Assessment of Learning Committee (ALC)
Monday, September 10, 2018
COMM 109 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Kevin Degnan

Recorder: Isabelle Peña

Attendees:

ECC Academic Affairs – Linda Clowers	Industry & Technology – Merriel Winfree & Bruce Tran
Behavioral & Social Sciences – Janet Young	Mathematical Sciences – Catherine Schult-Roman
Fine Arts – Vince Palacios	Library/LRU – Claudia Striepe
Health Sciences and Athletics – Russell Serr	Institutional Research & Planning – Joshua Rosales
Humanities – Mora Mattern & Maria Barrio de Mendoza	

Guest: Dr. Jean Shankweiler, Vice President Academic Affairs

MINUTES

Call to Order: Meeting was called to order at 2:40 p.m.

I. **Introductions**
    Introductions were made around the room since there are new ALC members this semester.
    A. Kevin Degnan has started as Co-coordinator, replacing Jenny Simon.
    B. New ALC members and Facilitators:
        1. Humanities Division: Mora Mattern & Maria Barrio de Mendoza
        2. Mathematical Sciences Division: Catherine Schult-Roman

II. **Approval of Minutes**
    A. Russell S. moved to approve the minutes for the 4/16/2018 ALC meeting; motion was seconded by Merriel W. Motion was carried with correction to Deadline for Spring 2018 SLO Assessments due date—should be September 14, 2018, not September 10, 2018.

III. **Reports**

    A. SLO Working Workshop was very well attended.

    B. **Spring 2018 Assessment Status Update** – *Russell Serr*
        1. Spring 2018 SLO assessments are due on Friday, September 14, 2018.
        2. Status report will be updated for the Council of Dean's meeting on Thursday, September 13th. Another one will be run before the Academic Senate meeting on Tuesday, September 18th.

    C. **Follow-Ups** – *Russell Serr*
        1. Will talk about Follow-Ups at the Facilitator Meeting tomorrow (September 11, 2018). Isabelle P. ran a report of SLO Action Items and Follow-Ups for the 2016-17 Academic Year and there are a lot of them that have no follow-ups. We need to start closing the loop by completing the Follow-Ups for SLO/PLO Action Items.
        2. Isabelle will find out from Nuventive if we can have a separate 'red flag' for the Follow-Ups since they pertain to a previous semester.

Update: Per Nuventive Support, cannot have a separate 'red flag' for the Follow-Ups since they are not due until one to two semesters after the assessment is done.

D. **New Faculty for Fall 2018**
   1. Reminder to e-mail to Isabelle P. a list of new faculty and the programs they need access to. This needs to be done by mid-semester.

E. **ILO #4 - Information Literacy Assessment** – *Russell Serr & Joshua Rosales*
   1. Joshua R. downloaded the SAILS data on Friday, September 7, 2018, but he has not had a chance to go over the results yet so there is not much information at this time. ALC will have wait until next meeting for the report.
   2. Russell S. stated that we have all the data and we will be able to finish it by the end of this year so we are on track.

F. **ILO #2 - Communication ILO Plan** – *Kevin Degnan & Russell Serr (Powerpoint)*
   1. We are doing a 2-pronged approach for this ILO assessment—we will be using SLO-to-PLO alignment data and Course-to-ILO data alongside an independent assessment like the rubric.
   2. We will send out the former rubric for review by the ALC and to discuss at next meeting. Any suggestions for change, additions, or fresh ideas on how to improve the rubric are welcome.
   3. Per Kevin D., based on the alignment grids that are currently on the website, there 396 courses and 72 PLOs across the ECC campus that align with this ILO.
   4. Russell S. stated that we may have to re-think the alignment grid since it was last done in 2014. Janet Y. stated that we want to re-do our alignments now that we know what we're doing.
   5. Linda C. stated that we want to make sure we include Distance Ed. and Dual Enrollment courses are included in the alignment.
   6. Vince P. stated that rubric is unnecessary if we use the SLO-PLO-ILO alignment as the assessment method. If the state wants or mandates more, then we can include the rubric.
      a. Kevin D. stated that the process of using the 2-pronged approach will help us refine our alignments so that maybe we can just use one or the other for future assessments.
      b. Joshua R. stated that we are mandated to disaggregate the ILO results. Russell stated that by using the rubric, we can disaggregate the data.
      c. Linda C. stated that we need to make sure that our alignment is accurate, current, and informative because if it is, then we can rely more heavily on how the SLOs and PLOs feed into the ILOs; some of the SLOs that feed into the ILOs now, based on the current alignment grid, may be a loose association, at best. Once we tighten up the alignments, we can have the confidence in using the SLO-PLO-ILO alignment for the assessment method.
      d. Disaggregation has a place in the assessment process. According to Russell S., the last time we assessed this ILO, the most interesting findings came out of disaggregated data.
   7. We want to be well-planned and ready to go when the Spring semester starts so that we have a more robust-sized faculty to participate in this assessment.

G. **Faculty Survey** – *Russell Serr (Handout)*
   1. The Faculty Survey is something we need to for accreditation (we want to show that we are assessing our assessment process). The last time we did this survey (Fall 2014), we did it as a requirement of the accreditation board; however, we would like to do the survey again, not for accreditation purposes, but to find out if we can find out more information from the faculty to try to improve on our SLO/PLO/ILO assessment process.

2. What are the types of questions that we want to ask the faculty? What are some items we want to get feedback on to make this [assessment] process more efficient and more meaningful?
3. Some questions that came up:
   a. How is this [assessment] process going for them [faculty]?
   b. What would make the process better?
   c. Do you use your SLOs to assess your PLOs?
   d. Are you aware of your alignments?
   e. How frequently do they discuss assessment results? (So that faculty are aware of their alignments.)
4. Russell S. asked the ALC to think about the survey questions and bring back any suggestions at the next meeting.
5. Vince P. stated that some faculty don't understand the process of how SLO/PLO/ILO assessment process fits into Program Review and Planning process and how their learning assessment results may end up in a program recommendation being approved for acquiring new equipment or funding for a certain need for a program. This would be a good presentation topic for a break-out session or even in the auditorium for everyone to see during a Professional Development (Flex) day.
6. Jean S. stated she would let Stacey know since she is the Faculty Development Committee Chair. Claudia S. stated that Faculty Development Committee has a meeting tomorrow (September 11, 2018) so she will bring it up to the committee.
7. Faculty don't see success stories; there are so many and we normally only put one in each newsletter (2 per year). Need to share more success stories; maybe put them on the SLO website?

H. **Multi-section Course Assessments** – *Russell Serr (Handout)*
1. Trying to make an easier process for divisions who do not use multiple sections to enter their assessments. A lot of divisions do not have a system in place
2. Lead faculty will enter the recommended tool for assessment method.
3. Try to get adjunct faculty involved more.
4. Possible to add a couple of columns when faculty are entering grades—whether or not the student has met the SLO standard and recommended action.
5. There was some talk about it in Canvas, but per Kevin, it is not as robust.
6. Any suggestions for improvement that they want to include in spreadsheet are welcome.

