Highlights:
- 96% of courses with SLOs
- 26% of courses assessed
- 59% of programs assessed with more reports on the way
- CurricUNET SLO Module: Under Construction
- First core competency assessment in progress ("Communication and Comprehension")

Inside this issue:

Spring 2010: A Productive Semester
By Jenny Simon, SLO Assessment Coordinator

During the Spring 2010 semester, there have been many positive developments in the area of outcomes assessment; we made great strides towards meeting our goal of proficiency in SLOs by the Fall 2012 deadline (see the ACCJC “Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes”).

The college moved from having SLOs in 37% of its courses in Spring 2009 to 96% at the end of this semester—we’re almost there!! If you have a course that still needs an SLO, please fill out the first part of the Student Learning Outcomes Report Form (found at: www.elcamino.edu/academics/slo/forms.asp) and submit it to slo@elcamino.edu. In addition, 92% of all programs have program-level SLOs.

In terms of assessment, the college has assessed about a quarter of all of its courses (26%) and over half of its programs (59%). These only include reports that have actually been submitted, and we’re expecting many more to come in after the semester ends. Keep ‘em coming! (Please see the “SLOs by the Numbers” section of this report for more specific information about SLO stats.)

Another positive development this semester was the appointment of six facilitators to assist in training and advising of faculty in developing and assessing their SLOs. The six facilitators are: Chris Gold, Behavioral and Social Sciences; Ray Lewis, In-

Program Assessment Highlights: Cosmetology, Nursing

Both the Nursing program and the Cosmetology program examined their students’ licensing exam results. In the Nursing program, the licensing exam, the NCLEX, is taken by students a few months after graduating from the program. The Nursing program compiled the quarterly reports sent between July, 2008 and June 2009; 91% of students graduating from the program are passing the exam. In Cosmetology, students take the exam, called the CSBC, after 1600 practical hours. In examining their quarterly report sent in March 2010, 100% of the students passed the practical exam and 86% passed the written exam. These results show the high-quality programs that ECC offers!
distry and Technology; Juli Soden, Behavioral and Social Sciences; Jim Noyes, Natural Sciences; Kelly Holt, Health Sciences and Athletics; Karen Whitney, Fine Arts. Our progress this semester would not have been possible without their invaluable contributions!

At the beginning of the semester, the faculty and staff of El Camino College undertook a very important task: mapping all courses and programs to the college’s six core competencies. This was almost all accomplished on one day!

The Assessment of Learning Committee then moved forward with its plans to assess the first core competency:

“Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.” The assessment includes a student survey in which students assess their own competence in the core competency; a faculty survey in which the faculty member assesses the students in the core competency; and a compilation of student grades in courses in which the core competency is very important. The results will be presented and discussed at the “Core Competency Summit,” planned for Fall semester (Fri., Oct. 1).

A research team of Ed.D students from UCLA has been studying the issue of SLOs and the perceptions faculty, staff, and administrators have about SLOs and assessment. Their findings will help the college continue to chart a course toward attaining proficiency by 2012. Work has started on the CurricUNET SLO module. The module is planned to be up and running by fall. Program reviews this year have begun to reflect the close linkage with SLOs.

Congratulations, everyone, on your diligent efforts on developing and assessing SLOs. Our work is definitely paying off! Thank you for a very productive semester!

### SLOs by the Numbers

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses with an SLO (% of Total Number of Courses)</th>
<th>Programs with an SLO (% of Total Number of Programs)</th>
<th>Courses Assessed (% of Total Number of Courses)</th>
<th>Programs Assessed (% of Total Number of Programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral and Social Sciences</td>
<td>127 (99% of 128 courses)</td>
<td>10 (100% of 10 programs)</td>
<td>37 (29% of 128 courses)</td>
<td>7 (70% of 10 programs)</td>
</tr>
<tr>
<td>Business</td>
<td>86 (90% of 96)</td>
<td>7 (88% of 8)</td>
<td>12 (13% of 96)</td>
<td>1 (13% of 8)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>224 (100% of 224)</td>
<td>7 (100% of 7)</td>
<td>36 (16% of 224 courses)</td>
<td>3 (43% of 7)</td>
</tr>
<tr>
<td>Health Sciences and Athletics</td>
<td>183 (96% of 191)</td>
<td>10 (100% of 10)</td>
<td>53 (28% of 191)</td>
<td>4 (40% of 10)</td>
</tr>
<tr>
<td>Humanities</td>
<td>135 (100% of 135)</td>
<td>9 (100% of 9)</td>
<td>30 (22% of 135)</td>
<td>9 (100% of 9)</td>
</tr>
<tr>
<td>Industry and Tech</td>
<td>216 (88% of 248)</td>
<td>12 (80% of 15)</td>
<td>53 (22% of 248)</td>
<td>4 (27% of 15)</td>
</tr>
<tr>
<td>Library and Learning Resources</td>
<td>---</td>
<td>7 (100% of 7)</td>
<td>---</td>
<td>1 (14% of 7)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>37 (100% of 37)</td>
<td>7 (100% of 7)</td>
<td>32 (86% of 37)</td>
<td>7 (100% of 7)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>81 (100% of 81)</td>
<td>8 (100% of 8)</td>
<td>38 (47% of 81)</td>
<td>4 (50% of 8)</td>
</tr>
<tr>
<td>Student and Community Advancement</td>
<td>---</td>
<td>19 (100% of 19)</td>
<td>---</td>
<td>19 (100% of 19)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1089 (96% of 1137 courses)</td>
<td>96 (96% of 100 programs)</td>
<td>291 (26% of 1137 courses)</td>
<td>59 (59% of 100 programs)</td>
</tr>
</tbody>
</table>
Spring 2010 Highlights: Academic Divisions

Here are some highlights in SLO development and assessment in Academic Divisions:

- For the **Math Division**, getting one-page course summaries that include the Catalog Description, Course Objectives, and Course SLO’s for all Math courses was a great accomplishment. With these one-page summaries on the portal, 100% of our instructors this semester have course SLO’s on their syllabus.

