# El Camino College
# Student Learning Outcomes and Assessment

**Assessment of Learning Committee**
**Agenda for the Friday, November 17, 2006 Meeting**
Location: Library 202
Time: 12:30p – 2:00p

I.     Call to order
II.    Announcement: Meetings for Spring 2007 will be on Mondays from 2:30-4:00.
       These are the tentative dates: Feb. 26, March 12, March 26, April 16, April 30,
       May 14, June 4
III.   Accreditation, Standard 2—call for volunteers to serve on this committee (I. Haslam)
IV.    Finalize draft of core competencies (see back of this page for draft)
       a.  Are there too many?  (F. Arce)
       b.  Is there any wording that needs to be changed?
       c.  How and when should we forward core competencies to divisions?
       d.  Is this draft ready to be submitted for approval by Academic Senate?
V.     SLO Definitions
       a.  Volunteers for a subcommittee?
VI.    How do we disseminate information about the SLOAC project?
       a.  Newsletter
       b.  SLO assessment plans:
              i.   Should they be put on the website?
              ii.  Should they be password protected?
VII.   Submitting an SLO Assessment Proposal
VIII.  Future Business
       a.  Where do SLOs fit in the curriculum?

**El Camino College Core Competencies:**
Students completing a course of study at El Camino College will achieve the following core competencies:

I.  **Content Knowledge:**  Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

II.  **Critical, Creative and Analytical Thinking:**  Students solve problems, make judgments and reach decisions using critical, creative and analytical skills appropriate to their discipline.

III.  **Communication and Comprehension:**  Students effectively communicate in written, verbal and artistic forms to diverse audiences.  Students comprehend and respectfully respond to the ideas of others.

IV.  **Professional and Personal Growth:**  Students exhibit self-esteem, responsible behavior and personal integrity.  After graduation, students continue to be self-reflective and intellectually curious, and they purse new knowledge and skills necessary for continued success ~~in their careers~~.

V.  **Community and Collaboration:**  Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions.  Students effectively collaborate and resolve conflicts.  They are responsible, engaged members of society, who are willing and able to assume leadership roles.  **(Chris)**


**El Camino College Core Competencies:**
Students completing a course of study at El Camino College exhibit the characteristics found in our core competencies:

I.  **Content Knowledge:**  Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

II.  **Critical, Creative and Analytical Thinking:**  Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

III.  **Communication and Comprehension:**  Students effectively communicate ideas in written, verbal and artistic forms.  Students comprehend and respectfully respond to the ideas of others.

IV.  **Professional and Personal Growth:**  Students exhibit self-esteem, responsible behavior and personal integrity.  Students are reflective and intellectually curious; they continue to improve themselves throughout life.

V.  **Community and Collaboration:**  Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions.  Students are responsible members of society, able to collaborate effectively, compete respectfully and lead wisely.  **(Lars)**

# Definitions
## (Draft)

**Student Learning Outcome (SLO)**— "the knowledge, skills, abilities or attitudes that students have attained by the end of any set of college experiences, classes, programs, degrees and certificates or encounters with college services. SLOs articulate the major goals of each experience, require higher-level thinking skills and usually result in a product that can be evaluated" (Cabrillo College). .Thus, a robust SLO consists of three components.  They are as follows:
- An SLO statement
- An assessment instrument
- A rubric for evaluating the assessment with respect to the SLO

**SLO Statement**—a robust statement of the outcome to be achieved.  An SLO statement consists of a <u>context</u> under which the assessment will be given, an <u>objective</u> to be achieved, and <u>primary traits</u> which a successful example should possess.

**Assessment Instrument**—the evidence of learning that the student will produce (e.g. test, essay, portfolio, demonstration) and which will be evaluated by the stakeholders (e.g. faculty, counselors, managers, public)

**Rubric**—a set of primary traits and guidelines for scoring and evaluating each assessment as agreed upon by stakeholders.

**Program**—a set of courses which culminates in a degree, certificate, or preparation for degree or certificate

**Core Competency**—"these college-wide skills describe what … students are able to do at the end of their experience with the college. These also describe the competencies that students completing the General Education program and/or receiving an AA or AS degree from the college have mastered" (Cabrillo College).  Core competencies can also be considered categories under which course- and program-level SLOs can be organized.

**Course-level SLO**—the outcome to be achieved at the end of a particular course.

**Program-level SLO**—the outcome to be achieved at the end of a particular program.

**Student Learning Outcome Assessment Cycle**—the process of first <u>identifying SLOs</u>, <u>assessing SLOs</u>, and <u>reflecting</u> upon the results of the assessments.  At ECC, this is a three-semester cycle.