



# FALL 2014 Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (HUM) - Academic Strategies

Course SLOs 1 and ctu.unitid = 738	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: AS 23 - Spelling Techniques - SLO #1 - Students will proofread college-level texts and identify most spelling errors.</p> <p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)  2016-17 (Fall 2016)  2017-18 (Fall 2017)</p> <p><b>Input Date:</b>  12/10/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Assessment Method Description:</b>  Given a college-level text, students proofread to identify and correct spelling errors.</p> <p><b>Assessment Method:</b>  Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b>  75% of students will succeed on this SLO</p>	<p>12/11/2014 - Out of 14 students, 12 students (86%)) had acceptable results, and 2 students (14%) did not. Target for success exceeded.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b>  Martha Ansite</p>	<p>12/10/2015 - Continue with current teaching practices.</p> <p><b>Action Category:</b>  Teaching Strategies</p>
<p>ECC: AS 23 - Spelling Techniques - SLO #2 - Students will correct common spelling errors identified within a text.</p> <p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)  2016-17 (Fall 2016)  2017-18 (Fall 2017)</p> <p><b>Input Date:</b>  12/10/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Assessment Method Description:</b>  Given a quiz sheet of sentences, students will correct spelling errors using the spelling rules previously discussed in class.</p> <p><b>Assessment Method:</b>  Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b>  75% of students will succeed on this SLO.</p>	<p>12/11/2014 - Out of 14 students, 12 students (86%) were successful on the SLO, and 2 students (14%) were not. Target for success was exceeded.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b>  Martha Ansite</p>	<p>12/10/2015 - Continue current teaching strategies.</p> <p><b>Action Category:</b>  Teaching Strategies</p>
<p>ECC: AS 23 - Spelling Techniques - SLO #3 - Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.</p> <p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)  2016-17 (Fall 2016)  2017-18 (Fall 2017)</p> <p><b>Input Date:</b>  12/10/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Assessment Method Description:</b>  List of unfamiliar words with missing suffixes will be given to students to complete according to spelling rules previously discussed in class.</p> <p><b>Assessment Method:</b>  Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b>  75% of students will succeed on this SLO.</p>	<p>12/11/2014 - Out of 14 students, 11 (79%) were successful on this SLO, and 3 students (21%) were not. Target for success was met.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b>  Martha Ansite</p>	<p>01/27/2015 - Continue current teaching practices.</p> <p><b>Action Category:</b>  Teaching Strategies</p>
<p>ECC: AS 25 - Thinking Skills for College Courses - SLO #1 - Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.</p>	<p><b>Assessment Method Description:</b>  Corrected worksheets using techniques taught solving verbal reasoning problems were used as well as the scores on the pre and post (final) tests.</p> <p><b>Assessment Method:</b></p>	<p>02/24/2015 - 29 students finished one section of AS 25 Thinking Skills for College Courses. They were asked to work with a partner (whose pretest scores were close to their own) on 4 to 6 worksheets of verbal reasoning problems. The students needed to use the methods for solving the problems taught by the instructor and they</p>	<p>02/24/2015 - The students' skill level in problem solving vary so greatly, from IQ below 95 to an IQ that exceeds 125 (according to Whimbey), that precise care must be taken in:  1. Creating partnerships and work</p>

