

El Camino College  
Mathematical Sciences Division

DLOACC Meeting  
Thursday, April 17, 2014  
1:00pm–2:00pm  
MBA130C

1. TracDat Training

- Campus-wide training for TracDat 101 will be held

Thurs. Apr. 17<sup>th</sup> from 1 – 2 pm

- Training for TracDat specific to entering reports for Spring 2014

Thurs. May 8<sup>th</sup> from 1 – 2 pm

Tues. May 13<sup>th</sup> from 1 - 2 pm

Place: Computer Lab - Library West Basement Room 19

2. SLO Report Guidelines

3. View samples of submitted SLO reports from Fall 2013

4. Course committees are encouraged to prepare the assessments for Fall semester now, so instructors can prepare for SLO assessment when creating their syllabi over the summer.

5. Dean's Remarks

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

April 17, 2014

Present: Susanne Bucher, Milan Georgevich, Judy Kasabian, Jackie Sims, Susan Taylor

**TRACDAT TRAINING**

The upcoming training dates were listed on the agenda.

**SLO REPORT GUIDELINES**

Ms. Bucher reported that not all the required information is included in the SLO reports she has reviewed. She distributed a guideline sheet detailing what information should appear in each section.

**SAMPLE FALL, 2013, SLO REPORTS**

Ms. Bucher distributed a sample of an original and revised report from Committee D.

**SLO QUESTION**

Faculty should receive the SLO question(s) as early in the semester as possible. This allows them to better plan to include the question on a test.

SB/as

## SLO Report Guidelines

### Assessment Methods

-Include rubric in this section, either type it in or upload it as an attachment

### Results Section

-Include the total number of students assessed

-Include the number of students who scored a 4, number of students who scored a 3, etc. and the percentage of students who scored a 4, 3, etc.

-Include the reason why students either met the target or did not meet the target set for the assessment. Question to think about: What factors contributed to the results and explain why or why not the target was met or not met.

-It is optional to include the mean and standard deviation of the assessment

-Please continue to ask for instructor comments when gathering the assessment data. These comments can be included in the results section.

### Action Plan

-Each action plan must have a followed up date.

**-A follow up on the action must occur by the given date.**

Action Examples	Not Actions
Raise the success target for the assessment from 60% to 70%	One method that I use to introduce sets is to have an example where they, the students, have to answer whether they belong in that set, and then put their name on the appropriate set on the board. Then we add another set and see who needs to move their name to the overlap. The rest of the time when discussing sets I refer back to that example to help understand the overlapping part that seems to so often confuse the students.
Increase the rigor of the grading rubric.	I think my students didn't apply themselves to this question because it wasn't on an exam. I think next time I'll be sure to include it on the Final exam.
Create an activity to use to help students better understand the mathematical concept. This action will require someone to take the lead to send out	The instructor needs to spend more time on the topic of graphing a logarithmic function and not rush through this content.

<p>the activity to all instructors teaching the course each semester.</p>	
<p>Distribute SLO problem sooner in the semester to participating instructors.</p>	<p>Continue to guide students in completing constructions and possibly create an additional activity to address constructions of altitudes.</p>
<p>Increase the degree of difficulty of assessments and material related to SLO#3. Change the assessment instrument to match the increased level of challenge.</p>	<p>I did not focus on having the students understand exponential graphs. In fact, this assessment was the only one they saw this graph on. However, all semester, they have been required to read graphs of known and unknown functions.</p>

Original

# Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (MATH) - Developmental Math

