Assessment of Learning Committee (ALC)
Monday, November 24, 2014
Admin 131 - 2:30pm to 4:00pm

SLO Coordinators: Russell Serr and Karen Whitney

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Bob Klier
Behavioral & Social Sciences – Janet Young
Business – Kurt Hull
Fine Arts – Vince Palacios & Harrison Storms
Fine Arts Associate Dean – Diane Hayden
Humanities – Argelia Andrade & Kevin Degnan
Industry & Technology – Sue Ellen Warren
Mathematical Sciences – Susanne Bucher
Natural Sciences – (Thomas) Jim Noyes
Inst. Research & Planning – Joshua Rosales

MINUTES

I. Call to Order

Meeting was called to order at 2:36 p.m.

II. Approval of Minutes

Russell S. moved to approve the minutes for the 10/27/2014 ALC meeting and the motion was seconded by Janet Y. Motion was carried.

III. Reports

A. Adjunct Best Practices – *Karen Whitney (PowerPoint)*

This is a follow-up to a previous discussion on Adjunct Best Practices. Karen W. recognizes that adjuncts *are* involved and after getting a lot of feedback from the ALC, the consensus is that it is about improving communication with the adjunct faculty so they know what is expected of them and clarifying the whole assessment process. *(Please refer to the attachment, "Adjunct Best Practices".)*

1. Karen W. presented observations and recommendations to the ALC, along with an example of what one department does from the beginning of a semester, and what to do for multi-section assessments.
   ALC Questions/Comments:
   - Assessments of multi-section courses should use the same rubric and same assessment method; there should be a collaborative process so that there is a decision made ahead of time as to what that rubric and assessment method is going to be. However, according to Janet Y. and Bob K., we have not yet prescribed a common rubric for multi-section courses.
   - As far as entering information for multi-section assessments, the preferred method is to combine one assessment for all sections, using the same rubric. Although not everyone is doing this, it should be a goal and over time, faculty will see the benefits of combining assessments.
2. Who is responsible for ensuring this is communicated with adjuncts?
   - There seems to obviously be already decided-upon roles within certain divisions but as we try and figure out a way to better communicate with the adjuncts, maybe those roles can be

further refined. Karen W. thinks that for Facilitators to try and handle all of this information is a lot of work, especially for a large division, so it's probably best-managed on a department rep basis to make sure that adjuncts know that they have some sort of support.

3. Conclusions/Feedback (standards to go by):
   - We need to make sure that everybody knows that the most updated information is in TracDat (e.g. change in SLO statements) so that there is consistency throughout (communicate to all faculty and make sure they understand this).
   - Preparation for Flex Day: Department SLO reps to work with Dean/Associate Dean/Facilitator to help prepare certain things for Flex Day information, e.g. department reps can gather rubrics and/or assessment methods so that these can be communicated with the adjuncts, ideally on Flex Day, but if not, certainly within the first couple of weeks of the semester.
   - The department reps are not necessarily the ones in charge of the assessment—they are just helping to communicate the information consistently so that on Flex Day, the adjuncts receive a hard copy packet containing all SLOs per course, SLOs to be assessed with the lead faculty, rubric and assessment method, where applicable.
   - There should be some sort of follow-up by Week 12—department rep to e-mail faculty with the same information as the packet and include a link to the SLO website.
4. ALC Comments:
   - Harrison S. stated that in the Fine Arts Division, they have a lead faculty member in each of different areas; Karen W. stated this is okay—then reps would be responsible for being the main contact person to gather the information and follow-up but lead faculty can be the point-of-contact for adjuncts for their respective departments.
   - Can adjuncts access TDat? Karen W. and Bob K. says yes—they log in using their ECC log-in and password; if adjunct cannot log in, they need to call one of the coordinators—it may be that the person has not yet been added as a TracDat user or that he/she is already in TracDat but has no permissions.
   - ALC suggestion was to have a 3-step approach: (1) Flex Day—provide basic communication, (2) After the 1st month or by mid-semester—department reps communicate more detailed information about the assessment(s) due, and (3) Week 12—department reps send follow-up e-mail as a reminder.
   - Diane H. commented that it is important to encourage that one-on-one communication with the adjuncts because even though structure helps to get things accomplished (getting the assessments done and getting the results in TracDat), you also want to have the relationship with the adjuncts to be able to talk about the results with them.
   - Karen W. asked how we disseminate the information to make sure everybody knows this is how we are going forward. Distribute information at the Deans' Meeting, Academic Senate, and to the divisions to let them know that this is to help faculty with the process.

