



El Camino College  
Student Learning Outcomes and Assessment

**End-of-Semester Report – Spring 2007**  
**Semester 2: Assess**

**SUMMARY:** The focus of the second semester of the original three-semester Student Learning Outcomes and Assessment Cycle Project was to ASSESS. We hoped to assess all of the SLOs identified last semester, move faculty forward in the process of identifying new SLOs and accompanying assessments, and increasing understanding of the issues surrounding quality assessments through faculty development opportunities. Although only a few SLOs were assessed this spring, the semester finished with more SLO proposals than expected.

**Highlights of the Semester:**

- Spring Flex Day - Building Momentum for Assessment Audits and Assessment Design
- More SLOs proposals than expected
- Assessments Run in Courses with the Greatest Total Enrollment
- Assessment of Learning Committee Accomplishments (described below)
- Co-Coordinator Presentations

**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:**

Division / Unit	# of Courses with at least one SLO	Approx % of Total Load <sup>#</sup>	# 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%
<b>Instructional Divisions Total</b>	<b>90</b>	<b>34%</b>	<b>10</b>	<b>10%</b>

<sup>#</sup> 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.

## REPORT

**I. Division Progress:** This section reports the progress made in each academic division as well as in counseling and student services.

### A. Behavioral / Social Sciences Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
American Studies 1 Child Devel 3, 4 Philosophy 2 Political Science 1 Psychology 5 Sociology 101	These courses represent approximately 28% of the division's course offerings.	Child Devel 4	These courses represent approximately 1% of the division's course offerings.	None

In this division, most of the spring was spent determining what sorts of assessment techniques would be acceptable and reasonable for the faculty, rather than writing SLO statements and designing SLO assessment plans. A general principle was adopted at the end of the spring: Faculty teaching common courses would come to consensus about the SLO statement itself, but each instructor would design, implement and report his or her own assessment of the SLO. This principle is similar to the "Wine and Cheese" assessment model used at Cabrillo College, a community college at the cutting edge of SLOs and Assessments.

The few SLO proposals that have been submitted are in high impact courses - an excellent strategy, as the whole point of SLOs and Assessments is to improve student learning.

*Recommendations:* Even though only a handful of assessment plans are finished (indeed, only Child Development 4 has conducted an assessment, so far), the groundwork has now been laid out. This fall should see a great deal of progress. We recommend that the dean and the ALC representative work to develop SLOs for the highest impact courses in each program and implement at least one "Wine and Cheese" assessment in each program during Fall 2007.

### B. Business

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
CIS 13** CIS 30 Real Estate 11, 12A, 12B, 13, 14A, 14B, 16, 17, 19, 21, 25, 26, 27, 31, 32, 40, 41, 42, 43	These courses represent approximately 30% of the division's total course offerings.			Real Estate*

\*The course SLOs for Real Estate are based on the Program Level SLO. Plans for assessments do not exist for all of these courses at this time. Individual Course SLO proposals are said to exist, but the ALC has not received copies to date.

**\*\* CIS 13 alone represents 19% of the division's course offerings and over 63% of the CIS department's course offerings.**

CIS took the lead in developing new SLOs this spring. In particular, this department can be very proud that CIS 13, one of the highest impact courses in the Business Division, is one of the only courses with a complete set of SLOs. Assessments of one of these SLOs is planned for Fall 2007.

Real Estate has complete sets of SLOs at the program level. In its most recent program review, results of SLO assessments were reported. Once these results are reported using our new reporting form, we expect these to be used as examples throughout the division.

***Recommendations:*** We are fairly certain that more progress has been made than is reported above. Rumors of more SLOs and even assessments have filtered through to us, but we have no physical reports. We recommend this division needs to work on how it reports its progress. In particular, it would benefit from a more active division-level SLO and Assessment Committee. In order to foster this, it may be necessary for the Co-coordinators to make more one-on-one connections with the leaders in each of the programs.

**C. Fine Arts Division:**

<b>Courses with at least one SLO</b>	<b>Approximate Percent of Division Load</b>	<b>Courses Assessing an SLO</b>	<b>Approximate Percent of Division Load</b>	<b>Programs with at least one SLO</b>
<b>Art 1, 17, 18, 82, 141 Speech Comm 1, 3, 4, 5, 7, 8, 12, 14, 24, 25</b>	<b>These courses represent approximately 18% of the division's total course offerings.</b>	<b>Art 17, 18**</b>	<b>These courses represent approximately 2% of the division's total course offerings.</b>	<b>Speech Comm*</b>

**\* The course SLOs for Speech Comm are based on the Program Level SLO. Plans for assessments do not exist for all of these courses.**

**\*\* One assessment cycle was completed this spring; a second is underway this summer.**

Speech Communication took the lead in the Fine Arts Division, with a set of program-level SLOs and corresponding course-level SLOs for its highest impact courses. To our knowledge, no assessment took place this spring. We expect these to take place in Fall 2007.

