CurricUNET SLO Module is Here!
By Kaysa Laureano, SLO Assessment Coordinator

The CurricUNET SLO module is now ready for use and we are excited about making this transition. SLO facilitators attended training on the SLO Module during Fall 2011 and will begin to “pay-it-forward” by training and helping their colleagues within their area. Besides the help of your facilitator, there will also be two CurricUNET SLO Module training sessions offered in the second and third weeks of the Spring 2012 semester led by your ECC SLO co-coordinators Kelly Holt and Kaysa Laureano.

A few things to remember about CurricUNET:
- it is a relational database which links the three-modules: Program Review, Curriculum, and SLOs.
- It is also Internet-based, which will not only simplify the tracking and storing of all our assessments reports, but it will also simplify the reviewing and sharing process between faculty. When any action concerning SLOs has been initiated (for example: changing a course SLO statement, adding a new Program SLO statement, or completing an assessment report), an email notification system informs all faculty involved in that program. Emails will be sent to faculty at both ECC and ECC Compton. Comments and suggestions can be added by these faculty members, and then are sent to the originator (the faculty member who started the proposal). This is an easy way to facilitate communication between all faculty involved in our programs when discussing assessments at the course level and program level.

As Fall 2011 ends, you may begin to familiarize yourself with CurricUNET (contact your division facilitator for guidance) or you may wait until next semester, when the training sessions will be held.

Thank you for your support during this transition.

ACCJC Updates Rubric for Institutional Effectiveness in SLOs
By Kelly Holt, SLO Assessment Coordinator

The ACCJC (Accrediting Commission for Community and Junior Colleges) has mandated that all of its member colleges achieve “proficiency” in SLOs and assessments by the end of Fall 2012 (according to the “Rubric for Institutional Effectiveness: SLOs”). Last May, the ACCJC updated the rubric to improve clarity for member institutions. How is El Camino College implementing these changes? Refer to the bold text in the following review:

“There is widespread institutional dialogue about the results of assessment and identification of gaps.”

One of the projects this semester was for faculty to connect each of
ACCJC Updates Rubric for Institutional Effectiveness in SLOs (cont.)

the course level SLOs to program level SLOs. Greater insight was gained by this activity, aligning course to program, then program to institutional core competencies. Faculty were able to understand the more global importance of student learning assessment and identify any gaps in assessments.

“Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.”

This semester a series of workshops for faculty were offered focusing on understanding student placement tests and student preparation. It was identified though the analysis of institutional core assessment data that there is a significant difference between the way students rate their work compared to the way faculty do. The faculty development committee identified that students need to be more aware of faculty expectations. Many faculty lack a good understanding of what types of placement screening and preparation students have prior to enrolling in courses.

“Comprehensive assessment reports exist and are completed and updated on a regular basis.

Starting this semester, all SLOs will be assessed and updated on a four-year cycle. This four-year cycle will serve to align student learning assessment with the program review four-year cycle.

Comments from Compton Center:
Successful Assessments in CTE by Michelle Priest, SLO Facilitator

Every faculty member typically reflects on his/her teaching several times each semester. The process of SLO reporting is simply a formalization of that reflective process. The reflection of teaching and learning is what makes each of us better at our craft. Sometimes, re-analyzing our previous reflections helps us improve our teaching.

At ECC Compton Center, we have been making great strides in understanding the SLO process, assessing our courses and programs, and most recently, reporting on how our teaching/learning is affecting our programs. Several programs in CTE reanalyzed prior assessments reports and delved deeper into student learning and student outcomes.

The CTE Department, dominated by part-time faculty is an excellent example of the commitment to the craft of teaching and how SLOs reflect that commitment. Examples of adjunct-only disciplines at Compton include: real estate; machine tool technology; manufacturing tech.; engineering tech.; cosmetology; fire and emergency tech.; fashion; nutrition and foods. Up until Fall 2011, heating ventilation and air conditioning were also adjunct driven but are now steered by new full-time faculty. In other words, of the twelve CTE disciplines, only four have full-time faculty.

While unfortunately the additional workload of SLO reporting is not directly compensated, our CTE faculty (part-time and full-time alike) have stepped up to the challenge. The majority of the communications has been done over email and other asynchronous methods.

As of August 2011, the CTE Division had 18% of all courses and three programs assessed/reported. However, several of the assessment reports did not reflect the significant learning students were making in the courses and programs. Therefore, some reports were reexamined and updated with more detailed analysis. The division now has assessed and reported on 28% of its courses.

The SLO faculty leadership team asks that you think about your own area at Compton and contribute in positive ways. The SLO process is ongoing and is an important piece of the accreditation candidacy puzzle.

The SLO faculty leaders are very proud and honored by the efforts and work of our faculty. To our CTE adjuncts and all of the Compton Center’s adjuncts who have participated and who are participating in the SLO process, we say, “Thank You.”

