

SLO PROGRESSIVE

November 2013

EL CAMINO COMMUNITY COLLEGE

FACULTY EFFORTS LEAD TO EXPANDED PLOs & SLOs

By: The SLO Team (Chelvi, Chris, Janet, and Karen)

Faculty not only worked hard to increase the College's overall assessment completion rate to 93% by Spring 2013, they again stepped up to yet another feat to accomplish more amazing work this semester. Faculty at both campuses collaborated and worked tirelessly to review the quality of their PLO statements. They used the newly developed PLO guidelines and checklist to ensure that they captured the major components of their programs and that their PLOs were measurable.

Currently 98% of programs have 3 or more PLO statements. In addition to increasing the number of PLOs, their work continues on as they review the num-

ber and quality of SLO statements. The deadline for SLO submission is November 8th. SLO Facilitators have been working



closely with faculty to provide assistance and guidance as faculty strive to meet the November 8th deadline.

A big thank you goes to our Faculty, Associate Deans, Deans and Admins, and of course, our wonderful team of Facilitators who have been working endless

hours with SLO Coordinators to attain our goal. All facilitators have attended **“Writing Quality PLO and SLO Statements”**

and **“TracDat 101 Workshops”** as we prepare to complete a number of assessments this fall. These workshops are also available to faculty and will also be offered in Spring 2014.

We are clearly at the *Proficiency* level as outlined by the ACCJC's SLO rubric and have an abundance of information and evidence to share with the Accrediting team when they visit us in the fall.

Our next challenge is to move to the final level of *Sustainability* by Fall 2014 in order to fully meet accreditation standards. Given the quality and quantity of the work that has been done thus far and the dedication demonstrated across campus, sustainability is attainable.



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DR. DAVID MARSHALL'S FLEX PRESENTATION: MOVING FROM COMPLIANCE TO INTENTIONALITY



Dr. David Marshall's Flex day address at the general session on August 22 was well received by faculty. Marshall highlighted his premise for assessment and stated that faculty's fear regarding accreditation should be redirected to assessing SLO and PLOs for the purpose of intentionality rather than compliance.

Marshall elaborated on the two perceptions of the assessment cycle. The first focuses on assessments that are conducted and completed for the sole purpose of meeting accreditation requirements. This perception creates a culture that sees accreditation as an end in itself, seeks information on what accreditors want to see and instills fear that stems from whether the institution has met accreditation expectations. The second perception presented by Marshall generates a culture that is student centered, seeks information about how well students are learning, accepts responsibility for student learning, reflects on what faculty teaches and how well they teach and experiments with new strategies

Marshall added that the culture of intentionality that focuses on student learning opens a clear approach to assessment that matches curriculum objectives. Marshall encourages all faculty to ask the following questions as they consider assessment as method of research that is focused on student learning.

- What do we want students to know, understand, and be able to do?
- Where do students learn what we expect them to learn?
- How well did students learn what we expected them to learn?
- How do we know how well they learned what we expected them to learn there?

David Marshall's presentation provided faculty a clear premise for our on-going and continuous improvement. Additionally, his approach prepares faculty to respond to assessment with our prime beneficiaries in mind:

OUR STUDENTS!

PLO REPORT

Multiple PLO Assessments Lead to Program Changes

by Bob Klier



The Math for Teachers program has conducted multiple assessments for its PLOs and continues to make instructional and curricular changes based on program-level assessment results. For example, the below Math for Teachers PLO has been assessed at least three times, presenting the program with the ability to reflect on data collected over the years.

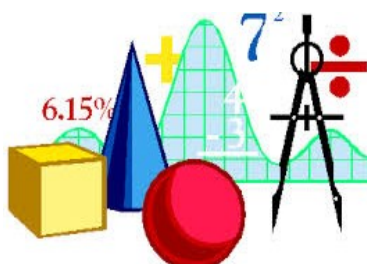
Students will be able to analyze a solution to a mathematics problem, determine the appropriateness of the solution, and if errors are made, explain the misconceptions or errors made and how to solve the problem correctly using written and oral means.

Initial rubric-based assessment results and analysis indicated that students were generally successful at demonstrating the knowledge and skills associated with this PLO. Subsequent assessments yielded more specific observations and analysis.

Early PLO assessment results indicated that students' demonstration of their knowledge and skills improved with time throughout the semester. Results also indicated that Math 115 and Math 116 students did better with explaining mathematical concepts, which, program faculty reflected, might be due to more exposure to this type of problem as they progress through the Math 110, Math 115, and Math 116 sequence of courses.