B. <u>Communication ILO (#2) Assessment Spring 2015</u> – *Karen Whitney (PowerPoint)*

1. Karen W., Russell S., Bob K., Joshua R. came up with a proposed concept that would make the ILO #2 assessment effective if we used a 2-part approach. *(Please refer to the attachment, "Communication ILO Assessment Spring 2015".)*
2. ALC Comments/Feedback:
   - Jim N. stated that in relation to student demographic data, he suggests we include data about students entering and leaving El Camino (e.g. the number of credits the student has) to demonstrate their growth over the course of the program over the course of multiple years.
   - Janet Y. brought up the question: Who are we assessing? We're throwing in brand new students and students who have been here for 3 years into the same pot—is the ILO intended to assess students' abilities at the end of their program/their stay at ECC and what is that (i.e.

in some cases it's a certificate, in some cases it's a degree, and then there are those who transfer out). In the past, we did not take into account the beginning courses.

- SueEllen W. stated that in her program, the results could be skewed very easily because she has students who are just out of high school, some who have been in for a few years, some who have their bachelor's degrees. Karen W. stated that in this case, breaking down the data in terms of the number of credit hours a student has will address this concern. SueEllen asked if it would help if we could show what level of previous education the student has had. Joshua R. stated that the problem with showing prior education, most of the data I.R. has is self-reported so if the student did not report it correctly, it will skew the results.
- Diane H. asked what the outcome of the assessment is. What is the action item that we could foresee? Karen W. stated that the results of the assessment will give us an idea of what seems to be working so that we can make recommendations to the faculty and/or to some of the service areas (e.g. need more tutors).
- Karen W. stated that a lot more Communication Rubrics are needed, particularly written communication and artistic communication. She proposes that using the next Facilitator meeting (Dec. 2) to talk about the rubrics more in detail.

IV. Multi-section Assessment Practices

Susanne Bucher (Math Division) and Kevin Degnan (Humanities Division) shared with the ALC the process used by their respective divisions for creating SLO Assessments.

A. Susanne Bucher shared the Mathematical Sciences Division's process via PowerPoint presentation. *(See attachment "Math Division Process for Creating SLO Assessments" and Course SLO Assessment Report - 4-Column Report for Developmental Math.)*

1. They try to do this as early as possible—within the first 4-5 weeks of the semester.
2. When they send out the question and rubric, they give the faculty the opportunity to use a similar question of equal difficulty if they choose to. The majority of the instructors will use the question they send them, but occasionally, there are a few instructors that will make minor changes. Susanne started posting, in the Math Division mailroom, the courses to be assessed with instructions on how to find the questions on the ECC Portal.
3. In the process, the course coordinators are also sending out e-mails to the instructors, giving them the assessment question and rubric as well as putting hardcopies of the same information in the instructors' mailboxes. The dean has received a lot of response from the adjuncts saying they really appreciated having the information on the board, in their mailboxes and e-mail and knowing exactly what was going on.
4. Shared the Developmental Math Assessment Report which shows 2 different SLO assessment questions for the same SLO (#2). It is essentially the same question—they are worded differently but obtains similar results.

B. Kevin Degnan shared the Humanities Division's process.

1. Process in Humanities is very similar to the Math Division except they use the term "course leads" instead of "course coordinators". They have several course leads.
2. In Spring 2014, they came up with assessment packets, which contained a set of instructions; distributed to all faculty around Week 10 to accommodate when these instructors want to give these assessments; each faculty (both full-time and part-time) are responsible for filling out the "SLO Check Forms".
3. One advantage is that they are able to capture all SLOs with one major assignment.

4. One of the things they can do better is making sure that for big courses, that everyone teaching that course gets the results and action plan in a meaningful way, that the information is put out in a digestible format.
5. Kevin D. will re-send samples to Karen W. to share with ALC.

C. ALC Comments:
1. Harrison S. brought up the question again: Do we write reports for ourselves and the student or for the general population? Bob K. stated that the assessment method description can be specific to subject, but results should be clear so that anyone can understand it.

V. Next meeting – December 8, 2014

VI. Adjournment

Meeting was adjourned at 4:04 p.m.

