



El Camino College

Student Learning Outcomes and Assessment

Assessment of Learning Committee

September 10, 2007 Agenda

Time: 2:30p - 4:00p in the Board Room

Voting Members:

Coordinators: Jenny Simon, Lars Kjeseth,
Linda Gallucci, David Maruyama
Business Rep: Donna Grogan
Soc/Beh Rep: Cristina Gold
Humanities Reps: Matt Kline & Darryl Thompson
Nat Sci Rep: Nancy Freeman
Math Rep: Judy Kasabian
Ind / Tech Rep: Ray Lewis
Fine Arts Rep: Harrison Storms
HSA Reps: Kelly Clark & Rory Natividad
Learning Res Rep: Claudia Striepe
Student Services Rep: Kathryn Romero
Compton Center Reps:

Ex-Officio Members:

V. P. A. A.: Francisco Arce
Dean Rep: Don Goldberg
Accred Reps: Arvid Spor
Inst. Research Rep: Irene Graff

Agenda:

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| I. Call to Order | (0 minutes) |
| II. Review Progress | (10 minutes) |
| III. Discuss Goals & Objectives for the Year and Plans for the Semester | (10 minutes) |
| IV. Finalize Assessment Principles Statement | (20 minutes) |
| V. Establish Core Competencies / General Education SLO Subcommittee | (10 minutes) |
| VI. Assessment of Student Learning Week | (20 minutes) |
| VII. Strengthening Student Success Conference Planning | (20 minutes) |
| VIII. Adjourn | (0 minutes) |
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II. Progress Report Summary, Spring 2007:

Spring Flex Day - Assessment Audits and Assessment Design: On Spring Flex Day, almost all divisions created new SLOs and assessments, designed assessments for existing SLOs, or engaged in an "assessment audit" process. A starting point for SLO development, the assessment audit process asked faculty to discuss assessments they already do, which encouraged them to create an SLO for which the existing assessment would be appropriate. The Assessment Audit Form, which Jenny Simon and Lars Kjeseth presented at the State Academic Senate's first SLO institute, generated a great deal of interest among SLO coordinators at the one-day conference.

SLOs and Assessment Plans in every Division and Unit (Spring 2007): With the exception of programs that have SLOs defined for them by outside agencies, only a handful of courses can be said to have a complete set of SLOs. However, this is expected, with our emphasis on complete assessment cycles during this start-up phase. A summary of progress made is given on the next page and later in the narrative of the report. Progress was made in Student Services as well, with each unit having at least one SLO and at

least one assessment plan. However, we have yet to come up with a way of measuring progress in these areas, so their results are not part of the summary below.

Assessments Run in Courses with the Greatest Total Enrollment: In addition to the development of new SLOs and assessment plans across the campus, many SLOs created last fall were assessed this semester, with the Mathematics and Humanities division leading the way in this endeavor. Fine Arts and Natural Sciences also had assessments taking place. Humanities assessed two of its largest courses—English 1A and English A, which together enroll approximately 2300 students every semester. Mathematics assessed students in Pre-Algebra (Math 23 - roughly 800 students), Intermediate Algebra (Math 70 - roughly 1500 students), Statistics (Math 150 - roughly 300 students), and Statistics and Probability for Teachers (Math 115 - roughly 20 students). In addition, Biology 10 in Natural Sciences went through an assessment based on the division-level SLO developed during Spring flex; Art 17-18 (Life Drawing) in the Fine Arts division also went through assessment.

Accomplishments of the Assessment of Learning Committee (ALC): The Assessment of Learning committee also had a very productive semester. Besides having the College Core Competencies ratified by the Academic Senate, it finalized an SLO and Assessment reporting form which reflects the whole assessment cycle, and it drafted a document of Assessment Principles, laying out the values and ideals that the campus will follow regarding SLOs and assessments. Another accomplishment of the Assessment of Learning committee was that it put together a team to attend the Strengthening Student Success conference from Oct. 3-5, 2007, in San Jose. The team consists of the Vice President of Academic Affairs, the SLO coordinators, two Academic Senate officials, the chair of the curriculum committee, the institutional researcher, and five members of the Assessment of Learning committee. This represents a tremendous opportunity to advance this effort across the campus.

State-Wide Presentations: Both Jenny Simon and Lars Kjeseth were invited to present at the first California Academic Senate sponsored SLO Institute (July 11, 2007, San Diego, California) and invited to present at the Strengthening Student Success Conference (October 3-5, 2007, San Jose, California)

Conservative Summary of Progress: (This will be updated significantly soon.)