III. Other Items

A. **SLO/PLO Change Form** – *Russell Serr*
1. Form is changing; since Compton campus is officially separating after June 2019, all references to Compton is being removed.

B. **Updating the Learning Outcomes and Assessment Handbook** – *Russell Serr & Linda Clowers*
1. Need a game plan for updating handbook. We first need to identify what needs to change (to be done by Linda C. & SLO Coordinators).
2. Number of SLO statements per course:
   C. Justification for having one SLO statement is not because it is a 1-unit class. SLOs should be comprehensive.
   D. What is the process for setting SLOs? We need to fine-tune the process.
3. Vince P. suggested having the faculty survey done first before changing the handbook.

C. **Team Site for ALC**
1. Isabelle P. has created a Team Site for ALC and it is in the process of being tested.

IV. Next meeting – October 8, 2018

VI. Adjournment: Meeting was adjourned at 3:50 p.m.

Fall 2018 ALC Meetings Mondays, 2:30 - 4:00 pm COMM 109 September 10 October 8 November 19	Facilitator Training Sessions Tuesdays 1:00 - 2:00 pm SS 119 September 11 October 9 November 13	TracDat "Working" Workshop: Entering SLO Assessments in Nuventive Library Basement West December 5 @ 2:30 pm - 3:30 pm	Deadlines Spring 2018 SLO & PLO Assessments Final Due Date: October 10, 2018 *Effective Monday, Oct. 15th, all Red Flags will reflect Fall 2018 Assessments*

Attachments:
- Communication ILO – Review of Past Assessment Fall 2015 (3 pages)
- Communication ILO Report – September 2015 (11 pages)
- Communication ILO Action Plan Possibilities (1 page)
- Assessment of Learning Faculty Survey – Fall 2014 (9 pages)
- Draft of Multi-Section Assessment Worksheet (1 page)

Original Communication ILO Problems

ILO #3:
Communication and Comprehension
Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

- "It would be useful for faculty from a variety of disciplines to come together to discuss common standards to judge student work."
- Do if grades really reflect just that competency?

Assessment Method Assessment Instruments / Data
   Short survey designed by Assessment of Learning Committee (ALC) asking students to rate their own competence in six communication-related skills
   Holistic faculty rating of the same students in their communication skills
   GPA of same students in communication-related courses

Sample
   Sections of courses where the "Communication and Comprehension" competency rated a "4=very important."
   Random sample (8 sections—1=CEC; 7=ECC) & "volunteers" (8 sections—3=CEC; 5=ECC).
   Random sections got both student and faculty survey; volunteer sections got student survey only; for both samples, student grades were pulled.
   A follow up survey of students at the beginning of their education at ECC (or at least in lower level courses) was administered in Fall 2010. The main survey took place in Spring 2010.

Data Reflection
   Took place at two "summits," scheduled on Oct. 14 & 15, 2010.
   Torrance and Compton faculty participation
   60+ participants
   Included presentations of program-level and course-level assessments

Possibilities for Assessment:

- Subcommittee
- Advisory committee for each type of communication:
  - Writing (english, soc.sci., nat.sci.)
  - Arts
  - Sign
  - Speaking (comms, soc sci, etc…)
- Create area specific rubric and report to subcommittee

- Use new ILO alignment to target reports
- Pull data from SLO/PLO

More Ideas:

Programs that Align with Communication

- Spoken
  - Communication Studies
  - Child development, human development
  - Art history/theatre
  - Office admin

- Artistic
  - Art, music, dance, film, theatre, photo, journalism, architecture, environmental tech

- Signed
  - ASL

- Written
  - Art History, political science, philosophy, psychology, sociology
  - English, journalism
  - Biology, Chemistry
  - Academic strategies
  - ECHT
  - Business mngt/marketing, office admin

Each advisory group decides on important traits or competencies

- http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Speaking_and_Listening_Competencies_for_College_Students.pdf
  - Topic, purpose (inform, persuade), audience.

El Camino College
Communication Institutional Learning Outcome Results

Background

Institutional Learning Outcomes (ILO's) , formerly called Core Competencies at El Camino College, are the sets of skills which a student would be expected to develop through interaction with the college curriculum. El Camino College currently has four ILO's covering *Critical Thinking*, *Communication, Community and Personal Development,* and *Information Literacy.* These Institutional Learning Outcomes are linked to and supported by Student Learning Outcomes at the course (SLO's) and program level (PLO's).

During the Spring 2015 Semester El Camino College assessed Institutional Learning Outcome #2 to determine how well students have mastered *Communication* skills based on the statement:

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
- **Comprehend, analyze and respond appropriately to oral, written, and visual information. Effectively communicate/express information through speaking, writing, visual, and other appropriate mods of communication/expression.**
- **Effectively communicate ideas and opinions to a varied audience, including peers, faculty, staff and community.**
- **Respond to audiences from different arenas either in written, spoken or signed, and artistic forms to express ideas and opinions.**

The standard established for measuring this ILO is:

75% of students assessed will achieve a 3 or higher in each area.

Methodology

When Core Competency III: Communication and Comprehension (now ILO 2: Communication) was assessed during the Spring 2010 term, the methodology involved student self-ratings, teacher ratings, and a Grade-Point Average (GPA) analysis. The Assessment of Learning Committee determined that, while interesting, the student self-ratings and the GPA analysis did not enhance the discussion of how to improve instruction related to communication. Student self-ratings were often inflated compared to the faculty ratings of student learning. The GPA analysis added questionable value because courses included in the GPA did not necessarily belong to a course which was related to the Communication Core Competency.

For this round, the Communication ILO was assessed in courses that have SLO's linked to it and which were scheduled to perform an SLO assessment during the Spring 2015 term. These courses emphasized communication in artistic, spoken or signed, or in written form. Selected instructors were asked to replace the rubric used to assess the SLO with a rubric developed for the ILO created by unifying common themes across the SLO rubrics.

Sample

There were 497 sections slated to assess SLO's which were linked to the Communication ILO during the Spring 2015 semester at El Camino College Torrance campus and the Compton Center. Through a combination of random selection and volunteered selection, 113 sections were selected to submit student ratings. An attempt was made to ensure the sample included a representation of courses which emphasize each type of communication: Artistic, Spoken or Signed, and Written. Most of the sections were randomly selected. In order to boost the number of sections selected using artistic and signed communication, some instructors were asked to become part of the sample. In all 30 sections- 22 at the Torrance Campus and 8 at the Compton Center returned completed student ratings covering 610 students (margin of error ±3.95%).

Method of Assessment

Faculty were given the Synoptic Communication Rubric created by the Assessment of Learning Committee which directed faculty to rate students' communication in terms of organization, delivery, and substantive content (see Appendix A). A rating scale of 1-5 was established with 1 being "Poor" and 5 being "Excellent" for each of the three facets for effective communication. A student needs to be scored three or higher in each facet to be considered passing the ILO. Faculty were asked to use the same activity they would have used to perform the course level learning outcome (SLO) assessment, so assessment activities varied.

