



Assessment of Learning Committee (ALC)

Monday, May 12, 2014

Admin 131 - 2:30pm to 4:00pm

SLO Coordinators: Karen Whitney, Kaysa Moreno, and Chelvi Subramaniam

Not Present: Chris Mello

Recorder: Isabelle Peña

Attendees:

Academic Affairs, ECC - Bob Klier

Institutional Research - Irene Graff

Deans' Representative - Jean Shankweiler

Business - Ana Milosevic

Business Associate Dean - Tammy Pao

Fine Arts - Vince Palacios and Harrison Storms

Fine Arts Associate Dean - Diane Hayden

Health Sciences and Athletics - Russell Serr

Humanities - Stephanie Merz and Kevin Degnan

Industry and Technology - SueEllen Warren

Mathematical Sciences - Susanne Bucher

Natural Sciences - Jim Noyes

Library/LRU - Claudia Striepe

MINUTES

I. Call to Order

Meeting was called to order at 2:37 p.m.

II. ALC Acknowledgements

Some members of ALC/SLO coordinators who are departing were acknowledged:

- *Stephanie Merz* - has been SLO facilitator since 2012; Bob K. and Kevin D. thanked her for all the hard work; she was presented with a certificate.
- *Pati Fairchild* (not present) - has been SLO facilitator since 2012 and has worked so hard in the Industry & Technology Division; SueEllen stated that Pati is very bright and thinks outside the box and she commends her; she will be presented with a certificate.
- *Kaysa Moreno* - has been an SLO facilitator since 2008 and became SLO coordinator in 2010; Bob K. and the committee thanked her; Chelvi S. stated that she was very instrumental in making the connection with the Compton Center—she walked them through the SLO process and alignments and thanked her for all her time, effort, and help; Karen W. stated she is impressed with her dedication and she is the voice of reason—she keeps us focused on what needs to be done; she was presented with a certificate.
- *Russell Serr* is stepping up as SLO Coordinator.

III. Approval of Minutes

A motion was made by Karen W. to approve the minutes for the 4/28/2014 ALC meeting and was seconded by SueEllen W. Motion was carried.

IV. Reports

A. Facilitator/ALC Fall 2014 Schedule Reminder: Target - Standards Met (Percentages) (Bob Klier)

- Schedule reminder for Fall 2014 semester: Spring 2014 and Summer 2014 assessments are due September 12, 2014.
- In some of the sample assessment reports coordinators are looking at, some faculty were not as specific as they could have been with setting a standard and did not state whether the standard was met or not; reminder to make sure faculty is specific with setting a standard for an assessment and indicate whether or not that standard was met.

B. ILO Senate Update (Karen Whitney)

- Coordinators had their second discussion with Academic Senate with the revised/updated ILOs; there was very little discussion and they were approved. With the explanations on *Content Knowledge*, members of the Senate started to understand and they were fairly accepting of our reasoning; we showed that so few SLOs and PLOs were aligned only with *Content Knowledge*.
- ILOs were approved with an almost unanimous vote (2 abstentions, no Nays).
- This means that we are on target to do the re-alignment in Fall 2014.
- Bob K. thanked everyone for their work on the ILO process.
- Other item discussed at the Senate meeting was the discussion of the concept of assessing annually within the 4-year cycle and fully assessing a program within 4 years.

C. Facilitator Division Reports Reminder (Bob Klier)

- SLO facilitators should send division reports to Karen Whitney by May 23, 2014,.

D. ALC Newsletter (Bob Klier)

- The latest ALC newsletter was distributed to those in attendance. Bob K. liked the "Keep up the good work" section and trying to keep things positive, upbeat and informative.

E. Timeline Review

- Russell S. stated that Isabelle P. sent facilitators updated SLO Assessment timelines for each division for review of any changes or discrepancies and wanted to know when this was due; Isabelle P. and Bob K. stated that we would need them before the faculty leaves campus for the semester as they are scheduled to be uploaded to ECC's SLO website.
- Chelvi S. stated that for the Compton campus, it is important that Isabelle P. gets those timelines because once she updates them, she then communicates with Compton and Chelvi S. then sends the updated timelines to the faculty.