FALL 2014 ALC Meetings	**Facilitator Train-the-Trainer Sessions**	**"Working" Workshop: Entering SLO Assessments into TracDat**	**Upcoming Deadlines**
Mondays, 2:30 to 4:00 pm Admin 131 September 8, 2014 September 22, 2014 October 13, 2014 October 27, 2014 November 24, 2014 December 8, 2014	Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19 October 14, 2014 November 25, 2014 December 2, 2014	Library Basement West Friday, December 5, 2014, 1-2pm Wednesday, December 10, 2014, 3-4pm Thursday, December 11, 2014, 1-2pm	Fall 2014 Assessments - February 9, 2015

Adjunct Best Practices

- Observed two approaches
  - Handing out TracDat timeline at beginning of semester (hard-copy to all faculty/follow-up with electronic)
  - Creating new document that summarizes timeline in an easier-to-read format (hard-copy to all faculty/follow-up with electronic)
    - Must include the following:
    - ❑SLO statements
    - ❑Specific semester and SLO of assessment, with lead faculty name
    - Should/could include:
    - ❑A rubric
    - ❑A recommended method of assessment
    - ❑Training schedule for semester

Statements + Timeline

Program Learning Outcomes:

1. Students will demonstrate an understanding of the purpose of sociological theoretical perspectives and apply perspectives to social scenarios.
2. Students will define and demonstrate an understanding of sociological concepts by applying them to social scenarios.

Student Learning Outcomes:

Sociology 101: Introduction to Sociology

1. Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.
2. Students will define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.

Sociology 102: The Family

1. Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as cognitive development and social learning theory to social scenarios.
2. Students will define and demonstrate an understanding of sociological concepts such as mate selection, cohabitation, marriage, divorce, and gender role socialization by applying them to social scenarios.

Sociology 104: Social Problems

1. Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems.
2. Students will define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.
3. Students will analyze causes, consequences, and solutions to social problems as they exist in contemporary society.

SLO and PLO Assessment Timeline Spring 2014 through Fall 2017

n: Behavioral and Social Sciences Program: Sociology Program Review Date: 2016

er ar	SLO to be Assessed	PLO to be Assessed
g 4	SLO #1 Sociological Theoretical Perspectives: SOCI 102, 104, 108, 112	
14	SLO #1 Sociological Theoretical Perspectives: SOCI 101, 107	PLO #1: Sociological Theoretical Perspectives
ng 5	SLO #2 Sociological Concepts: SOCI 102, 104, 108, 112	
15	SLO #2 Sociological Concepts: SOCI 101, 107	PLO #2: Sociological Concepts
g 5	**PROGRAM REVIEW**	
16	**PROGRAM REVIEW**	
g 7	SLO #1 Sociological Theoretical Perspectives: SOCI 102, 108, 112 SLO #3 Social Problems: SOCI 104	
17	SLO #2 Sociological Concepts: SOCI 101, 107	PLO #1: Sociological Theoretical Perspectives

TO: Sociology Department Faculty

FROM: Stacey Allen, SLO Department Facilitator

DATE: September 30, 2014

SUBJECT: Student Learning Outcomes (SLOs)

Thank you to those of you would have completed SLO assessments on behalf of the Sociology Department.

Enclosed in this packet you will find:

- The Sociology Department SLO and PLO Assessment Timeline (Spring 2014 – Fall 2017)
- Sociology Department PLOs and SLOs (effective Spring 2014)
- The Fall 2014 SLO Training Schedule
- TracDat Quick Start Guide
- TracDat SLO Template

Please note that we have arranged our SLO timeline so that odd numbered courses (SOCI 101, 107) are assessed in the fall and even numbered courses (SOCI 102, 104, 108, 112) are assessed in the spring, in addition PLOs will be assessed in the fall. Our goal is to have each course and each PLO assessed prior to Program Review in 2016.

The following instructors are scheduled to assess courses this semester:

SLO #1 – Sociology 101:
Allen
Cannon
Dowden
Din
Jones
Stone
Soto

SLO #1 – Sociology 107:
Dowden

Please submit your assessments in TracDat **NO LATER** than Friday, January 9, 2015. We will discuss assessment results at Spring Flex Day on Thursday, January 15th. I will assess PLO #1 based on the data you submit on TracDat and the information shared on Flex Day. Part-time faculty are not required to attend Flex Day activities, but please know that you are always welcome to do so.