Compton SLOs by the Numbers

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses with an SLO (% of Total Number of Courses)</th>
<th>Programs with an SLO (% of Total Number of Programs)</th>
<th>Courses Assessed (% of Total Number of Courses)</th>
<th>Programs Assessed (% of Total Number of Programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>57 (98% of 58 courses)</td>
<td>3 (50% of 6 programs)</td>
<td>27 (47% of 58 courses)</td>
<td>2 (33% of 6 programs)</td>
</tr>
<tr>
<td>CTE</td>
<td>146 (97% of 150)</td>
<td>8 (67% of 12)</td>
<td>42 (28% of 150)</td>
<td>3 (25% of 12)</td>
</tr>
<tr>
<td>Math/Science</td>
<td>45 (100% of 45)</td>
<td>4 (80% of 5)</td>
<td>30 (67% of 45)</td>
<td>2 (40% of 5)</td>
</tr>
<tr>
<td>BSS/CPA</td>
<td>103 (100% of 103)</td>
<td>7 (100% of 7)</td>
<td>35 (34% of 103)</td>
<td>0 (0% of 7)</td>
</tr>
<tr>
<td>Health/Human Services</td>
<td>44 (96% of 46)</td>
<td>2 (100% of 2)</td>
<td>8 (17% of 46)</td>
<td>0 (0% of 2)</td>
</tr>
<tr>
<td>Total</td>
<td>395 (98% of 402 courses)</td>
<td>25 (76% of 33 programs)</td>
<td>142 (35% of 402 courses)</td>
<td>7 (21% of 33 programs)</td>
</tr>
</tbody>
</table>
Fall 2011 SLO Success Stories by Division

Behavioral and Social Sciences: The division faculty have done outstanding work this semester identifying alignments between course SLO and program SLO. The BSS division alignments are almost complete! The race to be first is on! This activity has helped faculty refine SLO statements to better assess student learning.

Health Science and Athletics: The faculty in this very diverse division continue to make steady progress on course and program assessments. Many programs in this division have been assessing student learning for specialized accreditation for many years and are sharing what they have learned to help others. Faculty are looking forward to using CurricUNET in the spring to improve the ability to communicate and share.

Industry and Tech: Many part-time instructors are working in the areas in which they teach, which adds clarity, validity, and authenticity to their instruction. Adjuncts also often teach for several institutions, giving them exposure to other ways of thinking about content and delivering and assessing instruction. Adjunct faculty involvement in SLO design and assessments is important for widespread institutional dialogue and aligning institution-wide practices to support and improve student learning at El Camino.

Fine Arts: At the beginning of the semester the division successfully implemented a campaign to integrate part-Time Faculty into the SLO Assessment Process. An SLO packet was assembled which included, five easy ways to complete an SLO assessment. The division has implemented an open-door policy for faculty who feel intimidated by the SLO Process.

Humanities: The division has made good progress this semester, moving ahead on schedule. Faculty have made good progress on completing four-year timelines and have done our course-to-program level SLO alignment for the great majority of courses.

Mathematics: In order to make the SLO assessment cycle easier to track, a list of items that course coordinators need to follow was created, such as a suggested week to construct a SLO problem in collaboration with team members. An atmosphere of communication between the program coordinators, the instructors has made SLO related work very easy.

Natural Sciences: The division faculty worked with department representatives to identify how course-level SLOs are “linked” to program-level SLOs. In the process, various errors and inconsistencies were corrected. Now we have an up-to-date list of SLOs for the division. Faculty of the astronomy program modified the diagrams they use to explain the seasons to make them clearer to students. The faculty of the biology program are modifying their labs to be more “inquiry-based” to illustrate the scientific method. The faculty of the health sciences program is also interested in this and they plan on cooperating and coordinating with one another in the near future.

Core Competency Assessment Update by Kaysa Laureano, SLO Coordinator

During spring of 2012 we will finalize the second core competency assessment (Critical, Creative, and Analytical Thinking), assessing the third core competency (Professional and Personal Growth), and planning for the fourth core competency assessment (Community and Collaboration).

On February 8, 2012 (Spring 2012 Flex Day), we will discuss the planning, implementation and results of The Critical, Creative, and Analytical Thinking assessment, the second core competency.

The third core competency, Professional and Personal Growth, will be assessed in the Spring Semester of 2012. The core competency is as follows:

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.

The assessment of this core competency involves student survey data and grade data. Student surveys will be given in courses aligned with the Professional and Personal Growth core competency (randomly selected by The Office of Institutional Research) from both the El Camino College and ECC Compton campus. The survey results will then be compared and analyzed with the grade data, which will also be collected by the Office of Institutional Research.

The planning process for the fourth core competency assessment, Community and Collaboration, will begin in Spring of 2012 and will be implemented during Fall of 2012.
Ongoing
Starting in Fall 2011, all course- and program-level SLOs need to be assessed every four years, in alignment with the program review cycle.

This means that approximately 25% of all course SLOs should be assessed annually, in addition to program-level SLOs. Please submit assessment reports on CurricUNET by the third week of the semester following assessment.

El Camino College, Fri., March 2, 2012
- Fall 2011 assessment reports are due via CurricUNET SLO module.
- Spring assessment plans are due.

ECC Compton Center, Wed., February 1, 2012
- Fall 2011 assessment reports are due to Division Facilitators.

Be sure to visit ECC’s SLO website at www.elcamino.edu/academics/slo to find out about deadlines, locate contact information for division facilitators and find some useful resources to help you in your work.

Assessment of Student Learning Team
The ALC Committee

Upcoming Deadlines