- **Behavioral and Social Sciences** experienced: 1) increased collaboration with Compton campus faculty in assessing course level and program level SLOs; 2) increased number of SLO informational workshops held for faculty at both ECC and Compton campuses; 3) increased number of faculty from both campuses attending the informational workshops - indicating increased engagement and participation in the SLO assessment process.

- In the **Natural Science Division**, all departments received input from the Compton Center for their program-level assessment during the spring 2010 semester. The Biology Department met regularly to discuss SLOs and develop a clear and simple program level SLO to assess the scientific method. The discussion broadened and they are now developing a division level SLO for assessment next year. The division SLO committee met monthly to discuss issues facing each individual department. The meetings helped clarify the SLO requirements for the department leaders, and helped them identify their needs. The department SLO leadership has been especially effective in organizing the program level SLOs and encouraging more participation from part-time instructors.

- In the **Library and Learning Resources Unit**, a satisfaction survey was conducted on behalf the ECC and Compton campuses to aid in identifying how successful the LRU was in helping students attain their education objectives and what learning outcomes had been achieved. Unit teams were reconfigured, in some instances, and the Unit showed exceptional drive in all the team leadership, resulting in all stated goals being met and new idea being generated for future implementation.

- In the **Humanities Division** All program-level SLOs in the Humanities Division will have been completed by the end of this semester. Course-level SLOs are continuing to be assessed and evaluated.

- The **Fine Arts Division** has made an effort to inform and engage the adjunct faculty to assess their courses. Mary Addison Hackett (adjunct) with the support of Harrison Storms (FT) has assessed her Fundamental Drawing class (Art 10ab) this spring. Other adjunct faculty that have participated in writing or assessing SLOs are Richard Ewing (art), Yunsun Lee (art), Walter Cox (art), Jonathan Grasse (music), Ann Patterson (music), and Vicki Muto (music). We appreciate the service our adjunct faculty give to improve the learning of our students.”

- **Institutional Research** experienced a dramatic increase in requests for assessment surveys and related research in 2009-10. By May 2010, a total of 37 requests were associated with assessment of learning outcomes, representing 30% of total requests in 2009-10. This is more than double the number of requests in 2008-09.”

Spring 2010 Highlights: Student and Community Advancement

Here are some highlights in SLO development and assessment in Student and Community Advancement areas:

- In **FYE/SI**, there has been more awareness of SLOs in general. The staff feel that they have a better grasp of the SLO cycle process than in the past. SLOs have helped them stay focused and remain on track with the services they provide.

- In **Student Development**, the staff have completed post-test with three core groups (ASO, ICC and AGS). Preliminary assessment indicates that 100% of students in leadership and service organizations have increased their grasp of public service and citizenship above the 15% level that was expected. They will have SLO4 worded by June 30th.

- In **Outreach**, when they first developed their SLO, it helped to make information they provide to students more consistent. The assessment process has helped in future planning. They are able to see what they’ve done well, what works and what needs to be changed.
This spring, Judy Kasabian of the Math for Future Teachers program assessed the four course-level SLOs in her Math 115 (Probability and Statistics for Future Elementary School Teachers) for the fifth time! This achievement demonstrates an incredible willingness for self-reflection and improvement, the central philosophies in the process of assessment. Great work, Judy! This semester, one of the SLOs she tested was the following: “Given a particular set of data, students will be able to determine the appropriate statistical procedures to analyze and display the data, complete the statistical methods, and explain the mathematical concepts in written and oral forms.” Using a rubric to assess her students’ work, she noted that students had more trouble with the task than in previous semesters. Judy noted that her students attendance was probably a contributing factor to this lower success and in the future would try to encourage her students to attend all class meetings.

The history program chose to assess its “historical argument” SLO. Each course in the program has an historical argument SLO and it is assessed using a common rubric developed by the faculty in the program. In order to assess at the program level, the faculty combined the data from the course-level assessments (146 students.) The data revealed that students struggle most with argumentation and organization in their essays, and many students have difficulty organizing their thoughts and arguments; some students do not know what a thesis is. Overall, the history department intends to encourage instructors to assign essays in their courses, particularly essays which require multiple drafts. They also recommend hiring more history tutors as well as more writing tutors for the Writing Center in order to improve their students’ writing skills.

The ESL department chose to survey students in its capstone course, English 1A (Reading and Composition for Foreign Students). The data compiled from the survey data as well as students’ transcript data included: 1) success and retention rates for students taking English 1A for foreign students versus “regular” English 1A students; and 2) the success rate in English 1C of ESL students who took English 1A for foreign students. The data indicated that 1) ESL students taking English 1A for foreign students were more successful than students taking regular English 1A; 2) the success rate in English 1C (Critical Thinking) of students who had taken English 1A for foreign students was 77% (slightly higher than for “regular” 1A students at 75%); the retention rate was 81% (versus 89% for students coming from “regular” English 1A.) The results of this assessment generated more questions than answers, including what contributed to ESL students’ success in English 1A? In the future, the ESL department would like to investigate these factors more thoroughly.

The Financial Aid Office investigated students who had taken the online orientation in order to find out if they used more online services to help them navigate the financial aid process as a result. In general, the students who had taken the online orientation are using multiple online resources to help them with the financial aid process. The most useful online resources, according to a survey, were the financial aid handbook and the online FAQs. As a result of this assessment, the Financial Aid Office intends to make the online resources more user-friendly and accessible, for example, by simplifying website navigation and making the information in the online resources more consistent.