Please feel free to contact me at sallen@elcamino.edu or at ext. 3575 if you have any questions.

Memo addresses multi-section assessment.

Who is responsible for ensuring this is communicated with adjuncts?

- Facilitators?
- Deans/Associate deans?
- Department Reps?

Conclusions/Feedback – Help with the Process

- Communicate to all faculty that the most updated information is in TracDat.
- Department SLO reps work with Dean/Associate Dean/facilitator to prepare for semester:
  - Ask dept reps/faculty leads to provide rubrics/assessment methods, particularly for multi-section assessments. (This doesn't mean dept rep is in charge of the assessment necessarily.)
- Flex Day communication – hard copy packet: all SLOs, SLO to be assessed with lead faculty
- By midsemester, dept reps/faculty leads communicate rubric, assessment method.
- Follow-up by wk 12– email from dept rep/lead faculty with above SLO assessment information. Include link to SLO website for TracDat info.
- Emphasis on the personal communication between adjuncts and faculty leads.

Communication ILO Assessment Spring 2015

Data from SLO/PLO Assessments from Fall 2013 – Fall 2014

- Pull data from already completed assessments that align with Communication ILO.
- Look for commonalities in results, action plans.

- Pros: data from longer period of time
- Cons: More labor intensive

Application of Common Rubric to Spring 2015 Assessments

- Collect rubrics now
- Create common rubric for each type of communication
  - 5 point Likert scale
- Distribute rubrics at beginning of spring 2015 (IR determines sample)
  - Instructors able to adjust their typical assessments to use this rubric – i.e. simultaneous SLO/ILO assessment
- Results gathered on a detailed bubble sheet
  - Student specific
  - Ask about assessment method
  - Ask about teaching methodology/services used