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 73 - Intermediate Algebra Gen Ed - SLO #1</p> <p>Application Problems - Students will be able to recognize and apply appropriate mathematical concepts and models involving a variety of functions to contextualized problems (authentic, real-world applications). (Created By El Camino: Course SLOs (MATH) - Developmental Math)</p> <p><b>Input Date:</b> 11/20/2013</p> <p><b>Course SLO Status:</b> Active</p>			
<p>El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 73 - Intermediate Algebra Gen Ed - SLO #2 Solving Equations and Manipulating Expressions -</p> <p>Students will be able to symbolically (algebraically) solve a variety of equations, inequalities and linear systems and manipulate symbolic (algebraic) expressions that arise in contextualized problems. (Created By El Camino: Course SLOs (MATH) - Developmental Math)</p> <p><b>Input Date:</b> 11/20/2013</p> <p><b>Course SLO Status:</b> Active</p>			
<p>El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 73 - Intermediate Algebra Gen Ed - SLO #3 Visual and Graphical Methods - Students will use visual and graphical methods to represent, analyze and solve contextualized problems. (Created By El Camino: Course SLOs (MATH) - Developmental Math)</p> <p><b>Input Date:</b></p>	<p><b>Assessment Method Description:</b> See attached document of the description of the question.</p> <p><b>Assessment Method:</b> Homework Problems</p> <p><b>Standard and Target for Success:</b> Our target of success is 60% or higher got 2 or 3.</p>	<p>12/16/2013 - 5% got 0, 5% got 1, 10% got 2 and 80% got 3. The students have seen many such questions. So, it is not surprising that they are doing well.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p>	

**Course SLOs**      **Assessment Methods & Standard and Target for Success / Tasks**      **Results**      **Action & Follow-Up**

11/20/2013

**Course SLO Status:**  
Active

**Related Documents:**  
Doc\_Math 73 SLO Fall 2013 SLO.pdf

**Faculty Contributing to Assessment:**  
Wang, Lijun  
**Reviewer's Comments:**  
The leader, please put your name in the area of leader.

**Assessment Method Description:**

See attached:  
SLO QUESTION  
1. The value of a car depreciates as shown by the graph below.  
a) What was the purchase price of the car?  
b) Approximately how much is the car worth after 8 years?  
c) Approximately how long does it take until the car is worth \$14,000?

**Assessment Method:**  
Exam/Test/Quiz

**Standard and Target for Success:**  
Based on the rubric, it is expected that 60% of students will receive a 2 or higher on this SLO.

**Related Documents:**  
Math 73 SLO Fall 2013 SLO.docx

01/18/2014 - A total of 975 students taking Math 73 were assessed. Out of 3 points, 3% received a 0, 8% received a 1, 25% scored 2, and 64% scored 3. This tells us 89% of students received a score of 2 or higher. A total of 38 sections were assessed. According to the online register, only 37 are listed. After analyzing the results given, there are four sections listed from "Abbassi" but according to the online register there are only two sections from this instructor. All results have been counted in the numbers listed.

**Participating Instructors:** Ambika Silva, Alice Martinez, Kasabian, Malimi Rooun, Evan Skoroka, Trudy Meyer, Aban Seyedin, tavakkli, Michael Bateman, Mohammad H. Rahnavard, Tadele, Ronny Alpern, Bickford, Saakian Lernik, Sheynshteyn, don roach, Jasmine Ng, Villalobos, Jack Gill, Hamza A. Hamza, Bruce Dovner, Carl Broderick, Jumbo Forbes, abbassi, Ann Pham, Ruth Zambrano, Marguerite George, Greg Scott

**Non Participating Faculty:** Shihabi Section 9772  
**Standard Met? :**  
Yes  
**Semester and Year Assessment Conducted:**  
2013-14 (Fall 2013)

**Faculty Assessment Leader:**  
~~XXXXXXXXXX~~

**Faculty Contributing to Assessment:**

Ambika Silva, Alice Martinez, Kasabian, Malimi Rooun, Evan Skoroka, Trudy Meyer, Aban Seyedin, tavakkli, Michael Bateman, Mohammad H. Rahnavard, Tadele, Ronny Alpern, Bickford, Saakian Lernik, Sheynshteyn, don roach, Jasmine Ng, Villalobos, Jack Gil

**Related Documents:**  
SLO Data M73 FA2013.xlsx

01/18/2016 - Instructor Comments:  
We spent the entire first four weeks on graphing and equations of lines, including lots of practice with application problems. This shows that the time spent on this topic was effective.

Be sure to check intervals, how much each tick mark is going by, to make the best estimate  
I did not focus on having the students understand exponential graphs. In fact, this assessment was the only one they saw this graph on. However, all semester, they have been required to read graphs of known and unknown functions. I think it assisted them that they were required previously to read graph of functions they were unfamiliar with.

