El Camino College

Follow-Up Report 2013

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted By

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506
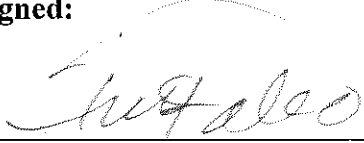
310-532-3670
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October 15, 2013

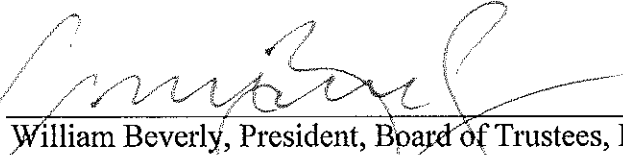# Follow-Up Report 2013 – Certification Page

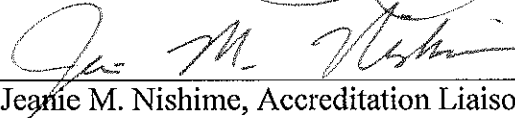To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Thomas M. Fallo, Superintendent/President
El Camino College
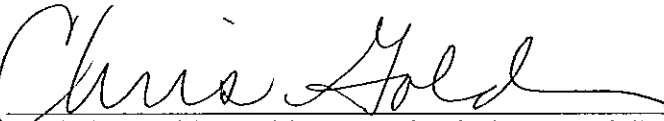16007 Crenshaw Boulevard
Torrance, California 90506

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of the institution.

Signed:

_____   10-8-13
Thomas M. Fallo, Superintendent/President   Date

_____   10-8-13
William Beverly, President, Board of Trustees, El Camino College   Date

_____   10/8/13
Jeanie M. Nishime, Accreditation Liaison Officer   Date

_____   10/8/13
Christina Gold, President, Academic Senate, El Camino College   Date

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Report Preparation

This follow-up report was developed in response to the Accreditation Commission for Community and Junior Colleges (ACCJC) Action Letter dated February 11, 2013.

The Follow-Up Report 2013 was prepared by faculty Student Learning Outcomes Coordinators Kaysa Laureano-Ribas, Christopher Mello, Chelvi Subramaniam, and Janet Young; Associate Dean of Academic Affairs, Robert Klier; and Vice President of Academic Affairs, Francisco Arce. This report has been reviewed by all major consultative groups on campus. In addition, the report was accepted by the El Camino Community College District Board of Trustees at their meeting September 3, 2013, and is published on the College website.

Recommendation 2: Student Learning Outcomes

The college should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program, and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure that the College shall attain, by 2012, the level of Proficiency in the ACCJA Rubric for Evaluating Institutional Effectiveness: Part III: Student Learning Outcomes *(II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; II.A.7).*

After submission by El Camino College of its Follow-Up Report and the subsequent November 14, 2012 Follow-Up Team Visit, the Commission required the College to fully resolve the deficiencies noted in the above recommendation. While the evaluation team noted the development of a plan and timeline for Student Learning Outcomes (SLOs) as well as increased course SLO assessment from 2011 to 2012, it recognized that the plan had not resulted in achievement of Proficiency level by fall 2012. They identified that the College needed to:

- Increase and strengthen course SLO assessment
- Ensure degree program assessment of outcomes fully addresses range of knowledge and competencies expected of students
- Ensure assessment results promote fine tuning of curriculum and other changes resulting in improved student learning

A. Response to the Recommendation

Since the Commission's Follow-Up Team Visit in November 2012 and the Commission's Action Letter delivered in February 2013, El Camino College faculty, staff, and administration have been engaged in a college-wide accelerated effort to identify and assess measurable learning outcomes. Over 300 faculty members have participated in planning and revising assessment processes, conducting learning outcomes assessments, and establishing action plans designed to improve student learning. The 23 member cross-disciplinary Assessment of Learning Committee (ALC), faculty SLO Coordinators and SLO Facilitators, and the Office of Academic Affairs have coordinated this comprehensive effort.

