



El Camino College

Student Learning Outcomes and Assessment

Assessment of Learning Committee

Monday, March 14, 2011 Agenda

Time: 2:30p – 4:00p in Library 202

Members:

Coordinator--ECC /Chair: Jenny Simon

Coordinator—CEC: Chelvi Subramaniam

Business Rep: Monica Chaban*

Soc/Beh Reps: Juli Soden* & Janet Young

Humanities Reps: Rebecca Bergeman & Elise Geraghty*
& Rachel Williams*

Nat Sci Rep: Jim Noyes*

Math Rep: Kaysa Laureano-Ribas*

Ind / Tech Rep: Ray Lewis* & Merriel Winfree*

Fine Arts Rep: Harrison Storms & Karen Whitney*

HSA Rep: Kelly Holt* & Charleen Zartman*

Learning Res Rep: Claudia Striepe

Student Services Rep: Vacant

Compton Center Reps: Vacant

ECC V. P. A. A. Office: Francisco Arce or
Claudia Lee

CEC V.P.A.A. Office: Barbara Perez or
David Vakil

Deans Rep: Jean Shankweiler

Accred Rep: Arvid Spor

Inst. Research Rep: Irene Graff &
Carolyn Pineda

Curriculum Rep: Lars Kjeseth

*=facilitator

Next Meetings: March 28; April 25; May 9, 23 (2nd and 4th Mondays)

Agenda:

1. Compton Update
2. Finalize core competency assessment survey (Critical, Creative, and Analytical Thinking)
(see notes below)
3. Finalize Core competency assessment process (look at previous report)
 - a. Student survey
 - b. Faculty survey
 - c. Course grades
4. Reminders about Upcoming Deadlines
 - a. March 7—assessment reports from Fall 2010 due
 - b. Please make sure that:
 - i. program-level SLOs are posted on the division and/or department websites;
 - ii. your division/department has identified which courses to be assessed this semester (prioritizing courses which have not been assessed before)
 - c. May 24—programs' four-year cycle plan due
 - d. Third week of Fall 2011—deadline for Spring 2011 assessment reports to be submitted **via CurricUNET**
 - e. **Institutional Goal:** 75% of courses assessed by the end of Fall 2011

Critical, Creative and Analytical Thinking

Thank you for participating in this survey. Your participation is very important in helping the college measure whether students are meeting the following college-wide learning outcome:

Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

Instructions: Rate how well you're able to do the following general activities **in bold**. Do not rate yourself on all of the activities in the parentheses—these examples are meant as guides. Rate yourself 1-5, where:

5=accomplished / advanced level

4= not quite advanced

3= intermediate

2= still a beginner, but have some ability

1= beginner

	1	2	3	4	5
Draw a conclusion based on evidence or information (e.g. from a text, a mock investigation, or scientific evidence).					
Evaluate the quality and credibility of a source or evidence (e.g. a web site or article).					
Create a work that meets defined standards (e.g. an essay, a lab report, or a poem or art work).					
Use standards to make judgments (e.g. evaluate another student's essay, or make a drawing by judging proportion of the subject).					
Apply theory to analyze data or solve a problem (e.g. use a math formula to solve a problem, or use at sociological theory to analyze a data set).					
Create a solution or approach to a problem (e.g. create a business plan to solve a problem in business or a behavior modification plan to solve a problem in a child care setting).					