



**EL CAMINO COLLEGE**  
**Office of the Vice President – Academic Affairs**

**NOTES – 27 October 2006**  
**Student Learning Outcomes Assessment Cycle Committee**

Attendees: L. Arroyo, K. Clark, C. Gold, I. Graff, L. Kjeseth, M. Kline, R. Lewis, J. Simon, H. Storms, C. Striepe, D. Thompson

**I. Progress Reports**

Behavioral & Social Sciences: C. Gold reported that the division will hold a brown bag workshop on November 28 to discuss a more defined definition of SLOs. J. Simon will be in attendance.

Humanities: J. Simon reported that the English department might use the exit exam for English A as its SLO. Other proposals on the table are English 1A and English B. The division held a brown bag workshop regarding the possibility of exit exams for English A.

Learning Resources: C. Striepe reported that L. Kjeseth had attended one of their unit council meetings regarding SLOs. L. Kjeseth had advised, because of their extreme understaffing, that the unit did not have to put forward an SLO for this cycle. However, the unit decided to propose an SLO nonetheless. The unit is still working on a more narrow SLO proposal as the one it already has is too broad.. C. Striepe is asking for additional unit feedback regarding this SLO..

Health Sciences & Athletics: Physical Education Department changed its name to Kinesology which will be included in SLO.

Fine Arts: H. Storms expressed the need for the division to hold a SLO workshop for faculty. The division will need to find resources to get it completed without overburdening those involved.

Natural Sciences: L. Kjeseth reported that the division will hold a round table discussion the week of October 30.

Other comments:

- H. Storms asked about the focus of SLOs. Are they aimed at students that graduate with an AA degree or do they transfer to 4-year college?
- L. Kjeseth answered that each division decides what programs are. For example, the Natural Sciences Division divides its program into three groups: (1) majors (2) pre-Allied Health (3) general education courses. Furthermore, it is up to each division to decide what is important for a student to be able to do in order to complete a course and pass its assessment.
- C. Striepe reported that the library has books available on rubric. L. Kjeseth added that he is expecting a set of books from Jossey-Bass.

**II. Core Competencies**

The core competencies were reviewed by the SLOAC committee and revised as follows:

The success of students completing a course of study at El Camino College will be measured using the following broad core competencies as standards of excellence:

- I. **Content Knowledge**: Students possess and utilize the knowledge, skills, and abilities that are specific to a discipline, vocation or career, including key concepts, common applications, essential skills, conventional operations and standards of evaluation.
- II. **Critical, Creative and Analytical Thinking**: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills, including creative methods, computations, quantitative reasoning, the scientific research method, analysis, synthesis and evaluation.
- III. **Communication and Comprehension**: Students effectively communicate their ideas, knowledge and creativity in written, verbal and artistic forms to diverse audiences at the college, in the workplace, in performances, and during personal interactions. Students comprehend and respectfully respond to the spoken, written and artistic expressions of others.
- IV. **Professional and Personal Growth**: Students behave responsibly, with high self-esteem and personal integrity, and hold themselves to high standards. Students are self-reflective about their life and work, and continue to learn and grow, both professionally and personally. Students exhibit ongoing intellectual curiosity and aesthetic awareness.
- V. **Community and Collaboration**: Students are aware of the diversity within the local and global communities in which they live, and students exhibit respect, tolerance, and empathy in their interactions with others. Students are responsible and engaged members of the society, making appropriate, informed and ethical decisions. Students are willing and capable of accepting leadership roles in their communities. Students collaborate effectively and compete respectfully with others.

- It was commented that to further streamline these core competencies, the lists should be stripped away. It was also discussed as to whether there should be a sentence limit.
- C. Gold will draft the core competencies in a brief format style. Once this is completed, it can be presented to faculty in each division in an open forum for feedback. It will then be forwarded to Academic Senate for consultation.
- Core competencies are institutional objectives – not every department will meet each core competency. Cores are the "folders" in which course-level and program-level SLOs and assessments are organized.

III. **Definitions**: SLO definitions were distributed for the committee to review. It was noted that it may assist faculty in developing SLOs.

IV. **Meeting Date**: The next meeting is scheduled November 17 at 12:30-2:00 p.m. in Library 202.