The College engaged in a wide variety of student learning outcomes assessment actions, including the following:

1. Conducted a campus-wide SLO audit to attain verified and increased SLO assessment count
2. Integrated SLO reporting and dialogue into a range of meetings and consultative bodies
3. Promoted increased collaboration and communication regarding student learning among faculty, division SLO committees, SLO Facilitators, SLO Coordinators, division deans, and the Office of Academic Affairs

4. Allocated budgetary resources for SLO efforts, including hiring and staff development
5. Articulated a mission, goals, and planning activities for the Assessment of Learning Committee
6. Implemented new SLO tracking software
7. Improved SLO assessment reporting and review methods to elicit higher quality analysis and action plans to improve student learning
8. Conducted SLO assessment quality training and presentations
9. Clarified and revised Program Learning Outcome (PLO) guidelines, essential assessment outcomes components, and the PLO approval process
10. Reviewed and generated additional PLOs to ensure breadth and quality of assessment outcomes
11. Continued to incorporate PLO results into fine-tuning of instruction, curriculum, and planning
12. Included additional SLO prompts and guidelines in the Program Review template to more fully integrate SLOs into planning, review, and budgetary processes
13. Standardized and made accessible SLO, PLO, and Institutional Learning Outcomes (ILO) alignment grids and timelines
14. Redesigned the SLO webpages and commenced redesign of academic division webpages for ease-of-use and to include additional materials for faculty, staff, administration, and community members
15. Utilized Service Area Outcomes (SAOs) for Student & Community Advancement (SCA) areas to better reflect the programming and services provided by Student Services departments, offices, and programs
16. Published an annual SLO Coordinators Report

The College has resolved Recommendation 2 and continues to make significant progress in implementing teaching, curricular, and other changes based on assessment outcomes. The College is at Proficiency level according to the Commission's *Rubric for Institutional Effectiveness: Student Learning Outcomes* and by fall 2014 will meet all criteria of the Sustainable Continuous Quality Improvement level.

This report responds to the noted deficiencies by analyzing the College response to the findings and describing how deficiencies have been resolved. This report then provides an update on additional plans relating to assessments and how those plans will advance the College to the Sustainable Continuous Quality Improvement level.

The decisions reached and the actions taken by the College are the result of significant institutional progress in the assessment process. The steps outlined below are evidence of the College's commitment to this process. The contents of this report apply to El Camino College and the Compton Educational Center.

B. Analysis and Resolution of Deficiencies
In response to the recommendations made by the Commission's November 2012 Follow-Up Team Visit and the findings of the Commission's February 2013 Action Letter, the College

acted immediately and purposefully. The Commission's actions provided the College with the opportunity to further clarify and enhance outcomes assessment processes. The March 2013 issue of *The President's News* clearly outlined the College's goals regarding SLOs and assessment[1]. Discussion regarding assessment intensified at all institutional levels, including meetings of the Academic Senate[2], the Council of Deans[3], and Academic Affairs Deans and Directors[4]. Faculty and administrators addressed needed actions for sustainable outcomes assessment in academic division[5] and department meetings[6]. The broad-based Assessment of Learning Committee (ALC), composed of faculty, SLO Coordinators, division representatives, Institutional Research & Planning representatives, deans, and Curriculum Committee representatives, focused discussion and activities on ILO assessment processes as well as SLO and PLO training[7]. Faculty, staff, and administration recognized and acted on

[1] http://www.elcamino.edu/administration/president/archives/2013/presnews03072013.pdf

[2] http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes2.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes5.21.2013.pdf

[3] http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes1.24.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.14.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.28.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes5.23.2013.pdf

[4] http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting5.2.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting6.6.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeetingAugust2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting9.5.2013.pdf

[5] http://www.elcamino.edu/cmte_minutes/minutes/1124/04182013103035.pdf
http://www.elcamino.edu/cmte_minutes/minutes/1124/03142013114831.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/Div_Council_Minutes_2012-11-20.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/SLO_Mtg_Minutes_2012-9-17.pdf
http://www.elcamino.edu/academics/humanities/SLO%20March%2012%20minutes.pdf
http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/Spring%202013%20-%20B%20%20SS%20%20Flex%20Day%20Minutes.pdf
http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20April%204%202013.pdf
http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20December%206%202012.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingAgendaHSA3.12.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingAgendaHSA5.14.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOMeetingMaterialsMath11.8.12.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOMeetingMaterialsMath3.14.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingNotesBusiness2.6.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingNotesBusiness3.26.13.pdf

