

EL CAMINO COLLEGE

Student Learning Outcomes & Assessment Handbook

Creating and Sharing Evidence of Effective Teaching Practices

This handbook is regularly updated.

Updated: 10/20/13

Table of Contents

| | |
|---|-----------|
| The El Camino College Mission | 3 |
| El Camino College ALC Mission Statement | 3 |
| Guiding Principles for Student Learning Outcomes Assessment Cycles | 3 |
| El Camino College Institutional Learning Outcomes (ILOs) | 4 |
| El Camino College Institutional Learning Outcomes (GEOs) | 5 |
| The Assessment Cycle | 6 |
| How do SLOs, PLOs, and ILOs fit into the Institution's focus? | 7 |
| SLO PLANNING MODEL I | 8 |
| SLO PLANNING MODEL II | 9 |
| What is an SLO? | 10 |
| The Difference between SLOs and Objective | 10 |
| SLO Statement Checklist | 12 |
| What is a PLO? | 14 |
| PLO Statement Checklist | 14 |
| Bloom's Taxonomy Objectives and Outcomes | 16 |
| A Guide To Reporting Assessments | |
| TracDat SLO Template | 19 |
| TracDat Quick Start Guide | 22 |

The El Camino College Mission is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Central to this mission is student learning, which is not

restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student learning in all of our courses, programs and services.

El Camino College Assessment of Learning Committee Mission Statement:

The Assessment of Learning Committee strives to improve student success by coordinating assessment planning, developing sustainable methodologies and procedures, providing ongoing training, and promoting authentic communication on campus and with the community.

Assessments of student learning offer the institution a vital measure of how effectively El Camino College is fulfilling its mission. Assessment results provide evidence upon which to base curricular, planning and budget decisions, which lead to greater student success. Administrators, faculty, and staff work together to support on-going authentic assessment of student learning outcomes in all of its courses, programs and services.

El Camino College's Guiding Principles for Student Learning Outcomes Assessment Cycles

1. **For any course, program or service, the personnel directly involved in its delivery are finally responsible for all aspects of its assessment cycles:** While expected to consult with all stakeholders on campus, the responsible personnel are the best qualified to determine appropriate student learning outcomes, implement effective assessments, report results, and make recommendations for improvements. For each outcome, they are also best equipped to decide when each stage of the cycle is complete.
2. **Broad participation in assessment cycles by administrators, faculty and staff is a shared responsibility:** The more personnel that participate in the production and analysis of assessment results, the greater the likelihood that proposed changes will be implemented and sustained.
3. **Student learning outcomes are defined in various ways.** Student learning outcomes vary tremendously among courses, programs and services; they may be cognitive, affective, or psychomotor. They change over time and are informed by a multitude of factors, including community needs, discipline standards, and previous assessment cycles.
4. **Assessments use various methods and may build upon existing assessments:** Assessment techniques range widely in style and rigor. Whenever feasible, existing assessment instruments are modified based on results from previous assessments. If possible, new assessment processes replace old ones. Direct measures of student learning are preferred, although indirect measures are used, particularly in areas that indirectly support student learning.
5. **Curricular, planning and budget decisions are informed by assessment results:** Assessment results provide evidence that allow administrators, faculty and staff to make wise planning and budget decisions. All curricular and program reviews are stronger when they incorporate assessment results in their reports. Faculty who are responsible for curriculum are required to reflect on assessments and their results as part of periodic

self-evaluation. Similarly, Program Review reports focus on SLO and PLO assessments so that changes can be integrated into planning procedure.

6. **Assessments are used to evaluate and improve student learning:** Information gleaned from assessment cycles is used primarily to understand the factors affecting student learning and to improve instruction and services. Assessments of student learning outcomes are not used to undermine academic freedom.
7. **Resources are provided for assessment cycles:** For some assessment cycles, existing resources suffice; for others, additional resources are needed. Administrators, working together with faculty and staff, find the means of conducting meaningful assessment cycles without compromising the quality of instruction, delivery of services or overburdening specific personnel.

El Camino College Institutional Learning Outcomes (ILOs):

Students completing a course of study at El Camino College will achieve the following institutional learning outcomes:

- 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 problem, 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.

