!" incentive campaign.	From September – December 11, 2009, 29 students/ 42.65% of enrollments were student initiated. Over 20 of these students took advantage of the "Every Dollar Counts!" \$1.00 off discount that was integrated with the "EZ Directions to Enroll Online" instruction page.
9/22/2009	CommEd Staff Meeting	SLO results/status discussed
10/13/2009	CommEd Staff Meeting	SLO results/status discussed
11/10/2009	CommEd Staff Meeting	SLO results/status discussed
12/1/2009	CommEd Staff Meeting	SLO results/status discussed
12/9/2009	Winter/Spring 2010 Catalog features "EZ Directions to Enroll Online" information page and "Every Dollar Counts!" incentive campaign; plus website URL featured on the footer of each page.	Enrollment assement will be reported at end of Winter/Spring 2010 term (May 2010).

The Inglewood Center

The Inglewood Center has an SLO in place and is in the process of assessing the SLO. Thus, the deadlines are expected to be met. No program-level SLO committee currently exists. The center director meets regularly with the Dean of the division to discuss and refine its SLOs.

DATE	ACTIVITY	OUTCOMES
9/16/09	Posted SLO Flyer	Favorable comments from visitors.
12/31/09	Administer SLO Survey via SurveyMonkey.com	Will administer a web based survey—3 questions---to current/prospective students advised between July 2009-present ---50+ total.
1/30/10	Results reviewed	100% take the survey with at least 80% highly satisfied and making meaningful suggestions on how to improve.

K. The Compton Center: Chelvi Subramaniam—SLO Coordinator/ALC Representative

The Compton Center faculty has been involved in writing SLOs; however, currently, the only department that has assessed its SLOs is the Math Department. The Compton Center is anticipating completing several course SLO assessments next semester.

An SLO committee will be created at the Compton Center. There has been discussion that the Curriculum Committee which is an ad hoc committee of the Senate Council will act as the SLO committee. The final decision will be made in Spring 2010 if this committee will oversee the progress and assessments of SLOs.

Faculty/staff have shown interest and involvement in SLO and assessment. During the SLO Assessment week in November, 28 faculty members from different departments attended a workshop that discussed assessment. There was much enthusiasm. However, more faculty need be involved in this process.

There is much enthusiasm to complete assessments to meet the timeline. After the assessment workshop in November, many of the faculty who attended are very confident that they can complete the assessments and the assessment reports now that they know what is required.

There does not seem to be on-going discussion on SLOs and assessments at every department or division meeting at the Compton Center. The Compton Center SLO coordinator plans to attend each division/department meeting in spring to discuss assessment timeline and completion of assessments. It is difficult for Compton Center faculty to coordinate meetings with the ECC faculty to discuss SLO assessments because of meeting schedule conflicts.

The SLO coordinator needs clerical help to coordinate meetings and to take minutes at the Compton Center department/division meetings.

The faculty at the Compton Center have included course SLO's into their syllabi since 2008 when the SLO statements were still in the drafting stage.

II. Accomplishments of the Assessment of Learning Committee (ALC):

The ALC had many successful accomplishments this semester, including:

- ❖ ***A plan for the first core competency assessment:*** A plan for the first core competency assessment has been drafted and is planned to get underway in the Spring 2010 semester. Please see the appendix for a draft of the plan.
- ❖ ***A successful Assessment of Student Learning Week:*** The committee planned another successful Assessment of Student Learning Week. During this semester, the division SLO committees took the lead in planning events at their own divisions, thus lessening the need for general campus-wide trainings.
- ❖ ***More robust division SLO committees:*** The ALC reps from each division now serve as chairs of the SLO committees at the division or area level. This has facilitated communication between the SLO coordinator and the divisions and has paved the way for the divisions to eventually take full control of SLOs.