[6] http://www.elcamino.edu/academics/behavioralsocial/childhooded/Childhood%20Education%20Department%20Minutes%20-%20Spring%202013.pdf
http://www.elcamino.edu/academics/behavioralsocial/economics/Economics%20Department%20Minutes%20-%20Spring%202013%20Revised.pdf
http://www.elcamino.edu/academics/humanities/journalism/Journalism%20mtg%20minutes%20Apr%203%202013.pdf
http://www.elcamino.edu/academics/humanities/Academic%20Strategies%202-16-13.pdf
http://www.elcamino.edu/academics/humanities/FL%20Minutes%20Apr%2016%202013.pdf
http://www.elcamino.edu/academics/naturalsciences/astronomy/docs/Astronomy_Mtg_Minutes_2012-10-18.pdf
http://www.elcamino.edu/academics/naturalsciences/lifescience/docs/Life_Science_Mtg_Minutes_2013-3-19.pdf
http://www.elcamino.edu/academics/naturalsciences/earth/doc/Earth_Science_Mtg_Minutes_2012-12-4.pdf
http://www.elcamino.edu/academics/behavioralsocial/politicalsci/Political%20Science%20Department%20Minutes%20-%20Spring%202013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DepartmentMeetingAgendaKinesiology8.22.2013.pdf

[7] http://www.elcamino.edu/academics/slo/sloreportevidence/ALCMeetingMaterials9.23.2013.pdf

the need to be more articulate and specific regarding what assessment means to the College, its mission, and student learning.

The College allocated appropriate resources to address assessment issues and to continue to improve the number and quality of SLO and PLO assessments. The College filled the vacant Associate Dean of Academic Affairs position, a position created in 2010 to specifically oversee and support the College's work with learning outcomes, program review, and curriculum[8]. The College also continued to fund four SLO Coordinator positions and fourteen SLO Facilitator positions. The four SLO Coordinator positions were again funded at 33 percent re-assigned time each[9]. These positions were established in 2006 in order to coordinate campus assessment efforts and will continue to be funded at these levels through at least AY 2013-2014. SLO Coordinators were also approved for a significant number of summer 2013 hours to implement new SLO tracking software, prepare faculty training resources, and update the SLO website[10]. SLO Facilitator positions were initially funded for a total of up to 70 hours each for AY 2012-2013[11]. When the audit work and assessment improvement efforts warranted additional necessary work, the College funded SLO Facilitators for up to an additional 35 hours each for the spring 2013 semester[12]. The work of the SLO Coordinators and SLO Facilitators was essential to the College successfully addressing and strengthening its level, quality, and usage of assessments. The College also supported attendance for four SLO Coordinators, the Vice-President of Student and Community Advancement, and the Vice-President of Academic Affairs at the April 19, 2013 ACCJC Regional Workshop at Pierce College[13]. A presenter at this workshop, David Marshall of the Institute for Evidence-Based Change, was then brought to the College to present the keynote address and several breakout sessions for the fall 2013 Flex Day activities[14]. The College remains committed to providing proper resources as it fine-tunes the practices used to reach the Sustainable Continuous Quality Improvement level.

Strengthening Student Learning Outcomes Assessments and Usage
The College's SLO processes continue to be evaluated and refined to achieve best practices. Organizational structures continue to support the assessment and improvement of student learning as well as to encourage widespread dialogue about outcomes and assessment. The prioritization of student learning improvement at all institutional levels demonstrates that the College is at proficiency and progressing into Sustainable Continuous Quality Improvement status.

http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/2-25-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/fall2012/9-10-12_Agenda.pdf
[8] http://www.elcamino.edu/administration/vpaa/orgchart.asp
http://www.elcamino.edu/academics/slo/sloreportevidence/JobDescriptionAssociateDeanAcademicAffairs.pdf
[9] http://www.elcamino.edu/academics/slo/contact.asp
[10] http://www.elcamino.edu/administration/board/agendas/2013/6-17-13_agenda.pdf
http://district.compton.edu/board_of_trustees/agenda-06-18-2013.pdf
[11] http://www.elcamino.edu/administration/board/agendas/2008/7-16-12_agenda.pdf
[12] http://www.elcamino.edu/administration/board/agendas/2013/4-15-13_agenda.pdf
[13] http://www.elcamino.edu/academics/slo/sloreportevidence/ACCJCRegionalWorkshopProgram.pdf
[14] http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf

In March 2013, the College was able to state that its rate of course assessment was significantly higher than what had been previously reported to the Commission in October 2012. More courses had been assessed than were reported due to a malfunction of the CurricUNET database[15]. At the programming level of the database, assessment reports had become delinked from their courses and, while backup hard copies of the reports existed, the College had used figures from CurricUNET in its October 15, 2012 Follow-Up Report to the Commission. The database was stabilized and the SLO Coordinators initiated an audit of completed course assessments to determine a verified number of assessments.