El Camino College General Education Outcomes (GEOs):

| |
|--|
| <p style="text-align: center;">General Education Outcomes (GEOs)</p> <p>General Education Outcomes (GEOs) are measurable outcomes that directly correspond to each of the General Education areas. A General Education Task Force comprised of faculty from each division, deans, the Academic Senate, the Curriculum Committee, and the Evaluations Unit developed the criteria and selected the courses for each of the six General Education areas. The College has identified the following outcomes for each of the six general education areas.</p> |
| <p>Area 1: Natural Sciences Develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.</p> |
| <p>Area 2: Social and Behavioral Sciences Develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social cultural contexts.</p> |
| <p>Area 3: Humanities Develop an awareness of the ways in which people throughout the ages have artistically and culturally responded to themselves and the world around them and develop aesthetic understanding and ability to make value judgments.</p> |
| <p>Area 4: Language and Rationality Develop principles and applications of language toward logical thought and clear, and precise expression, and critical evaluation.</p> |
| <p>Area 5: Health and Physical Education A. Develop a knowledge of personal health through the examination of health related social problems, potential preventative strategies, and mediation actions. B. Develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.</p> |
| <p>Area 6: Mathematics Competency Apply knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications.</p> |

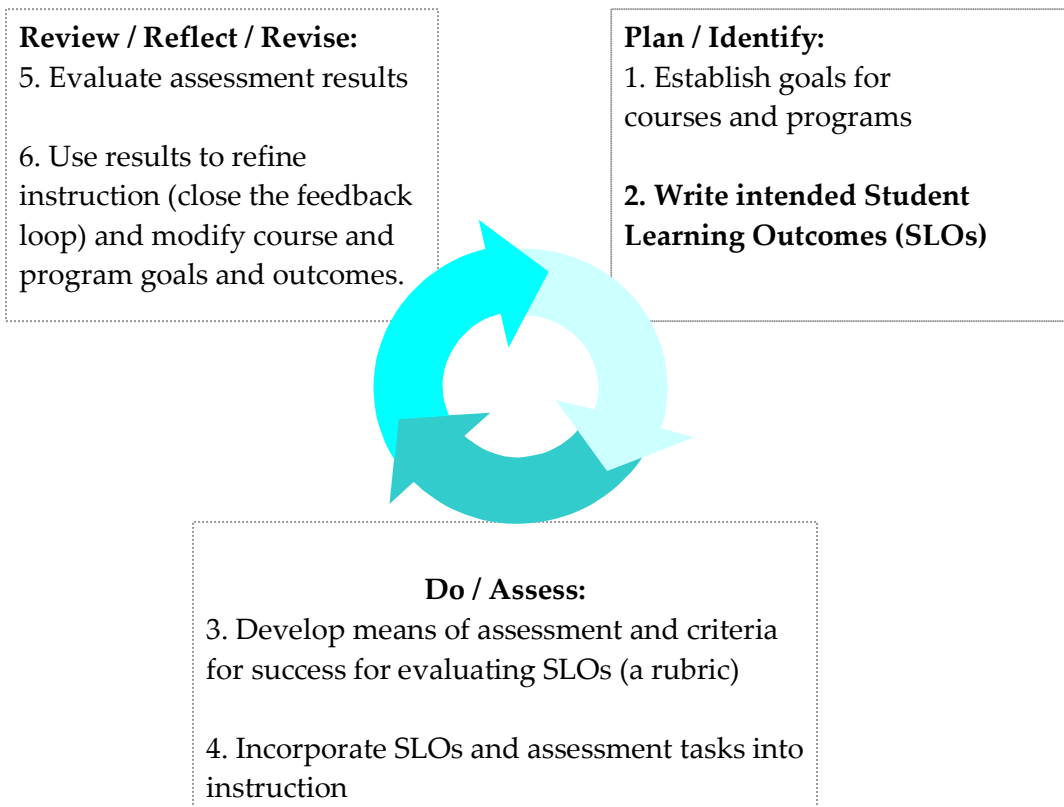
The Assessment Cycle

A student learning outcome assessment cycle is a comprehensive process in which we:

- A. Identify a student learning outcome
- B. Design an assessment instrument
- C. Design and implement an assessment plan
- D. Reflect on the results of the assessment and draw conclusions
- E. Share the results and conclusions with the college community and invite review and comments
- F. Implement action plan in response to data and recommended changes to improve student learning
- G. Follow-up on action plan

The Assessment Cycle

**Plan / Identify – Do / Assess – Reflect / Review / Revise
(Repeat)**



Using SLOs and Assessment cycles is an approach to teaching with three cornerstone beliefs. The first is that “covering” material during a course does not necessarily **guarantee** that students learn it. Simple success and retention rates are no longer acceptable ways of