IV. Flex Day Fall 2014 Grid Alignment Task (Karen Whitney)

- A. Revised sample alignment grids were handed out to those in attendance. Karen W. stated that at the last facilitator meeting they talked about the easiest way to do the alignment. The goal is to align the new SLOs to the new PLOs and the new PLOs to the new ILOs and the courses to the new ILOs (important for the General Education assessment).
- B. In the past we ranked the alignment (1 through 4); this time, just mark it with an 'X' if it aligns, if not, do not 'X' (leave it blank). Irene suggested salvaging some of the language from the 4 (strongest), 3, 2, 1 (least) rating to define whether or not to put an "X" on the alignment.
- C. Isabelle P. stated the importance of faculty/facilitators reviewing the SLO statements on TracDat ASAP to make sure they are current because the SLO statements that will be on the Fall 2014 alignment grids will be taken from TracDat; if SLO statements in TracDat that are not current or need to be revised should be done so by the facilitator.
- D. Fall 2014 Alignment Grids will be distributed on FLEX Day. Stephanie M. asked when the alignments are due. Karen W. stated that it would be ideal to work on the alignments on FLEX Day since that is the best day for ECC to have the collaboration with Compton. However, the deadline will be give to be a couple of weeks after FLEX Day.
- E. SueEllen asked if the SLOs should be aligned with all ILOs; Bob K. said no.

V. Content Knowledge Final Report (Bob Klier)

- A. A handout of the final report of the ILO assessment for *Content Knowledge* was distributed to those in attendance. Bob K., Irene G., and Pati F. were members of the team that reviewed this ILO. Bob K. went over Methodology, Results, and Conclusions that were stated in the report, which were derived from their team's assessment of this ILO that will no longer be used as a separate statement. The team used Fall 2013 PLO assessment data for this assessment.
- B. Diane H. stated that since this report will be made public, it is okay to use the overall numbers and percentages shown on the 'Results' section of the final report, but wondered if the 'Results' portion could include more details, e.g. which programs were assessed and the results for each program assessed, in addition to the generalized information, so that it could be used as a learning tool, even if the detailed information is shared internally. Kaysa M. agreed with Diane's suggestion of giving more specific details and stated that it would be interesting to see which program PLOs were included in the assessment—to see if every division was represented.
- C. Bob K. will revise the 'Conclusions' section to state that ILO statements will no longer include a separate *Content Knowledge* competency, as approved by the Academic Senate.
- D. Kaysa M. asked if there is some sort of report or documentation somewhere that shows the process which led to the elimination of *Content Knowledge* and if so, where is it documented?

VI. ALC Goals for Fall 2014 (Bob K.)

The committee discussed possible goals for the Fall 2014. These items will be narrowed down and finalized at the next ALC meeting (the first meeting in Fall 2014).

- A. Establish a new ILO assessment cycle; begin assessment process for the first ILO selected in Fall 2014 (possibly "Communication").
- B. How to help our faculty understand this assessment process clearly, e.g. What is a goal? What is an objective? How do you measure it? How do you assess it? What do you do with the assessment data?
 - Conduct a 'Best Practices' campaign showcasing TracDat reports that are well-written and have the kind of assessments and results that we can show faculty as good examples and identify what makes them good examples.
- C. ALC to lead faculty discussions for best assessment practices (workshops, norming sessions, discussing data analysis, etc.).
 - Possibly need to have more flexibility in how we design assessments based on each department, for the different types of courses.
- D. Work on ALC orientation materials to new faculty as well as goals and mission for committee.
- E. ALC to collaborate with other colleges' Assessment of Learning Committees.
- F. ALC to develop a yearly themed outreach and staff development related to an ILO.
 - Kaysa stated that what she has seen in other schools is that they select an ILO that they will have activities throughout the year relating to that particular ILO, e.g. if they are looking at "Communication", they have seminars, best practices, etc. relating to "Communication".
- G. ALC to work more on process—to show faculty that this is a faculty-driven thing
 - Some of the faculty evaluators are concerned about consistency in the areas with multiple sections and they would like to write it up in their evaluations, but they do not have data; possibly conduct some workshops on collecting data so that faculty has a way of addressing the standard across multiple sections.
- H. Equity concerns—teaching to a diverse audience and student ability so faculty need to be more flexible in teaching a diverse audience and be able to identify where they are in their continual academic skills; Irene G. stated that colleges are now mandated to have a student equity plan where we study gaps and performance, primarily based on ethnicity. Anywhere where there is historical