The audit included the following steps:

1. Coordinators generated a form listing all active courses.
2. All courses with active SLO assessment reports in CurricUNET were marked off.
3. The lists of Courses with No SLO Assessment Reports were verified by all divisions[16].
4. If an electronic or hard copy of a course assessment report existed, the division noted that on the form.
5. The existence of the electronic or hard copy assessment reports was verified by SLO Coordinators[17].
6. Courses that had not been offered within the past three academic years were inactivated by faculty and removed from the list[18].
7. The collected and verified information was used to generate a list of courses needing to be assessed, which was then distributed to each division.
8. All courses on the lists were scheduled for assessment[19].
9. Academic deans and SLO Facilitators worked with faculty to complete assessments before end of spring 2013 semester.
10. Remaining assessments were scheduled for subsequent semesters through spring 2014[20].

As a result of the SLO audit process, the actual assessment completion rate was verified in March 2013 as 76 percent rather than the 55 percent completion rate initially reported to the Commission. By the end of spring 2013 semester, sustained faculty efforts had increased the College's overall assessment completion rate to a verified 93 percent[21]. Due to the logistical

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[15] http://www.elcamino.edu/administration/board/agendas/2013/03-18-2013-agenda.pdf
[16] http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivision.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivisionSampleCompleted.pdf
[17] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorDeansAuditMeetingsSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditBindersVerification.pdf
[18] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106
http://www.elcamino.edu/cmte_minutes/minutes/106/05142013112338.pdf
[19] http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSample-FineArtsDivision.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSampleCompleted.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAssessmentsDueFall2012.pdf
[20] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditFindingsAllDivisionsSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/Audit-CoursesToReach100Percent.pdf
[21] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforECCJune2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforCECMay2013.pdf

constraints of limited course offerings and section reductions, the College was not able to reach a 100 percent assessment completion rate. By the end of summer 2013, the College assessment completion rate was 96 percent and on track for a 100 percent completion rate by fall 2014[22]. See below table.

El Camino College SLO Assessment Completion Rate through Fall 2014				
% of Courses With At Least One Assessment at end of Spring 2013	% of Courses With At Least One Assessment at end of Summer 2013	% of Courses With At Least One Assessment by end of Fall 2013	% of Courses With At Least One Assessment by end of Spring 2014	% of Courses With At Least One Assessment by end of Fall 2014
93%	96%	98%	99%	100%

The audit process prompted divisions to address absent assessments in an increasingly systematic manner, resulting in an accelerated effort to complete meaningful and authentic assessments. Deeper engagement by faculty, SLO Facilitators, and division deans and associate deans led to vigorous accounting procedures and an exact count of needed assessments. In facilitating the SLO audit, the SLO Coordinators produced more detailed course lists and SLO tracking tables and were able to account for special cases such as Independent Study courses and planned course inactivations. The migration to new SLO tracking software in summer 2013 was facilitated by this accounting process.

The audit process also motivated additional reporting and dialogue among the college areas. Robust discussion intensified amongst faculty, SLO Facilitators, division deans and associate deans, SLO Coordinators, Curriculum Committee, the Assessment Learning Committee, and the Vice-President of Academic Affairs[23]. The SLO Coordinators engaged in frequent SLO dialogue by meeting with and providing workshops for faculty, SLO Facilitators, and division deans, and by regular contact with the Vice-President of Academic Affairs. SLO Coordinators also continued to regularly attend department, division, and Academic Senate meetings[24]. SLO-specific items were systematically included in meetings of the academic departments, division councils, Assessment Learning Committee, Academic Senate, and El

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[22] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdatebyDivisionthroughFall2014-8.20.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforCEC9.24.2013.doc
[23] http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateSLOMessageJune2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateFall2013WelcomeMessage.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessagetoFineArtsFacultySpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSLOCommitteeMeetingMinutesSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDeanMessagetoFacultyForTeacherEvaluation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleDivisionMemoSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleMessageFacilitatorsCoordinatorandDeans.pdf
http://www.elcamino.edu/cmte_minutes/minutes/106/02262013111751.pdf
http://www.elcamino.edu/cmte_minutes/minutes/106/03122013111824.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/2-25-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ALCSampleMinutes9.9.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorsMeetingsSampleAgenda.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityMessageFromVPAASpring2013.pdf
[24] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorDeansAuditMeetingsSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorMessageTracDatFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTrainingEmailToFacultyFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorTracDatTrainingUpdateToFacilitators.pdf

Camino College Board of Trustees[25]. An Academic Senate Vice President of Instructional Effectiveness position was established in spring 2012 and reports on assessment activities during each Academic Senate meeting[26]. SLO- and PLO-related content and dialogue have become a prominent and regular feature of the College's Flex Day presentations and the division Flex Day activities[27]. The College also continued to evaluate its outcomes assessment processes and disseminate results[28].

