



End-of-Semester Report - Fall 2006

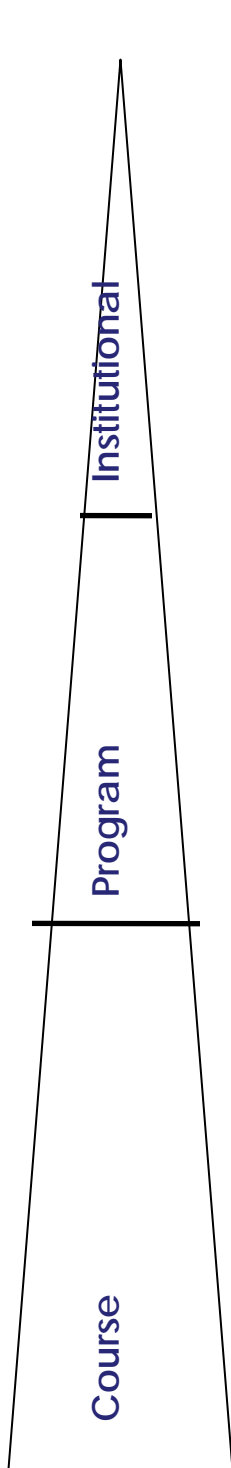
Introduction: The Student Learning Outcomes Assessment project was started with a three-phase cycle in mind: Identify, Assess, Reflect. This semester started the initial phase in this inaugural SLO assessment cycle; next semester, we will start the second phase in the cycle. The goals in this first phase were to:

- Identify core competencies,
- Identify key people and form committees,
- Identify knowledge gaps,
- Identify program-level SLOs,
- Identify course-level SLOs,
- Identify target SLOs,
- Identify assessments already in place, and
- Identify appropriate assessment strategies.

As we report below, we were successful on many fronts, and at the same time have found that we still have more to do on others. This semester has been a learning experience for all involved, and in the next semester, we will continue to make progress in many of the tasks listed above as well as to start assessing the SLOs we already have in place. Thus, the plan remains to develop and to implement complete assessment cycles at all three levels (course, program, and institutional) for select programs and courses within each division, learning lessons from the first cycle and then expanding SLOs and Assessments to all programs and courses.

In the chart on the following page, we summarize our progress on the three levels of assessment and make recommendations and plans for continued work on each level. After this initial summary, the rest of the report details specific progress made in each of the academic divisions, including the areas of student services and counseling. The second main section reports on progress made in the Assessment of Learning Committee, and the final section discusses results of workshops held during the semester. We conclude with a brief summary of lessons learned during the semester. This report also includes an appendix with all of the Assessment Plans and other artifacts submitted to us as evidence of our progress.

Summary of Progress At the Institutional, Program and Course Levels:



Progress	Recommendations / Plans
At the institutional level, we achieved our goal of establishing a college-wide Assessment of Learning Committee (ALC) and drafting college-wide Core Competencies.	<p>The Core Competencies should be ratified by the Academic Senate in the spring.</p> <p>The ALC will determine the appropriate places to house SLOs and Assessments, as well as determine how they will be incorporated into our curriculum review and documentation process.</p> <p>The committee will also work to find a permanent physical office for SLOs and Assessments.</p>
The least progress was made at the program level for two reasons. First, faculty found working at the course level an easier place to start, with certain notable exceptions. Second, those programs that wished to develop program-level SLOs and Assessments tied to the college-wide core competencies have had to wait until these competencies are written and ratified.	While the spring's emphasis will be on assessment, identifying program-level SLOs and Assessments will be a primary task for members of the ALC and Division SLO Committees.
Tremendous progress was made in identifying course-level SLOs and Assessments throughout the college. In many cases (but not all) these SLOs are ready to be assessed during the Spring 2007 Semester. However, some divisions are still struggling either to understand what SLOs and Assessment Plans are or to find the faculty members willing and able to create them.	The primary objective for the spring will be to take the SLOs that have already been developed and assess them. At the same time, members of the ALC and the Division SLO Committees will be working to help Divisions who find themselves a bit behind schedule, as well as encouraging faculty who are ready to move forward design new course-level SLOs and Assessment plans.

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

A. Business Division:

Identified Programs

The identified programs within the Business Division are listed below, with a brief report of activities in each:

Accounting Dept: Currently, the division has decided that this department is exempt from doing SLO's while Tim Miller is doing Program Review.

CIS Dept: Again, the division has decided that this department is exempt from doing SLO's while Randy Harris is doing Program Review

Real Estate Dept: This department reports that it has completed its SLOs last semester, when its program review was completed. We hope these SLOs will be submitted to the ALC so that we can learn from them.

Law & Paralegal Dept: This department just completed ABA accreditation (the work for this accreditation was performed by a now retired faculty member). Until this department has a new fulltime faculty, SLOs will have to wait.

Office Admin Dept & Management Dept: No progress was made in the fall semester, but faculty plan to start the process of SLO development in the Spring.

Identified People

Few specific faculty members were identified by the Business division as leaders in developing SLOs and Assessments. Donna Grogan was selected for the campus-wide Assessment of Learning Committee (ALC.).

Identified SLOs

The Business division submitted no specific SLOs to the ALC and the Co-Coordinators.

Recommendations

The co-coordinators need to work more directly with faculty in this division in order to make more progress in the area of SLO and assessment development. The idea of exempting faculty who are working on program review from developing SLOs should be reconsidered and workload distributed so that it does not cause undue burden on these faculty.

B. Behavioral / Social Sciences Division:

Identified Programs

The programs for the division are as follows: anthropology, childhood education, economics, history, human development, teacher education program, philosophy, political science, psychology, sociology, and child development center. It was decided that all programs would be targeted for SLO development this semester.

Identified People

Christina Gold (history) was appointed as the division representative for the campus-wide Assessment of Learning Committee. The division council will coordinate SLO activities in the division.

Identified SLOs

The first meeting to discuss the SLOAC project at the division level was Tuesday, October 17, at which Jenny Simon was present. At that meeting, it was decided that each program/discipline would develop one course-level SLO during the semester for assessment the next semester. A division brown-bag was set up for November 28. It was facilitated by Christina Gold, and attended by Jenny Simon. Currently, the course-level SLOs are still in development.

Recommendations

Rather than general meetings with the entire division, the division ALC representative and the Co-Coordinator should work more directly with individual faculty representing programs and courses to create SLOs and Assessment plans.

C. Fine Arts Division:

Identified Programs

Programs within the Fine Arts division currently fall largely along existing departmental lines, although through discussions with Harrison Storms (the division ALC rep) and Andrea Micallef, we realize that as more faculty become directly involved in designing SLOs and Assessments, new programs within a department are likely to arise.

Identified People

The Fine Arts division has also had some problem finding faculty from each of the departments to take the lead in developing SLOs and Assessments. As noted above, Harrison Storms and Andrea Micallef have come forward from the Art department,

but little else has happened. Harrison Storms feels that if the two of them can present full SLOs and Assessments to colleagues sometime in Spring 2007 that more faculty will be willing to step forward.

Identified SLOs

Harrison Storms is currently separating and further refining his four SLOs for **Art 17/18 (Life Drawing)**. Andrea Micallef will begin developing SLOs for **Art 39/40 (Advertising Design)** in Spring 2007.