Of the 30 sections that returned assessments, most were based on writing assignments, including one which used writing assignments given throughout the semester. Other assessments were based on presentations, classwork and interactions, signing, math problem solving, and a graphic design project. See Table 1.

Table 1: ILO Assessment Methods

| Assessment Method	Number
Presentation	3
Writing	17
Class interaction	2
Signed expression	3
Math word problems	4
Graphic design	1

Assessment Results

The results of the 610 assessments completed indicate the standard of 75% of students completing all three facets was not met. While the threshold for each facet of communication was met and all three had similar results, not enough students received a three or higher across the board. The overall rate shows students successfully completed the ILO just under the standard with 72.5% successfully completing all three facets of communication, but this number is still within the margin of error for the sample. However, when looking at each facet of communication, faculty were satisfied with student performance close to 80% of the time. See Table 2.

Table 2: Communication Segments Success Rate

ILO	Rate	N
Overall	*72.5%*	*607*
Organization	83.3%	609
Delivery	81.7%	608
Substantive Content	79.7%	610

ILO outcomes were disaggregated by communication type to determine if there were any differences in results based on method of communication (see Figure 1). Only 19 students were assessed for Artistic communication which is not enough to make statistically valid generalizations, but half of those assessed demonstrated difficulty with organization, though they did well with delivery and substantive content. There were 181 students assessed for spoken/signed communication and 410 assessed in written communication. Those assessing in spoken or signed communication not only passed the standard in each aspect of communication, they also passed the overall standard. Those being assessed through writing communication met the standard for each facet of communication, but did not meet the overall standard.

Figure 1: ILO Results by Type of Communication


ILO Pass Rate by Communication Type
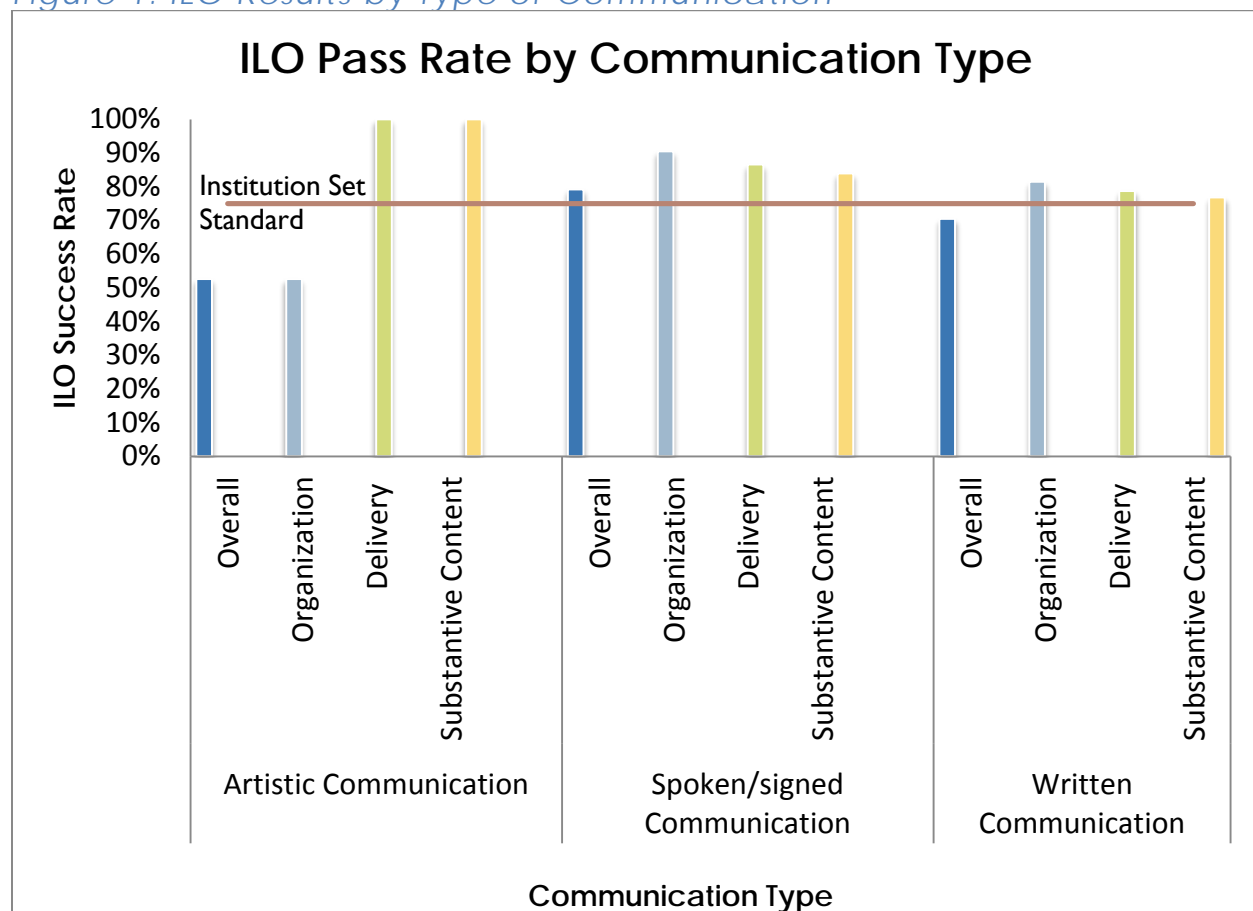
Outcomes by groups

The results of these outcomes were disaggregated by demographic groups where possible. Data was disaggregated by gender, race/ethnic group, disabled student status, economic disadvantage, and veteran status. Because of the low response from the Artistic communication type, that group is excluded from the disaggregation, but is included in the overall ILO outcome.

Overall, there was not much difference in outcomes between males and females as can be seen in Figure 2. Seventy-four percent of the females were successful in all 3 measures of communication compared to 70% of males. Both outcomes were below the 75% standard, although females were within the margin of error. Even though both males and females were near 80% successful in each component of communication, up to 10% of the students were not able to achieve a satisfactory rating in all 3 categories (organization, delivery, and substantive content). In the chart below, females are represented by the darker shading. The "combined" rates column in each section represents the rate at which the group was able to meet the standard for all three aspects of that type of communication.