Faculty feedback, the audit process, and a thorough analysis of the SLO database, CurricUNET's SLO Module, indicated that the College should research and identify other possible SLO tracking software. The research process, conducted by the SLO Coordinators, began in early spring 2013 and resulted in the presentation of SLO software options to a diverse group of faculty, staff, and administrators in April 2013. Those present at this session provided feedback to the SLO Coordinators who then recommended purchase of the TracDat software based on overwhelmingly positive response to this option[29]. In May 2013, the College contracted with Nuventive to provide TracDat software to both campus locations and also to provide the SharePoint option which will allow the College to more closely integrate data from SLOs, program review, annual planning, and budgeting[30]. During

[25] http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDepartmentMeetingMinutesFall2012.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDepartmentMeetingMinutesSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionMeetingMinutesCECSpring2013
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionCouncilMeetingMinutesSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionMeetingMaterialsSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ALCMeetingMaterials9.23.2013.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/2-25-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ALCSampleMinutes9.9.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes2.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes5.21.2013.pdf
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http://www.elcamino.edu/administration/board/agendas/2013/03-18-2013-agenda.pdf
http://www.elcamino.edu/administration/board/agendas/2013/09-03-13_agenda.pdf
[26] http://www.elcamino.edu/academics/academicsenate/officers.asp
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateFall2013WelcomeMessage.pdf
[27] http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDaySpring2013PresentationtoFaculty.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSpring2013FlexDayMaterials.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAlignmentGridProjectSheet.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatatorPresentation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FollowUpCampusMessage.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynoteEvaluation.pdf
[28] http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOProficiencySurveySample.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorSurveyFall2013Results.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentationEvaluation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutSessionEvaluations.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCampusSurveyFall2013.pdf
[29] http://www.elcamino.edu/academics/slo/sloreportevidence/TracDat-eLumenPresentationSignInSheet.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSelectionGuideFeedback.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSelectionRequestandFeedback.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSurveyOfColleges.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/MessageRegardingSLOSoftwareFeedback.pdf
[30] http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoCollegeServiceAgreement5-7-2013.pdf

summer 2013, TracDat software implementation was completed. The SLO assessment template was revised, numerous help items were included, and SLO assessment data was migrated from CurricUNET into TracDat. Past assessment reports were uploaded into TracDat as archived documents to show assessment history. TracDat training materials were generated by the SLO Coordinators and faculty training began at the start of the fall 2013 semester[31]. Faculty will input all fall 2013 and later assessments into TracDat. TracDat generates easy-to-read reports of SLO assessments, which will be made available via the college website. Members of the public will have access to SLO and PLO assessment reports on the SLO website[32].

In addition to its efforts to provide verified SLO assessment numbers along with improved tracking and dialogue mechanisms, the College also committed to increasing the number, depth, and usage of assessments. Faculty worked to ensure that the number of SLOs was sufficient to assess course goals, collected assessment data was detailed, and proposed actions to increase student learning were appropriate.

A number of spring 2013 Flex Day and fall 2013 Flex Day activities focused on SLO and PLO statements and assessments[33]. In division and department meetings following spring 2013 Flex Day sessions, faculty, SLO Facilitators, and deans reviewed their SLOs, PLOs, and assessment timelines and made appropriate revisions. Participants also examined learning outcomes alignment grids and used this opportunity to revise alignments among courses, SLOs, PLOs, and Institutional Learning Outcomes (ILOs)[34].