Recommendations

Our experience with Harrison Storms, who became the Fine Arts division rep for the ALC reluctantly and came to the first meetings with a great deal of skepticism about the entire notions of SLOs and Assessment, points to one of the strategies that really does work to change faculty opinion: one-on-one consultations. However, more resources (and possibly a third coordinator—see section I, part J for specific recommendations) might be considered to afford coordinators the opportunity to schedule more individual consultations in the future.

D. Health / Kinesiology / Special Resources Division:

Identified Programs

The programs for the health sciences and kinesiology division are as follows: nursing, radiologic technology, respiratory care, kinesiology, and Special Resource Center. Nursing, radiologic technology, and respiratory care already assess SLOs on a regular basis because they are all accredited by outside agencies; the Special Resource Center and kinesiology department both made progress towards SLO development this semester.

Identified People

A division-level SLO committee was identified, consisting of the following members: Bill Hoanzl (special resource center), Kelly Clark (radiologic technology and respiratory care), Rory Natividad (kinesiology), Karen Hellwig (nursing). From this committee, Kelly Clark was elected as the division representative for the campus-wide Assessment of Learning Committee.

Identified SLOs

Nursing, radiologic technology, and respiratory care are all independently accredited programs. Nursing is accredited by the National League for Nursing Accrediting Commission (nationally recognized) and is scheduled for review in 2011. The nursing program is also accredited by the Board of Registered Nursing (California) and is

scheduled for review in 2009. Radiologic Technology is currently accredited by The Joint Review Committee on Education in Radiologic Technology (nationally recognized) and had just submitted a self-study report for renewal of accreditation June 2006. The Rad Tech program is also recognized by the Department of Health and Human Services Radiologic Health Branch (California). The Respiratory Care program is currently accredited by Committee on Accreditation for Respiratory Care and is scheduled for review in 2010. These programs, as required for accreditation, already have a student learning outcomes assessment plan in place.

The Special Resources Center has been included in the Academic SLO process and the Student Service SLO process. Both our instructional and services components have worked towards meaningful SLOs. Some of the activities have been:

- Met on Flex Day and developed through consensus a program SLO. In the process of defining assessment and outcome process/procedures
- Faculty moving syllabus format to Division standard template...including SLO format and tracking elements.
- Starting December 6, 2006 SRC is actively participating in self-study/program review from the Chancellor's Office. One component is review of SLOs of the categorically funded programs and the effectiveness of service delivery. (Campus deadline for on-site study and documentation is January 19 with a due date for Chancellors Office of February 15th).
- Modeling program structure has been shared with our counterparts at the Compton Center with the Compton Center integrating current SLO practices with ECC request. Compton Center is in parallel DSPS Program Review process.
- Project Hands On - Service Learning Mentee Program is doing well in the second year of grant cycle.
- Curriculum review is in full swing and actively pursuing one course to be reviewed and presented to College Curriculum committee during Spring Semester.
- Have at least four staff members actively participating on committees for the Accreditation Self-Study.
- Gathering end of the semester data to compare service effectiveness as it relates to the SLOs.

Currently the Department of Kinesiology is undergoing Program Review. The Kinesiology faculty and staff attended a retreat, Sunday December 3, 2006. The 2nd half of the Faculty survey and the entire classified survey were handed out and completed; the first part was filled out previously. Discussion regarding the surveys ensued with many interesting points brought up such as:

- Many of the faculty were unable to respond to questions regarding SLO's. The questionnaire served to document this starting point and provided baseline data for future program reviews. The Department should be well versed in SLO's at the course and program level by fall semester 2007.
- There have been three post-flex day Department meetings with emphasis on student learning outcomes among other topics. Jenny Simon was in attendance at one of the Department meetings to answer questions regarding SLO's and campus wide goals.

Recommendations

This division is a model for the rest of the campus. As they continue to make progress and produce more and more product, these must be shared with the rest of the campus, both on the website and through recruiting active faculty within this division to lead workshops regarding the development and assessment of SLOs.

E. Humanities Division:

Identified Programs

The programs for the humanities division are as follows: transfer-level English (including literature courses and the 1A, 1B, 1C composition series), prebaccalaureate (including developmental reading and composition courses), foreign languages, ESL, journalism, and academic strategies. It was decided that transfer-level English and the prebaccalaureate program as well as ESL would be targeted for SLO development.

Identified People

Darrell Thompson (English) and Matt Kline (ESL) were appointed to serve on the campuswide Assessment of Learning Committee. A division SLO committee was also formed, comprising of the following representatives: Dana Crotwell and Mimi Ansite (transfer-level English), Cynthia Silverman and Susan Corbin (prebaccalaureate--reading and developmental writing), Bernie Rang (foreign languages), Evelyn Uyemura (ESL), Jolene Combs and Lori Medigovich (journalism), and Sharon VanEnoo (academic strategies). This committee met once during the semester on Oct. 31 in order to identify the target programs.

Identified SLOs

Two course-level SLO assessment plan forms have been submitted by the transfer-level English program (for English 1A, spear-headed by Dana Crotwell) and the ESL

program (for ESL 53B--intermediate writing and grammar, led by Jenny Simon). These forms can be found in the appendix.

In addition, final essays were collected this semester from all sections of English B, English A, English 1A, English 1B, English 1C, and the ESL equivalents of English A and 1A (English AX and English 1AX). The students whose essays were submitted were randomly selected based on their numerical position in the attendance roster (e.g. students 5 and 23); then unmarked, ungraded essays with no names or identifiers were submitted to the division office. While SLOs have not been developed for any of these courses, except for English 1A, this effort represents a major step forward in the division's progress towards a comprehensive assessment program.

Recommendations

The sort of research the humanities department is conducting even before creating SLOs is quite impressive and should be showcased for the campus once it has been completed and SLOs developed.

F. Industry / Technology Division:

Identified Programs

Industry and Technology is a division suffers from a great (sub)division. Programs are quite easily identified, but often these programs are staffed by only one full-time faculty member, making assessment of student learning (and even program review) very burdensome. There may even be programs that are only staffed by adjunct faculty. We have encouraged this division to explore other ways of defining programs that will facilitate SLOs and Assessment, even if they cannot use the same programs defined for SLOs and Assessment as the programs for program review.

Identified People

Steve Cocca attended one of the SLO workshops and, since he was the only attendant, we went to his division and looked directly at course outlines. We examined the Electronics program's curriculum. What we found was that most of the course outlines of record contained what are essentially SLOs under the "Critical Thinking Assignment" portion of the course outlines. Steve Cocca assures us that these sorts of critical thinking assignment permeate the entire curriculum within this division. These should serve the division well as a starting point for further development of SLOs and Assessments.

The other faculty that has stepped forward is the division rep to the ALC, Ray Lewis, has incorporated the college-wide core competencies into the program review for Administration of Justice.

Identified SLOs

While no specific SLOs from this division are included in the appendix, we think this division is well-situated to make a great deal of progress in the spring.

Recommendations

Tom Jackson was our chief contact in the division at the beginning of last fall, but he has moved to the Compton Center. We plan to work more closely with Dean Ron Way this spring to target programs for SLOs and Assessments and target the faculty from one or two of these programs.