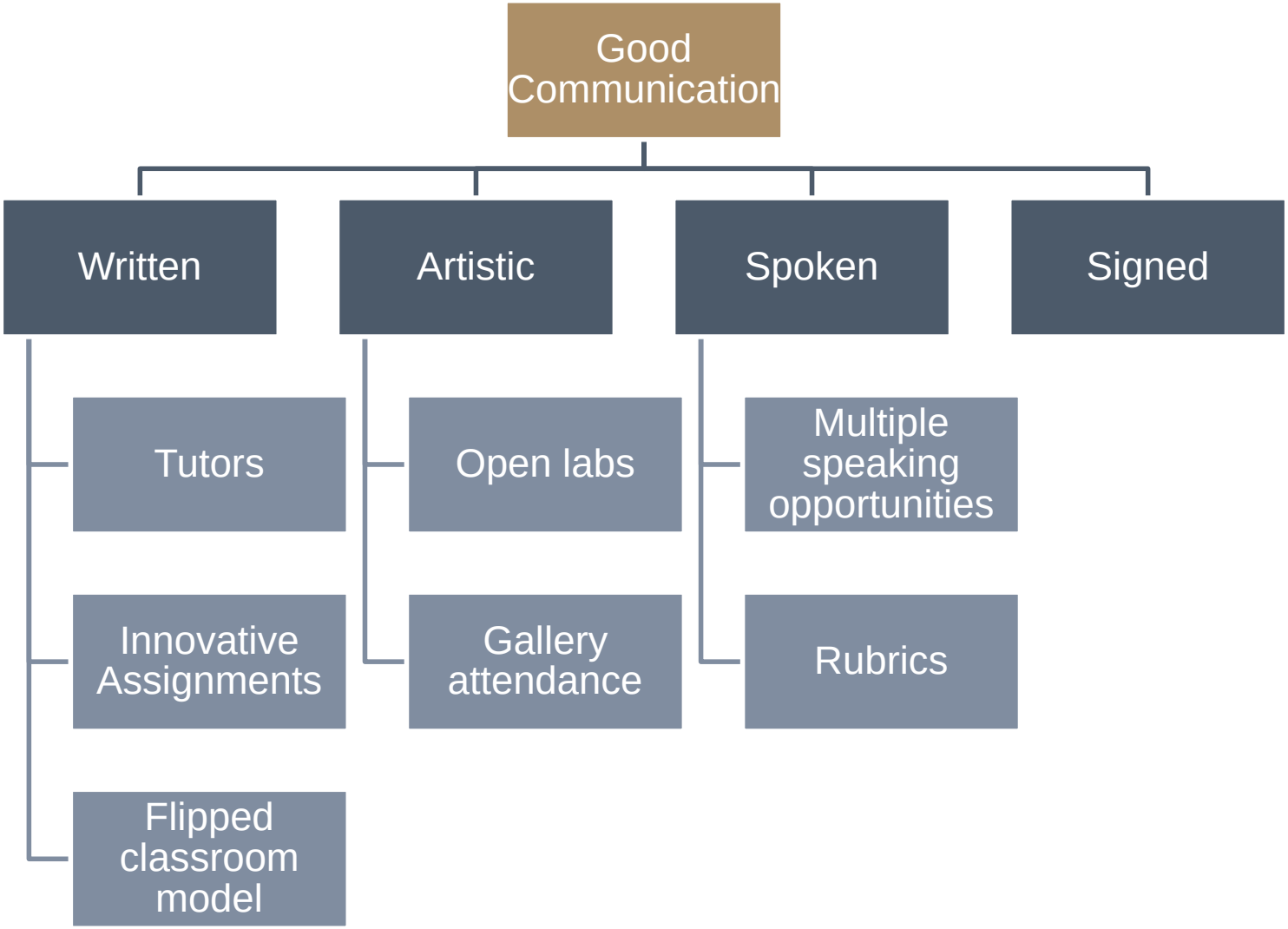
Sample bubble sheet

	Trait #1					Trait #2					Trait #3				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Student 1	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Student 2	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Student 3	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Student 4	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Student 5	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Student 6	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Student 7	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Method of Assessment															
Teaching Methods															
Support Services Used															

Possible Outcomes

- Know where we are successful and where we can improve.
- Connecting scores to specific students will allow us to look at demographics, credits earned (demonstrate improvement), majors, foundation courses taken, and placement exams as a baseline. Perhaps connect to SEP.
- Break data down according to assessment method. Help us make directives for better assessment planning.
- Discover what types of instruction are being used in communication. Highlight successful practices.
- Discover what types of services are being utilized in teaching communication. Highlight successful service areas.
- Report to Board.

Discover Best Practices:



Math Division Process for Creating SLO Assessments

- A course coordinator is assigned to each course that will assess a SLO that semester.
- The course coordinator, in discussion with other faculty teaching the course, construct a problem and rubric for the assessment.
- The assessment question is distributed to all faculty teaching the course as a suggested assessment question.
- Instructors are not required to use the exact same assessment question, however they are encouraged to use a similar problem of equal difficulty. This will ensure that the SLO results will be meaningful.
- All SLO assessments for each course being assessed are collected and a list of assessments questions are posted on the division portal. Courses being assess for the semester along with directions on how to access the questions on the portal is posted in the division mailroom.

Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (MATH) - Developmental Math

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 80 - Intermediate Algebra for Science, Technology, Engineering, and Mathematics - SLO #1 Application Problems - Students will be able to solve application problems involving linear, quadratic, polynomial, rational, radical, exponential and logarithmic functions. (Created By El Camino: Course SLOs (MATH) - Developmental Math) **Course SLO Assessment Cycle:** 2014-15 (Spring 2015) **Input Date:** 11/20/2013 **Course SLO Status:** Active			
El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 80 - Intermediate Algebra for Science, Technology, Engineering, and Mathematics - SLO #2 Solving Equations and Manipulating Expressions - Students will be able to evaluate numerical operations and manipulate algebraic expressions involving rational and negative exponents, radicals, complex numbers, exponents and logarithms and be able to solve linear, quadratic, polynomial, rational, radical, absolute value, exponential and logarithmic equations and inequalities. (Created By El Camino: Course SLOs (MATH) - Developmental Math) **Course SLO Assessment Cycle:** 2013-14 (Spring 2014) **Input Date:** 11/20/2013 **Course SLO Status:** Active	**Assessment Method Description:** There were two questions selected this semester; Instructors had the freedom to select either one. The first question involved the exponential growth of Chipotle restaurants. Students were told that there were 75 Chipotle restaurants in 1993, 675 in 1995, and that the number of Chipotle restaurants grow exponentially. Students were given the general exponential growth function and for part a) of the question they were asked to find an exponential function on 't' number of years since 1990. For part b) students were asked to evaluate f(4) using their results from part a) and to interpret their results in a sentence format. Finally for part c) of the question students were asked to use their results from part a) to predict when the number of Chipotle restaurants will reach 10,000. The question given follows: The number of Chipotle restaurants has grown exponentially. In 1993 there were 75 Chipotle restaurants and in 1995 there were 675. Let f(t)=a·b^t be the number of Chipotle restaurants at 't' years since 1990. a) Find an equation of f(t). b) Evaluate f(4). What does it mean in this situation? c) Predict in which year Chipotle reached 10,000 restaurants.	09/10/2014 - Data: The Rubric for this assessment is on a scale of 0 to 3; where the score directly correlated to the number of correct answers each student provided. The following data was gathered with the participation of 19 out of 29 instructors (65.52%), including 21 out of 31 sections(67.74%). With a total of 494 students; 165 out of the 494 (33.4%) students were not able to accurately answer any of the questions and earned a '0', 109 out of the 494 (22.06%) students were able to accurately answer only 1 question and earned a '1', 106 out of the 494 (21.46%) students were able to accurately answer 2 out of the 3 questions and earned a '2', and finally 114 out of the 494 (23.08%) students were able to accurately answer all 3 questions and earned a '3'. Additionally, some instructors volunteered students' final course grade information and the following data was compiled: 121 out 324 students (37.35%) passed the SLO question with a score of '2' or '3' and also passed the course with a grade of 'A','B', or 'C' , 17 out 324 students (5.25%) passed the SLO question with a score of '2' or '3' but failed to successfully pass the course by earning a 'D',' F', 'I', or 'W', 77 out 324 students (23.77%) failed the SLO question with a score of '0' or '1' and also failed to successfully pass the course by earning a 'D',' F', 'I', or 'W', and finally 109 out 324 students (33.64%) failed the SLO question with a score of '0' or '1' and also failed to successfully pass the course by earning a 'D',' F', 'I', or 'W'.	12/31/2014 - The results of this assessment will be shared and discussed at the next committee D meeting, and then again at the next Math department meeting. The fruits of those conversations will be used to create and shape a plan of action to improve our students' performance on future SLO assessments. **Action Category:** SLO/PLO Assessment Process

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	The second question involved the exponential growth of rodents in Los Angeles. Students were first given the general equation to model population growth. Then students were told that in 2014 the rodent population in Los Angeles was estimated to be 50,000; with an expectation that it will double every 4 years. For part a) of the question students were asked to find the value of the constant 'K' in the population growth formula. Then for part b) students were asked to use their results from part a) to predict when the rodent population was expected to reach 10 million. And finally, for part c) of the question students were asked to use their results from part a) to predict the rodent population in the year 2024. The question given follows: If 'P' is the population at some time 't', Po is the initial population at t = 0, and k depends on the rate of growth then, P = P0 ekt The rodent population in Los Angeles is currently (2014) estimated at 50,000. If it is expected to double every 4 years; a) Find the value of 'k' in the equation P = P0 ekt b) In what year will the rodent population in Los Angeles reach 10 million? c) what will be the rodent population in the year 2024? Both questions involved exponential equations. Both questions contained three very similar subparts. Therefore, the rubric for both questions was the same. The Rubric for this assessment was on a scale of 0 to 3; where the score directly correlated to the number correct answers each student provided. If students correctly answered all 3 subparts they would earn a score of '3', If students correctly answered 2 out of 3 subparts they would earn a score of 2, If students correctly answered 1 out of 3 subparts they would earn a score of 1, If students failed to answer any of the subparts correctly they would earn a score of 0, Use the following rubric: 0 –No understanding = Student answered none of the parts a)-c) correctly 1 –Some understanding = Student answered 1 of the parts a)-c) correctly 2 –Much understanding = Student answered 2 of the parts a)-c) correctly 3- Complete understanding = Student answered	Instructor comments: One instructor responded: "I believe the results I observed were fairly strong for this SLO question. With 19/32 or 59% of students at complete or most understanding, I felt that despite there is room for improvement, I think a majority of Math 80 students to solve the problem mostly correct shows a fairly robust grasp of the concept and the algebra behind it." Summary: Our results indicates that 220 of the 494 (44.53%) students either earned a perfect score or missed only 1 question; this result is below our target of 60% . As an important point of interest, some instructors expressed concern that the Tussy book did not have word problems that adequately prepared students to answer these Assessment questions. **Standard Met? :** No **Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Faculty Assessment Leader:** Eduardo Barajas **Faculty Contributing to Assessment:** Eduardo Barajas, Tavakkoli, Aban Seyedin, Zachary Marks, Trudy Meyer, Formanes, Avid Khorram, Juan Martinez, Bob Lewis, Michael Bateman, Linda Ho, Robert Horvath, Greg Scott, A Hoang, Carl Broderick, Avid Khorram, Len Wapner, M George, H Hamza	