inequity, we, as a college, need to make a plan to narrow that gap and I see a place how we're addressing learning within that framework.

VII. Next meeting – September 8, 2014

Bob K. thanked everyone in the committee for their service this academic year.

VIII. Adjournment

Meeting was adjourned at 3:44 p.m.

SPRING 2014 ALC Meetings Mondays - 2:30 to 4:00 pm Admin 131	Facilitator Train-the-Trainer Sessions Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19	Upcoming Deadlines
February 10, 2014 February 24, 2014 March 10, 2014 April 14, 2014 April 28, 2014 May 12, 2014	March 11, 2014 April 29, 2014 May 13, 2014 "Working" Workshop: Entering SLO Assessments into TracDat Library Basement West Thursday, May 8, 1-2pm Tuesday, May 13, 1-2pm Wednesday, May 14, 2:30-3:30	February 10, 2014 - Fall Assessments

SLO PROGRESSIVE

May 2014

EL CAMINO COMMUNITY COLLEGE

KEEP UP THE GOOD WORK!

WHO ARE THE PEOPLE MAKING A DIFFERENCE IN YOUR DIVISION?

*By: SLO Coordinators and
Facilitators*

As the semester nears to an end, we wanted to take time to acknowledge the wonderful SLO work that is happening on our campus and thank the faculty and staff that helped make this semester an SLO success.

Industry and Tech's facilitator, **Sue Ellen Warren**, has acknowledged the instructors in her division for "high-quality peer collaboration." She states that a benefit of SLO work is that it forces us as faculty to open the lines of communication and discuss our approaches to teaching with our colleagues.

While Sue Ellen's recognition of her colleagues' work is significant, particularly due to the breadth of expertise in this division, the same can be said of many areas on campus. Communication among faculty can improve student learning and is directly related to faculty leadership.

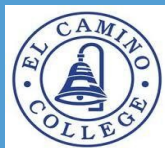
History Professor **Jason Suarez** and Childhood Development Professor **Janet Young** have been leaders in their area by ensuring the completion of the Fall 2013 assessments and helping faculty with the new TracDat software.

Math Professor and former facilitator **Junko Forbes** continues to be a help to her division, lending her expertise when answering faculty questions and assisting in training.

At CEC, **Dr. Osanyipeju** has worked very hard as the Lead Faculty and Chair in Life Science to get the SLO/PLO assessments to be meaningful and measurable. He has held multiple meetings with his faculty, allowed all voices to come to consensus, and has inspired higher standards. Due to his efforts, all Life Science courses will use the same/similar assessments for the PLO. Dr. O has embraced the SLO/PLO process and has been a leader in getting the Division to see assess-

ment as part of the cultural norm.

The Assessment process is made easier due to the help of amazing El Camino support staff. In the Business Division, Senior Clerical Assistant **Laurie Linka**, has done an amazing job helping faculty with SLOs duties and has been a constant support for faculty. Industry and Tech's **Denise Spurlock** and Fine Arts' Associate Dean **Diane Hayden** have similarly put a lot of work towards providing faculty with the assessment support they need. **Isabelle Pena** in the Academic Affairs office has worked with facilitators throughout this semester to ensure the accuracy of timelines and enter them into TracDat. We would be lost without these people and are grateful for their dedication.