G. Mathematical Sciences Division:

Identified Programs

The Mathematical Sciences Division has identified six programs: **Pre-Algebra**, **Algebra**, **Calculus**, **Mathematics for Prospective Teachers**, and **Business and Engineering**, as well as **Computer Science**. The division has decided to reshape its course committee structure to fit these new programs, so that the division can more efficiently bring together curriculum review, program review and SLOs and Assessments, as well as more mundane activities as textbook selections.

Identified People

Pre-Algebra Program: Jackie Sims

Algebra Program: Sue Bickford

Calculus: Paul Yun

Mathematics for Prospective Teachers: Judy Kasabian

Business and Engineering: Cindy Bredek

Computer Science: TBD

Identified SLOs

Pre-Algebra Program: Mathematics 23: Course SLO Statements have been drafted and are under review. Assessment plans are under construction.

Algebra Program: Mathematics 70: Course SLO Statements have been drafted and are under review. Assessment plans are under construction.

Calculus: While the target course is still to be determined, the committee members met for a "Pizza and Assessments" meeting, at which members shared how they assessed student learning of a number of different concepts. These conversations will continue in the spring.

Mathematics for Prospective Teachers: Three **Program SLO Statements** drafted and under review. The target course will be Mathematics 115: Three Course SLO

Statements (aligned with Program SLO Statements) have been drafted and initial Assessment plans drafted and are under review.

Business and Engineering: Mathematics 150: three Course SLO Statements have been drafted and are under review, Assessment plans are under construction.

Computer Science: TBD

Recommendations

It must be noted that more SLO statements were produced in this instructional division than in any other, despite a high level of continued skepticism about SLOs and Assessments. What made this work possible was strong leadership by the dean, a faculty with a strong work ethic (despite misgivings about SLOs and Assessments) and the fact that linking curriculum and program review, as well as SLOs and Assessments with a restructuring of the committee structure within the division appealed to the faculty's sense of efficiency.

H. Natural Sciences Division:

Identified Programs

The programs for the natural sciences division are as follows: pre-professional/pre-major, Allied Health preparation, and general education. It was decided that Allied Health preparation would be targeted for SLO development.

Identified People

Nancy Freeman (Biology) was confirmed as the division representative for the college-wide Assessment of Learning Committee. The division council will take on the responsibility of leading the charge of SLO development in the division. Jessica Padilla has taken a major role in coordinating SLO development for the Allied Health Preparation program, the targeted program for the division.

Identified SLOs

No SLO assessment plans had been submitted by the end of the semester. However, the Allied Health preparation program is currently developing program-level SLOs, and there was a meeting on Dec. 12 to take further steps in accomplishing this goal. In addition, a program-level SLO workshop was held in the division on Nov. 3 by Lars Kjeseth and Jenny Simon to train faculty in the Allied Health Preparation program about program-level SLO development.

Recommendations

The Natural Sciences Division has a good plan and have made sufficient progress for the Fall. We simply recommend that they continue moving forward.

I. Learning Resources Unit:

Identified Programs

The programs within this unit are not yet clearly identified and the current working definition is that the entire unit is ONE program, with the services offered students seen as "courses" within that program.

Identified People

The Learning Resources Unit Council is working as the Unit SLO Oversight team. The Unit Council members are Alice Grigsby, Howard Story, Susie Dever, Ed Martinez, Don Brown, Moon Ichinaga, Kerry Bossin, and Claudia Striepe.

Identified SLOs

The team had Lars Kjeseth over to speak to us on Course level SLO's. As a result of that meeting the Unit crafted a course SLO as follows:

After a bibliographic instruction session, students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the reference desk.

Some members of the team attended the Program level SLO workshops presented by Jenny Simon and Lars Kjeseth. With this knowledge shared, the team was able to come up with the following Program- level SLO for the Unit:

Students will have increased access to a greater number/range of information resources provided by the LRU.

The team plans to ask Lars or Jenny back for a further, fuller discussion on the Program level SLO, and to aid in brainstorming further ideas for measuring tools for assessment of the SLO's and other advice as needed.

In an attempt to create a baseline level of measurement, and to get a start on data collection that we can use for measurement, the Unit has also drawn up, and begun distribution of, a Unit survey.

Team member Claudia Striepe is also on the ALC, and as such has had input in drafting the Campus Institutional Outcomes. She also presented these to the Unit SLO team for suggestion/comment and is a conduit for information from the campus committee.

Recommendations

The enthusiasm for SLOs and Assessments within the Learning Resources Unit is infectious, but resources are needed to support them as they strive to actually perform meaningful assessments while being seriously understaffed.

J. Counseling and Student Services Division:

Identified Programs

This division started out ahead of the rest of the campus in thinking about the quality of its services in terms of what students using the services will be able to do after utilizing what the division has to offer. Each of the major programs within the division have identified at least one SLO statement:

Admissions and Records

Students will be able to utilize web technology to accurately and successfully apply and register on-line.

Assessment and Testing

By participating in the Assessment/Testing Program, students will develop attention to detail and will enhance their computer skills by completing their college placement exams on-line.

Counseling

By completing a series of career assessments, undecided students will be able to choose a major and track declaration of majors.

EOPS

By participating in the educational planning process in EOPS, students will be able to create and follow a 6 semester educational plan.

EOPS/ CalWORKs/CARE

By participating in the Education to Work activities created by CalWORKs, students will be able to connect their educational training to a direct job skill.

Financial Aid

Students using the online Financial Aid Orientation will use more online financial aid services

First Year Experience

Students in First Year Experience learning community courses will demonstrate the ability to formulate an educational plan that supports their academic and career goals.

Student Development

By participating in Student Government, students will be able to facilitate a group meeting using parliamentary procedure.

Identified People

While many people have been involved, Cynthia Mosqueda has been an especially strong leader.

Identified SLOs

As we met with representatives of Counseling and EOPS/CARE /Calworks, the task that students are asked to do is create a three-year academic plan to help them meet their goals. Using this common product as the focus of a large assessment that would involve transfer level students using general counseling services, CARE students and student taking the Human Development 8, evidence is likely to be found which will reveal what works well and what does not work so well.

Recommendations

The unique nature of Student Services, plus the fact that the current faculty co-coordinators are stretched extremely thin, suggest that a third co-coordinator from Student Services be given a 25% release to assist in building the SLO and Assessment program at El Camino College. Cynthia Mosqueda would be an excellent choice. At the very least, the college-wide ALC needs a Student Services representative and Cynthia Mosqueda would be superb.

II. Assessment of Learning Committee Accomplishments:

The Assessment of Learning Committee (ALC) was formed and held its first meeting on September 29, 2006. Its major accomplishment for Fall 2006 was to write core competencies for the entire college, which will be submitted for ratification by the Academic Senate early in Spring 2007. We have included these below:

El Camino College Core Competencies:

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.

Another important accomplishment of the committee was the development of definitions of terminology related to SLOs and assessment. A copy of this list of definitions can be found in the appendix as it is too long to be included here.