Figure 2: ILO Pass Rate by Gender
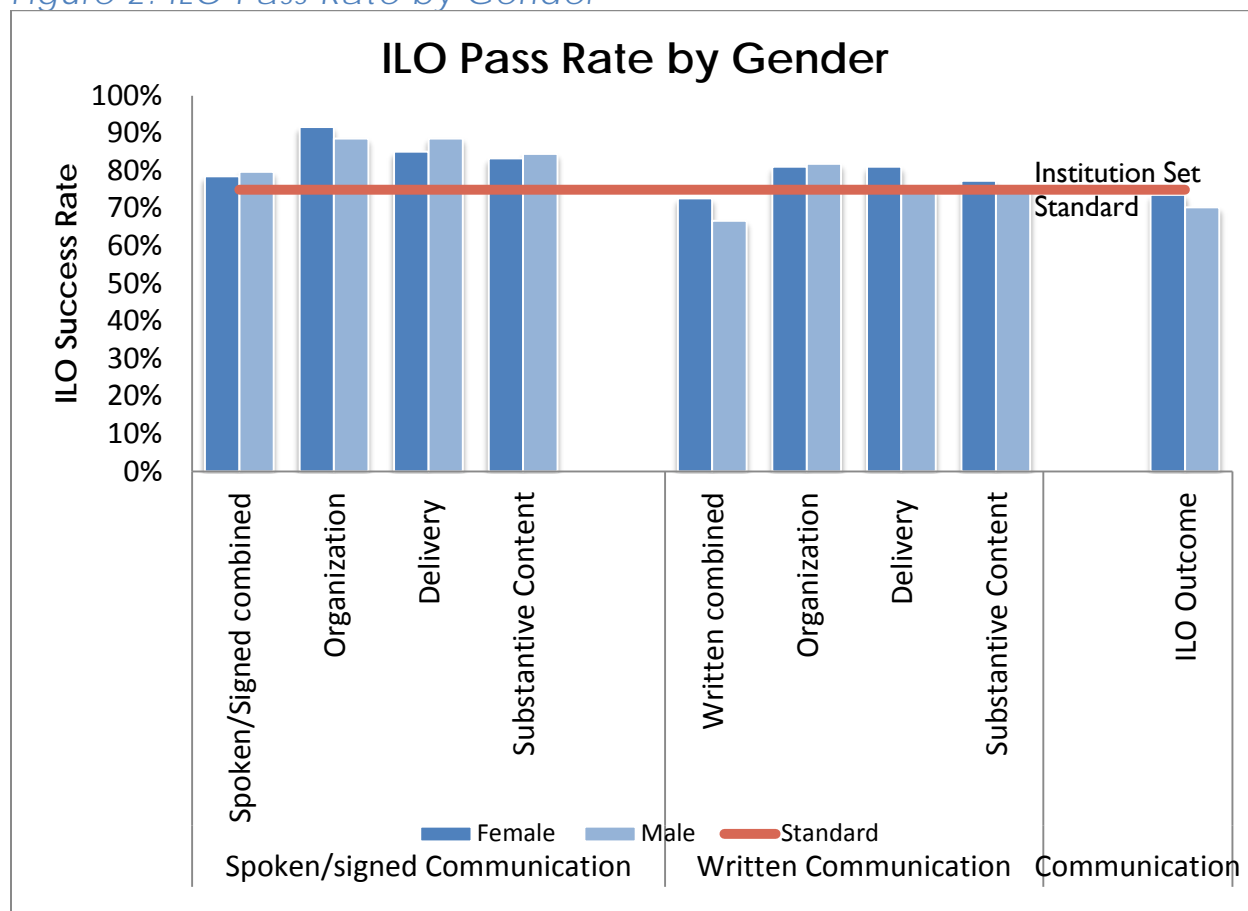
Outcomes were more varied when comparing racial/ethnic groups. African-Americans, one of the target groups in the college Student Equity Plan, had the lowest success rate in all but one category. African-Americans successfully completed the Communication ILO at 65% which is much lower than the institutional standard. The area of greatest difficulty for African-Americans in both spoken and written communication was the substantive content.

Figure 3 shows a clear difference in performance pattens by ethnic group for spoken/signed and written communication types. Asian students were the highest performing in each category for spoken/signed communication. Latinos also performed higher than White students in organization and delivery, but not in substantive content for spoken/signed communication. In written communication, White students performed the highest in each category and the success rates for Asians and Latinos dropped compared to their performance in spoken/signed communication. Like African-Americans, Asian and Latino students had the most difficulty with substantive content. White students were the only ethnic group to pass the ILO for written communication.

Figure 3: ILO Pass Rate by Race/Ethnicity
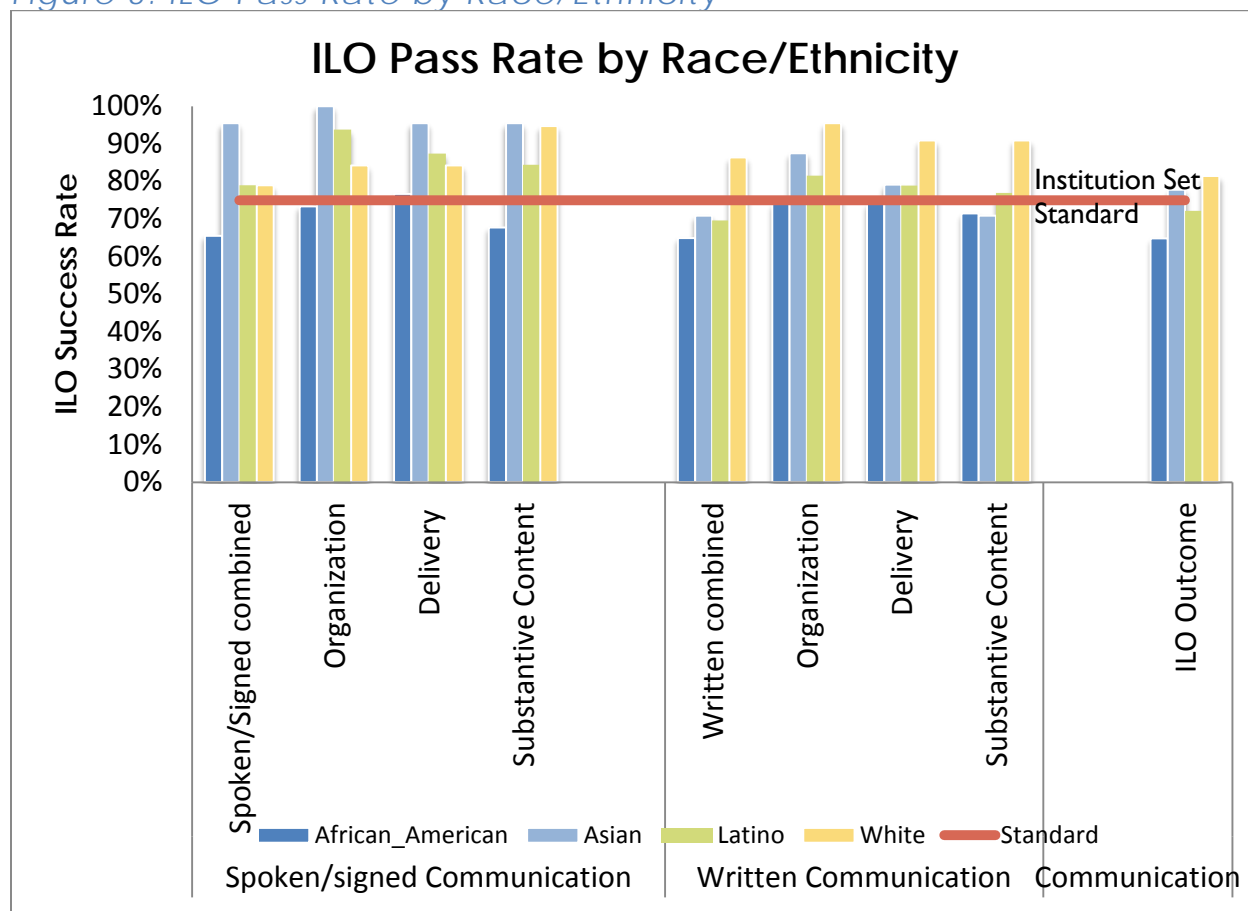
The college is required to disaggregate outcome data by veterans status, disablility status, and economic disadvantage status as well to ensure equitable outcomes are being achieved. In many cases the sample does not include enough members of each group to disaggregate data. For instance, only 11 veterans were identified in the sample. Because of this, data is not disaggregated by communication type. Only overall ILO outcomes are presented and those outcomes should be viewed for purposes of visualizing trends but should not necessarily be generalized to the entire campus. The only groups with a substantial population which would allow for generalization are the general student group, which acts as the comparison group, and the economic disadvantaged group as identified by involvement in certain programs on campus such as EOPS and CTEA[1], as well as receiving financial aid in the way of a Board of Governor (BOG) fee waiver or Pell Grant. Though the general group did outperform the economically disadvantaged group in each category, the difference is minimal (see Figure 4). While the economically disadvantaged group did not meet the ILO standard, they did meet the standard in each communication component. Students identified as veterans and those students with a registered disability also underperformed compared to the general student