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	all of the parts a)-c) correctly **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** The target for this Assessment is to have more than 60% of our students reach either c "much understanding' or "complete understanding"; that is, for more that 60% of our students to earn a score of '2' or '3'		
El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 80 - Intermediate Algebra for Science, Technology, Engineering, and Mathematics - SLO #3 Visual and Graphical Methods - Students will be able to use visual and graphical methods to represent, analyze and solve problem involving linear, quadratic, polynomial, rational, absolute value, radical, exponential, logarithmic functions, conic sections, linear and nonlinear systems of equations. Students will also be able to solve such functions and equations using graphical methods. (Created By El Camino: Course SLOs (MATH) - Developmental Math) **Course SLO Assessment Cycle:** 2016-17 (Spring 2017) **Input Date:** 11/20/2013 **Course SLO Status:** Active	**Assessment Method Description:** Assessment Instrument: The assessment instrument selected for this SLO was an exponentially decaying curve that modeled the value of a 2013 model vehicle as a function of 't' years after 2013. Students were given the graph and then were asked three free response questions to demonstrate that they were capable of properly interpreting and identifying key aspects of the graph. The first question asked students to find the purchase price of a new 2013 model vehicle. This question required students to accurate identify and interpret the vertical axis intercept point of the graph. The second question asked students to approximate the value of the 2013 model vehicle in the year 2016. This question required that students accurately interpret the year 2016 as the value of t=3 on the graph and then find the corresponding value on the graph. The third and final question asked students to determine in which year a 2013 model vehicle is expected to lose exactly half of its original value. This question required students to select the correct vehicle value along the vertical axis (the range) and then read the graph "backwards" to find the corresponding value along the horizontal axis (the domain). Rubric: The Rubric for this assessment was on a scale of 0 to 3; where the score directly correlated to the number correct answers each student provided. If students correctly answered all 3 subparts they would earn a score of '3', If students correctly answered 2 out of 3 subparts they would earn a score of 2, If students correctly answered 1 out of 3 subparts they would earn a score of 1, If students failed to answer any of the subparts correctly they would earn a score of 0. Use the following rubric: 0 –No understanding = Student answered none of the parts a)-c) correctly 1 –Some understanding = Student answered one	03/20/2014 - Data: The Rubric for this assessment is on a scale of 0 to 3; where the score directly correlated to the number of correct answers each student provided. The following data was gathered with the participation of 29 out of 32 instructors (90.63%), including 36 out of 39 sections (92.31%). With a total of 796 students; 63 out of the 796 (7.91%) students were not able to accurately answer any of the questions and earned a '0', 139 out of the 796 (17.46%) students were able to accurately answer only 1 question and earned a '1', 204 out of the 796 (25.63%) students were able to accurately answer 2 out of the 3 questions and earned a '2', and finally 391 out of the 796 (49.12%) students were able to accurately answer all 3 questions and earned a '3'. Summary: Our results indicates that 595 of the 796 (74.75%) students either earned a perfect score or missed only 1 question; this result surpasses our target of 60% . For the most part, instructors were very satisfied with their results, the most frequent comment was "I am very pleased with the results". A couple instructors interpreted their student's results as evidence that " they are learning and making progress" and several Instructors commented on personal adjustments they were going to make to their own pedagogy to further improve future scores. **Standard Met? :** Yes **Semester and Year Assessment Conducted:** 2013-14 (Fall 2013) **Faculty Assessment Leader:** Eduardo J Barajas, Jeff Cohen **Faculty Contributing to Assessment:** J. Villalobos, Takvakkoli, Zekarias, Dammena, Ronny Alpern, Robert Horvath, Miguel Ornelas, Allen Sampson, Linda Ho, Zachary Marks, Len Wapner, J Martinez, Manolita Formanes, A O'Leary, Jeff Cohen, Bob Lewis, Sibner, Art Martinez, Antony Hoang, Bec	12/31/2014 - The results of this assessment will be shared and discussed at the next committee D meeting. The fruits of those conversations will be used to create and shape a plan of action to improve our students' performance on future SLO assessments. **Action Category:** SLO/PLO Assessment Process