As a result of continued analysis and reflection regarding the appropriate breadth of SLOs in relation to course objectives, in early fall 2013 faculty began developing additional SLOs to better measure student learning. By November 8, 2013, each course will have a minimum of three and a maximum of six SLOs[35]. In response to this initiative, faculty have been meeting

http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoTracDatSubscriptionAgreement5-6-2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoTSOAgreement5-7-2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSoftwarePurchaseConfirmation.pdf
[31] https://elcamino.tracdat.com/tracdat/
http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSampleScreenshot.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorMessageTracDatFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatQuickStartGuideDraft.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTrainingEmailToFacultyFall2013.pdf
[32] http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSampleReportForPublic2.pdf
[33] http://www.elcamino.edu/administration/staffdev/documents/2013/FlexDaySP2013.pdf
http://www.elcamino.edu/administration/staffdev/documents/2013/Fall%20Flex%20Day%202013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatatorPresentation.pdf
[34] http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSpring2013FlexDayMaterials.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAlignmentGridProjectSheet.pdf
http://www.elcamino.edu/academics/humanities/Flex%20Day%20Minutes%20Feb%206%202013.pdf
http://www.elcamino.edu/academics/behavioralsocial/slo_documents/SLO%20Alignment%20Grid%20Childhood%20Educ
    ation-revised%2012%2011%2012.pdf
http://www.elcamino.edu/academics/humanities/slos/Journalism.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/SLOs-Earth.pdf
http://www.elcamino.edu/academics/slo/corecompassess.asp
[35] http://www.elcamino.edu/academics/slo/sloreportevidence/FacilitatorMeetingAgendaFall2013SLOActivities.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatatorPresentation.pdf

with department, program, and division colleagues to analyze existing SLO statements and to, when appropriate, craft revised and/or additional statements. Faculty are using standardized review guides to ensure all College SLO statements will appropriately measure student learning and elicit useful assessment results[36]. Revised SLOs and alignment grids will be standardized, included on course syllabi, and posted on the SLO webpage and division SLO webpages for spring 2014.

Examples of how faculty members have increased the number of SLOs in order to more fully assess student learning follow as illustration of this process:

- Child Development faculty examined the two SLOs for Child Development 104 *The Home, The School, The Community* and added a third SLO in order to assess course goals regarding student assessment of community influence on families[37].
  1) SLO 1 - Family Support Services: Identify and evaluate community support services and agencies available to families and children.
  2) SLO 2 - Analyzing Values: Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
  3) SLO 3 (Added) - Assessing the Impact of Communities upon Families: Assess the impact of educational, political, and socioeconomic factors on children and families by identifying effective strategies that empower families in children's development.
- English as a Second Language (ESL) faculty examined the one SLO for ESL 53A and revised it into three SLOs in order to allow data analysis to prompt specific actions to make teaching, curricular, and other changes[38].
  1) SLO 1 - Write a summary of a text in their own words, including the title and source of the text and key points.
  2) SLO 2 - Write an effective response to a text, consisting of a personal narrative, opinion, or analysis.
  3) SLO 3 - Use correct paragraph format and basic transition words, basic verb tenses, and basic sentence structure.

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http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewwithGuide-Fall 2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorEmailRegardingSLOIncrease8.20.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DeanEmailSLOIncreaseFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseSampleEmailToFaculty.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseSampleMeetingDates.pdf
[36] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewwithGuide-Fall 2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewGuideSampleEarthSciences.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewGuideSampleEnglish15B.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewGuideSampleFrench22.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseSampleEmailFacultyAssignments.pdf
http://www.elcamino.edu/academics/humanities/esl/ESL%20Department%20Meeting%20Minutes%20September%2010%202013.pdf
http://www.elcamino.edu/academics/humanities/academicstrat/AS%20Minutes%20Sept%205%202013.pdf
[37] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseExampleSLOs.pdf
[38] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseExampleSLOs2.pdf

In early spring 2013, SLO Coordinators and SLO Facilitators analyzed the SLO reporting form and revised it to elicit more detailed and analytical responses from faculty. Additional guiding questions were added to the Action Plan section of the form, prompting faculty to provide specific information about changes needed to improve student learning. Faculty members discussed possible changes to teaching strategies and curriculum, as well as any needed support from the program or college[39]. In June 2013, the SLO reporting form was further revised as part of TracDat implementation to elicit responses from faculty regarding any changes needed in the SLO assessment process so that student learning can be better assessed and analyzed. Faculty members will also provide a timeline for implementing the proposed Action Plan items so that accurate monitoring and follow-up will occur[40]. The inclusion of help items and explanations throughout the form and within TracDat will ensure clear, consistent, and quality SLO assessments and action plans.

Beginning in spring 2013, faculty composed SLO assessment reports using the additional prompts. SLO Coordinators, SLO Facilitators, and division deans reviewed SLO assessment reports with higher expectations in order to assure sufficiency of data and rigorous instructional, curricular, and other strategies to improve student learning. These elevated standards were based on the additional reporting form items as well as the shared impetus with faculty to cultivate effective dialogue and planning based on the completed assessment reports. These steps resulted in a more inclusive and collaborative process as assessment reports were analyzed, discussed, and revised based on feedback. Division deans as well as SLO Facilitators and SLO Coordinators offered fine-tuned recommended changes to submitted SLO reports[41].