Appendix

Core Competency Assessment Plan (Draft 12/8/2009)

A core competency describes what students are able to do upon graduating or transferring from El Camino.¹ Assessing core competencies gives faculty, staff, and managers at the college a broader view of the college as a whole and how their area or program fits into it than they would get from program-level or course-level assessment. El Camino College's Core Competencies are as follows:

Students completing a course of study at El Camino College will achieve the following core competencies:

- I. Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- IV. Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- V. Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
- VI. Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use. (Pending Academic Senate approval.)

In a process starting in the Spring semester of 2010, ECC will begin assessing these core competencies. The first core competency assessment will be the "Communication and Comprehension" competency. Every year, the college will assess one core competency in the following order:

1. Communication and Comprehension (Fall 2010)
2. Critical, Creative, and Analytical Thinking (Fall 2011)
3. Professional and Personal Growth (Fall 2012)
4. Community and Collaboration (Fall 2013)

¹ According to the California state Academic Senate's "SLO Terminology Glossary," "core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning which are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialogue about instructional and student service competencies."

5. Information and Technology Literacy (Fall 2014)
6. Content Knowledge (Fall 2015)

Then, the order will repeat starting in Fall 2016. Thus, core competency assessment will take place in a six-year cycle. Other core competencies may be added later on as needed; if this happens, the core competency assessment cycle will be lengthened.

Mapping Course- and Program-Level SLOs to the Core Competencies

In order to start the process of assessing core competencies, during spring flex 2010, the college will map their courses and programs to the core competencies. That is, for each course, the faculty will determine which core competencies match up with the outcomes for that course; at the program level, the faculty will determine which core competencies match up with the outcomes for their program. This will accomplish several things:

- One of the ways that the college plans to assess these core competencies is by survey. Thus, the mapping will help the college determine which courses may be targeted for administering the survey.
- An additional way that the college plans to assess the core competencies is by matching the survey results to student grades in the courses which align with the core competency being assessed. Thus, mapping will help the college determine which course grades should be included.
- A third way that the college plans to assess these core competencies is by having the faculty rate how their students did on the assessments. Thus, the mapping will help the college determine which course and program assessments need to be rated for which core competency.
- The mapping will help faculty determine whether or not they have a complete list of SLOs for their courses and programs and whether the SLOs they currently have match up with the college's core competencies.

Methods for Assessing the Core Competencies:

The college will collect data for each of the core competencies in three ways:

1. **Survey:** For each core competency, the Assessment of Learning committee will develop a survey to assess to what extent students feel they have met the core competencies. Students particularly targeted for the survey will be ones who are about to graduate with a degree or certificate from the college; however, in the process of administering the survey, students at various stages of their studies will be surveyed. This will give the college a good means to compare achievement of core competencies between students at various stages.
2. **Course Grades:** In the process of surveying students, the college will collect the identity numbers of these students and match them to their course grades. Then the college will pull out only the grades from courses where the core competency being assessed played a significant role (determined by mapping). The college will average these grades in order to compare them with the survey averages. The college will not look at grades of individual students nor will it disaggregate grades based on individual instructor. In this way, the college insures the privacy of students and instructors.

3. **Assessment Rating:** The Assessment of Learning Committee will develop a rating scale and then ask the faculty to rate their students' assessment results based on this scale. The scale will be used by faculty to rate how their students did on the outcomes assessment for the course (e.g. "our students did extremely well on the assessment" to "our students did poorly on the assessment"). The college will then average these ratings to come up with an institution-wide score.

Reporting the Results:

After the data is collected, a core competency summit will be planned to bring together faculty, staff, and managers from various parts of the college to reflect on the data. These summits will take place on the Friday of the Assessment of Student Learning Week. After reflection and input from summit participants, the Assessment of Learning Committee will be responsible for writing and disseminating a report.

Timeline for the First Core Competency Assessment ("Communication and Comprehension"):

Spring Flex Day, 2010	Mapping of courses, programs to core competencies
Spring 2010	Survey instrument for "Communication and Comprehension" developed Rating scale for rating assessments developed Survey planned and administered
Fall Flex Day, 2010	Assessment rating takes place
Assessment of Student Learning Week, Fall 2010	Core Competency Summit takes place
End of Fall 2010	Report written and disseminated