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<p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)  2016-17 (Fall 2016)  2017-18 (Fall 2017)  2018-19 (Fall 2018)</p> <p><b>Input Date:</b>  12/10/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p>Multiple Assessments</p> <p><b>Standard and Target for Success:</b>  Students will achieve 70% success rate on worksheets. In addition, they will score on the Final the same or a higher score than they achieved on the pretest.</p>	<p>needed to do them out loud so their partners and the instructor could hear how they solved the problem. Mistakes on the worksheets were identified by the instructor then corrected by the students. 24 (83%) of the participating students succeeded and showed competence on four to six worksheets using the methods taught in class. 5 (17%) of the students found problem solving very difficult and showed little success.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b>  Sharon Van Enoo</p>	<p>groups.</p> <p>2. Because of the amount of time spent with each student the class size should stay at 30 or less. Final scores suffer when the class is too big.</p> <p>3. There must be enough challenging assignments for high achievers that are not required of lower achievers.</p> <p>4. There should be more math word problems created.</p> <p>Instructors should:</p> <p>1. Be conscious of teaching to the final outcome: answer the question asked with the greatest of speed and accuracy. This is required of all professional tests.</p> <p>2. Teach methods with fixed steps, require neatness and make sure all instructions are followed for accuracy and a positive outcome.</p> <p>3. Find more time to spend on math reading problems. The stress should be on the concrete so students understand what they are looking for before formulas are taught.</p> <p><b>Action Category:</b>  Curriculum Changes</p>
<p>ECC: AS 25 - Thinking Skills for College Courses - SLO #2 - Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.</p> <p><b>Course SLO Assessment Cycle:</b>  2014-15 (Fall 2014)  2015-16 (Fall 2015)  2016-17 (Fall 2016)  2017-18 (Fall 2017)  2018-19 (Fall 2018)</p> <p><b>Input Date:</b>  12/10/2013</p> <p><b>Course SLO Status:</b>  Active</p>	<p><b>Assessment Method Description:</b>  Corrected worksheets using techniques taught solving trends and patterns problems were used as well as the scores on the pre and post tests.</p> <p><b>Assessment Method:</b>  Multiple Assessments</p> <p><b>Standard and Target for Success:</b>  Students will achieve 70% success rate on worksheets. In addition, they will score on the Final the same or a higher score than they achieved on the pretest.</p>	<p>02/24/2015 - 29 students were in one section of AS 25. They were asked to work with their existing partner using the problem solving methods taught by the instructor for trends and patterns. They needed to do them out loud so their partner and the instructor could hear how they solved the trends and patterns problems. Mistakes on the worksheets were identified by the instructor then corrected by the students. 21 (72%) of the participating students succeeded and showed competence on four to five worksheets using the specific methods taught in class. 8 (28%) of the students were not able to complete four worksheets or do them with 70% accuracy. Some students had trouble with simple math such as adding, subtracting, multiplying and dividing.</p> <p><b>Standard Met? :</b>  Yes</p> <p><b>Semester and Year Assessment Conducted:</b>  2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b>  Sharon Van Enoo</p>	<p>02/24/2015 - The students' skill level in problem solving vary so greatly, from IQ below 95 to an IQ that exceeds 125 (according to Whimbey), that precise care must be taken in:</p> <p>1. Creating partnerships and work groups.</p> <p>2. Because of the amount of time spent with each student the class size should stay at 30 or less. Final scores suffer when the class is too big.</p> <p>3. There must be enough challenging assignments for high achievers that are not required of lower achievers.</p> <p>4. There should be more math word problems created.</p> <p>Instructors should:</p> <p>1. Be conscious of teaching to the final outcome: answer the question asked with the greatest of speed and accuracy. This is required of all professional tests.</p>

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			<p>2. Teach methods with fixed steps, require neatness and make sure all instructions are followed for accuracy and a positive outcome.</p> <p>3. Find more time to spend on math reading problems. The stress should be on the concrete so students understand what they are looking for before formulas are taught.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>ECC: AS 25 - Thinking Skills for College Courses - SLO #3 - Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) 2018-19 (Fall 2018)</p> <p><b>Input Date:</b> 12/10/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Corrected worksheets using techniques taught solving analogies were used as well as the scores on the pre and post tests.</p> <p><b>Assessment Method:</b> Multiple Assessments</p> <p><b>Standard and Target for Success:</b> Students will achieve 70% success rate on worksheets. In addition, they will score on the Final the same or a higher score than they achieved on the pretest.</p>	<p>02/24/2015 - 29 students were in one section of AS 25. They were asked to work by themselves or with their existing partner using problem solving methods taught by the instructor for analogies. They needed to be able to verbalize the steps necessary to solve analogy problems. They worked on 6 worksheets in class. These were corrected in class with student and teacher participation. 24 (83%) of the participating students succeeded and showed competence on six worksheets using the specific methods taught in class. 5 (17%) had a hard time understanding how to use the specific methods.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Sharon Van Enoo</p>	<p>02/24/2015 - 1. It is important that analogies be solved out loud because students tend to guess with their feelings instead of logic.</p> <p>2. The steps should be constantly reinforced:</p> <ol style="list-style-type: none"> <li>Identify parts of speech</li> <li>Look for general relationships</li> <li>Look for specific relationships</li> <li>Order</li> <li>The need to extend one's vocabulary</li> </ol> <p>This</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>ECC: AS 33 - Memory Techniques - SLO #1 - Students will be able to explain two different mnemonic systems for encoding the same cluster of information.</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</p> <p><b>Input Date:</b> 12/10/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> A comprehensive in-class final that both tests students' ability to recall material memorized previously in the semester and to demonstrate different methods for encoding new information presented on the final.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> 70% of students will succeed in this SLO.</p>	<p>12/11/2014 - 75% of students (21 of 28) succeeded in this SLO. Repeated assignments both in-class and as homework that asked students to encode and retrieve information in a variety of mnemonic devices contributed to the success of this SLO.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014)</p> <p><b>Faculty Assessment Leader:</b> Brent Isaacs</p>	<p>12/10/2015 - Continue current teaching practices.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>ECC: AS 33 - Memory Techniques - SLO #2 - Students will be able to demonstrate a method of rehearsal of previously retained information.</p>	<p><b>Assessment Method Description:</b> A comprehensive in-class final that both tests students' ability to recall material memorized</p>	<p>12/11/2014 - 75% of students (21 of 28) succeeded in this SLO. Repeated assignments both in-class and as homework that asked students to encode and retrieve</p>	<p>12/10/2015 - Continue current teaching practices.</p>