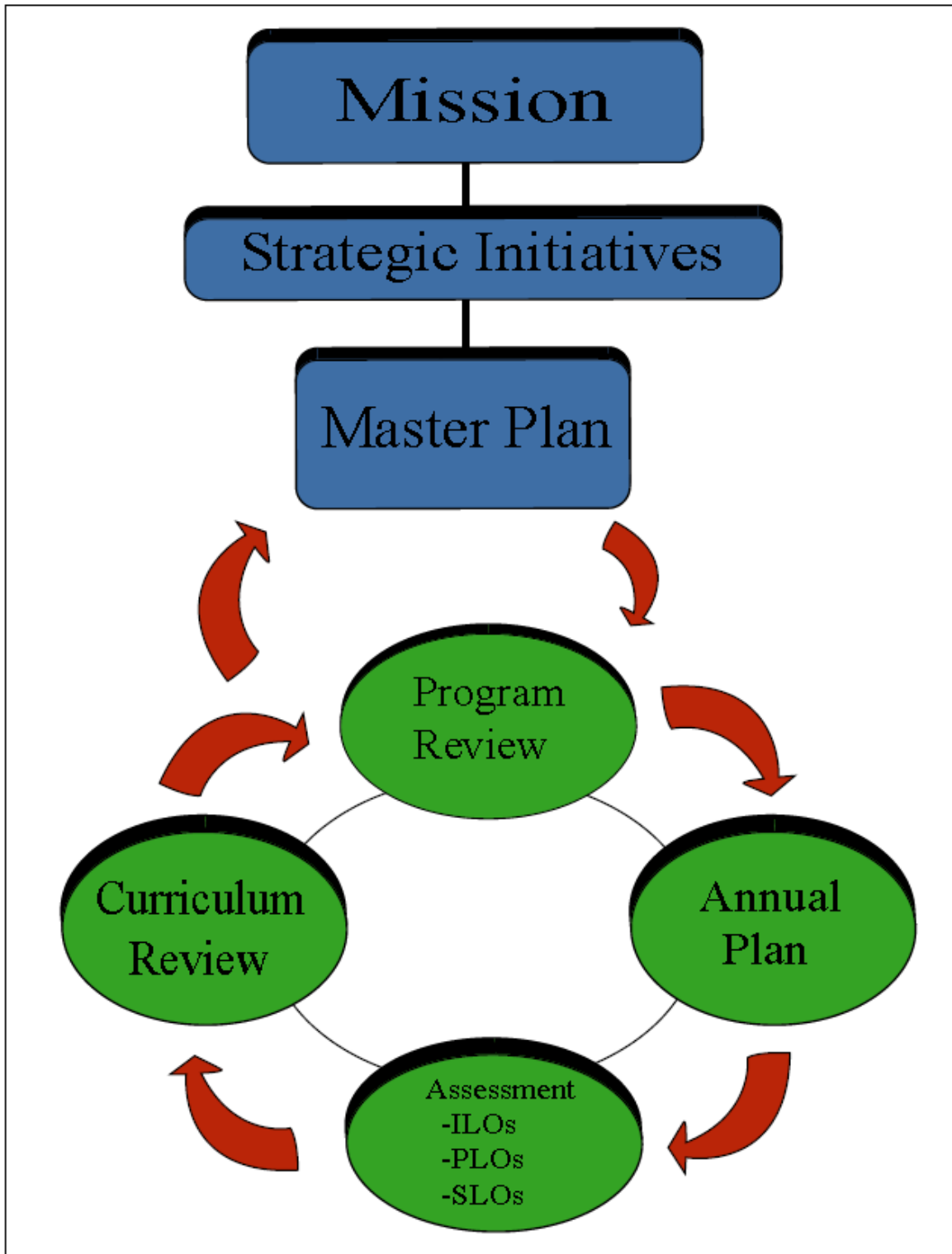
measuring how successful our students are. Success is determined by students emerging from our courses and programs with integrated, higher learning skills that they can **demonstrate** to others. These demonstrations constitute evidence that they have truly learned. Another keystone of the theory is the belief that students perform better when they know exactly what is expected of them, including what they will be required to do and how it will be evaluated. What defines an A, B or C paper or project should be public knowledge. **Transparency** is the key to using SLOs successfully in the classroom. The final concept is **practice**. Before being evaluated on an SLO, students should have the opportunity to practice the skill or tasks that compose it.

How do SLOs, PLOs, and ILOs fit into the Institution's focus?

