

# SLO Bulletin

El Camino College

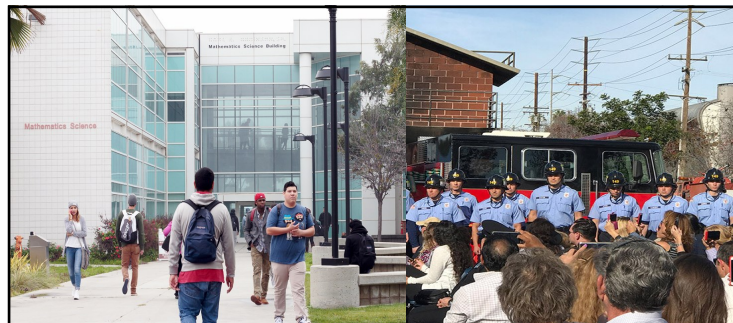


Student Learning Outcomes

Fall 2017

## Important Dates

- **Fall 2017 Assessments Due**  
*Friday, March 2, 2018*
- **Entering Reports Workshop**  
*Thursday, March 1, 2018 @ 2:00-300 PM*  
*Location: Library Basement*



## ILO Assessment

The ALC completed its assessment of ILO #3 (Community and Personal Development.) The methodology included three different assessments: the results of the CSSEE from 2014, a student survey, and usage data from student support programs across campus. The assessment found that students had a high opinion of the support services offered, and that students are close to the national average in terms of engagement, with Hispanic and African-American students demonstrating particularly high engagement. Actions include the need to reduce the scope of the ILO, include more student support service input in the assessment of the ILO, and for student support services to continue to promote their services to students.

## Preparing for Accreditation

During the last accreditation visit the college was put on warning partly due to a poor Student Learning Outcome assessment process. Faculty should be commended for going over and beyond what is required and in making the SLO process both meaningful and manageable. Assessment completion rates are repeatedly close to 100% and actions have led to the justification for needs in Program Review and Program Planning. The process has led to purchases, curriculum changes, and enhanced teaching strategies that have led to improved student success. With accreditation coming up again, we need to continue to be diligent in completing meaningful and manageable SLO/PLO assessments. Keep up the good work!!

## Success Stories

The Humanities division took on a very difficult task of conducting SLO assessments that included disaggregating student information. The pilot program was completed due to the possibility that this would be a required practice. Humanities digitally collected data for all of its courses, and collaborated with Institutional Research to disaggregate the data for English 1A, one of the college's largest courses. Humanities generated rosters with individual student data to collect SLO data from its faculty, and then shared those with IR to do the actual disaggregation. The ACCJC has eased its stance on disaggregating data in course level assessments. The process was very labor intensive and the English department and Institutional Research can now show and realize what it takes to disaggregate student information at the course level and we are in compliance with ACCJC guidelines.

## Compton SLO Update

As Compton College achieves accreditation and accelerates to become a fully independent entity, we want to reflect on a few notable accomplishments. First, with the persistence of the dedicated facilitators, Compton College was able to accomplish stable SLO completion rates of 90% (Fall 2016) and mid 80% (Spring 2017). Secondly, the SLO Dean, in collaboration with the SLO team created a rubric to support faculty with guidelines for writing more quality reports. While the SLO process continues to be faculty-driven, the avid support of administration (chairs, deans, and VP)-have resulted in an improvement of more SLO reports being completed. Thirdly, a timeline for facilitators was developed to assist with upcoming tasks during the semester to ensure a more seamless process. Lastly, kudos to all faculty who consistently completed their quality reports independently and demonstrated a reflection of their teaching for student learning and success. It has truly been a Compton Team effort!