Additional projects that have started this fall and will continue in to the spring include the following:

- Discussion and recommendations made to the Academic Senate about where SLOs belong in the curriculum, where they should be "housed" and how they should be organized
- Development of more training materials and a resource binder and/or handbook. Committee members also plan to take on more of a leadership role in their respective divisions and help in training faculty to develop and assess SLOs.
- Establishment of methods to disseminate information about SLO development. The idea of a newsletter was discussed and needs to be revisited in the Spring.

Overall, this first semester was a very productive one, and the uncommon collegiality of the members of the committee certainly bodes well for future semesters.

III. Workshop Summary:

The theme for flex day on August 24, 2006 was "Focus on SLOs." At the morning general session, Lars Kjeseth and Jenny Simon set the stage for the day with their talk entitled "Welcome to the Zen of the Student Learning Outcomes Assessment Project." After the general session, the faculty then broke out into their respective divisions in order to receive more information and instruction from division deans about the workshops for the day, as well as the goals for the semester. After lunch, faculty attended one of three workshops: Foundations of Student Learning Outcomes and Assessment; Program-Level Assessment Cycles; College-Level Student Learning Outcomes/Core Competencies. Table 1 below presents the number of attendees at each of the workshops. It should be noted that the workshop Foundations of Student Learning Outcomes & Assessment was broken into two sessions. This workshop had a combined attendance of 129. The program-level and college-level workshops had 88 and 70 attendees, respectively. Overall, 287 faculty attended these workshops, a high number indeed.

Table 1: SLO Workshops on Flex Day

<i>Code</i>	<i>Title of Workshop</i>	<i>Name of Facilitator</i>	<i>Number of Attendees</i>
IC101a	Foundations of Student Learning Outcomes & Assessment	Jenny Simon	65
IC101b	Foundations of Student Learning Outcomes & Assessment	Evelyn Uyemura	64
IC102	Program-Level Assessment Cycles	Lars Kjeseth	88
IC103	College Level Student Learning Outcomes / Core Competencies	Ian Haslam	70
TOTAL ATTENDANCE			287

After flex day, and starting towards mid-October, the coordinators offered a series of workshops on course-level SLOs and program-level SLOs. Table 2 (below) presents the attendance numbers for these workshops. The first three workshops in the course-level series were the most highly attended, with 4, 2 and 7 attendees, respectively. This can be explained by the fact that these three workshops were scheduled first and advertised as if they would be the only ones offered. After these three workshops, the coordinators then scheduled more throughout the month of October and November. These additional workshops were not well -attended, very often with only one or no attendees. The exceptions to this were the workshops scheduled at the Natural Sciences and Behavioral and Social Sciences divisions, with 13 and 8 attendees, respectively. These program-specific workshops attracted more attendees, and thus it seems it is more worthwhile to offer workshops at the divisions rather than general workshops for the whole campus community.

Table 2: Other SLO Workshops During the Semester

<i>Code</i>	<i>Title of Workshop</i>	<i>Date</i>	<i>Name of Facilitator</i>	<i>Number of Attendees</i>
PD136a	Course-Level SLO Workshop	10/11/2006	Jenny Simon, Lars Kjeseth	4
PD136b	Course-Level SLO Workshop	10/13/2006	Jenny Simon, Lars Kjeseth	2
PD136c	Course-Level SLO Workshop	10/16/2006	Jenny Simon, Lars Kjeseth	7
PD150a	Course-Level SLO Workshop	10/30/2006	Lars Kjeseth	1
PD150b	Course-Level SLO Workshop	11/1/2006	Jenny Simon, Lars Kjeseth	0
PD148	Natural Sciences SLOs Brown Bag	11/3/2006	L. Kjeseth Contact: J. Padilla	13
PD150c	Course-Level SLO Workshop	11/3/2006	Jenny Simon, Lars Kjeseth	0
PD150d	Course-Level SLO Workshop	11/6/2006	Lars Kjeseth	1
PD150e	Course-Level SLO Workshop	11/8/2006	Jenny Simon, Lars Kjeseth	1
PD150f	Course-Level SLO Workshop	11/13/2006	Jenny Simon	3
PD150g	Course-Level SLO Workshop	11/15/2006	Jenny Simon, Lars Kjeseth	1
PD150h	Course-Level SLO Workshop	11/17/2006	Jenny Simon, Lars Kjeseth	0
PD151a	Program-Level SLO Workshop - Cancelled	11/27/2006	Jenny Simon, Lars Kjeseth	0
PD149	SLO Workshop for Behavioral & Social Sciences Courses	11/28/2006	Christina Gold Contact: Barbara Grover	8
PD151b	Program-Level SLO Workshop	11/29/2006	Jenny Simon, Lars Kjeseth	1
PD151c	Program-Level SLO Workshop	12/6/2006	Jenny Simon, Lars Kjeseth	1
PD151d	Program-Level SLO Workshop	12/8/2006	Jenny Simon, Lars Kjeseth	0
TOTAL ATTENDANCE				43

IV. Lessons Learned

In reflecting on this semester, we are certainly proud of the progress made on campus. Certain divisions are quite far along; others are poised to make much more progress in the spring semester. The campus-wide Assessment of Learning Committee also enjoyed a very productive semester. However, as evidenced by the spotty success of the SLO workshops offered by the co-coordinators, there is certainly a need to come up with additional strategies to increase faculty participation. Namely, what is needed is a critical mass of faculty willing to take on leadership roles in moving the campus forward in this area. There are a few strategies that we plan to try in the coming spring semester.

- First, faculty need to be targeted at the division-level. That is, program-specific or division-specific workshops need to be given rather than general workshops for the whole campus. To accomplish this, more groups of faculty leaders (especially those from the ALC committee and the division-level committees) need to become trainers and conduct workshops and one-on-one sessions with their own faculty colleagues about developing and assessing SLOs.

- Second, it is very important to keep SLOs at the forefront of people's minds. It is very easy to let SLOs slide as the semester goes on; thus, developing the combination of developing an advertising campaign and keeping in close touch with division-level leaders are other important aspects of making progress in the area of SLO and assessment development.

V. Appendices

A. Program-Level and Course-Level SLOs (attached) Fine Arts, Mathematical Sciences, Humanities, and Health Sciences and Kinesiology all submitted SLO forms before the end of the semester. We include these forms in appendix A; we will add more of these to this appendix as they become available.

B. Draft of Definitions

Appendix A

Fine Arts Division



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

<u>Contact(s):</u> Harrison Storms (hstorms@elamino.edu)	<i>(Please write the names of the main contact people and their email addresses and extensions.)</i>
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<u>Division:</u> Fine Arts	<i>(Please indicate the name of the division, the name of the program or department, and the name of the course.)</i>
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Program or Department:
 Life Drawing

Course:
 Art 17/18 (Life Drawing)

Keyword for Course-Level SLO:
 Life Drawing

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

The assignment is to execute in class a drawing of a standing figure from a model. The drawing should contain the elements based on the class lectures and demonstrations (context). The drawing should demonstrate competent drawing skills and the elements that are germane to life drawing (objective). Drawing skills include the use of the media and composition. The primary elements are the gesture, the relationship among the body shapes to the weight bearing leg; proportion, the unity among and within the body shapes, and the transition of the skeletal shapes into 3 dimensional masses. The location of skeletal landmarks and the overlay of muscles and the application of tone complete the task (traits).