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	of the parts a)-c) correctly 2 –Much understanding = Student answered two of the parts a)-c) correctly 3- Complete understanding = Student answered all of the parts a)-c) correctly **Assessment Method:** Exam/Test/Quiz **Standard and Target for Success:** The target for this Assessment is to have more than 60% of our students reach either c "much understanding' or "complete understanding"; that is, for more that 60% of our students to earn a score of '2' or '3'		

El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 80 - Intermediate Algebra for Science, Technology, Engineering, and Mathematics - SLO #4 Articulating Mathematical Reasoning - Students will be able to explain verbally, both orally or in writing, and the mathematical reasoning used in an application problem involving linear, quadratic, polynomial, rational, radical, absolute value, exponential and logarithmic equations and inequalities. (Created By El Camino: Course SLOs (MATH) - Developmental Math)

Course SLO Assessment Cycle:
2015-16 (Spring 2016)

Input Date:
11/20/2013

Course SLO Status:
Active

SLO Assessment Process

1. Pick up the SLO assessment packet in mailboxes. This packet will include:
    a. Revised SLOs
    b. SLO Check Form for recording SLO data.
    c. Datasheet
    d. Envelope

2. Determine how many of your students need to be included in the SLO assessment.
    a. If there are 5 or fewer sections of your course offered in the semester it is being assessed, 100% of your students' assessments must be included in the SLO assessment process.

    b. If there are 6 or more sections of your course offered in the semester it is being assessed, only 25% of your students' assessments must be included in the SLO assessment process.

    c. This semester, there are _____ sections of your course, so ___% of your students' assessments must be included in this SLO assessment Process.

3. Next, during normal grading, fill out each SLO Check Form (acceptable/unacceptable) for each assessment tool.

4. Fill out the SLO Datasheet to tally all acceptable and unacceptable scores for each SLO.

5. Lastly, put the SLO Check Forms and Datasheet back into the envelope and send to the Humanities Division Office no more than 5-7 days after the end of the semester.

Note: You **DO NOT** need to submit copies of student exams, essays or any other student work with this data.

English 1A Student Learning Outcome Packet

Revised SLOs (Fall 2013):

Upon completion of English A, successful students will:

1. Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.
2. Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
3. Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

Assessment tool: Capstone Essay

Compose an argumentative research essay with a thesis that is specific, manageable, provable, and contestable. You should analyze and prove your thesis using paraphrases and quotations from at least five sources. The sources should come from ECC library databases, books, and/or credible websites. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation. This essay will be approximately 5-7 pages in length, and you must use MLA format, including in-text citations and a Works Cited page.

SLO Data Sheet

Section Number(s)_____

Semester & Year Course Was Taught_____

In the space below, record the **total number** of acceptable and unacceptable scores for **all** SLO-assessed essays/exams/other assessment tools for each section.

SLO 1	Essay is a complete a research-based essay that has been written out of class and undergone revision. It demonstrates the student's ability to thoughtfully support a single thesis using analysis and synthesis.	TOTAL Acceptable TOTAL Unacceptable
SLO 2	Essay integrates multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.	TOTAL Acceptable TOTAL Unacceptable
SLO 3	Essay demonstrates logical paragraph composition and sentence structure. The essay has correct grammar, spelling, and word use.	TOTAL Acceptable TOTAL Unacceptable

Section #_____ Semester & Year Course Was Taught_____

SLO Check Form English 1A

SLO 1	Essay is a complete a research-based essay that has been written out of class and undergone revision. It demonstrates the student's ability to thoughtfully support a single thesis using analysis and synthesis.	Acceptable Unacceptable
SLO 2	Essay integrates multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.	Acceptable Unacceptable
SLO 3	Essay demonstrates logical paragraph composition and sentence structure. The essay has correct grammar, spelling, and word use.	Acceptable Unacceptable

SLO Check Form English 1A

SLO 1	Essay is a complete a research-based essay that has been written out of class and undergone revision. It demonstrates the student's ability to thoughtfully support a single thesis using analysis and synthesis.	Acceptable Unacceptable
SLO 2	Essay integrates multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.	Acceptable Unacceptable
SLO 3	Essay demonstrates logical paragraph composition and sentence structure. The essay has correct grammar, spelling, and word use.	Acceptable Unacceptable