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[1] EOPS (Extended Opportunity Program & Services) and CTEA (Carl D. Perkins Vocational and Technical Education Act) are educational and student support programs whose criteria for participation include economic disadvantage, among other criteria.

group. This is most evident in organization of communication where both groups perform much lower than the general student population. An additional category combining outcomes for students who had a registered disability *and* were considered economically disadvantaged hints at a substantial disadvantage for those students. While these groups individually performed lower than the general student group, combined they performed considerably lower.

Figure 4: ILO Pass Rate by Student Group
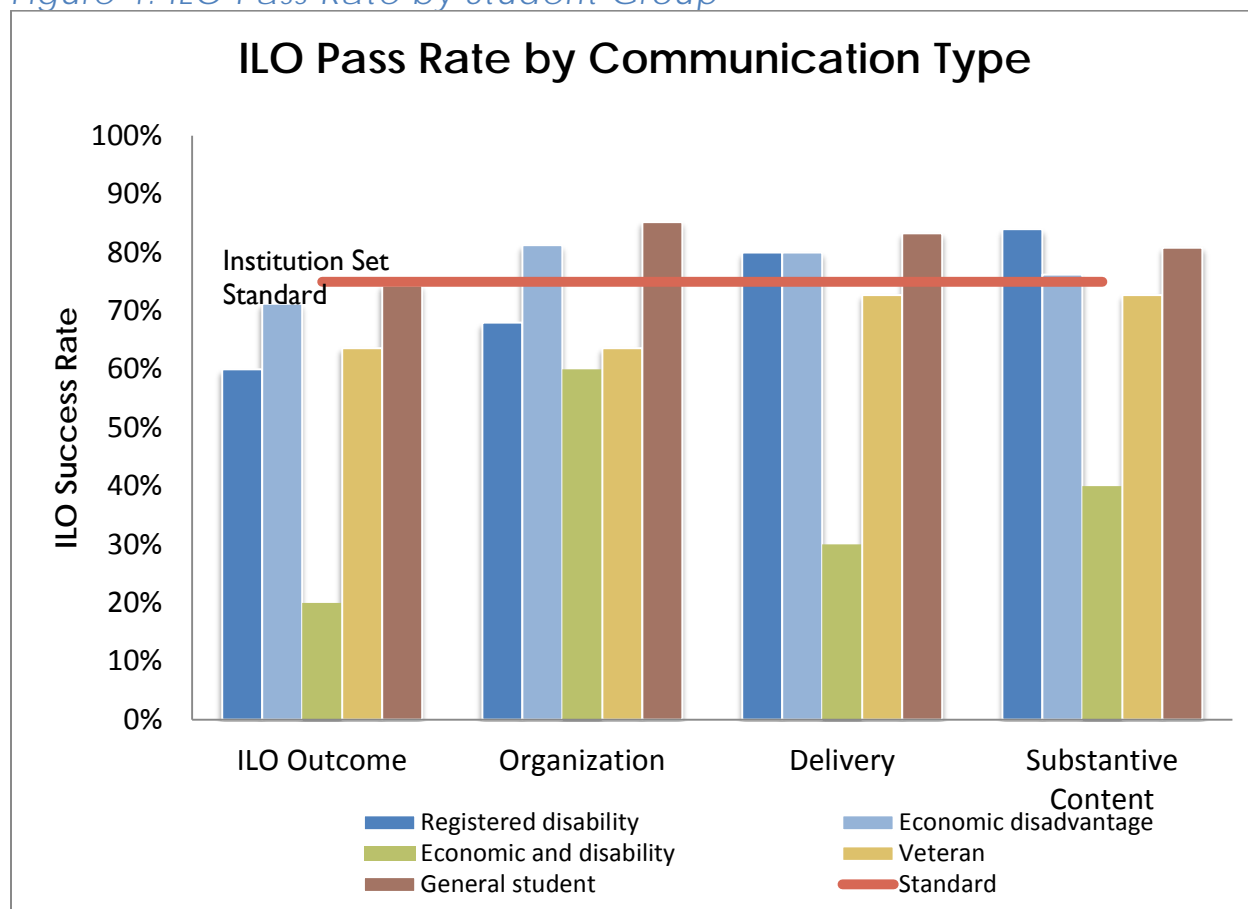
Outcomes by units completed

Aside from demographic characteristics, ILO outcomes were also disaggregated by units completed prior to the semester. Because of the low number of responses, artistic communication was excluded from this analysis. Overall, there was little difference in ILO outcomes for students who had completed at least 15 units, with ILO passage rates of 76% to 78% (see Table 3). Students with less than 15 completed units did not perform as well and did not meet the communication ILO. While an increase in units completed correlated with an increased rate of success for completion of the ILO in spoken/signed communication, that was not the case for written communication. The students who had completed 15 to 29 units performed the best in written communication and the other groups actually performed on par with the group of students who had completed less than 15 units.

Table 3: ILO Pass Rate by Units Completed

Communication Method	Units	ILO Passage Rate	Organization	Delivery	Substantive Content	People
Spoken/ signed	Total	79%	91%	87%	84%	178
	<15	59%	85%	71%	71%	27
	15-29	73%	91%	82%	74%	33
	30-59	84%	92%	89%	88%	75
	60+	88%	91%	95%	93%	43
Written	Total	71%	82%	79%	77%	409
	<15	68%	80%	76%	75%	176
	15-29	78%	86%	84%	82%	120
	30-59	68%	79%	80%	76%	71
	60+	69%	81%	74%	74%	42
Overall	<15	66%	80%	75%	75%	206
	15-29	76%	86%	84%	80%	156
	30-59	76%	85%	86%	83%	152
	60+	78%	85%	86%	85%	91

Instructor Analysis

Instructors were asked to discuss some of the issues they saw with each communication component. While instructors felt most students did fairly well, there were some overarching issues which need to be addressed in order for students to succeed. In terms of *organization* of a communication, the most common problem students had was developing transitions for their ideas. A lack of cohesive transitions between sentences or paragraphs disrupted the flow of the ideas being communicated. Other students had problems developing a thesis statement.