Division / Unit	# of Courses with at least one SLO	Approx % of Total Load [#]	# of Courses Assessing at least one SLO	Approx % of Total Load
Beh & Soc Sci	7	28%	1	1%
Business	21	30%	0	0%
Fine Arts	14	23%	2	1%
Health Sci & Ath	1*	4%*	0	0%
Humanities	14	69%	2	30%
Ind and Tech	10**	12%**	0	0%
Math Sci	22	37%	4	32%
Nat Sci	1***	8%***	1	8%
Instructional Divisions Total	90	34%	10	10%

[#] Percent of Total Load is meant to reflect the fact that many of the courses that developed or assessed SLOs this spring were courses with high student impact. Percent Load was determined by dividing the number of sections of the courses with an SLO or an SLO assessment by the total number of sections offered, either in the division or at the school. This does not mean that assessments were done in all sections of the stated courses.

* Health Sciences and Athletics houses the Nursing, Respiratory Care and Radiologic Technology programs, all three of which have externally imposed SLOs in place. We chose not to count courses in these programs at this time.

** Industry and Technology also has program with externally imposed SLOs in place, and we chose not to count the courses in these programs at this time. We also expect that the number of courses with SLOs is greater than 5, but to date, these are the ones which have been reported.

*** Natural Sciences chose to start with a single, division-level SLO. To date, the only course that has submitted a course-level SLO corresponding to this division-level SLO is Biology 10. We suspect there are more, but they have not been reported.

III. Goals and Objectives for the Year:

1. Ratify Assessment Principles
2. Revisit Core Competencies with respect to General Education Requirements
3. Train Trainers and Expand Training Opportunities and Materials
 - a. Assessment of Student Learning Week
 - b. Develop Workshops after the Strengthening Student Success
 - c. Establish Assessment Book Club
 - d. Create Handbook
 - e. Showcase Assessment Cycles Underway or Completed
4. Documentation of SLO and Assessment Cycles
 - a. Find houses (both physical and electronic) for SLO Assessment Cycle Reports
 - b. Compile evidence for accreditation
 - c. Compile evidence for FCMAT
 - d. Continually follow-up with Faculty Conducting SLO Assessment Cycles

Meetings: All Fall 2007 ALC meetings on Monday, 2:30p - 4:00p

Tentative Agendas:

September 10 (Board Room): Review Progress Report - Discuss Plans for the Year - Finalize Assessment Principles Statement (ready to be ratified) - Establish Core Competencies and General Education SLO Task Force

September 24 (Library 202): Plan for the Strengthening Student Success Conference - Conference Team ONLY

October 8 (Board Room): Debriefing the *Strengthening Student Success Conference* & planning the *Assessment of Student Learning Week*

October 22 (Library 202): Setting up for the *Assessment of Student Learning Week*.

November 5 (Library 202): Core Competencies and General Education SLOs

November 19 (Library 202): Physical and Electronic Storing of SLO Assessment Cycle reports, evidence and artifacts.

December 3 (Library 202): TBD

IV. Assessment Principles: Here's our current draft. Is this ready for submission to the Academic Senate for its ratification? Please come to the meeting with comments and suggestions.

Guiding Principles for Student Learning Outcomes Assessment Cycles

The Mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities. Central to this mission is student learning, which is not restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student learning in all of our courses, programs and services.

Assessments of student learning offer the institution a vital measure of how effectively El Camino College is fulfilling its mission. Assessment results also provide evidence upon which to base curricular, planning and budget decisions, which lead to greater student success. The El Camino College administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all of its courses, programs and services.

A student learning outcome assessment cycle is a four-stage process:

- A. Identify a student learning outcome
- B. Design and implement an assessment plan
- C. Reflect on the results of the assessment and draw conclusions
- D. Share the results and conclusions with the college community, invite review and comment, and recommend changes that may improve student learning

The following principles guide the implementation and use of student learning outcome assessment cycles:

1. **For any course, program or service, the personnel directly involved in its delivery are finally responsible for all aspects of its assessment cycles:** While expected to consult with all stakeholders on campus, the responsible personnel are the best qualified to determine appropriate student learning outcomes, implement effective assessments, report results, and make recommendations for improvements. For each outcome, they are also best equipped to decide when each stage of the cycle is complete.
2. **Student learning outcomes are defined in various ways.** Student learning outcomes vary tremendously among courses, programs and services; they may be cognitive, affective, or psychomotor. They change over time and are informed by a multitude of factors, including community needs, discipline standards, and previous assessment cycles.
3. **Assessments use various methods and may build upon existing assessments:** Assessment techniques range widely in style and rigor, and are based on student products. Whenever feasible, existing assessment instruments are modified to meet new assessment needs. If possible, new assessment routines should replace old ones. Direct measures of student

learning are preferred, although indirect measures may also be used, particularly in sectors that indirectly support student learning.

4. **Curricular, planning and budget decisions are informed by assessment results:** Assessment results provide evidence that allow administrators, faculty and staff to make wise planning and budget decisions. All curricular and program reviews are stronger when they incorporate assessment results in their reports. An individual may consider assessment results as part of the self-evaluation process.
5. **Broad participation in assessment cycles is desirable:** The more personnel that participate in the production and analysis of assessment results, the greater the likelihood that proposed changes will be implemented and sustained. All personnel may participate in the assessment process, knowing that assessment results will not be used in any punitive manner and that the process does not threaten academic freedom.
6. **Resources are provided for assessment cycles:** For some assessment cycles, existing resources will suffice; for others, additional resources will be needed. Administrators, working together with faculty and staff, find the means of conducting meaningful assessment cycles without compromising the quality of instruction, delivery of services or overburdening specific personnel.