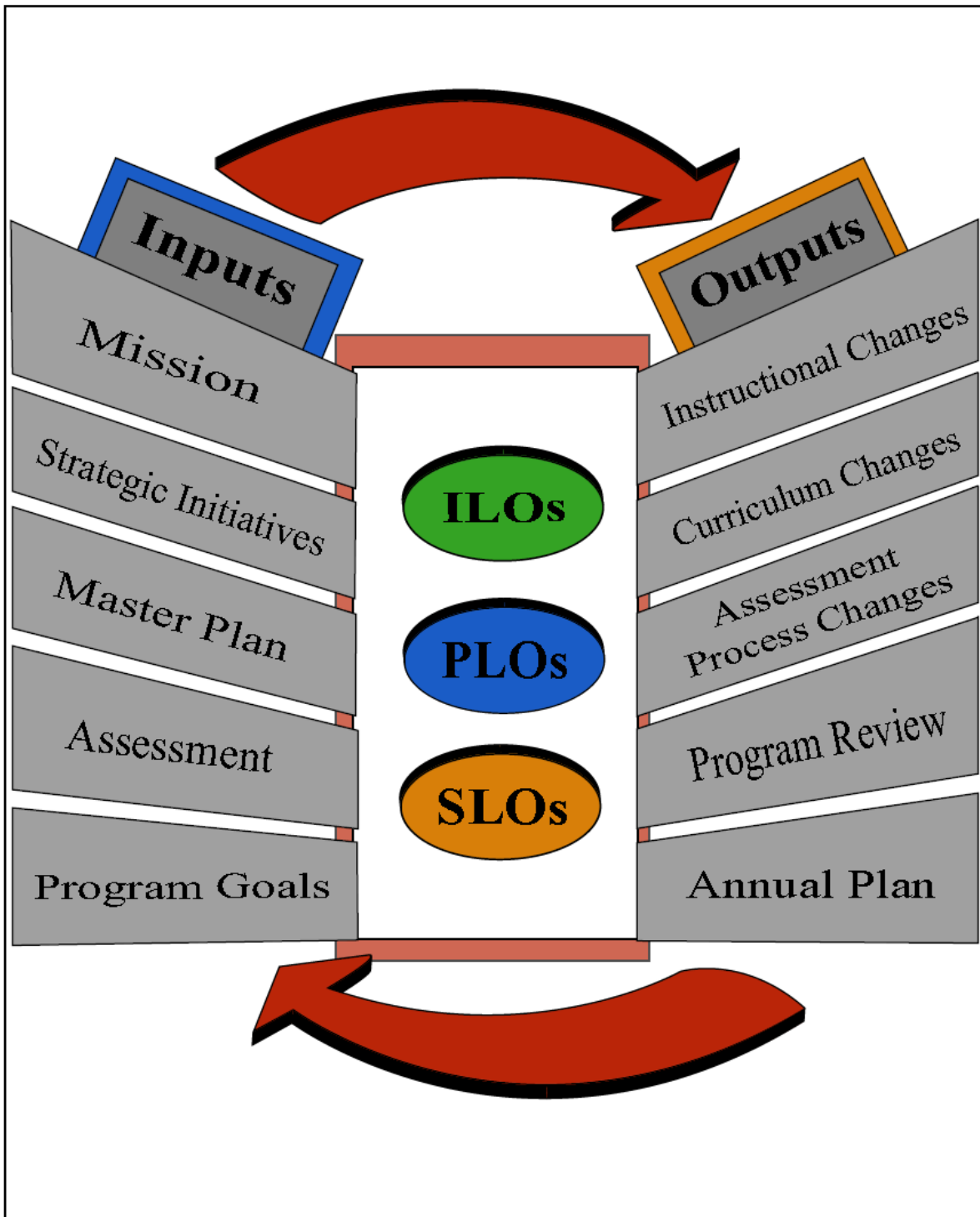
In the classroom, the new Accreditation Standards require that SLOs become an integral part of every syllabus. SLOs should also act as a guide for classroom activities and direct classroom assessments or evaluations. Additional SLO prompts and guidelines have been added in the Program Review template to better integrate SLO and PLO assessments into college planning, program review, and budget processes. The addition of SLO prompts and guidelines in program review provides excellent opportunities to document evidence of program outcomes and an occasion to review the totality of the curriculum and resources that create a program.

The revised College's planning model and language demonstrates the essential connection between outcomes assessment and the mission of the College and how assessment integrates with program review, curriculum, planning, and resource allocation. As of publication of this handbook, the revised planning model is in the final stages of collegial consultation. Once the model receives final approval, a link will be provided. Refer to the below diagrams to see, in general, how assessment integrates with other college processes.

SLO PLANNING MODEL I



SLO PLANNING MODEL II



What is an SLO?

Outcomes are achieved results or consequences of what was learned; i.e., evidence that learning took place. SLOs are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. SLOs identify what the learner will know and be able to do by the end of a course or program – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a student completing a course or program.