Progress has also been made in Art, particularly through the work of Harrison Storms. Thanks to his hard work, we have a complete set of SLOs for Life Drawing and two sets of assessments. Harrison plans to work with his colleagues who teach Art 17/18 this fall to refine the set of SLOs and develop some common assessment instruments.

An SLO and Assessment plan has been developed for Art 1, which will have an impact this fall in the 21 sections of that course being offered.

Joanna Nacheff is poised to be the first faculty in Music to jump on the SLO and Assessment wagon. Based on her assessment audit this spring, she is now ready to work with Lars Kjeseth this fall to develop SLOs for all choral music courses.

*Recommendations:* The partnership between Harrison Storms and Lars Kjeseth was enriching for both. This sort of one-on-one work may be the best model for growing the SLO and Assessment program within the Fine Arts division.

**D. Health / Kinesiology / Special Resources Division:**

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
All Nursing Courses (26 courses) Phys Ed 1 All Rad Tech Courses (17 courses) All Resp Care Courses (10 courses) Ed Dev ? ? ?	These courses represent approximately 37% of the division's course offerings. However,			Nursing Rad Tech Resp Care

\* Nursing, Rad Tech and Resp Care have externally imposed SLOs. Phys Ed 1 and the Ed Dev courses represent ??% of the division's total course offerings.

*Special Resource Center:*

The faculty involved in the Special Resources area met several times to discuss SLOs and assessments. On flex day, they participated in a whole-group "assessment audit" discussion in which they identified existing assessment measures. They met again on March 27, April 17, and May 8 to receive and discuss information regarding SLOs and assessments, to report on progress, and to receive their next task. To date, the first section of the SLO Assessment Report form has been completed for three educational development courses, and there exists an SLO statement for an additional EDEV course. Sign language instructors have participated in several more discussions regarding SLOs and assessments, and one faculty member currently lists SLOs on all course syllabi.

*Kinesiology Department:*

Six instructional areas within two larger clusters have been identified, and group leaders have been identified for most of these. Possible program-level SLOs have been drafted, and a plan to draft and write SLOs and assessment proposals has been developed. In Fall 2007, this department plans to make a lot of progress in the area of SLOs and assessments, with follow-up work taking place throughout the semester. The six instructional areas each plan to develop two to five course-level SLOs each.

*Health Sciences:*

Nursing, radiologic technology, and respiratory care continue to assess student learning outcomes as prescribed by their individual assessment plans. Flex day sessions are being planned for the Health Science & Athletics Division for Fall 2007 to visit SLO plans and discuss progress, changes and improvements.

Nursing, radiologic technology, and respiratory care are all independently accredited programs. Nursing is accredited by the National League for Nursing Accrediting Commission (nationally recognized) and is scheduled for review in 2011. The nursing program is also accredited by the Board of Registered Nursing (California) and is scheduled for review in 2009. Radiologic Technology is currently accredited by The Joint Review Committee on Education in Radiologic Technology (nationally recognized) and had just submitted a self-study report for renewal of accreditation June 2006. The Rad Tech program is also recognized by the Department of Health and Human Services Radiologic Health Branch (California). The Respiratory Care program is currently accredited by Committee on Accreditation for Respiratory Care and is scheduled for review in 2010. These programs, as required for accreditation, already have a student learning outcomes assessment plan in place.

***Recommendations:*** This division has again made itself stand out with respect to its careful planning on how to go about developing SLOs. While Health Sciences already assesses SLOs and is already in compliance, the Kinesiology and Special Resources areas should also be applauded for putting into place an infrastructure and a plan for getting as many faculty as possible involved in this process. Our recommendation is that they continue to make progress; this division is a model for the rest of the campus.

#### **E. Humanities Division:**

<b>Courses with at least one SLO</b>	<b>Approximate Percent of Division Load</b>	<b>Courses Assessing an SLO</b>	<b>Approximate Percent of Division Load</b>	<b>Programs with SLOs</b>
Acad Strat 22 English B, A, 1A, 1AESL, 1B, 1C, 80, 82, 84 ESL 51A, 52B, 53A, 53B	These courses represent approximately 69% of the division's total course offerings.	English A, 1A ESL 53B	These courses represent approximately 30% of the division's total course offerings.	

