SLO Coordinator Report for the 2019-2020 Year

Overview

The major achievements of the 2019-2020 year were:

- Successfully onboarding a new assessment team with Kevin Degnan and Catherine Schult-Roman as SLO Co-Coordinators
- Maintaining a sustainable rate of completion for SLO and PLO assessments across campus in Fall 2019
- Assessing some SLOs and PLOs during Spring 2020, despite the challenges of the pandemic
- Completed the assessment of the Communication and Critical Thinking ILOs
- Updated timelines for all SLOs and PLOs for 2020-2024.

The 2019-2020 year was certainly like no other. Fall 2019 was a fairly normal semester, but still brought challenges as Russell Serr moved on from his SLO Coordinator position to work as Dean of Health Sciences and Athletics and Isabelle Pena moved on from her position as Nuventive Administrator for El Camino to an administrative position within the Industry and Technology Division. Kevin Degnan remained serving as SLO Coordinator and Catherine Schult-Roman joined the team as SLO Coordinator as well.

Catherine Schult-Roman has proven to be a hard-working, insightful, and generally excellent member of the team. Catherine began as SLO Co-Coordinator in Fall 2019 and has been an extremely valuable team member. She has maintained minutes for ALC meetings and helped strategize the direction the ALC and learning outcomes assessment will take at El Camino. Catherine aided significantly in entering the 2020-2024 timelines and with the various three week reports from facilitators.

Assessment Before and During the Pandemic

The biggest challenge was the outbreak of the COVID-19 pandemic that forced the closure of campus, paused all courses for a few weeks, and brought about the very fast and intense acquaintance of our faculty with online learning as they navigated a landscape very new to them and shaped mainly by the technologies of Canvas and Zoom.

Our SLO Facilitators and faculty rose to the challenges presented by the sudden shift to online and while many colleges halted SLO assessment altogether, we moved forward with assessment of SLOs that were scheduled to be assessed in courses that had at least one section that had been fully online from the start of Spring 2020, before the mass shift to online. This ensured that faculty struggling to figure out the landscape of online learning would not be overburdened with also having to figure out how to assess their courses in a new environment while still getting some assessment done. The hope was that this round of assessment would be able to show us a picture of how students were faring in particular outcomes during the stress of the pandemic's onset.

These successes speak to the robustness of the assessment process at El Camino in each Division and the competence and hard work of the SLO Facilitators. SLO completion was quite high in both Fall 2019 and Spring 2020, thought the total number of SLOs assessed were quite different for the reasons mentioned above.

SLO Assessments

In Fall 2019, we assessed 392 of 437 scheduled SLOs for a completion rate of 89.7%. In Spring 2020, we assessed 112 of 117 scheduled SLOs for a completion rate of 95.7%. It is heartening to see that the college remained committed to the assessment process even through such a challenging period.

PLO Assessments

PLO assessments were also reasonably stable throughout the year, though we continue to need to improve on completion rates, potentially by the SLO Coordinators more directly supplying the Nuventive reports faculty writing the reports might need or find useful. In Fall 2019, we assessed 20 of 35 scheduled PLOs for a completion rate of 57.1%. In Spring 2020, we assessed 10 of 17 scheduled PLOs for a completion rate of 58.8%. Discussions with faculty who had not completed the PLO assessments showed that they felt unsure of how best to complete the report or how to get the needed data. SLO Coordinators and Facilitators may help with this by generating the relevant four column reports from Nuventive for the lead faculty writing the reports and by improving what Nuventive can offer Coordinators, Facilitators, and faculty, which is one of the goals for the 2020-2021 year.

ILO Assessments

The Communication ILO was assessed in Spring 2019 and the report became available in Fall 2019. The Critical Thinking ILO was assessed in Spring 2020 and became available in Fall 2020. The Communication ILO followed the usual process and drew on an average sample of aligned courses while the Critical Thinking ILO could only draw on a much smaller sample due to the dramatically decreased number of courses participating in SLO assessment.

Both reports seem to show similar information, though on different skills. As a college, our students are meeting the academic standards, but there are persistent equity gaps that need to be addressed.

From the Communication ILO report, "More than 77% of students scored at least a 3 out of 5 on all three areas of communication: Organization, Delivery, and Substantive Content." This was 2% above the stated goal of 75% of students meeting the standards. Further, we still struggle with an equity gap between African-American students and their counterparts. Again, from the report, "When ILO passage rates are disaggregated by race and ethnicity, we see African-Americans are below the standard in achievement overall, completing the ILO at 55%. This is a decline of 10% from 2015. While this group is at the standard for Artistic communication, Spoken/Signed and Written communication rates are more than 15% below the standard."

The Critical Thinking ILO assessment met similar results, despite drawing on a necessarily smaller sample of students. The general results here were an "an overall ILO proficiency rate of 76.4%. This was a 7.6% increase compared to the 2016 ILO assessment." This ILO report did consider whether or not students assessed were part of any campus cohort, such as FYE or Puente and found their success rate was "5% higher for students affiliated with any campus cohort group compared to students who were not in a cohort." However, we are not sure if this is an improvement because cohort participation was not addressed in the 2016 report. While Black or African-American students did perform 3% better than they had in 2016, there was still an equity gap of about 11.5% in comparison to Asian, Hispanic, White, and students with multiple racial backgrounds.

There are a variety of equity-minded initiatives on campus, including a requirement for all faculty to participate in some kind of equity training each year for four of their required twenty hours of professional development. The SLO Coordinators will work with other campus faculty, leaders, and committees to help address these equity gaps, though our understanding how they might best be addressed is still emerging.