Recent PLO assessment results indicated that student performance dropped slightly from 2012 to 2013. Program faculty reflected on these results:

We had a lively discussion about the results and more importantly, what strategies might be put in place for fall 2013 when the course is offered again. As part of the class activities and discussions, the instructors will include specific questions [relating to the PLO]. Even though these types of questions have always been part of the work for this course, instructors will now provide more opportunities for students to analyze the mathematical work of others, diagnose the errors made, and explain what concepts the student did not understand and ways to reteach the content so that the student will not make the error again. We feel that more practice, especially during in class activities and discussions, will help all students do better at these types of problems. We concur that more practice especially under the watchful eye of the instructor and in collaboration with their peers, will result in improved results on this PLO.



Math for Teachers program faculty also used assessment results, program review, and prior work to propose a restructuring of class hours for three courses (Math 110, Math 115, and Math 116) to 2 hours lecture and 2 hours lab. Faculty postulated that the increased student contact hours in Math 110 would lead to increased mathematical understanding for the prospective teachers completing this course as well as their improved abilities solve a mathematical problem, analyze the solution, find errors and explain the misconceptions in written and oral forms.

El Camino College & Compton Center
Fall 2013
Making the SLO Process
Meaningful and Manageable



Training Sessions

You will receive flex credit and a bag of M & M's for attending these workshops.

To register log into:

To register log into: <http://elcamino.flexreporter.com>

Learn to use the new TracDat SLO software system to find your SLO statements, enter your assessment results, and follow up on your reports.	
To register log into: http://elcamino.flexreporter.com	
Monday, October 21 st	10:00 - 11:00 am (ECC-Library West Basement - Rm 19)
Monday, October 21 st	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Tuesday, October 22 nd	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Tuesday, October 22 nd	2:30 to 3:30 pm (ECC-Library West Basement - Rm 19)
Wednesday, October 23 rd	10:00 - 11:00 am (ECC-Library West Basement - Rm 19)
Wednesday, October 23 rd	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Friday, October 25 th	10:30 - 11:30 am (ECC-Library West Basement - Rm 19)
Tuesday, October 29 th	1:00 - 2:00 pm (Compton Center-VT 124)
Thursday, October 31 st	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Tuesday, November 5 th	1:00 - 2:00 pm (ECC-Library West Basement - Rm 19)
Tuesday, November 5 th	5:30 - 6:30 pm (ECC-Library West Basement - Rm 19)
Thursday, November 14 th	1:00 - 2:00 pm (Compton Center-VT 124)
Friday, November 15 th	10:00 - 11:00 am (Compton Center-VT 124)
Friday, November 15 th	11:00 - 12:00 am (Compton Center-VT 124)
Friday, November 22 nd	9:00 - 10:00 am (ECC-Library West Basement - Rm 19)
Friday, November 22 nd	10:00 - 11:00 am (ECC-Library West Basement - Rm 19)
Tuesday, November 26 th	1:00 - 2:00 pm (Compton Center-VT 124)

Writing Quality PLO and SLO statements

Thursday, September 19th

1:00 - 2:30 pm

Friday, October 25th

9:30 to 11:00 am

Teaching Learning Center - Library West Basement

Learn how to write or revise your PLO and SLO
statements to make sure they are measurable, meaningful,
and manageable.

You, Me, Them: From Assessment to Classroom Transformation

Two Compton Center faculty, Amber Gillis and Chelvi Subramaniam presented at the **2013 Strengthening Student Success Conference** on October 9 in San Francisco. Their presentation addressed many of the same questions faculty ask:

Your students do not seem motivated. Nor can you keep them in class long enough to help them. Sound familiar? We can continue to argue that students are inappropriately placed, they are inadequately prepared, and limited funding is allocated to student achievement. Furthermore, immediate improvements may not be seen, and if there are any, they are generally minimal. Who is to be held accountable? Students? Instructors? Administration? Lawmakers?

Gillis and Subramaniam's presentation provided a systematic approach to inquiry designed to provide practitioners on-going strategies and tools that they can utilize to take them from assessment to analysis to implementation of successful classroom strategies. Their approach is to provide a group of stakeholders the tools that they require to begin classroom transformation. These strategies encourage faculty to share their knowledge, strategies and tools that have worked for them in their classrooms which will contribute to institutional transformation that fosters a culture of improvement.

The following were some of the ideas that were presented to a standing room crowd of faculty from across the State:

Culturally inclusive practices

Mentorship practices

Co-mentorship programs

Syllabus restructuring

Embedding tutoring in classroom assignments

Student established goals

For more information regarding specific activities that you can include in your classrooms, please contact Amber and Chelvi at agillis@elcamino.edu or csubramaniam@elcamino.edu

