



El Camino College  
**SUMMARY OF STUDENT LEARNING OUTCOMES**  
**SLO Coordinators' Report**  
**Academic Report, 2016-2017**

### **SLO Coordination**

The coordinators for the 2016-2017 school year included two full-time faculty at ECC (Russell Serr and Jenny Simon) and one full-time faculty at CEC (Hoa Pham). The coordinators continue the organization and coordination of the SLO/PLO/ILO process, co-chairing the Assessment of Learning Committee (ALC), training facilitators and faculty on “Best Practices” and the input of assessments into TracDat, and maintaining the Learning Outcomes website. The coordinators have continues to work closely with facilitators from each division to maintain successful completion and quality of meaningful learning outcome assessments. Percentage rates of completion of SLO/PLO assessments continue to be excellent (SLO-98%, PLO-83%). The TracDat software continues to be updated to help faculty in the ease of entering of assessments, and improve access to reports. Training is ongoing and entering reports workshops continue to be offered. At the end of every semester, a newsletter is distributed that highlights the outstanding work done by faculty and facilitators

There are “Entering Reports” workshops offered at the beginning and end of each semester. A Professional Development Day breakout session that presented results of the Critical Thinking ILO was offered. A faculty survey was distributed that helped to assess the current SLO/PLO assessment process. Faculty responses suggest that the process is becoming increasingly user-friendly, and results from assessments are used for improving teaching strategies, make curriculum changes, and secure resources. The facilitator results conclude that faculty is becoming more familiar with the process and the use of TracDat. Completion rates continue to improve, and the “Actions” are becoming more meaningful. The feedback has been mostly positive.

## Assessment of Learning Committee (ALC)

The ALC's accomplishments were many this year:

- The committee finalized actions for the critical thinking ILO, which took place during Spring 2016.

These actions included:

1. For the next assessment, the coordinators should compile a list of ways that instructors assess critical thinking in their courses (e.g. sample assignments, questions, or methods). This list will be made available on the SLO website.
2. For the next assessment, the ALC should consider using a 4-point (0-4) rather than a 3-point rubric scale (as was used with the current assessment) in order to facilitate disaggregation of data and bring out-group differences more clearly.
3. For the next assessment, the ALC might consider a pre-post assessment strategy in order to measure growth in this area. Since different instructors in different disciplines and at different levels (i.e. pre-collegiate vs college-level) have different ideas about what constitutes critical thinking in their courses, measuring growth may be a more valid method for capturing the data.
4. The committee should work with the Student Equity Program (SEP) to ensure targeted student populations (African-American and disabled students) who received a lower than average score in this assessment are being helped.

- The committee planned the next ILO assessment for Community and Personal Development.

Since the ILO is a combination of what was originally two “core competencies” (the earlier name for ILOs), the scope is very large, and so the committee settled on a three-pronged approach for assessment: utilization data from student service programs; a student survey; and results of national surveys including CCSSE and SENSE.

- The committee implemented the ILO assessment plan for Community and Personal Development

Utilization data was collected during Spring 2017 from all student service programs. Each program was asked to submit how many students it served during 2015 and 2016. Almost all student service programs responded with the exception of one program (special resource center).

The student survey was piloted by John Mufich (facilitator and ALC member from the Business Division). The survey was then finalized and distributed to randomly selected faculty during the 14<sup>th</sup> week of the semester.

A list of questions from each national survey (CCSSE and SENSE) was submitted to the institutional research office so that it could pull the associated data relevant to assessing the Community and Personal Development ILO. This process is underway as of the Spring 2017 semester.

For Fall 2017 PD Day, the above data will be presented and discussed at a break-out session.

- The committee got ahead and planned the next ILO assessment for Information literacy, to be assessed in fall 2017.

The last time this ILO was assessed in 2013, a standardized test called SAILS was used. The committee decided to use this test again to assess the ILO in Fall 2017.

- The committee came up with ways to improve TracDat for faculty users as well as for the college.

A proposal made by Janet Young to include the choice “almost met” (in addition to “met” and “not met”) was discussed but not approved by the committee in its May meeting. However, the committee approved including a text box for faculty to enter the percentage of students who were successful in their SLO or PLO assessment. This text box would make it possible to aggregate data in the department, program, and institutional levels and facilitate sustainability of the process.