To further develop this quality improvement process, a Quality Assessment Training session occurred at the April 2013 Assessment of Learning Committee meeting. Faculty, SLO Coordinators, SLO Facilitators, division deans, and members of the Office of Academic Affairs examined sample SLO reports, discussed strengths and deficiencies, and arrived at a common understanding of what the College would view as an acceptable assessment report. Sample rubrics were also examined and discussed to demonstrate effective usage of rubrics for assessment[42]. With this training, academic division deans were brought even closer into the assessment review chain. Shared expectations allowed faculty, SLO Facilitators, and division deans and associate deans to work even more closely in review of assessment reports. Division deans and associate deans also directly communicated with faculty

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[39] http://www.elcamino.edu/academics/slo/sloreportevidence/CurricUNETRevisedSLOTemplate.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ALCSLOQualityDiscussionNotes.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDaySpring2013PresentationtoFaculty.pdf
[40] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTemplateTracDatFall2013-9.10.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTemplateDialogueSLOFacilitator.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTemplateCampusMessageFall2013.pdf
[41] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityCommentsSample.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityCommentsSample2.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityCommentsSample3.pdf
[42] http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013SignInSheets.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013Feedback.pdf

members as needed to emphasize the necessity of completing a robust report[43]. Division meetings addressed SLO quality issues[44]. Several divisions also adopted a standardized rubric for select courses to create a common assessment tool for division faculty[45].

Spring 2013 SLO assessment reports for English 1A and Child Development 104 serve as examples of how faculty incorporated into assessment reports additional data analysis and detailed recommendations for teaching strategies, curricular changes, resource requests, and the assessment process. From nine observable trends found in assessment data, English 1A faculty listed and ranked ten recommendations for changes to teaching strategies, nine recommendations for possible curricular changes, and eight recommendations for college support of student learning. Based on recommendations in these areas, faculty initiated a nine-part action plan to continue discussion and improve student learning[46]. Child Development 104 faculty used a rubric to assess student learning and from three observable trends found in assessment data, made three recommendations for changes to teaching strategies, two recommendations for curricular changes, and three recommendations for college support of student learning[47].

As an additional example of department-wide assessment dialogue and activity, English faculty completed the English 1A Consistency Project which was designed to promote student success through application of consistent, rigorous teaching and assessment standards. Over the course of three workshops, faculty scrutinized instruction and assessment in all sections of English 1A, developed a common assessment tool, participated in assessment norming sessions, and discussed methods to increase instructional and assessment consistency. Data was collected and compiled from English 1A instructors for the spring 2013 English 1A SLO assessment report. The SLO assessment report included nine action steps pertaining to teaching strategies, curricular adjustments, and funding requests for readers/graders. The English 1A Consistency Project also involved outreach to faculty in other divisions to discuss research assignments and assessments. This project prepared faculty as they initiated the English 1A course review process in fall 2013[48]. English department faculty broadened the scope of this project undertaking English 1B

[43] http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessageSLOQuality.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorNarrativeToDean.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleAssociateDeanCommunicationSLOQuality.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleAssociateDeanCommunicationSLOQuality2.pdf
[44] http://www.elcamino.edu/academics/slo/sloreportevidence/SampleFacilitatorMessageSLOQuality.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleFacilitatorMessageSLOQualityWork.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SampleFacilitatorMessageSLOQualityWork2.pdf
[45] http://www.elcamino.edu/academics/humanities/1A_SLO_Rubric.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLORubricSample.pdf
[46] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAsessmentReportImprovedSample3.pdf
[47] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAsessmentReportImprovedSample2.pdf
[48] http://www.elcamino.edu/academics/humanities/MeetingSummary_4-26-13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/EnglishAssessmentProjectCommunication.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/EnglishAssessmentProjectCommunication2.pdf
http://www.elcamino.edu/academics/humanities/English%201A%20COURSE%20REVIEW%20MEETING%20MINUTES%209%2020%2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/English1AConsistencyProjectCampusOutreach.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/English1AConsistencyProjectCampusOutreach2.pdf

Consistency Project and English 1C Consistency Project in fall 2013, both of which feature discussion of SLO data and establishment of an action plan to increase student learning[49].