The Difference between SLOs and Objectives

Student Learning Outcomes do not represent a completely new direction in teaching and learning but rather a continuation of a trend that began with “learning objectives.” Student learning outcomes are like learning objectives in their focus on the measurable results of student learning. They differ in scope, however. The main difference between student learning outcomes and learning objectives is that learning objectives are discrete, individual tasks or skills that must be accomplished before the larger, broader goals of the course can be achieved. The overarching goals of the course, however, are the student learning outcomes.

Objectives are intended results or consequences of instruction, curricula, programs, or activities. Objectives are often written more in terms of teaching intentions and typically indicate the subject content that the teacher(s) intends to cover.

Outcomes are achieved results or consequences of what was learned; i.e., evidence that learning took place. SLOs are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. SLOs identify what the learner will know and be able to do by the end of a course or program – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a student completing a course or program.

- ❑ Don't think about content or coverage - consider what students should be able to DO with what they've learned by the end of the semester.
- ❑ How will students demonstrate this?
- ❑ What can they produce to show faculty that they have learned to apply their new knowledge?

When trying to define Student Learning Outcomes for a course, think of the big picture. SLOs:

- ❑ Concretely describe the broadest goals for the class, ones that require **higher-level** thinking abilities.
- ❑ Require students to **synthesize** many discrete skills or areas of content.
- ❑ Ask them to then **produce** something - papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that **applies** what they have learned.
- ❑ Require faculty to **evaluate** or **assess** the product to measure a student's achievement or mastery of the outcomes.

| | Objectives | Outcomes |
|-----------------|---|--|
| Scope | Skills, tools, or content to engage and explain a particular subject | Overarching results - subsequent learning and application of skills learned to other courses and beyond. |
| Target | Details of content coverage and activities which make up a course curriculum. | Higher level thinking skills that integrate the content and activities. |
| Major Influence | Input - nuts and bolts | Output - Observable evidence (behavior, skill, or discrete useable knowledge) of learning. |
| Number | Objectives can be numerous, specific, and detailed to direct the daily activities and material. | SLOs are limited in number (a minimum of 3) to facilitate modification and improvement of teaching and learning. |

In contrast, goals express the ideal vision of how students will be transformed by a course or program. Goals are often impossible to assess directly.

| Goals | Objectives | Outcomes |
|--|---|---|
| A goal is a statement of intent or vision that is not necessarily measurable. Goals are usually found in the catalog description of a course or program. | Behaviorally measurable objectives are small steps (content knowledge, skills or attitudes) that lead toward a goal. Taken alone, assessments of each objective do not serve evidence that stated goals have been achieved. Objectives (or competencies) are listed in course outlines of record. | Student learning outcomes state the characteristics a student-created product should possess in order to demonstrate that learning has occurred. Students are asked to utilize the content knowledge, skills and attitudes listed in the course objectives. Assessments of student learning outcomes may be used as evidence that the goals of a course or program have been met. |

| Objective | How this objective might be reformulated as a Learning Outcome |
|---|--|
| (Geology) To explain the different magma geochemistries derived from partial melting of the mantle in different tectonic regimes. | Students should be able to demonstrate how magma geochemistry relates to partial melting of the mantle by contrasting the outcomes of this process in different tectonic regimes through the critical analysis of specific case studies. |
| (Biochemistry) To demonstrate the application of molecular graphics to drug design. | Students should be able to apply the principles underpinning the use of molecular graphics in the design of drugs to illustrate general and specific cases through a computer-based presentation. |
| (Engineering) To team-design concrete components of structure and foundation and integrate them into overall design structures. | Functioning as a member of a team, the student will design and present a concrete structure which complies with engineering standards. |

SLO STATEMENT CHECKLIST

EL CAMINO COLLEGE
COURSE SLO STATEMENT DRAFTING FALL 2013

Reviewed by SLO Facilitator: _____ Date: _____

Reviewed by ALC Sub-committee Chair: _____ Date: _____

COURSE NAME AND NUMBER:

SLO STATEMENT Number:

(Enter Statement Here)

SLO STATEMENT Number:

(Enter Statement Here)

SLO STATEMENT Number:

(Enter Statement Here)

| <u>Aspects of a Strong SLO Statement:</u> | YES | NO |
|--|------------|-----------|
| 1. Do all the outcomes address Student Learning? | | |
| 2. Are the SLOs written as outcomes rather than an objective (does the language indicate an important overarching concept vs. small lessons)? | | |
| 3. Do the SLOs address one specific outcome or is it too broad in scope? | | |
| 4. Do the SLOs use active verbs (Bloom's Taxonomy) to describe the outcome? | | |
| 5. Are the expected outcomes tangible and measurable? | | |
| 6. Do the statements link to a PLO? | | |
| 7. Will the students understand the SLO? | | |
| <i>Recommendations:</i> | | |

Approved by
SLO/Faciliator: _____ Date: _____

What is a PLO?