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<b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/10/2013 <b>Course SLO Status:</b> Active	previously in the semester and to demonstrate different methods for encoding new information presented on the final. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 70% of students will succeed in this SLO.	information in a variety of mnemonic devices contributed to the success of this SLO. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Brent Isaacs	<b>Action Category:</b> Teaching Strategies
ECC: AS 33 - Memory Techniques - SLO #3 - Students will be able to recall information pegged to a specific mnemonic system. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/10/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> A comprehensive in-class final that both tests students' ability to recall material memorized previously in the semester and to demonstrate different methods for encoding new information presented on the final. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 70% of students will succeed in this SLO.	12/11/2014 - 75% of students (21 of 28) succeeded in this SLO. Repeated assignments both in-class and as homework that asked students to encode and retrieve information in a variety of mnemonic pegging methods contributed to the success of this SLO. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Brent Isaacs	12/10/2015 - Continue current teaching practices.  <b>Action Category:</b> Teaching Strategies
ECC: AS 35 - Listening and Notetaking Strategies - SLO #1 - Students will be able to demonstrate the use of common abbreviations and speedwriting techniques. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/10/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> An in-class final in which students must take notes on the same article in two different note-taking styles. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 70% of students will succeed in this SLO.	12/11/2014 - 86% of students (31 of 36) succeeded in this SLO. In-class and homework assignments in which students practiced using common abbreviations properly contributed to the success rate of this SLO. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Brent Isaacs	12/10/2015 - Continue current teaching practices.  <b>Action Category:</b> Teaching Strategies
ECC: AS 35 - Listening and Notetaking Strategies - SLO #2 - Students will be able to exhibit proper use of the Cornell note-taking system. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/10/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> An in-class final in which students must take notes on the same article in two different note-taking styles. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 70% of students will succeed in this SLO.	01/27/2015 - 86% of students (31 of 36) succeeded in this SLO. In-class and homework assignments in which students practiced using the Cornell note-taking system properly contributed to the success rate of this SLO. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Brent Isaacs	12/10/2015 - Continue current teaching practices.  <b>Action Category:</b> Teaching Strategies

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ECC: AS 35 - Listening and Notetaking Strategies - SLO #3 - Students will be able to demonstrate the use of concept mapping as a note-taking system. <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014) 2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017) <b>Input Date:</b> 12/10/2013 <b>Course SLO Status:</b> Active	<b>Assessment Method Description:</b> An in-class final in which students must take notes on the same article in two different note-taking styles. <b>Assessment Method:</b> Exam/Test/Quiz <b>Standard and Target for Success:</b> 70% of students will succeed in this SLO.	01/27/2015 - 86% of students (31 of 36) succeeded in this SLO. In-class and homework assignments in which students practiced using the concept map system of note-taking properly contributed to the success rate of this SLO. <b>Standard Met? :</b> Yes <b>Semester and Year Assessment Conducted:</b> 2014-15 (Fall 2014) <b>Faculty Assessment Leader:</b> Brent Isaacs	12/10/2015 - Continue current teaching practices.  <b>Action Category:</b> Teaching Strategies