In looking at *delivery* of communication, the most common problem indicated was poor grammar. Other delivery problems which were prevalent involved voice. This refers to both the intonation of the speaker as well as the formality. Many students spoke with monotone voices or with improper inflection, or had poor sign execution. In writing, some students used a familiar rather than academic voice to try to convey their ideas.

Instructors had an issue with student ability to provide support through research and to correctly cite sources when it came to issues of *substantive content*.

Conclusion

The evaluation of Institutional Learning Outcome #2: Communication provided some insights which can be used to improve communication instruction. The college fell short of meeting its goal of 75% ILO success, but the outcomes were within the margin of error. Problem areas which can be addressed are student understanding of the rules of grammar and proper use of research to support ideas. Added emphasis in these areas could help improve outcomes. This is particularly true for the substantive content portion. Instructors were asked about support

services used. Many listed tutors and the Writing Center, but few listed library services as resource. The Writing Center is available and able to help students incorporate research into their writing, but librarians are available to work with instuctors to show students how to find the resources that can inform their writing.

The ILO results also show a clear difference in outcomes for African-Americans compared to other racial/ethnic groups. African-American performance was comparatively low regardless of gender. There is a body of research which discusses issues of communication patterns related to African-Americans[2]. It is possible that some of the issues creating the gap between African-American and White or Asian student performance is related to differences in these language patterns. Training instructors to recognize these patterns and giving them tools to help students switch between African-American Vernacular English and Standard English may also help improve outcomes for African-American students.

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[2] Two examples to start with are:
Labov, William. 1972. *Language in the Inner City: Studies in the Black English Vernacular.* Philadelphia: University of Pennsylvania Press.
Baugh, John. 1999. *Out of the mouths of slaves: African American language and educational malpractice*. University of Texas Press.

Appendix A: Synoptic Commnunication Rubric: Assessment of ILO #2 – Spring 2015
Standard: 3 or higher in all areas is considered successful

Communication Trait	1 Poor	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
Organization • Thesis/purpose • Flow of ideas • Intro/body/conclusion • Artistic composition • Grammatical structure/linguistics	**Not executed;** does not have clear structure or organization	**Somewhat executed;** some portions have clear structure and organization	**Mostly executed;** most portions have clear structure and organization	**Majorly executed;** majority of portions have clear structure and organization	**Fully executed;** all portions have clear structure and organization
Delivery • Verbal, Syntax • Non-verbal • Shows awareness of audience • Technical skill • Phonology, correct pronunciation, non-manual signs, parameter	**Not executed;** does not use appropriate syntax, technique, non-verbal cues, etc…	**Somewhat executed;** some use of appropriate syntax, technique, non-verbal cues, etc…	**Mostly executed;** mostly used appropriate syntax, technique, non-verbal cues, etc…	**Majorly executed;** majority use of appropriate syntax, technique, non-verbal cues, etc…	**Fully executed;** full use of appropriate syntax, technique, non-verbal cues, etc… throughout
Substantive Content • Adequate and appropriate data • Research/support/ evidence • Accuracy of content • Artistic creativity/ originality • Lexicon, vocabulary	**Not executed;** does not demonstrate sufficient research, sound data, or original thought	**Somewhat executed;** Some demonstration of sufficient research, sound data, or original thought	**Mostly executed;** mostly demonstrated sufficient research, sound data, or original thought	**Majorly executed;** majority demonstration of sufficient research, sound data, or original thought	**Fully executed;** full demonstration of sufficient research, sound data, or original thought throughout

Appendix B: Courses included in analysis

The following courses had ratings submitted for the Communication ILO analysis.

ART-101
ART-102B
ART-141
ART-205B
CIS-13
ENGL-20A
ENGL-36
ENGL-A
MATH-130
MATH-150
MATH-37
MATH-40
MATH-73
NURS-154
SLAN-111
SLAN-112
SLAN-200

ILO ACTION PLAN Possibilities

(Based on Flex Day activity and 9/14/15 ALC meeting)

College support
1. Share data with SEP/SSSP coordinators – SEP proposal?
    a. Possible summer/winter workshops to prepare students
2. Linguist input/training on speech patterns and different linguistic backgrounds
3. Increased understanding and utilization of support services offered on campus. Maybe create incentives for their use.

SLO Process
1. Larger sample, pre- and post-assessment

Teaching Strategies
1. Increased teacher preparation and modelling
    a. Jason Suarez led training
2. Writing assignments in all courses. Implement writing across the curriculum
3. Library resources better utilized – research and citation help
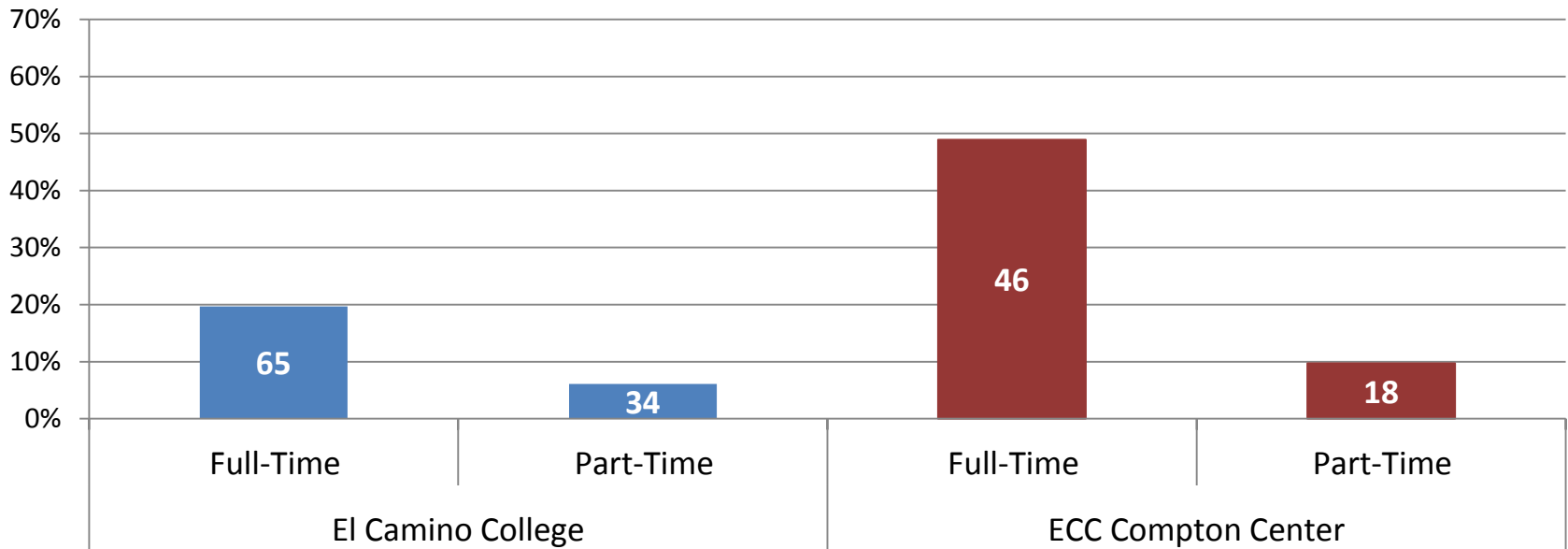
Curriculum Changes
1. Examine pre-requisites to ensure basic skills are met. Would have to identify which courses?