PLOs are overarching, specific, and observable behaviors evidenced by students who have achieved your program's educational objectives. Learning outcomes are stated operationally, and describe the observable evidence of a student's knowledge, skill, ability, attitude, or disposition as a result of a specific course of study, activity, or service.

Think about how to state clearly each outcome you are seeking: How would you recognize it? What does it look like? What will the student be able to do?

PLO STATEMENT CHECKLIST

EL CAMINO COLLEGE PLO STATEMENT DRAFTING WORKSHEET

Reviewed by SLO Facilitator: _____ Date: _____

Reviewed by Sub-committee Chair: _____ Date: _____

PROGRAM NAME:

DIVISION:

PROGRAM MISSION:

DEVELOP INTO

PROGRAM GOALS:

DEVELOP INTO

PROGRAM LEVEL OBJECTIVES:

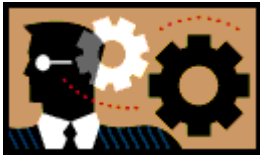
| <u>Aspects of a Strong PLO Statement:</u> | YES | NO |
|--|------------|-----------|
| 1. Does the outcome address Student Learning? | | |
| 2. Is the PLO written as an outcome rather than an objective (does the language indicate an important overarching concept vs. small lessons)? | | |
| 3. Does the PLO address one specific outcome or is it too broad in scope? | | |
| 4. Does the PLO use active verbs (Bloom's Taxonomy) to describe the outcome? | | |
| 5. Is the expected outcome tangible and measurable? | | |
| 6. Does the statement link to an ILO? | | |
| 7. Will the students understand the PLO? | | |
| <i>Recommendations:</i> | | |

Approved by SLO/ALC Co-Chair:_____

Date:_____

Bloom's Taxonomy- Objectives and Outcomes

Student learning outcomes should address relevant outcomes for each of these domains but must be appropriate to the course.



Knowledge – Cognitive Domain

Objectives

Basic

Knowledge

Outcomes

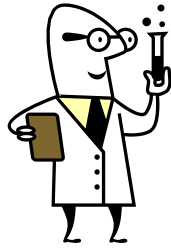
More Sophisticated

Higher Level Thinking

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|--|---|---|---|---|--|
| Student remembers or recognizes information or specifics as communicated with little personal assimilation. | Student grasps the meaning behind the information and interprets, translates, or comprehends the information. | Student uses information to relate and apply it to a new situation with minimal instructor input. | Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion. | Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory. | Student judges or evaluates information based upon standards and criteria, values and opinions. |
| Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write | Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize | Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use | Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate | Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize | Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support |

Skills and Abilities - Psychomotor Domain

Objectives
Basic Knowledge
Basic Skills
Level



Outcomes
More Sophisticated Skills
Higher Level Abilities
Critical Understanding of
Performance



| Observe | Model | Recognize Standards | Correct | Apply | Coach |
|---|---|--|--|---|--|
| Students translate sensory input into physical tasks or activities. | Students are able to replicate a fundamental skill or task. | Students recognize standards or criteria important to perform a skill or task correctly. | Students use standards to evaluate their own performances and make corrections. | Students apply this skill to real life situations. | Students are able to instruct or train others to perform this skill in other situations. |
| Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level. | Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try | Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select | Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise | Build Compose Construct Create Design Originate Produce | Demonstrate Exhibit Illustrate Instruct Teach Train |



Attitudes - Affective Domain

Objectives

Elementary Values and Behaviors
Inherited Value System
Egocentric View

Outcomes

More Highly Developed Attitudes
Well Thought-out Value System
Higher Level Abilities to Identify and
Articulate Others' Values

| Receiving | Responding | Valuing | Organizing | Characterizing |
|---|---|--|---|--|
| Students become aware of an attitude, behavior, or value. | Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value. | Students recognize value and display this through involvement or commitment. | Students determine a new value or behavior as important or a priority. | Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character. |
| Accept Attend Describe Explain Locate Observe Realize Receive Recognize | Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies | Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value | Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise | Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify |

A Guide to Reporting Assessments

El Camino College/Compton Center - SLO TracDat Template (8.16.13)

If you wish, you may fill out this template and transfer the information into TracDat. To review your Alignment Grid and past assessment reports, select the **"Documents"** folder. Past reports are saved as WORD documents.