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El Camino College
Compton Center

www.compton.edu

MAKING THE SLO PROCESS MANAGEABLE AND MEANINGFUL

ECC faculty continue to work diligently on improving the SLO process. After spending the fall 2014 semester revamping SLOs, PLOs, assessment timelines, and learning the new TracDat software, faculty and staff spent this semester improving the assessment process on SLO and PLO assessments. Here are just a few examples of what our colleagues were able to do this semester.

Some divisions on campus have been successful in fine-tuning the assessment process to meet their needs. In the Radiologic Technology Program, an SLO was developed to measure the student's ability to accurately position and produce radiographic images of the cranium. The results showed that the students were not meeting the benchmark, and were having a lot of difficulty mastering this skill due to the limited number of exams now ordered at the clinical sites. Thanks to Director Dawn Charman, a proposal was submitted and granted for CTEA funding to purchase 10 radiographic skull phantom models. Faculty could use the phantoms to work with students at the clinical settings and on campus lab to reinforce the skills and application. As a result, the SLO showed an improvement in the student's skill level and it is projected that continued use of the phantoms will result in a steady improvement of skill.

El Camino College faculty is also making strides in improving communication with Compton Education Center in the SLO process. During the spring 2014 flex day meeting, several Behavioral and Social Science departments including CDEV, HIST, POLI, PSYC and SOCI, met with their Compton counterparts and discussed the changes that need to be made to the new cycles and statements.

Another major stride in making the SLO Process meaningful is seen in the Humanities Division which has developed *The Consistency Project* for one of their biggest courses, English 1A. This assessment project included 54 faculty from both ECC and CEC and covered seventy sections. Over the course of three workshops, faculty developed new SLOs, designed a common assessment tool, practiced the use of a common rubric in norming sessions, and discussed the findings of the SLO assessment in order to generate suggestions for increased consistency in instruction and assessment. Specifically, faculty found that students mostly struggled with analysis and source integration, documentation and citation, and grammar issues. Then, faculty developed directions for teaching strategies, curriculum, and program support, including a discussion of stricter requirements for getting into the course and additional collaboration with the library. The success of this project is due to the division's ability to reach large numbers of faculty on both campuses and educate them on our new SLO assessment processes.

In Natural Sciences, Professor Julianne Gard wrote an exemplary Geography 9 assessment report in which she discusses student performance, not just overall, but on specific questions on the assessment. The data was specific enough that it allowed her to identify three areas for modification, including the purchasing of barometric equipment that would be useful for teaching the particular concepts identified in the assessment. Her recommendation was then incorporated that into the department's annual plan, making it truly *meaningful*!



THE ALC HAD A BIG YEAR

BY: CHRIS MELLO

The Assessment of Learning Committee represents all of the Academic Divisions on campus and Student services. It is responsible for guiding the campus in all matters of learning assessment and meets monthly.

This year the ALC successfully accomplished goals that the committee set for itself back in the beginning of fall 2013. Including:



ILO Redrafting: A redrafting of the campus Institutional Learning Outcomes. We spent a lot of time studying other institutions, deliberating, emailing, and finally agreeing on a set of outcomes that we feel form the core values of EL Camino College. They have been reviewed and approved by the Council of Deans and are currently awaiting ratification by the Academic Senate.

Course Report Norming: The ALC has spent significant time reviewing fall 2013 reports submitted by faculty in an effort to better train faculty to get more out of the reporting process. In a round-table session with facilitators, representatives, and deans we discussed the most important aspects that characterize a great report (Report Completion, Target/Standard Met, Data Analysis, Feasible Action Plans). We intend to bring this training model to the faculty at the division level within the coming year.

Content Knowledge ILO Assessment: A sub-committee of the ALC led by Bob Klier (Academic Affairs) and Pati Fairchild (I&T) has been using past PLO data to craft an assessment report for this ILO, which will be presented to the committee in fall 2014.

ACCJC Rubric Review: In preparation for the upcoming fall 2014 accreditation visit the ALC has been reviewing and discussing the rubric (i.e. the list of goals for an institution to meet) provided by the ACCJC in hopes of meeting the campus goal of “sustainability”. Through a round-table session with faculty representation from all the divisions strengths and weakness of our assessment process at ECC have been identified. Strategies were discussed and have been put in place to address any gaps to better prepare us for the expectations of the visit.