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling and word use (traits).

Proposed Assessment:

The assessment is to make a drawing. The time spent on the drawing is 2 hours. The drawing should include certain elements as essential to the success of the drawing. These elements include:

- fill the page with the image
- gesture
- proportion
- scale
- anatomy
- boney landmarks
- construction lines
- direction of masses
- pelvis
- rib cage
- skull
- leg
- arms
- weight distribution
- foot and ankle location
- transition from 2D shape to 3D form

Remember to keep the drawing loose with a sense of exploration and discovery

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

The 10th week of the Spring semester is a good time.

Two sections will be included-Harrison Storms will be the instructor

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric

Primary Traits and Proposed Rubric

The primary traits:

- Overall proportions of the image; width to height relationship
- Location of elements that determined the width to height relationship
- Gesture of pose, emphasis on movement between the pelvis and thorax
- Location of feet, especially the weight bearing foot
- Construction lines that relate the feet to body parts above the feet-pelvis, thorax, skull, or other boney landmarks.
- Scale and location of pelvis, thorax, skull to themselves and each other.
- Location of the insertion of the legs to the pelvis, care to the height differentiation between the weight bearing leg and relaxed leg.
- The translation of the primary 2D(shapes) into a 3D(form)

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Proposed Rubric:

If the student employs the guidelines and suggestions as presented in previous lectures to the above traits and does their drawing with a sense

of clarity and consistency the drawing would be considered outstanding.

The evaluation of the drawing is complex because of the number of elements that are contained within the drawing.

The more elements that are included successfully within the drawing the higher the grade.

:

Mathematical Sciences Division

STUDENT LEARNING OUTCOMES Mathematical Sciences Division

SUMMARY OF PROGRESS (December 2006)

PROGRAMS and COURSES

The division has designated four programs for which student learning outcomes are presented. Listed below are the programs, courses for which student learning outcomes are being developed, the contact faculty member for each program and course, and the progress on the student learning outcomes on both the program and course level.

Developmental Mathematics (Algebra and Pre-Algebra)

Program Student Learning Outcomes are developed and are under review by the faculty teaching the courses.

Two mathematics courses are targeted in the developmental mathematics program, Mathematics 23 (Pre-Algebra) and Mathematics 70 (Intermediate Algebra).

Sue Bickford is the contact person for the developmental mathematics program and for Mathematics 70 student learning outcomes. Paul Wozniak is the contact person for the student learning outcomes for Mathematics 23.

Calculus

Program Student Learning Outcomes are underdevelopment and will be presented when the draft is completed.

Mathematics 190 (Calculus I) is the course targeted in the calculus program.

Paul Yun is the contact person for the program and course student learning outcomes.

Mathematics for Prospective Teachers

Program Student Learning Outcomes are developed and under review from the faculty teaching the mathematics for teachers courses.

Mathematics 115 (Probability and Statistics for Prospective Teachers) is the targeted course for which student learning outcomes have been developed and under review by faculty teaching mathematics for teachers courses.

A draft of the program and course student learning outcomes is included in this document.

Judy Kasabian is the contact person for both the program and course student learning outcomes.

Business and Engineering

Program Student Learning Outcomes are under development and will be presented when the draft is completed.

Mathematics 150 (Probability and Statistics) is the targeted course for this program and a draft has been completed and under review by faculty teaching this course. A draft of the student learning outcomes for Mathematics 150 is included in this document.

Cindy Bredek is the contact person for both the program and course student learning outcomes.



El Camino College Student Learning Outcomes and Assessment

Program Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your program-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division and the name of the program or department.)

Program or Department:

Mathematics for Teachers Program

Keyword for Program-Level SLO:

Applications (SLO Statement #1)

(List a keyword(s) for this SLO for easy reference.)

Proposed Program-Level SLO Statement:

SLO Statement #1: Students will be able to determine an appropriate strategy to solve an application problem, complete the solution of the problem, describe the procedures used to solve the problem, and explain the underlying mathematical concepts using written and oral means.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Courses:

Mathematics 110
Mathematics 115
Mathematics 116

(List the courses in which this SLO may be appropriately measure, in general. We are not asking in which specific sections the SLO will be assessed. That will come later.)

Proposed Assessment:

SLO Statement #1 for Math 115

Statistics Research Study Report

Statistics Research Study Report Evaluation Form

Timeline - Completed at the end of the semester

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Statistics Test

Completion of the test with mastery Level of 70%

Timeline -Completed at the end of the statistics unit of the course

Probability Test

Completion of the test with mastery Level of 70%

Timeline -Completed at the end of the probability unit of the course

Group Teaching Presentation

Group Teaching Presentation Evaluation Form
Timeline -Completed at the end of the semester

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment
Timeline -Completed when the assignment is completed by the students

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:**Statistics Research Study Report**

Statistics Research Study Report Evaluation Form

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Statistics Test

Completion of the test with mastery Level of 70%

Probability Test

Completion of the test with mastery Level of 70%

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment



El Camino College Student Learning Outcomes and Assessment

Program Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your program-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division and the name of the program or department.)

Program or Department:

Mathematics for Teachers Program

Keyword for Program-Level SLO:

Conceptual Understanding (SLO Statement #2)

(List a keyword(s) for this SLO for easy reference.)

Proposed Program-Level SLO Statement:

SLO Statement #2: Students will be able to demonstrate and explain mathematical concepts using a variety of methods.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Courses:

Mathematics 110
Mathematics 115
Mathematics 116

(List the courses in which this SLO may be appropriately measure, in general. We are not asking in which specific sections the SLO will be assessed. That will come later.)

Proposed Assessment:

SLO Statement #2 for Math 115

Statistics Test

Completion of the test with mastery Level of 70%

Timeline -Completed at the end of the statistics unit of the course

Probability Test

Completion of the test with mastery Level of 70%

Timeline -Completed at the end of the probability unit of the course

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Timeline -Completed by the end of the semester

Statistics Lesson for the K-12 Classroom

Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Timeline -Completed by the end of the semester

Probability Lesson for the K-12 Classroom

Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Timeline -Completed by the end of the semester

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Timeline -Completed when the assignment is completed by the students

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Statistics Test

Completion of the test with mastery Level of 70%

Probability Test

Completion of the test with mastery Level of 70%

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Statistics Lesson for the K-12 Classroom

Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Probability Lesson for the K-12 Classroom

Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)



El Camino College Student Learning Outcomes and Assessment

Program Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your program-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division and the name of the program or department.)

Program or Department:

Mathematics for Teachers Program

Keyword for Program-Level SLO:

Solution Analysis (SLO Statement #3)

(List a keyword(s) for this SLO for easy reference.)

Proposed Program-Level SLO Statement:

SLO Statement #3: Students will be able to analyze a solution to a mathematics problem, determine the appropriateness of the solution, and if errors are made, explain the misconceptions or errors made and how to solve the problem correctly using written and oral means.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Courses:

Mathematics 110
Mathematics 115
Mathematics 116

(List the courses in which this SLO may be appropriately measure, in general. We are not asking in which specific sections the SLO will be assessed. That will come later.)