Assessment of Learning Faculty Survey

Fall 2014

Institutional Research and Planning

Survey Participation

- Survey sent by ECC email during the Fall 2014 semester to all ECC and ECC Compton Center faculty.
- Survey administered for 3 week period.
- Emailed by institutional research and planning at El Camino College and by the CCCD CEO for the Compton Center.

Involvement with SLO/PLO Assessment

- 94% of ECC and 89% of Compton Center FT faculty are directly involved in SLO assessment.
- 65% of ECC and 78% of Compton Center PT faculty also indicate involvement.
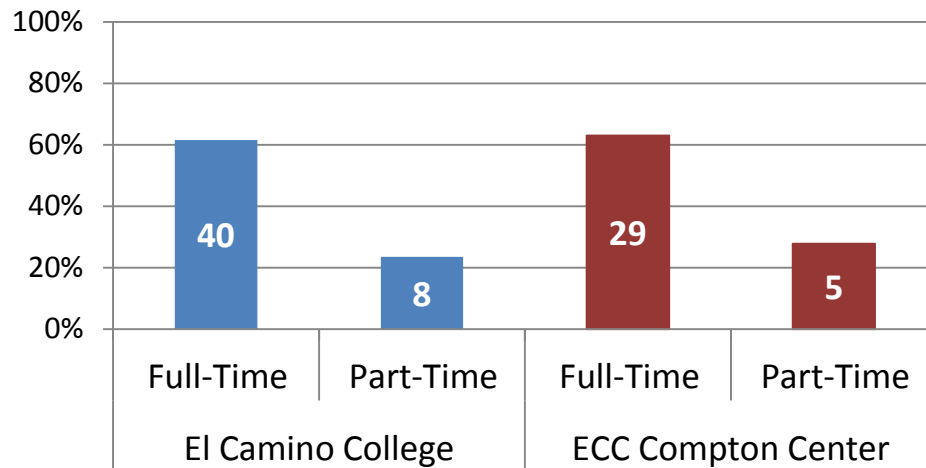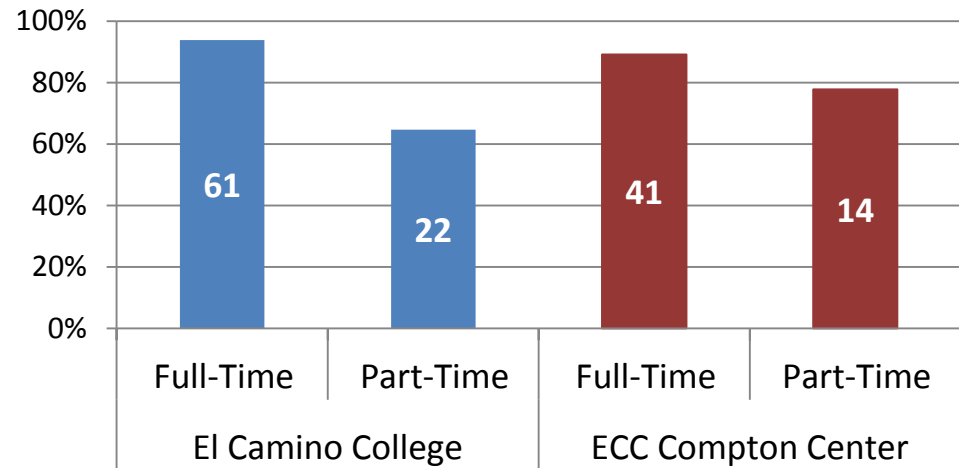
- 62% of ECC and 63% of Compton Center FT faculty are directly involved in PLO assessment.
- Only 24% of ECC and 28% of Compton Center PT faculty indicate involvement.
- Similar number participate in alignment grid.

Informing Students

- 80% of FT faculty at both locations communicate SLO's through syllabi.

- 90% of PT faculty use syllabi to communicate SLO's

- Half of ECC faculty do not discuss PLO's with students.

- Most Compton Center faculty communicate PLO's using discussion or syllabi.

Adequacy of Support

El Camino College	Compton Center	El Camino College	Compton Center
97	59	68	57
If you have questions or problems with the SLO process, do you know who to go to for assistance?		Does the college offer adequate TracDat training to complete SLO/PLO reports?	
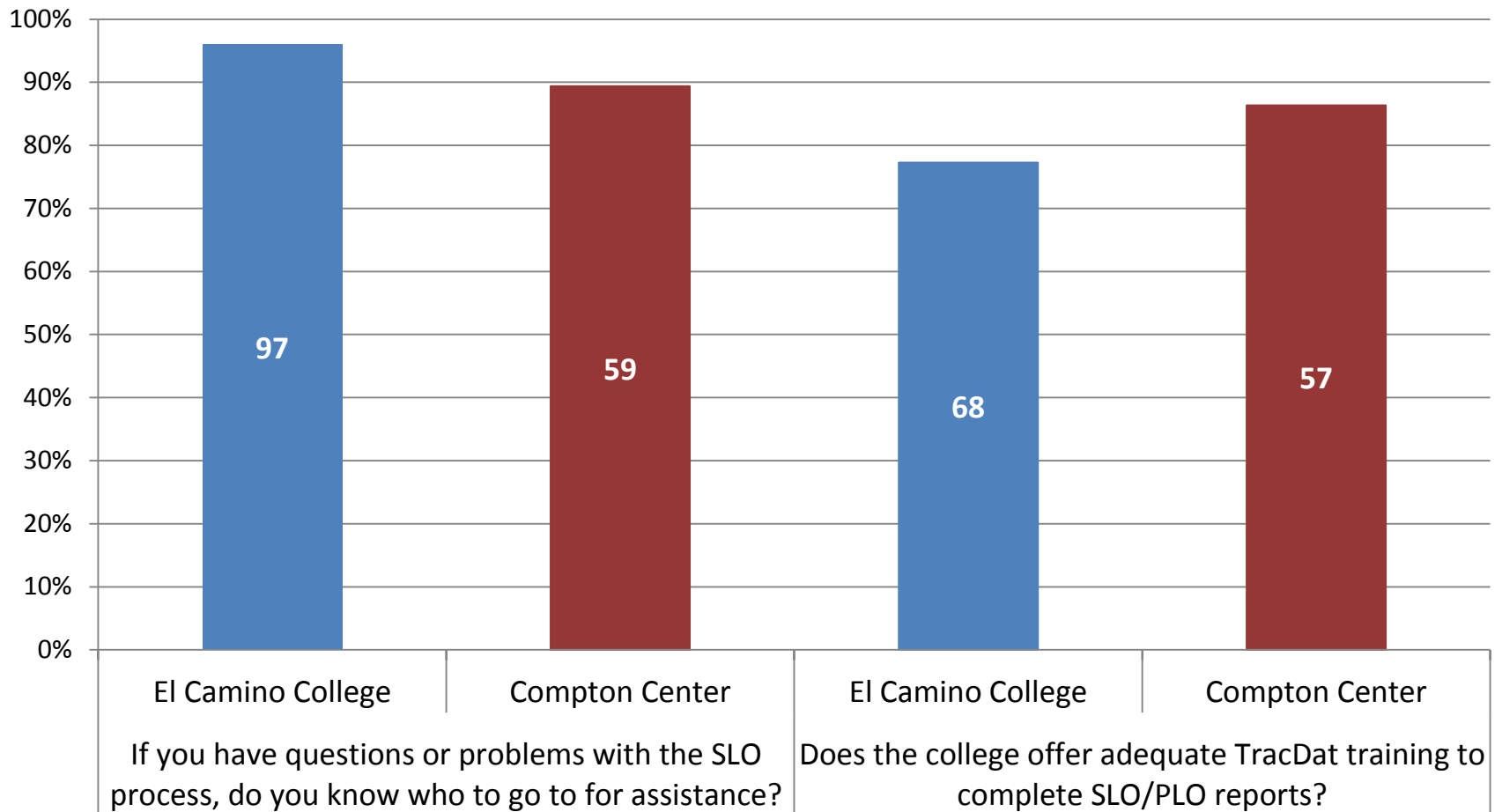
Self Assessment