We would like to thank all of the facilitators, representatives; student services staff, and deans who have worked hard with this committee over the past year. Without this cross-campus effort none of this could have been possible. We look forward to another strong semester in preparation for the ACCJC visit in the Fall.

Chris Mello, ALC Chair

TRACDAT UPDATE

More and more faculty became TracDat proficient this semester. Trainings were held at both the Torrance and Compton campus and have produced a total of 200 faculty from the Torrance campus and 89 from the Compton campus skilled in this software. These numbers only represent the formal trainings held by the SLO coordinators and not the *one-on-one* training our wonderful facilitators helped with.



As the end of the semester nears, and you find yourself needing help with TracDat, you may want to attend one of the working sessions that are offered this semester. We will also be offering TracDat 101 Trainings and Entering Reports Working Sessions at the beginning of fall 2014 to help with the spring 2014 assessment reports.

Spring 2014 assessment reports due September 12, 2014

UpComing TracDat Training

Entering Reports into TracDat—Tuesday May 13th—1:00-2:00

Entering Reports into TracDat—Wednesday May 14th—2:30—3:30

***TracDat 101 Training and Entering Reports Working Session
in fall 2014—TBA***

SERVICE AREA OUTCOMES (SAOs) & TRACDAT

Student and Community Advancement (SCA) areas at the ECC Torrance campus and Student Services areas at the ECC Compton campus are preparing to begin using TracDat for their Service Area Outcomes (SAOs). Using a revised SAO template that matches with TracDat fields, SCA and Student Services personnel will begin entering assessment data, analysis, and proposed actions into TracDat.

Robin Dreizler of Outreach and School Relations at the Torrance campus and Chelvi Subramaniam, Dean of Student Success, at the Compton campus have been working behind-the-scenes to prepare TracDat for our SAOs and the new users. A number of informal training and troubleshooting sessions have been held at both campuses, and we are now ready to add another component of El Camino College assessment into TracDat.



To view sample SAO statements and reports, visit
<http://www.elcamino.edu/academics/slo/SAOlinks.asp>

SLO AND PLO ASSESSMENT UPDATE -FALL 2013-

El Camino College has completed all scheduled fall 2013 SLO and PLO assessments. Over 130 course-level SLO assessment reports were completed by faculty members, along with over 15 program-level PLO assessment reports.

Fall 2013 SLO Assessment Reports Submitted in TracDat

	% of SLO Assessment Reports Submitted in TracDat
All Academic Divisions	100%

Fall 2013 PLO Assessment Reports Submitted in TracDat

	% of PLO Assessment Reports Submitted in TracDat
All Academic Divisions	100%

As part of the assessment process, faculty members identified teaching strategies designed to increase student learning as well as needed resources and assessment process revisions.

A number of spring 2014 SLO assessment reports have already been submitted.
The deadline for submitting spring 2014 assessment reports into TracDat is:

Friday, September 12, 2014.

Natural Sciences

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Biology			Number of Courses: 13		Date Updated: 11.02.13		Submitted by: T. James Noyes, ext. 3356			
ILOs	I. Critical Thinking	II. Communication	III. Community and Personal Development			IV. Information Literacy				
PLOs							ILOs to PLOs Alignment (Mark with an X)			
							I	II	III	IV
PLO #1 Scientific Method The student will understand and apply principles of the scientific method; recognizing an idea based on reproducible evidence.							X	X	X	
PLO #2 Tools The student will master the use of appropriate biological tools and evaluate evidence gathered to explain biological principles.							X	X		X
PLO #3 Content Knowledge Students will have a working knowledge of biological principles and a mastery of a broad set of factual biological knowledge concerning ecology, evolution and cells.							X	X	X	