Proposed Assessment:

SLO Statement #3 for Math 115

Statistics Test

Completion of the test with mastery Level of 70%

Timeline -Completed at the end of the statistics unit of the course

Probability Test

Completion of the test with mastery Level of 70%

Timeline -Completed at the end of the probability unit of the course

Group Teaching Presentation

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Group Teaching Presentation Evaluation Form
Timeline -Completed by the end of the semester

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Timeline -Completed when the assignment is completed by the students

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Statistics Test

Completion of the test with mastery Level of 70%

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Probability Test

Completion of the test with mastery Level of 70%

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

Mathematics for Teachers Program

Course:

Mathematics 115

Keyword for Course-Level SLO:

Research Study (SLO Statement #1)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #1: Students will be able to design a research study, develop an appropriate assessment instrument, collect and analyze data using appropriate methods, and/or draw statistical inferences from the data in written form.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Statistics Research Study Report

Statistics Research Study Report Evaluation Form
Timeline - Completed at the end of the semester

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Statistics Test

Completion of the test with mastery Level of 70%
Timeline - Completed at the end of the statistics unit of the course

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment
Timeline - Completed when the assignment is completed by the students

Statistics Computer Assignment

Statistics Computer Assignment Grade Specifications as presented in

the syllabus

Timeline - Completed by the end of the semester

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Statistics Research Study Report

Statistics Research Study Report Evaluation Form

Statistics Test

Completion of the test with mastery Level of 70%

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Statistics Computer Assignment

Statistics Computer Assignment Grade Specifications as presented in the syllabus

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

Mathematics for Teachers Program

Course:

Mathematics 115

Keyword for Course-Level SLO:

Data Analysis (SLO Statement #2)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #2: 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 both in written and oral forms.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Statistics Research Study Report

Statistics Research Study Report Evaluation Form
Timeline - Completed at the end of the semester

Statistics Test

Completion of the test with mastery Level of 70%
Timeline - Completed at the end of the statistics unit of the course

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment
Timeline - Completed when the assignment is completed by the students

Group Teaching Presentation

Group Teaching Presentation Evaluation Form
Timeline - Completed by the end of the semester

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Statistics Computer Assignment

Statistics Computer Assignment Grade Specifications as presented in the syllabus

Timeline - Completed by the end of the semester

Circle Graph Assignment

Circle Graph Grade Stipulations as presented in the syllabus

Timeline - Completed by the end of the semester

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:**Statistics Research Study Report**

Statistics Research Study Report Evaluation Form

Statistics Test

Completion of the test with mastery Level of 70%

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Statistics Computer Assignment

Statistics Computer Assignment Grade Specifications as presented in the syllabus

Circle Graph Assignment

Circle Graph Grade Stipulations as presented in the syllabus

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jSimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

Mathematics for Teachers Program

Course:

Mathematics 115

Keyword for Course-Level SLO:

Conceptual Understanding (SLO Statement #3)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #3: Students will be able to explain statistics and probability concepts and use appropriate methodologies for elementary or middle school students.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Statistics Test

Completion of the test with mastery Level of 70%

Timeline - Completed at the end of the statistics unit of the course

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Probability Test

Completion of the test with mastery Level of 70%

Timeline - Completed at the end of the probability unit of the course

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Timeline - Completed by the end of the semester

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Timeline - Completed when the assignment is completed by the

students

Statistics Lesson for the K-12 Classroom

Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Timeline - Completed by the end of the semester

Probability Lesson for the K-12 Classroom

Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Timeline - Completed by the end of the semester

Time and Sections for the Assessment:

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Probability Test

Completion of the test with mastery Level of 70%

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Statistics Test

Completion of the test with mastery Level of 70%

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Statistics Lesson for the K-12 Classroom

Statistics Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus

Probability Lesson for the K-12 Classroom

Probability Lesson for the K-12 Classroom Evaluation Stipulations as presented in the syllabus



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Judy Kasabian
kasabian@elcamino.edu
310.660.3310

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Mathematical Sciences

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

Mathematics for Teachers Program

Course:

Mathematics 115

Keyword for Course-Level SLO:

Applications (SLO Statement #4)

(List a keyword(s) for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO Statement #4: Students will be able to solve, explain, and interpret informal, experimental and mathematical probability concepts and application problems both in written and oral forms.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Proposed Assessment:

Probability Test

Completion of the test with mastery Level of 70%

Timeline - Completed at the end of the probability unit of the course

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Timeline - Completed by the end of the semester

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

Timeline - Completed when the assignment is completed by the students

Time and Sections for the Assessment:

(Be sure to include information on when the assessment will

Assessment conducted in Mathematics 115 course at the end of each semester the course is offered.

take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Probability Test

Completion of the test with mastery Level of 70%

Group Teaching Presentation

Group Teaching Presentation Evaluation Form

Individual and Group Assignments

Assessment for individual and group assignments are reported on the assignment

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Cindy Bredek
cbredek@elcamino.edu
310-660-3218

Division:

Mathematical Sciences

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

Business Mathematics

Course:

Mathematics 150

Nick-name of Course-Level SLO:

Descriptive Statistics (SLO #1)
Hypothesis Testing (SLO #2)
Bivariate Data Analysis (SLO #3)

(Create a nick-name for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

SLO #1: Given a specific set of data, students will be able to calculate the measures of central tendency, measures of variation, and measures of position, create graphical displays of the data and determine which graph best displays the data.

SLO #2: Given a specific set of sample data or sample statistics, students will develop and perform an appropriate hypothesis test. Students should be able to justify the test used, make a clear claim, an informed decision and/or inference regarding the population.

SLO #3: Given a set of bivariate data, use appropriate statistical methods to determine if a significant linear relationship exists, find the regression line for the data and use the equation to make predictions.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling and word use (traits).

Proposed Assessment:

(Describe, giving as much detail as possible, the

SLO #1:**Individual and Group Assignments**

Assessment of assignments vary

Timeline – Completed when the assignment is completed by the student

Statistics Tests and Quizzes

Completion of tests and quizzes with a mastery level of 70%

Timeline – Completed at the end of the unit on descriptive statistics

Statistics Computer and/or Calculator Assignments

Calculate basic statistics and display data using technology

Timeline – Completed by the end of the unit on descriptive statistics

assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

SLO #2:**Individual and Group Assignments**

Assessment of assignments vary

Timeline – Completed when the assignment is completed by the student

Statistics Tests and Quizzes

Completion of tests and quizzes with a mastery level of 70%

Timeline – Completed at the end of the unit on hypothesis testing

Statistics Computer and/or Calculator Assignments

Perform hypothesis tests using technology

Timeline – Completed by the end of the unit on hypothesis testing

SLO #3:**Individual and Group Assignments**

Assessment of assignments vary

Timeline – Completed when the assignment is completed by the student

Statistics Tests and Quizzes

Completion of tests and quizzes with a mastery level of 70%

Timeline – Completed at the end of the unit on bivariate data

Statistics Computer and/or Calculator Assignments

Calculate basic statistics and display data using technology

Timeline – Completed by the end of the unit on bivariate data

Other forms of assessment for any of these SLO's may consist of content reports, preparing and administering survey's to perform statistical analysis, and group or individual presentations.