The Humanities division made great progress this semester in assessing the proposed SLOs for English 1A and English A. Last semester, essays were collected from all sections of English B, English A, English 1A, English 1B, English 1C, and the ESL equivalents of English A and 1A (English AX and English 1AX). It was decided that this semester, papers from English A and English 1A would be read and graded. Under the leadership of Susan Corbin, a Reading and English faculty member, a series of six five-hour long norming sessions were organized. At these norming sessions, faculty discussed and finalized a rubric for grading the essays. Then groups of two faculty members were given a set of papers to read and grade based on the rubric. These two faculty members read each paper and came to an agreement on the grade each paper should receive. What ensued at these sessions was extremely productive dialogue around the topics of standards and student learning. At the end of the session, each faculty member filled out a questionnaire reflecting on the experience. At this time, the data from these sessions has not been compiled yet, but by Fall 2007 it will be compiled and a report given to the Humanities faculty regarding the results of these grading sessions.

***Recommendations:*** This division is a model for the rest of the campus. As they continue to make progress and produce more and more product, these must be shared with the rest of

the campus, both on the website and through recruiting active faculty within this division to lead workshops regarding the development and assessment of SLOs.

**F. Industry / Technology Division:**

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
Admin Just 100, 131 CADD 31 CNST 107, 108, 109 Mach TT 103 101 Welding 1, 2	These courses represent approximately 12% of the division's total course offerings.			

While this division did not make much progress in the Fall 2006 semester in identifying SLOs, this division definitely made a come-back this semester. More specifically, faculty members made great progress at the end of the semester under the leadership of Ray Lewis. Towards the middle of the semester, Ray ran a series of workshops for faculty in the division. At these workshops, Ray explained what SLOs are, what they are used for, and coached faculty about how to go about writing an effective SLO. The result is that now several departments in the division have identified SLOs and are gearing up to assess them in Fall 2007.

*Recommendations:* This division should be applauded for putting in such a strong effort given the fact that its departments are made up of one or two faculty, thus making the SLO assessment process more likely to be particularly burdensome in comparison to other divisions. Ray Lewis has proven to be a particularly effective leader in this endeavor and should be encouraged to keep guiding faculty.

**G. Mathematical Sciences Division:**

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
Comp Sci 1, 2, 3, 4, 10, 15, 23, 30, 36, 40, 55, 60 Math 23, 25, 70, 110, 111, 115, 116, 150, 190, 191	These courses represent approximately 37% of the division's total course offerings.	Math 23, 70, 115, 150	These courses represent approximately 32% of the division's total course offerings.	Computer Science*  Math for Teachers**

\* Computer Science has three program level SLOs. Not all of the courses listed have an assessment plan for the three program level SLOs.

\*\* There are five program level SLOs in the Math for Teachers Program. Assessment plans exist for at least three of these for all of the courses in this program [Math 110, 111, 115, and 116].

Last fall, the Mathematical Sciences Division reexamined and reshaped its entire governance structure in order to integrate SLOs and Assessments more meaningfully into its curriculum and



program review work. As a result of the groundwork, the Mathematical Sciences Division was able to conduct seven assessment cycles this spring (one each in Math 23, Math 70 and Math 150 and four in Math 115). The division can be especially proud of its Math for Teachers program, which not only has a complete set of program-level SLOs, but also has corresponding course-level SLOs in almost all of its courses. A complete set of assessments of all SLOs was performed in Math 115 this spring.

For the most part, instructors in this division have taken ownership of SLO and Assessment Cycles by approaching the issue from a researcher's point of view. As a result, most of the existing SLOs are rather narrow in scope - a clear reflection of the researcher approach and entirely appropriate at this stage. Once they have a few cycles of very focused research questions under their belts, they will be ready for broader SLOs and more comprehensive assessments.

The instructors in charge of the Calculus Program have agreed on a first program-level SLO. In the fall, these instructors will continue to explore assessments of this SLO at various levels. So far, this team of faculty is likely to take a "Wine and Cheese" approach to its first cycle of assessments.

*Recommendations:* The real challenge for this division will come once it is asked to develop SLOs and Assessments that align with College Core Competencies and General Education SLOs. For now, this division should be encouraged to continue what it has been doing.

As for the Calculus Program, we strongly recommend to conduct at least one "Wine and Cheese" type assessment cycle this fall in each of the courses in the sequence.

#### H. Natural Sciences Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs*
Biology 10	These courses represent approximately 8% of the division's total course offerings.	Biology 10	These courses represent approximately 8% of the division's total course offerings.	