Timeline Updating

One of the other achievements this past year was in updating the assessment timelines for all SLOs and PLOs across campus. This was essential as most timelines were set to run out in Fall 2019 or Spring 2020. We were fortunate to have Bryan Perez work with us to create the new timeline worksheets so we could update our assessment schedule/timeline for 2020-2024. Over the course of Spring and Summer 2020, faculty and facilitators returned those timelines, which were fully entered by the first weeks of Fall 2020. This is essential in providing us a general plan for assessment for the next few years. They are of course flexible and updated each semester to accommodate changes in course offerings and division needs.

Goals

Having reviewed the successes and challenges of the past academic year, we do have a few goals in mind to accomplish in the 2020-2021 year.

1) Increase completion rates for PLOs and create clearer link between PLO assessment and Program Review.
    a. Faculty are often unsure of how to complete PLO assessments and how to get and analyze the relevant data. In the meantime, the SLO Coordinators will work with faculty responsible for completing the PLO reports and ensure that they have the relevant data and clearer guidelines for analysis. Moving forward, we will also work with Nuventive representatives to improve our Nuventive site to make the data and analysis required for PLO reports more accessible and visually friendly. We will work with faculty, the Academic Program Review Committee, and Institutional Research and Planning to foster a stronger link between the assessment of PLOs via aggregated SLO data and the Program Review process.

2) Find more effective, or at least possible, ways of tracking disaggregated student data from SLOs, likely for a few key or gatekeeper courses.
   a. This is partially to more fully meet ACCJC requirements, but also to reveal equity gaps in student learning in discrete areas of our courses. We have large scale disaggregated data for success, grades, and retention, but looking at key SLO data will help us find what areas within a course are the issue. To meet this goal, the SLO Coordinators will work within Canvas to enable Canvas Outcomes in a sample shell for English 1A and work with Humanities and hopefully faculty from other Divisions as well to then pilot a means of collecting SLO data via Canvas and getting it to Institutional Research and Planning for disaggregation.

3) Continue work on the Quality Focus Essay (QFE) goals.
   a. As laid out in the QFE, we've stated the goals to review key elements of our existing assessment practices, such as alignments and timelines. Work on this began in Fall 2020 and is continuing through Spring 2021. The more substantial project is to institutionalize Guided Pathways further through some element of our outcomes statements. While the QFE mentioned Guided Pathways PLOs, current discussions have directed us more toward revising campus ILOs to reflect the academics central to our institution as well as the pillars of Guided Pathways. In the coming year, we will have a draft of updated ILOs to bring to the collegial consultation bodies on campus for approval.

Data Appendices

SLO Completion Rates for Fall 2019

Division	SLOs Scheduled	SLOs Assessed	SLO % Assessed
Division - Behavioral & Social Sciences (BSS)	47	46	97.9%
Division - Business (BUS)	38	36	94.7%
Division - Fine Arts (FA)	71	63	88.7%
Division - Health Sciences & Athletics (HSA)	78	72	92.3%
Division - Humanities (HUM)	87	81	93.1%
Division - Industry & Technology (IND)	84	68	81.0%
Division - Mathematical Sciences (MATH)	16	16	100.0%
Division - Natural Sciences (NSC)	16	10	62.5%
Total	**437**	**392**	**89.7%**

SLO Completion Rates for Spring 2020

Division	SLOs Scheduled	SLOs Assessed	SLO % Assessed
Division - Behavioral & Social Sciences (BSS)	46	42	91.3%
Division - Business (BUS)	45	45	100.0%
Division - Fine Arts (FA)	8	7	87.5%
Division - Health Sciences & Athletics (HSA)	1	1	100.0%
Division - Humanities (HUM)	6	6	100.0%
Division - Industry & Technology (IND)	8	8	100.0%
Division - Mathematical Sciences (MATH)	1	1	100.0%
Division - Natural Sciences (NSC)	2	2	100.0%
Total	**117**	**112**	**95.7%**

PLO Completion Rates for Fall 2019

Division	PLOs Scheduled	PLOs Assessed	PLOs % Assessed
Division - Behavioral & Social Sciences (BSS)	5	5	100.0%
Division - Business (BUS)	5	4	80.0%
Division - Fine Arts (FA)	3	2	66.7%
Division - Health Sciences & Athletics (HSA)	4	3	75.0%
Division - Humanities (HUM)	6	1	16.7%
Division - Industry & Technology (IND)	8	3	37.5%
Division - Mathematical Sciences (MATH)	2	1	50.0%
Division - Natural Sciences (NSC)	2	1	50.0%
Total	**35**	**20**	**57.1%**

PLO Completion Rates for Spring 2020

Division	PLOs Scheduled	PLOs Assessed	PLOs % Assessed
Division - Behavioral & Social Sciences (BSS)	3	2	66.7%
Division - Business (BUS)	1	1	100.0%
Division - Fine Arts (FA)	5	0	0.0%
Division - Health Sciences & Athletics (HSA)	1	1	100.0%
Division - Humanities (HUM)	1	1	100.0%
Division - Industry & Technology (IND)	3	2	66.7%
Division - Mathematical Sciences (MATH)	2	2	100.0%
Division - Natural Sciences (NSC)	0	0	0.0%
Total	**16**	**9**	**56.3%**

Communication ILO Report:
https://www.elcamino.edu/academics/slo/ILO_Assessment_Reports/ILO-2_Communication_2019.pdf

Critical Thinking ILO Report:
https://www.elcamino.edu/academics/slo/Critical%20Thinking%20ILO.pdf