More practice with these types of problems could be addressed and discussed.  
More emphasize in student learning out come  
Practice Practice practice  
Use more complicated assignment  
none, students mastered this topic

**Action Category:**  
Teaching Strategies

Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (MATH) - Developmental Math

revised

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 73 - Intermediate Algebra for General Education - SLO #1 Application Problems - Students will be able to recognize and apply appropriate mathematical concepts and models involving a variety of functions to contextualized problems (authentic, real-world applications). (Created By El Camino: Course SLOs (MATH) - Developmental Math)</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/20/2013</p> <p><b>Course SLO Status:</b> Active</p>			
<p>El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 73 - Intermediate Algebra for General Education - SLO #2 Solving Equations and Manipulating Expressions - Students will be able to symbolically (algebraically) solve a variety of equations, inequalities and linear systems and manipulate symbolic (algebraic) expressions that arise in contextualized problems. (Created By El Camino: Course SLOs (MATH) - Developmental Math)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 11/20/2013</p> <p><b>Course SLO Status:</b> Active</p>			
<p>El Camino: Course SLOs (MATH) - Developmental Math - ECC: MATH 73 - Intermediate Algebra for General Education - SLO #3 Visual and Graphical Methods - Students</p>		<p>01/18/2014 - A total of 975 students taking Math 73 were assessed. Of the 975 total results and with a rubric of 0 - 3, 31 students received a 0, 75 received a</p>	<p>05/20/2017 - Raise the target for success rate from 60% to 75%</p>

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>will use visual and graphical methods to represent, analyze and solve contextualized problems. (Created By El Camino: Course SLOs (MATH) - Developmental Math)</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/20/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p>1. The value of a car depreciates as shown by the graph below.</p> <p>a) What was the purchase price of the car?</p> <p>b) Approximately how much is the car worth after 8 years?</p> <p>c) Approximately how long does it take until the car is worth \$14,000?</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> Based on the rubric, it is expected that 60% of students will receive a 2 or higher on this SLO.</p> <p><b>Related Documents:</b> <u>Math 73 SLO Fall 2013 SLO.docx</u></p>	<p>score of 1, 245 received a score of 2, and 620 scored a 3.</p> <p>Out of 3 points, 3% received a 0, 8% received a 1, 25% scored 2, and 64% scored 3. This tells us 89% of students received a score of 2 or higher.</p> <p>This shows that our students have an ability to read a graph and answer questions about the graph. Our students have had many opportunities to read various types of graphs and respond to questions related to the graph in both class and for homework.</p> <p>A total of 38 sections were assessed. According to the online register, only 37 are listed. After analyzing the results given, there are four sections listed from "Abbassi" but according to the online register there are only two sections from this instructor. All results have been counted in the numbers listed.</p> <p>Participating Instructors: Ambika Silva, Alice Martinez, Kasabian, Malinni Roeun, Evan Skorka, Trudy Meyer, Aban Seyedin, tavakkli, Michael Bateman, Mohammad H. Rahnavard, Tadele, Ronny Alpern, Bickford, Saakian Lernik, Sheynshetyn, don roach, Jasmine Ng, Villalobos, Jack Gill, Hamza A. Hamza, Bruce Dovner, Carl Broderick, Junko Forbes, abbassi, Ann Pham, Ruth Zambrano, Marguerite George, Greg Scott</p> <p>Non Participating Faculty: Shihabi Section 9772</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> <del>XXXXXXXXXX</del></p> <p><b>Faculty Contributing to Assessment:</b> Ambika Silva, Alice Martinez, Kasabian, Malinni Roeun, Evan Skorka, Trudy Meyer, Aban Seyedin, tavakkli, Michael Bateman, Mohammad H. Rahnavard, Tadele, Ronny Alpern, Bickford, Saakian Lernik, Sheynshetyn, don roach, Jasmine Ng, Villalobos, Jack Gil</p> <p><b>Related Documents:</b> <u>SLO Data M73 FA2013.xlsx</u></p>	<p><b>Action Category:</b> SLO/PLO Assessment Process</p>