- The committee piloted a data collection method to address the ACCJC’s requirements for school’s to collect SLO data that included student information so that data could be disaggregated based on different student characteristics (ethnicity, sex, age, etc.).

The Humanities Division facilitators and ALC reps, Kevin Degnan and Rhea Lewitski, piloted a data collection method utilizing Google Docs that could be used to match SLO data with student data so that data could be disaggregated.

## **Facilitator Work**

Facilitators continue to report that faculty is becoming accustomed to the process and the use of TracDat. Reports are becoming more meaningful, and Actions are being well thought out and utilized to improve student success. The Humanities division has implemented a digitalization process for the collection of SLO data. Many divisions report discussions in meetings have led to collaboration and improved teaching strategies for improving student success. Support staff has been hired as a result of SLO assessment and the needs from them (ie new A Level Writing Coordinator in Humanities). Many divisions have completion rates of 100% before the deadline date (ie Math). The difficulties reported is new faculty not being able to navigate TracDat easily, and some faculty who wait until the last minute and then run into difficulties and miss the deadlines. Early preparation of PLO assessments needs to be emphasized as these assessments take a gathering of data from various areas.

## ACCJC

The college is working on implementing several plans recommended by the ACCJC, including (from the Midterm Report, March 15, 2017):

Standard II: Student Learning Programs and Services	Action Item	Follow-Up	Status
<b>II.A. Instructional Programs</b>			
II.A.1.c.	1. The College will review the TracDat system implemented in fall 2013 for ease of use, reporting abilities, and the ability to connect student assessment results to curricular improvements and student achievement.	Assessment of Learning Committee (ALC)	<b>Completed</b> Two faculty surveys were conducted regarding the SLO/PLO process, one in fall 2013 and a second in fall 2016. Reporting abilities connection of results to curriculum and student achievement questions were included. The Fall 2016 survey included questions specific to TracDat.
	2. The ALC will implement a comprehensive re-mapping of courses, SLOs, PLOs, and ILOs in early fall 2014 to align with the revised ILO statements.	ALC	<b>Completed</b> Each division completed an alignment grid that aligned SLOs to PLOs and courses to ILOs during the fall 2014 semester. The alignment grids are published on the Student Learning Outcomes web page.
II.A.2.a.	The College will reach its target of 100 percent course assessment rate by end of fall 2014.	ALC	<b>Completed</b> 100% of offered classes have assessed their student learning outcomes, with the assessment report published on the <a href="#">Student Learning Outcomes web page</a> . Completion rates for learning outcomes assessment are reviewed during meetings of the Assessment of Learning Committee (ALC). A minimal number of classes that have not been offered have not assessed student learning outcomes. The individual departments will review such courses and determine if they should be inactivated.

II.A.3.a.	Combine aggregated course and program GE area assessment data with other standalone ILO assessment methods to deliver comprehensive assessment data for analysis and possible actions.	ALC	<b>Completed</b> The College uses Institutional Learning Outcomes (ILOs) to assess General Education (GE) areas. Each GE area has been <a href="#">mapped</a> to one or more ILOs. Our ongoing ILO assessments aggregate data around GE areas for analysis and action-planning. Data from all levels of learning outcomes assessment are reviewed by the Assessment of Learning (ALC).
II.A.6.	Program mission statements and PLOs will be published on program area websites.	ALC	<b>In progress</b> Currently, all programs have mission statements associated with the planning process. During the spring 2017 semester, the Assessment of Learning Committee (ALC) will develop a template for the program websites to publish required information such as mission statement and links to SLO/PLO/Program Reviews. During Summer 2017, the Associate Dean of Academic Affairs will collaborate with the academic division deans on implementation.

### Going Forward –

El Camino College continues to maintain a level of sustainability in the assessment process. The college faculty will continue to complete assessments as scheduled by the timelines that have been developed. TracDat is continuously being updated for ease of use and collection and storage of assessment data. The Community and Personal Development ILO results are being evaluated, and the report will be generated Fall 2017. The Information Literacy ILO will be assessed Spring 2018.