- FT faculty at both locations rate themselves "Very Good" in regards to SLO competence.

- PT faculty rate themselves between "Good and "Very Good" in SLO competence.

- ALL faculty average a "Good" rating for PLO competence.

- Majority (2/3) of faculty use results to improve teaching strategies or methods.

Assessment of Learning Outcomes

Status:
- ⊙ Full Time Faculty
- ⊙ Part Time Faculty
- ⊙ Deans/Associate Deans
- ⊙ Division Staff

1. Where do you teach most of your El Camino College classes?
- ⊙ El Camino College
- ⊙ ECC Compton Center
- ⊙ Both equally

2. Have you been directly involved in a COURSE SLO assessment within the past two years?
- ⊙ Yes
- ⊙ No

3. Did the results prompt you to make changes in any of the following areas? Mark all that apply?
- ☐ Teaching Strategies or Methods
- ☐ Curriculum
- ☐ Recommendations for Program Changes
- ☐ Recommendations to College
- ☐ SLO Process
- ☐ None
- ☐ Other (please specify) [   ]

4. Have you been directly involved in a PROGRAM SLO assessment within the past two years?
- ⊙ Yes
- ⊙ No

5. Did the results prompt you to make changes in any of the following areas? Mark all that apply.
- ☐ Teaching Strategies or Methods
- ☐ Curriculum
- ☐ Recommendations for Program Changes
- ☐ Recommendations to College
- ☐ SLO Process
- ☐ None
- Other (please specify)

☐   ☐ [   ]

6. Have you participated in the Institutional (ILO), Program (PLO) or Course (SLO) alignment process by reviewing or updating the Alignment Grids?

○ Yes

○ No

7. In what ways have you discussed any assessment results with colleagues? Mark all that apply.

☐ Planning Summits

☐ Division Meetings

☐ Department Meetings

☐ Flex Day Activities

☐ Email Dialogue

☐ Phone Conversations

☐ One-to-one Conversations

☐ No Dialogue

8. How would you rate your skill or competence at assessing Course Level SLOs?

○ Excellent

○ Very Good

○ Good

○ Fair

○ Poor

9. How would you rate your skill or competence at assessing Program Level SLOs?

○ Excellent

○ Very Good

○ Good

○ Fair

○ Poor

10. If you have questions or problems with the SLO process, do you know who to go to for assistance?

○ Yes

○ No

11. Have your assessment results been used in the following areas? Mark all that apply.

☐ Program Review

☐ Course Review

☐ Annual Program or Unit Plans

☐ Plan Builder

☐ College-wide or Center-wide Planning

☐ Resource Requests

☐ Don't Know

12. How do you make students aware of course SLO statements?
    ○ Syllabus
    ○ Handouts
    ○ Discussion
    ○ Other
    ○ N/A

13. How do you make students aware of PLO statements?
    ○ Syllabus
    ○ Handouts
    ○ Discussion
    ○ Other
    ○ N/A

14. Does the college offer adequate TracDat training to complete SLO/PLO reports?
    ○ Yes
    ○ No

15. Are you aware of SLO/PLO training workshops?
    ○ Yes, and participated
    ○ Yes, but did not participate
    ○ No, but would like to participate
    ○ No, but would not participate

Submit

COURSE NO:	[Ex: PE 54]									FALL	2018
COURSE NAME:	[Ex: Weight Training]										
Lead Faculty:											

Instructions: Enter in **BOLDED TEXT** the SLO statement and Assessment Method of the SLO(s) that is(are) being assessed this semester.

SLO # 1: *[Enter SLO statement here]*
ssess. Method: *[Enter corresponding Assessment Method here]*
SLO # 2: *[Enter SLO statement here]*
ssess. Method: *[Enter corresponding Assessment Method here]*
SLO # 3: *[Enter SLO statement here]*
ssess. Method: *[Enter corresponding Assessment Method here]*
SLO # 4: *[Enter SLO statement here]*
ssess. Method: *[Enter corresponding Assessment Method here]*
SLO # 5: *[Enter SLO statement here]*
ssess. Method: *[Enter corresponding Assessment Method here]*
SLO # 6: *[Enter SLO statement here]*
ssess. Method: *[Enter corresponding Assessment Method here]*

Section No.	No. of Students in Class	Instructor Last Name	Instructor First Name	No. of Students Who Met Standard SLO #1	% Met Standard SLO #1	No. of Students Who Met Standard SLO#2	% Met Standard SLO #2	No. of Students Who Met Standard SLO#3	% Met Standard SLO #3	No. of Students Who Met Standard SLO #4	% Met Standard SLO #4	No. of Students Who Met Standard SLO#5	% Met Standard SLO #5	No. of Students Who Met Standard SLO #6	% Met Standard SLO #6
1234	30	Clowers	Linda	15	50%	29	97%			23	77%				
5678	20	Serr	Russell	10	50%	18	90%			17	85%				
2468	50	Degnan	Kevin	45	90%	40	80%			42	84%				
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Averages	100			70	70%	87	87%								

MULTI-SECTION ASSESSMENT WORKSHEET