V. Core Competencies and General Education SLOs

Last year, we created, and the Academic Senate ratified, the El Camino College Core Competencies (below). This year, we must address the issue of General Education Student Learning Outcomes. We have a number of options, including creating another level of SLOs at the "General Education" level. After discussing this issue with multiple deans last week, we know we don't want to create separate General Education SLOs for our AA/AS degree, CSU transfers and IGETC general education requirements. Another option is to review and, if necessary, rework the College Core Competencies so that they can serve as the "folders" for General Education SLOs as well. We want to form a subcommittee whose task it will be to make recommendations that we can discuss at meetings. The goal of this subcommittee would be to have a final recommendation by the November 5th ALC Meeting.

Ratified at the Academic Senate Meeting
Tuesday, February 20, 2007

Note: College Core Competencies may be thought of as folders into which program-level or course-level student learning outcome assessments will be filed. The descriptions below are open-ended and suggestive and are not meant to be comprehensive.

El Camino College Core Competencies:

Students completing a course of study at El Camino College will demonstrate 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.

VI. Assessment of Student Learning Week

Assessment of Student Learning Week:

A Week of Sharing, Discussion and Development of SLOs and Assessments Fall 2007 Proposal

When: October 23-26

Where: All over campus and at the Compton Center

Purpose: To create more SLO Assessment Plans and bring the campus' attention to issues related to SLOs and assessments.

Components of Assessment of Student Learning Week: There are two main components to the week.

1. SLO Assessment Fairs: These will take place three times on the El Camino campus during the Assessment of Student Learning Week, and one time at the Compton Center. The format is as follows.

A series of tables will be set up at each fair in the East Lounge of the Student Activities Center:

- *Table 1--Sign-in table:* participants sign in (to receive flex credit); participants pick up some "Zen tea" to set the mood and an empty folder to collect information.
- Assessment of Learning Committee (ALC) members as well as other key faculty will staff the following tables. Each of these tables will have an information handout on the various topics, and the faculty members staffing the tables will be available for discussions and questions:
 - *Table 2: What is an SLO?*
 - *Table 3: How do we assess SLOs?*
 - *Table 4: What kind of data is acceptable?*
 - *Table 5: What can we use this information for?*

• *Table 6: Clinic:* SLO coordinators will staff this table (as well as float around other tables), do individual consultations, and pass out the SLO Assessment Report form. Additional tables will be set up for faculty groups to sit and start/continue the process. Food (fruit, cookies) will be available.

2. SLO Assessment Mini-Conference: On the Friday of assessment week, a culminating mini-conference will take place. The tentative schedule is as follows:

- *Opening:* Guest speaker on "Authentic Assessments" (Marilyn Filbeck)
- *Breakout Session(s):* Strengthening Student Success team members give workshops on various aspects of SLOs and assessments
- *Lunch and Faculty Panel on Experience with SLOs and Assessments*
- *Closing*

Day by Day Plan:

Mon., Oct. 22	2:30-4:00pm (Normal ALC meeting time)	East Lounge, Student Activities Center	Set Up
Tues., Oct. 23	12:30-2:30pm	TBA (Compton Center)	SLO Assessment Fair
Tues., Oct. 23	4:00-6:00pm	East Lounge, Student Activities Center	SLO Assessment Fair
Wed., Oct. 24	12:30-2:30pm	East Lounge, Student Activities Center	SLO Assessment Fair
Thurs., Oct. 25	12:30-2:30pm	East Lounge, Student Activities Center	SLO Assessment Fair
Fri., Oct. 26	10:00-2:00pm	East Dining Room	SLO Assessment Mini-Conference
Oct. 22-25	Various	Various	Division-level meetings, other meetings between faculty groups around the theme of SLOs and Assessment

Publicity: The following means will be used to publicize the event.

- Flyers will be copied and put in faculty mailboxes.
- A series of "teaser" emails will go out each week (starting the second week of the semester) with small bits of information about the events during Assessment of Student Learning Week.
- Banners will be posted in mailrooms in each division.
- Special invitations will be sent to deans, administrators, target faculty
- Deans, ALC Members, and Coordinators will alert faculty to this event through target emails or phone calls to possible faculty attendees

VII. Strengthening Student Success Conference

Attached to the same email that brought you this agenda is the tentative schedule for the Strengthening Student Success Conference. We would like all members of the ECC team to read through the schedule and come up with a list of the sessions he or she would like to attend. We will then put together (over email) a plan for the entire team that will lead to the greatest amount of coverage of all the conference has to offer.