**Completed August 2017**  
**Campus SLO Coordinators**  
**Russell Serr (ECC)**  
**Jenny Simon (ECC)**  
**Hoa Pham (CEC)**

## SPRING and SUMMER 2016 SLO Assessment Reports Submitted in TracDat

DIVISION	TOTAL NO. OF SLO ASSESS- MENTS DUE	COMP- LETED ASSESS- MENTS	NO. OF INCOMP- LETE ASSESS MENTS	PERCENT COMP- LETED	LIST OF INCOMPLETE ASSESSMENTS (as of 09.05.2017)
Behavioral and Social Sciences	53	53	0	100%	
Business	36	34	2	94%	CIS 140 - SLO #5 Local and Wide Area Networks; CIS 141 - SLO #5 ICMP Functions
Fine Arts	72	72	0	100%	
Health Sciences and Athletics	81	78	3	96%	NURS 210- SLO #3 Pathophysiologic Concepts for Health Ed. RC 294 - SLO #3 Demonstrate Cognitive Knowledge of Advanced PFT in RC; RC 295 - SLO #3 Explain How to Apply Pharmacology Knowledge
Humanities	123	117	6	95%	JOUR 1 - SLO #1; JOUR 1 - SLO #2; JOUR 1 - SLO #3; JOUR 11abcd - SLO #1; JOUR 11abcd - SLO #2; JOUR 11abcd - SLO #3
Industry and Technology	98	97	1	99%	ACR 31 - SLO #1 Electronic Board on a High Efficiency System
Mathematical Sciences	27	27	0	100%	
Natural Sciences	40	40	0	100%	
<b>TOTALS (Torrance)</b>	<b>530</b>	<b>518</b>	<b>12</b>	<b>98%</b>	
Division 1	77	75	2	97%	CH 5 - SLO #2 Contraception; PE 16abc - SLO #1 Fitness
Division 2	70	60	10	86%	DANC 250 - SLO #3 Dance Technique and Injury Prevention; LAW 4 - SLO #1 Common Law and Uniform Commercial Code; LAW 4 - SLO #3 Legal Comprehension; MUSI 120 - SLO #2 Performing & Analyzing; MUSI 220 - SLO #2 Performing & Analyzing; PHIL 101 - SLO #1 Epistemological Terminology; PHIL 101 - SLO #2 Metaphysical Concepts & Arguments; PHIL 101 - SLO #3 Morality; RE 11 - SLO #1 Build Vocabulary; RE 13 - SLO #1 Build Vocabulary
Division 3	46	46	0	100%	
<b>TOTALS (Compton)</b>	<b>193</b>	<b>181</b>	<b>12</b>	<b>94%</b>	

## SPRING and SUMMER 2016 PLO Assessment Reports Submitted in TracDat

DIVISION	TOTAL NO. OF SLO ASSESS- MENTS DUE	COMP- LETED ASSESS- MENTS	NO. OF INCOMP- LETE ASSESS MENTS	PERCENT COMP- LETED	LIST OF INCOMPLETE ASSESSMENTS (as of 09.05.2017)
Behavioral and Social Sciences	2	2	0	100%	
Business	3	0	3	0%	Accounting, PLO #2 Solving Problems; Computer Information Systems, PLO #2 Business Communication; Real Estate, PLO #1 Build Vocabulary
Fine Arts	3	3	0	100%	
Health Sciences and Athletics	5	4	1	80%	Kinesiology Athletics, PLO #1 Sportsmanship, Decorum and Rules
Humanities	1	1	0	100%	
Industry and Technology	4	4	0	100%	
Mathematical Sciences	4	4	0	100%	
Natural Sciences	2	2	0	100%	
<b>TOTALS (Torrance)</b>	<b>24</b>	<b>20</b>	<b>4</b>	<b>83%</b>	
Division 1	2	2	0	100%	
Division 2	4	2	2	50%	Computer Information Systems - PLO #2 Business Communication; Real Estate - PLO #1 Build Vocabulary
Division 3	0	0	0	N/A	NO PLO ASSESSMENTS DUE
<b>TOTALS (Compton)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>75%</b>	

