El Camino College
Mathematical Sciences Division

DLOACC Meeting
Tuesday, March 22, 2016
1:00pm–2:00pm
MBA112

1. Fall 2015 SLO and PLO reports are now at 100% completion.

   Follow Ups

   Spring 2016 SLO assessment schedule is posted in the mailroom and all SLO assessment questions are posted on the portal.

2. What would we like TracDat to do?

3. Evaluation of Learning Assessment Process

4. Communication ILO Action Plan – Writing Across the Curriculum

5. The Critical Thinking ILO is being assessed this semester.

Instructors participating in the ILO assessment are: Catherine Roman-Schulte (Math 150), Megan Granich (Math 165), Judy Kasabian (Math 115), Susanne Bucher (Math 110), Satish Singhal (CSCI), Solomon Russell (CSCI), Kaysa Moreno (Math 73). Susan Taylor (Math 67), Greg Fry (CM1) and Zachary Marks (CM1).

There will be a meeting on Friday April 8th to discuss the preliminary results of the Critical Thinking ILO.

6. Dean's Remarks

**EL CAMINO COLLEGE MATHEMATICAL SCIENCES
DIVISION LEARNING OUTCOMES ASSESSMENT
COORDINATING COMMITTEE MEETING (DLOACC)**

March 22, 2016

Present: Susanne Bucher, Diaa Eldanaf, Milan Georgevich, Zach Marks, Matthew Mata, Jacquelyn Sims, Susan Taylor, Linda Ternes

FALL 2015 SLO AND PLO REPORTS ARE NOW AT 100% COMPLETION
The spring 2016 SLO assessment schedule is posted in the mailroom and all SLO assessment questions are posted on the portal.

The Math Department's reports from fall 2015 are at 100% complete.

It is important to go back and enter follow-ups for SLOs.

Now that it is required to do follow-ups, it makes instructors be more thought provoking with their actions (i.e. is this action measureable?).

A follow-up is not a reassessment. Instructors can try whatever action was given and provide an informal assessment as the follow-up. Moreover, the follow-up does not need to be a resolution to the action; it can still be in progress.

Follow-ups can be entered during the next semester or year that it is taught.

WHAT WOULD WE LIKE TRACDAT TO DO?
During the ALC meeting on 3/7/16, they asked what each department would like TracDat to do. The Math Department suggested the following:
- More user friendly reporting
- Generate a four column report to summarize all information for one SLO for an entire program
- Send email reminders for missing reports, actions, or follow-ups
- Interface/communicate with CurricUNET

Reports are posted for each division on the ECC website. Anyone can read these reports without having to log into TracDat.

EVALUATION OF LEARNING ASSESSMENT PROCESS
These are the questions that ALC recommended we look at when evaluating the department's learning assessment process.

This should go back to the committees to enter where the department stands on each question.

COMMUNICATION ILO ACTION PLAN – WRITING ACROSS THE CURRICULUM
The History Department is piloting a Writing Across the Curriculum in fall 2016. SEP funds will be used in the fall to expand the Writing Across the Curriculum program.

THE CRITICAL THINKING ILO IS BEING ASSESSED THIS SEMESTER.
Instructors participating in the ILO assessment are: Catherine Roman-Schulte (Math 150), Megan Granich (Math 165), Judy Kasabian (Math 115), Susanne Bucher (Math 110), Satish Singhal (CSCI), Solomon Russell (CSCI), Kaysa Moreno (Math 73). Susan Taylor (Math 67), Greg Fry (CM1) and Zachary Marks (CM1).

There will be a meeting on Friday, April 8th to discuss the preliminary results of the Critical Thinking ILO. This meeting is now available on Flex Reporter.

DEAN'S REMARKS
Last semester, Dean J. Sims informed adjunct instructors that SLO participation will be included in their evaluation. Dean J. Sims will let evaluators know which instructors are not participating and will also email adjunct instructors reminding them to participate in the SLO process.

There is a clause in the contract stating adjuncts are compensated for 3-4 hours so it will be expected that they attend meetings and work on SLOs.

The next DLOACC meeting is Tuesday, April 26.

Evaluation of Learning Assessment Process

	No Plans	No evidence	Nascent	Some	Most	Pervasive
1 Programs have identified who coordinates the assessment of program learning outcomes.						
2 Program faculty collaborate to ensure that students achieve program learning outcomes.						
3 Program faculty have identified key program learning outcomes.						
4 Program learning outcomes are well stated.						
5 Programs are designed so that every student in the program has enough opportunities, in multiple courses, to achieve every program learning outcome.						
6 Program faculty have identified a capstone or other key points where students can demonstrate satisfactory achievement of each program learning outcome.						
7 Program faculty have defined rigorous but achievable standards for satisfactory achievement of each program learning outcome.						

	No Plans	No evidence	Nascent	Some	Most	Pervasive
8	Program faculty, including adjuncts as appropriate, understand their roles and responsibilities in assessing program learning outcomes.					
9	Programs have processes for collecting assessment evidence, aggregating it, and sharing and storing the results.					
10	Program faulty analyze the results and use the results to identify and implement improvements in teaching and learning throughout the curriculum, as appropriate.					
11	Program faculty use the results to support budget requests, goals, and plans					
12	Program faculty periodically reflect on their assessment work and identify ways to keep it as simple and useful as possible					

Developed by Linda Suskie, Assessment & Accreditation Consultant