Proposed Assessment:

Assessment for Mathematics 150 will be conducted at the end of each semester for 4 randomly selected classes. The assessment committee will be made up of the instructors who taught the course the chair of the business committee and one other volunteer in the business committee.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

<u>Contact(s):</u> Linda Ho Trudy Meyer Jackie Sims Sue Bickford Math Dept. Greg Scott Paul Wozniak	
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Division: Mathematical Sciences

Program or Department: Mathematics

Course: Math 23

Keyword for Course-Level SLO: Pre-Algebra

Course Level SLO:

1) Operations with Signed Numbers:

<u>Context</u>	<u>Objective</u>	<u>Traits</u>
Given an activity that uses the number line model,	students will simplify arithmetic problems that combine signed numbers without the use of a calculator, by adding, subtracting, multiplying, and dividing,	giving answers that include both the correct sign and the correct absolute value.

2) Linear Equations:

<u><i>Context</i></u>	<u><i>Objective</i></u>	<u><i>Traits</i></u>
When presented with a linear equation in one variable that can be solved in two steps,	students will demonstrate their ability to identify the equation as linear and to solve and check that equation	by formulating a method to solve the equation, neatly showing all steps in order, and justifying their answer by checking their solution for correctness.

3) Order of Operations:

<u><i>Performance Context</i></u>	<u><i>Measurable Objective</i></u>	<u><i>Traits</i></u>
On a test in arithmetic through algebra where the student is asked to simplify a given expression or solve a given linear equation,	students will be able to correctly simplify the expression or equation using order of operations by	recognizing the correct hierarchy of operations and employing it to simplify the expression or simplify both sides of the equation prior to its solution.

Humanities Division



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Contact(s):

Dana Crotwell (dcrotwell@elcamino.edu),
Mimi Ansite (mansite@elcamino.edu),
Darrell Thompson (dthompson@elcamino.edu)

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Humanities

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

English

Course:

English 1A

Nick-name of Course-Level SLO:

Rowdy Research

(Create a nick-name for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

Given an out-of-class writing task in which students find multiple sources related to a particular topic, students will write a research report, which shows the ability to support a thesis using analysis, to synthesize and integrate materials effectively from a variety of sources, and to cite sources in MLA format (including a works cited page). The report is organized, technically correct in paragraph composition, sentence structure, grammar, spelling and word use, and demonstrates thoughtful treatment of the topic.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence

structure, grammar, spelling
and word use (traits).

Proposed Assessment:

Using random number selection, student papers will be chosen, compared to the assignment sheet and rubric, to see if students are meeting the outcome. Instructors will pull papers from ungraded class sets of research papers that will be gathered from English 1A sections. Individual instructor assignment sheets and rubrics will also be gathered for later use.

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

Assessment will take place in the Fall 2006 and Spring 2007 semesters around the 10th-14th weeks. A pilot will be run in an estimated ten sections and Annick, Gates, Thompson, Crotwell and whoever else volunteers your name here....will be involved.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

Scale of 1-5

Primary Traits:

Thesis

Support/Use of sources

MLA Documentation

Organization

Grammar and mechanics

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

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Contact(s):

Jenny Simon (jsimon@elcamino.edu)
Evelyn Uyemura (euyemura@elcamino.edu)
Matt Kline (mkline@elcamino.edu)
Rebecca Loya (rloya@elcamino.edu)
Nancy Currey (ncurrey@elcamino.edu)

(Please write the names of the main contact people and their email addresses and extensions.)

Division:

Humanities

Program or Department:

ESL

Course:

ESL 53B (Intermediate Writing and Grammar)

Title for Course-Level SLO:

ESL 53B In-Class Writing

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

(List a title for this SLO for easy reference.)

Proposed Course-Level SLO Statement:

In an in-class writing task based on a short intermediate-level text which was discussed in class, students will write a multi-paragraph essay responding to the reading. The essay should be relatively free of basic grammar errors (but may still have some intermediate-level grammar problems), have a clear thesis, body paragraphs which support the thesis, each containing a quote or specific example from the reading, transitions at the beginning of each paragraph, and a competent introduction and conclusion.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling and word use (traits).

Proposed Assessment: *Instructors will discuss at the beginning of the Spring 2007 semester the specific reading and prompt they will use. They may also agree to decide on readings and prompts on their own.*

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

The assessment will take place between the 12th week and the 16th week of the Spring 2007 semester in the following sections: 6664, 6666, 6668, and perhaps others.

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

We will adapt the rubric used for placement testing (attached). Students should score at least a “4,” meaning they are ready for the next level, English AX.

(List the traits you expect a successful outcome to have, as well as the scale you’re going to use. If you need more room, please attach the full rubric.)

Health Sciences and Kinesiology Division



El Camino College Student Learning Outcomes and Assessment

Course Level SLO Assessment Proposal

Due: December 8, 2006

Please use this form to submit your course-level SLO Assessment proposal. Please send it via email (as an attachment) or via campus mail to Jenny Simon (jsimon@elcamino.edu) or Lars Kjeseth (lkjeseth@elcamino.edu).

Due: December 8, 2006

Division:

HEALTH SCIENCE AND ATHLETICS

(Please indicate the name of the division, the name of the program or department, and the name of the course.)

Program or Department:

KINESIOLOGY DEPARTMENT: PHYSICAL EDUCATION PROGRAM

Course:

WEIGHT TRAINING

Nick-name of Course-Level SLO:

(Create a nick-name for this SLO for easy reference.)

PE 1 abcd

Proposed Course-Level SLO Statement:

1. In small groups of three demonstrate as shown the correct lifting technique for 5 upper body free weight exercises.

(Write the proposed SLO statement you wish to assess. Remember, robust SLO statements indicate not only the desired objective, but also the context in which assessment will take place, and the primary traits a successful outcome will possess.)

Example: Given an in-class writing task based on an assigned reading (context), demonstrate appropriate and competent writing (objective) which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling

and word use (traits).

Proposed Assessment:

1. This is a motor skill assessment.
2. It is at the 'patterning' level of the psychomotor taxonomy.
3. Students will work in three's
4. One student will demonstrate the technique and the other students will spot and observe the technique.
5. Each student will take a weight load at 50% of maximum.
6. They will demonstrate the correct pre exercise position
7. The correct breathing
8. The execution phase and the recovery phase
9. Each student will evaluate each other
10. The exerciser will evaluate themselves and the instructor will evaluate the technique/
11. A rubric will be given to all the students to be used for each of the five different activities.

(Describe, giving as much detail as possible, the assessment you wish to run. You may also attach a copy of the assessment, if it is available.)

Time and Sections for the Assessment:

1. Assessment date: April 2007
2. Two sections will be involved
3. Tom Hazel

(Be sure to include information on when the assessment will take place (10th week of Spring semester? At the end of Spring semester?) and in how many sections the assessment will be run. Also mention who will be involved.)

Primary Traits and Proposed Rubric:

	Needs major Adjustment	Needs minor adjustment	Excellent
Pre exercise	1	2	3
Execution	1	2	3
Breathing	1	2	3
Recovery	1	2	3
Total			/12

(List the traits you expect a successful outcome to have, as well as the scale you're going to use. If you need more room, please attach the full rubric.)