\* The Natural Sciences Division has one "Division" level SLO on recognizing the Scientific Method. This is a program level SLO for the Majors Programs, the Pre-Allied Health Program and the General Ed Program. Each Course in the division will create a course level SLO for this general SLO and plan an assessment.

The approach the Natural Sciences Division has chosen has the potential to produce a great deal of progress during the next school year. The example of a complete assessment cycle in Biology 10 should allow the division to take off in the fall.

*Recommendations:* We strongly recommend that at least one course in each department and one course in each program create an SLO corresponding to the division SLO and implement an assessment plan during Fall 2007.



## **I. Learning Resources Unit:**

Last semester, this unit identified its bibliographic instruction function as the area to focus on for SLO development. After composing an SLO and an assessment plan last semester, this semester the unit put its plan into action. The procedure was as follows: the librarians agreed to run a pre- and post- test to assess the skills of students before and after exposure to a brief lesson on the Millennium catalog.

Pre- and post- tests were administered to all classes with bibliographic instruction appointments over a one week period - April 2 through April 6<sup>th</sup>. The assessment was given to a total of eight classes (125 students). A few weeks later, assessment results were compiled, and in Fall 2007 the results will be reflected upon.

*Recommendations:* The Learning Resources Unit continues to be enthusiastic in response to the SLO and assessment mandate. It should be encouraged to make progress while keeping in mind the serious deficiency in personnel.

## **J. Student Services and Community Advancement:**

While each unit in Student Services and Community Advancement has at least one well-defined SLO, most areas are struggling with how to conduct appropriate assessments. In part, this is due to the fact that most units in this area have always assessed their effectiveness. Confusion still exists about how to determine whether the existing measures are sufficient or appropriate. If more direct measures are required, this raises issues regarding the resources needed to find (or develop) and to implement reliable assessment instruments. Also, the reporting form developed for instructional programs and courses may not work in this area.

*Recommendations:* This area deserves more attention from the co-coordinators this fall. We still feel that having a third co-coordinator from this area to work with us would be of great value to the entire project.

**K. 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.

## **II. Accomplishments of the Assessment of Learning Committee (ALC):**

The Assessment of Learning Committee (ALC) had a very productive semester. In addition to having the Academic Senate ratify the College Core Competencies, the ALC completed two main tasks this semester. They finalized an SLO reporting form which reflects the whole assessment cycle and drafted a statement of our Assessment Principles, in which they laid out the values and ideals that the campus will follow regarding SLOs and assessments.

The Assessment of Learning committee put together a team to attend the Strengthening Student Success conference from Oct. 3-5 in San Jose. The team consists of the Vice President of Academic Affairs, the SLO coordinators, two Academic Senate officials, the institutional researcher, and five members of the Assessment of Learning committee. This represents a tremendous opportunity to advance this effort across the campus. The team will conduct "Assessment Weeks" during Fall and Spring next year.

Finally, the committee started on its efforts to establish a "home" for SLOs and assessments with the development of division binders, which contain SLO assessment reports for each respective division. This is actually a stop-gap measure before a "real" home is established online. While the binders will continue to be maintained, in the future, they will not be the only place in which SLO assessment reports are housed and accessible to faculty.

Some of the committee's goals for the coming semesters are the following:

- To finish drafting its Assessment Principles and to present them to the Academic Senate for ratification.
- To discuss the issue of confidentiality (of both students and faculty) in using SLOs and assessments
- To continue to develop a permanent home for SLOs and assessments.
- To continue to encourage and develop the expertise of committee members in the area of SLOs and assessments so that they can be effective leaders in their respective divisions.

**III. Outreach and Education:** After the ineffective flex activities last fall, the co-coordinators and members of the ALC floated a great many ideas for how to conduct education on the campus. Rap sessions about SLOs and Assessments had some limited success, but again failed to attract a great number of faculty. Among the success were Spring Flex Day and the one-on-one work conducted by the co-coordinators.

Spring flex day moved the SLO process forward, substantially, with its focus on assessments. Almost all divisions spent most of their division meetings creating new SLOs and assessments, designing assessments for existing SLOs, or engaging in an "assessment audit" process. A starting point for SLO development, the assessment audit process asks faculty to discuss assessments they already do. This encourages them to create an SLO for which the existing assessment would be appropriate. These assessment audits were responsible, in part, for the explosion of new SLOs this spring. Most of these will be assessed in Fall 2007. The Assessment Audit Form, which Jenny Simon and Lars Kjeseth presented at the State Academic Senates first SLO institute, generated a great deal of interest among SLO coordinators at the one-day conference.