COURSE/PROGRAM LEVEL PLAN

Course Name and Number or Program name:

SLO or PLO Number and Statement:

Faculty Assessment Leader:

Faculty Contributing to Assessment:

Course SLO/PLO Assessment Cycle: *Based your timeline, select the corresponding semester(s) this SLO/PLO statement will be assessed.*

If the assessment Cycle information has already been input, check it for accuracy and make any necessary changes.

| | | | |
|--|--|--|--|
| <input type="checkbox"/> 2013-14 (Fall 2013) | <input type="checkbox"/> 2014-2015 (Fall 2014) | <input type="checkbox"/> 2015-2016 (Fall 2015) | <input type="checkbox"/> 2016-2017 (Fall 2016) |
| <input type="checkbox"/> 2013-14 (Spring 2014) | <input type="checkbox"/> 2014-2015 (Spring 2015) | <input type="checkbox"/> 2015-2016 (Spring 2016) | <input type="checkbox"/> 2016-2017 (Spring 2017) |
| <input type="checkbox"/> 2013-14 (Summer 2014) | <input type="checkbox"/> 2014-2015 (Summer 2015) | <input type="checkbox"/> 2015-2016 (Summer 2016) | <input type="checkbox"/> 2016-201 (Summer 2017) |

ASSESSMENT METHODS

Identify Assessment Method: *Choose item(s) that most closely relates to your assessment method(s).*

You will be able to explain the assessment method in more detail in the following section. You may select more than one method as faculty members may use different assessment methods or different method may be used in subsequent assessments. You can always go back and add an assessment method.

| | | |
|---|---|--|
| <input type="checkbox"/> Case Study | <input type="checkbox"/> Journal/Log | <input type="checkbox"/> Project |
| <input type="checkbox"/> Essay/Written Assignment | <input type="checkbox"/> Laboratory Project/Report | <input type="checkbox"/> Standardized/Licensing Exam |
| <input type="checkbox"/> Exam/Test/ Quiz | <input type="checkbox"/> Performance | <input type="checkbox"/> Survey/Focus Group |
| <input type="checkbox"/> Fieldwork Internship | <input type="checkbox"/> Portfolio | <input type="checkbox"/> Term/Research Paper |
| <input type="checkbox"/> Homework Problems | <input type="checkbox"/> Presentation/Skill Demonstration | |

Describe Assessment Method: *In a sentence or two, describe the planned course SLO/PLO assessment. If you wish, you can attach the actual assessment instrument by first selecting "Save Changes", then selecting "Relate Document." HINT: Be sure to "Save Changes" to activate the "Relate Document" button.*

Standard and Target for Success: Describe the standard you will use to determine success in your assessment. If you are using a rubric, attach the rubric. Include your target for student success for this SLO/PLO. This target for student success should be based on a clear standard. For example:

Based on Percentages "It is expected that 85% of students will score 75% or above on this SLO/PLO.

Based on Rubric "It is expected that X% of students will score 4 or above on this SLO/PLO."

Semester and Year Assessment was Completed: Provide the current semester and year of this assessment.

RESULTS

Date Results and Analysis Entered: Provide the assessment data. What are the results of your assessment? Summarize the patterns observed in the data. What were the most important findings from the data? You may have completed the assessment in the Fall but are entering the results in Spring.

Target Met: Was the target you set in the Standard and Rubric section met? Click yes or no.

Semester of Next Planned Assessment: When will this SLO/PLO be assessed again? If the target was not met, consider re-assessing this SLO/PLO sooner than indicated on the timeline. If the target has been met consistently, consider revising your SLO/PLO or developing a new SLO/PLO statement. Revise your timeline as needed by going back to **COURSE LEVEL PLAN/PROGRAM LEVEL PLAN** and clicking the "edit" button next to the SLO/PLO statement.

Related Documents: This tab lets you upload documents. You may wish to upload your actual assessment tool here or any other relevant materials.

Action Plan

Describe Changes Needed to Improve Student Learning: Address as many categories as needed.

Teaching Strategies: Needed changes to teaching strategies to improve student learning.

Curriculum Changes: Needed curricular changes (pre-requisites, major topics, objectives, etc.).

Program/College: Anything the Program or College should do to support any of these changes.

SLO/PLO Assessment Process: Needed changes to the SLO/PLO statement or assessment process based on results.

| Action Plan | Categories | Timeline for Implementing Changes |
|--|------------------------|-----------------------------------|
| (One action plan per row.) Enter only those actions for which you wish to develop a plan. | Teaching Strategies | |
| | Curriculum Changes | |
| | Program/College | |
| | SLO Assessment Process | |
| | PLO Assessment Process | |

Follow Up

(This section will appear once an action has been listed. It is to be completed after actions have been taken.)