Appendix B

Definitions

SLO Terminology

Working Draft, 12/8/2006

Broad Terminology

Core Competency	A broad, institutional-level outcome statement which describes what students are able to do at the end of their experience at the college. Core competencies will serve as “folders” or “categories” under which course- and program-level learning outcomes are organized and might not necessarily be assessed directly.
Course-Level SLO	What the student will be able to produce at the end of a course. This is the lowest level at which SLOs are usually assessed. Writing a course-level SLO involves considering the overarching goals of the respective course, matching these goals with a particular assessment method, and articulating these overarching goals in an SLO statement. Courses may have multiple SLOs.
Course Objective	<p>A statement of what the students are expected to know or learn by the end of a course. These differ from SLOs in many ways:</p> <ul style="list-style-type: none">• they often focus on what the instructor does rather than what the student will be able to do (i.e. input rather than output);• they are often content-based and not necessarily competency-based• they are often not measurable or assessable
Program	A set of courses which culminates in a degree, certificate, or preparation for degree or certificate
Program-Level SLO	What the student will be able to produce at the end of a program. This is the middle level at which SLOs are usually assessed. Writing a program-level SLO involves considering the overarching missions of the respective program, matching these missions to courses in the program, and coming up with a cumulative assessment which may or may not be the same as a course-level assessment. Program-level SLOs, like core competencies, may also serve as “folders” or “categories” under which course-level SLOs are assessed; thus, program-level SLOs may or may not be directly assessed. For student services, which has many modes of learning which cannot necessarily be readily divided into discreet units like courses can, this is the most common level at which SLOs are written and assessed.
Student Learning Outcome (SLO)	What students are expected to produce by the end of a course, program, college experience, degree or certificate program, or set of interactions with student services. SLOs involve higher order

thinking skills and are measurable. A robust SLO includes the following three elements:

- Context or conditions under which performance will be assessed (e.g. test, essay, demonstration, class discussion, etc.)
- Behavioral objective
- Criteria, performance standards or primary traits for assessing performance

Thus, an SLO suggests an appropriate assessment and rubric for measuring the outcome.

Student Learning Outcomes Assessment Cycle

The process by which SLOs are identified, measured and analyzed, and the results used to improve student learning. The three steps in the cycle are:

- *Identify*: Faculty meet and work together in identifying what the students should produce at the end of a set of learning experiences (be it at the course or program level). An SLO is then drafted, and an assessment plan written, which states what the assessment will be (i.e. how the SLO will be measured), and what the rubric will be (i.e. which standards will be used to determine attainment of the outcome.)
- *Assess*: The semester following the identification of the SLO(s) and drafting of the assessment plan, the proposed assessment is then run and the data collected.
- *Reflect*: In the third semester of the cycle, the data is compiled and the faculty come together again to discuss the results. This dialogue should include a discussion about the meaning of the results and how they can be used to improve student learning.

Processes Involved in SLO Development:

Assessment

In simplest terms, assessment is the systematic collection and analysis of information to improve student learning. However, "assessment is not an end in itself but a vehicle for educational improvement" (AAHE, 1992). The purpose of assessment is not merely to gather information; the purpose of assessment is to foster improvement.

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When

it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Angelo, AAHE Bulletin, November 1995, p. 7).

Assessment Instrument	The evidence of learning that the student will produce (e.g. test, essay, portfolio, demonstration) and which will be evaluated by faculty associated with a particular program with respect to a rubric.
Assessment Plan	A plan written in the first step of the cycle (<i>identify</i>) in which faculty draft an SLO for a course or program, outline how it will be assessed, and state how the resulting data will be used to improve student learning.
Dialogue	A group discussion among colleagues, often facilitated, which is designed to explore complex issues, greater group intelligence and facilitate group learning (ACCJC Standards Glossary). Dialogue is an essential process in SLO development.
Norming	A process in which faculty come to an agreement about how the rubric will be used and standards applied to evaluate assessments. The purpose is to avoid inter-rater error (i.e. large differences from evaluator to evaluator in how assessments are scored).
Pilot	A small-scale trial of an assessment instrument to test its validity and usability before the full-scale assessment is run.
Program Review	An analysis of a program's performance with respect to particular indicators, including student learning outcomes. SLOs are a natural fit in program reviews because for both, the goal is improvement (of student learning).
Rubric	A set of primary traits and guidelines for scoring and evaluating each assessment as agreed upon by a particular faculty group. A rubric makes explicit and specific statements about the expected qualities of performance at each point in the scale and for each primary trait or standard being evaluated. Rubrics help ensure consistency among raters (Oxnard College SLO Handbook, 2006).

Types of Assessment

Classroom Assessment	Simple, non-graded, anonymous, in-class activities that help instructors gather feedback from students on the teaching-learning process and determine how well their students are learning what
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they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. College instructors use feedback gleaned through Classroom Assessment to inform adjustments in their teaching. Faculty also share feedback with students, using it to help them improve their learning strategies and study habits in order to become more independent, successful learners (Angelo, T.A., 1991; see also Classroom Assessment Techniques (2nd ed.) by Angelo and Cross, 1993). Classroom assessment is a type of formative evaluation (see below).

Embedded Assessment	Collecting assessment data information within the classroom because of the opportunity it provides to use already in-place assignments and coursework for assessment purposes. This involves taking a second look at materials generated in the classroom so that, in addition to providing a basis for grading students, these materials allow faculty to evaluate their approaches to instruction and course design. These assessments can be a part of the student's grade, but do not have to be (Oxnard College SLO Handbook, 2006).
Pre-Test/Post-Test	An assessment technique in which students are given an assessment at the beginning of the semester on material to be covered in the course to provide a baseline (pre-test). Then, students are given the same or a similar assessment at the end of the semester (post-test). This is a particularly valid way to show learning in a course because prior knowledge is established through the pre-test; then it's possible to show learning that took place in the course itself (rather than some other course or prior knowledge) through comparing the pre- and post-test results.
Portfolio	A collection of student work to show not only learning outcomes but also the progress or process of learning. Portfolios may be used not only as a course-level assessment but also at the program-level to show learning progress throughout a whole program.

Types of Evidence:

Direct Evidence	Evidence that shows directly that a student has learned. Examples of direct evidence include essays, tests, portfolios, or demonstrations. Simply stated, direct evidence is produced by students.
Indirect Evidence	Evidence that shows student learning indirectly, through which student learning can be inferred rather than directly demonstrated. Examples of indirect evidence are course grades, transfer and retention data, surveys, exit interviews, etc.
Formative Evaluation	Evaluation for the purpose of <i>improvement</i> . Formative evaluation usually takes place <i>continually</i> throughout a lesson module, course,

or program.

Summative Evaluation Evaluation that is used to show *learner achievement*. Summative evaluation usually takes place at the *end* of a lesson module, course, or program. Formative and summative evaluation should be used to complement each other.

Qualitative Evidence/Data Data/evidence that is narrative or descriptive in form. Qualitative evidence usually involves fewer cases than quantitative data, but shows much more specific information and tends to be very subjective.

Quantitative Evidence/Data Data/evidence that is numerical in form. Quantitative evidence usually involves a great number of cases and is used to show general patterns and trends rather than specifics. It tends to be much more objective.