SLOs	SLO to PLO Alignment (Mark with an X)			ILO to Course Alignment (Mark with an X)			
	P1	P2	P3	I	II	III	IV
BIOL 8 Biology of Plants: SLO #1 Scientific Method The student will understand and apply principles of the scientific method; recognizing an idea based on reproducible evidence.	X				X		
BIOL 8 Biology of Plants: SLO #2 Tools The student will be able to use the compound and dissecting microscopes to observe cells and microorganisms.		X					
BIOL 8 Biology of Plants: SLO #3 Content Knowledge (Energy Flow) Students will use basic energy principles to explain the flow of energy in living systems, such as those that occur in the cellular metabolic pathways of photosynthesis and cell respiration, or the relationships observed between autotrophs and heterotrophs in ecosystems.			X				

El Camino College and Compton Center

ILO Assessment

Institutional Learning Outcome I: Content Knowledge

In spring 2013, El Camino College's Institutional Learning Outcome (ILO) I was assessed to determine if students exhibit the following "Content Knowledge" competency:

Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

While proposed ILO statements no longer include a separate Content Knowledge competency, the Assessment of Learning Committee (ALC) wanted to review a sample institution-wide Program Learning Outcome (PLO) report so that the committee could strategize how to conduct systematic reporting of Student Learning Outcomes (SLOs) and PLOs from all academic divisions.

Methodology

The Content Knowledge ILO was assessed by analyzing PLO assessment data from the fall 2013 semester. This assessment method was selected because most PLOs already assess content knowledge. The existing PLO assessment process facilitated a systematic way to evaluate the learning of program-specific content.

Fall 2013 PLO assessment reports were examined to determine which PLOs strongly aligned with the Content Knowledge ILO. (Alignments of SLOs and PLOs to ILOs had already been completed by program faculty in fall 2012.) Faculty had aligned PLOs with ILOs on a 1 to 4 rating scale, using the below rubric:

- 4 - A major focus of the course/program. Direct instruction is provided. Students are evaluated multiple times (and possibly in various ways) throughout the course/program.
- 3 - An important part of the course/program. Some direct instruction is provided and students are evaluated on the concepts once or twice within the course/program.
- 2 - Only a minor focus of the course/program. Some instruction is given in the area but students are not formally evaluated on the concepts.
- 1 - May be tangentially part of the class/program, but is not directly taught or evaluated or is not part of the course/program at all.

It was determined that all (16 out of 16) PLOs used in fall 2013 assessment were strongly aligned (a 3 or 4 using the above scale) with the Content Knowledge ILO.

PLO assessment reports were analyzed as to whether the standard (or target) was met. The standard had already been established by faculty as the standard by which they will determine success in their program-level assessment (e.g. It is expected that 85% of students will score a 4 or above on the rubric for this PLO).

PLO assessment reports were also analyzed for the number and type of actions faculty members proposed to improve student learning as a result of assessment data analysis and discussion. Faculty members describe actions needed to improve student learning in one of four ways:

1. Teaching Strategies: Needed changes to teaching strategies to improve student learning.
2. Curriculum Changes: Needed curricular changes (pre-requisites, major topics, objectives, etc.).
3. Program/College Support: Anything the Program or College should do to support any of these changes.
4. PLO Assessment Process: Needed changes to the PLO statement or assessment process based on results.

Results

Out of the 16 PLOs assessed in fall 2013, 12 (75%) met the established standard.

As a result of the PLO assessments, 14 actions were proposed by faculty including the following: 7 teaching strategies (50% of proposed actions), 1 curriculum change (8%), 3 requests for program/college support (21%), and 3 changes to the PLO assessment process (21%). Recommended teaching strategies included various lecture, discussion, and review techniques. The proposed curricular change involved research into course sequence adjustments. Requests for program/college support involved collaboration with program and student services personnel. Suggested changes to the PLO assessment process concerned the timing, scope, and composition of the outcomes assessments.

Conclusions

This is a preliminary assessment based on a very small number of PLOs (approximately 7.5% of all currently active PLOs). Once sufficient PLO assessment results are available, a standard will be set for the percentage of PLOs meeting program-established targets. Results from this report will be combined with subsequent terms on an annual basis to determine learning trends in both PLOs and SLOs. Actions planned by faculty will also continue to be analyzed in relation to assessment results and trends.