Changes since Previous Assessment: *To complete this section, review any previous Assessment Data, Analysis, and Action Plans and compare to current Assessment Data and Analysis. Are there significant changes to the Assessment Data? Was the preceding Action Plan implemented? Describe any changes to student learning and any impact of the previous Action Plan(s). Has the Action Plan been changed based on any new data or analysis?*

Dialogue: *(Required) Describe the ways in which you have or will discuss these findings with your department, division, or campus. Include formal and informal interactions.*

DOCUMENTS

This section allows you to add folders and upload any documents you wish to include. This section houses the Alignment Grids and your previous SLO and PLO assessment reports. This is different from the “Related Items” folder in the Results section.

TractDat Quick Start Guide (Updated 9.9.13)

Entering SLO Reports

Logging In

URL: <https://elcamino.tracdat.com>

Selected Unit: El Camino: Course SLOs (FA) - Music

Home Discipline Course Level Plan Results Reports Documents

Summary Calendar Profile

4) - Music > Home > Summary

1. Select the Program for which you wish to enter data for the SLO from the drop down.

2. Select Course Level Plan

Selected Unit: El Camino: Course SLOs (FA) - Art

Home Discipline Course Level Plan Results Reports Documents

Course SLOs Assessment Methods Related Items

El Camino: Course SLOs (FA) - Art > Course Level Plan > Course SLOs

Course: ECC: ART 101 - Art and Visual Culture in Modern Life

| Course SLO Name | Course SLO | Course SLO Status | Created By |
|------------------------------|--|-------------------|-----------------------------------|
| SLO #1 Art or Visual Culture | Students will demonstrate their knowledge of art terminology and methodology by analyzing an appropriate example from art or visual culture including a description of subject matter and iconography, an analysis of form and style, and a comprehensive interpretation of its overall meaning(s) in relation to context. | Active | El Camino: Course SLOs (FA) - Art |

3. Select the course from the drop down menu. If there is only one SLO it will appear. If there is more than one, select the SLO statement.

4. Select **Add New Assessment Method Description** at the bottom of the page.

Add New Assessment Method Description Return To Course SLO

Course: Intro to Field of Education

Course SLO Name: SLO #1 Comparing Career Options in Education

Course SLO: After reading the textbook and course modules, participating in class discussions, and visiting selected school sites, students will apply their knowledge of educational requirements and resources, state standards, qualities of effective educators, and the rewards and challenges of a career in education by preparing a comprehensive research paper that addresses the requirements and content of the assignment.

Assessment Method: *

Assessment Method Description:

Standard and Rubric:

Save Changes Discard Changes Return Assign

5. Choose **Assessment Method** from drop-down menu.

6. Enter the data.

7. Save Changes.

8. Select Return.

(Ignore **Assign** for now.)

Selected Unit: El Camino: Course SLOs (BSS) - Education ▼

Home Discipline Course Level Plan **Results** Reports Documents

ts > By Course

Course: ECC: EDUC 201 - Foundations in Education ▼

[Add Assessment Data & Analysis](#)

9. Select Results
10. Select the SLO Statement.
11. Select **Add Assessment Data & Analysis**

By Course


El Camino: Course SLOs (BSS) - Childhood Education > Results > Edit Assessment Data & Analysis

Course SLO: SLO #2 Value of Play : Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.

Assessment Method Description: Exam/Test/Quiz - Quizzes at mid term and final.

Standard and Rubric: 80% of students will score 80% or above on the assessment at the end of the semester.

Assessment Data & Analysis: See attached data.
I wasn't extremely confident when I was creating the assessment tool, basing my questions on teaching the class only a few semesters thus far. I overestimated the students' ability to process some of the information and evidently my ability to

Assessment Data & Analysis Date: 7/8/2013  Standard Met: No ▼

Semester of Current Assessment: 2012-13 (Spring 2013) ▼


Action Plan **Related Documents**

[add Act](#)

12. Enter the information.
13. Select **Related Documents** to attach a document.
14. Select **Add Action**

You will have the option to select **Yes or No**

Action: ▼

Action Date: 7/23/2013 

Action Category: ▼ ?

[Save Changes](#) [Discard Changes](#) [Return](#) [Delete Action](#) [Assign](#)

15. Enter the action.
16. Select the **Action Category** from the drop down menu. Include only those with an action. Ex: If it states "No curriculum changes are needed" do not include that category.
17. Enter the date the action will be implemented.

| Action Date | Action | Follow-Up | |
|-------------|--|-----------|--|
| 2/29/2016 | Make sure the questions on the SLO assessment correlate to what is being taught to make it a more authentic measure. | 0 | edit add Follow-Up |

[add Action](#)

18. To add another action Click **Add Action** and repeat steps above.
19. **Save Changes.**