## FALL 2016 SLO Assessment Reports Submitted in TracDat

DIVISION	TOTAL NO. OF SLO ASSESS- MENTS DUE	COMP- LETED ASSESS- MENTS	NO. OF INCOMP- LETE ASSESS MENTS	PERCE NT COMP- LETED	LIST OF INCOMPLETE ASSESSMENTS (as of 09.05.2017)
Behavioral and Social Sciences	36	36	0	100%	
Business	40	40	0	100%	
Fine Arts	75	72	3	96%	MUSI 247 - SLO #2 Moveable Chord Forms; MUSI 257abcd - SLO #1 Notation, Rhythm, and Text; MUSI 257abcd - SLO #2 Voice Part
Health Sciences and Athletics	81	81	0	100%	
Humanities	126	106	20	84%	AS 1 - SLO #1; AS 1 - SLO #2; AS 25 - SLO #1; AS 25 - SLO #2; AS 25 - SLO #3; ENGL 12 - SLO #1: Short Story Analysis; ENGL 12 - SLO #2: Comparison & Synthesis; ENGL 12 - SLO #3: Historical Research; ESL 51C - SLO #1; ESL 51C - SLO #2; ESL 51C - SLO #3; ESL 51C - SLO #4; CHIN 22 - SLO #1; CHIN 22 - SLO #2; JOUR 14abcd - SLO #1; JOUR 14abcd - SLO #2; JOUR 14abcd - SLO #3; JOUR 8 - SLO #1; JOUR 8 - SLO #2; JOUR 8 - SLO #3
Industry and Technology	85	85	0	100%	
Mathematical Sciences	15	15	0	100%	
Natural Sciences	11	11	0	100%	
<b>TOTALS (Torrance)</b>	<b>469</b>	<b>446</b>	<b>95%</b>	<b>23</b>	
Division 1	38	38	0	100%	
Division 2	33	27	6	82%	ATEC 41 - SLO #1 Safety Exam; ATEC 41 - SLO #2 Cylinder Head Recondition; ATEC 41 - SLO #3 Engine Inspection & Test; FTEC 144 - SLO #2 Cardiovascular System; RE 11 - SLO #2 Industry Forms/Documents; RE 13 - SLO #2 Industry Forms/Documents
Division 3	37	32	5	86%	AS 1 - SLO #1; AS 1 - SLO #2; AS 60 - SLO #1 Navigate Etudes; AS 60 - SLO #2 Synchronous/Asynchronous Communication; AS 60 - SLO #3 Test- Taking Application
<b>TOTALS (Compton)</b>	<b>108</b>	<b>97</b>	<b>11</b>	<b>90%</b>	



## FALL 2016 PLO Assessment Reports Submitted in TracDat

DIVISION	TOTAL NO. OF SLO ASSESS- MENTS DUE	COMP- LETED ASSESS- MENTS	NO. OF INCOMP- LETE ASSESS MENTS	PERCENT COMP- LETED	LIST OF INCOMPLETE ASSESSMENTS (as of 09.05.2017)
Behavioral and Social Sciences	7	5	2	71%	Human Development, PLO #1 Factors Influencing Success in College and Life; Human Development, PLO #2 Determining Outcomes for Success in College
Business	4	1	3	25%	Office Administration, PLO # 3 Business Software; Paralegal Studies, PLO #2 Providing Direct Assistance to Attorneys; Real Estate, PLO #2 Industry Forms and Documents
Fine Arts	3	3	0	100%	
Health Sciences and Athletics	3	3	0	100%	
Humanities	4	2	2	50%	Academic Strategies , PLO #3 Skills for Success; Journalism, PLO #4 Journalistic Content - Free Press
Industry and Technology	10	10	0	100%	
Mathematical Sciences	3	3	0	100%	
Natural Sciences	5	5	0	100%	
<b>TOTALS (Torrance)</b>	<b>39</b>	<b>32</b>	<b>7</b>	<b>82%</b>	
Division 1	9	9	0	100%	
Division 2	5	1	4	20%	Business (Management & Marketing) - PLO #3 Critical Thinking of Business Issues; Commercial Music - PLO #3 Acoustic Characteristics; Fire & Emergency Technology - PLO #2 Analyzing, Appraising and Evaluation Fire Incidents; Real Estate - PLO #2 Industry Forms Documents
Division 3	4	4	0	100%	
<b>TOTALS (Compton)</b>	<b>18</b>	<b>14</b>	<b>4</b>	<b>78%</b>	