Faculty members continue to incorporate SLO- and assessment-related outcomes reflection into their Faculty Self-Evaluations in a meaningful and action-oriented approach. The following passages from Faculty Self-Evaluations demonstrate a detailed, thoughtful, and results-oriented approach to evaluating their work with learning outcomes. To maintain privacy, faculty names have been omitted and only portions of text have been included in cited materials.

1. Math Division - "Student learning objectives (SLO's) are at the core of any successful academic program and, as such, it is of vital importance that I continue to refine my instructional model to optimize my students' comprehension of established course SLO's. Consequently, I plan to include a sizable group project into the Statistics course....I think Statistics is a perfect place to introduce a large comprehensive project that incorporates several course SLO's....This project will improve student learning with respect to several course SLO's, but in particular to the first and the sixth....It is my hope that this group project will provide my students with a creative outlet that allows them to untie the course material with subjects that they are really passionate about, thus resulting in a great learning experience"[50].
2. Fine Arts Division - "Since my last evaluation...I have revised and fine-tuned my syllabi in conjunction with class handouts and presentations in order to clarify the relationship among course objectives, grading criteria, and student learning outcomes. I also researched SLO handbooks and studied various sources of 'good practices' related to writing, grading, and assessing student learning outcomes as well as methods for integrating assessment data into the instructional process"[51].
3. Natural Sciences Division - "The analysis and assessment of the current Student Learning Outcomes (SLO's) demonstrated that the majority of students were successful and acquired a firm knowledge of the subject material. However, a substantial number of students with low scores indicate a need for improvement in specific areas of each SLO....Providing extra microscope laboratory exercises will allow students extra practice time to acquire the skills required for proper use of the microscope. A post-test will also enhance student knowledge and success...Additionally, purchasing new slides...and microscopes....will significantly increase student success"[52].
4. Natural Sciences Division - "My objectives to contribute to the department's development and assessment of the student learning outcomes would be to continue to personally create new SLO's and help develop further SLO's with the other...faculty. I will continue to be involved with various 'brown bag' SLO

[49] http://www.elcamino.edu/academics/slo/sloreportevidence/English1BAssessmentProjectCommunication.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/English1BAssessmentProjectCommunication2.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/English1CAssessmentProjectCommunication.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/English1CAssessmentProjectCommunication2.pdf
[50] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample1.pdf
[51] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample2.pdf
[52] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample3.pdf

meetings, help create various assignment rubrics and also facilitate the interpretation and evaluation of data for both programs and course level SLO's"[53].

5. Fine Arts Division - "My course SLO is included on the syllabus and announced to the class on day one as the 'one thing' that they will definitely be able to demonstrate to anyone upon successful completion of the course....The most recent assessment exceed[ed] the course SLO standard (75%). This is in line with previous assessments and tracked at a 4% improvement since the last historical assessment. At this time, due to the success rate, I believe this to be a course strength. I do believe the course could benefit from the addition of 2 additional SLO statements....In essence, we can raise the standards of what is asked of our students"[54].

6. Fine Arts Division - "Our next Program Assessment may need to be very different from our first PLO, despite its success and review as being 'authentic.' There needs to be greater connection between course assessment, the program assessment, and institution level assessments"[55].

7. Natural Sciences Division - "I started to use [clickers] on the SLOs and other subjects in class to great effect. Specifically, I was able to use them immediately after I presented the material and noticed less than 50% success, then after they had a chance to review the material at higher than 50%, and finally on the quiz where they performed around 75%"[56].

8. Health Sciences & Athletics Division - "From last year I had noticed that my students had trouble in the areas of chemistry when they could not see how it can relate to the real world such as stoichiometry. This year I have implemented 'logic stumpers' problems that use chemistry to solve real world problems. The students are not told how to solve these problems; instead they have to use what they have learned in class. Looking at my SLO for chemical reactions and stoichiometry, I have seen a great improvement in my students understanding of the material....I plan to make logic stumpers for the areas of chemistry that students have the highest difficulty in"[57].

9. Math Division - "I look at all the SLO questions I have used and make a judgment as to how my students have fared. Then I make adjustment in my outline of preparation for the next time I teach the class, in those topics that support the SLO's that scored the lowest, in order to facilitate improvement in my instruction and their learning. I consult with my fellow instructors teaching the same courses during this phase and we, as a group of educators, discuss what strategies may effect positive change"[58].

Faculty members continue to use the self-evaluation document to analyze past objectives and actions regarding SLOs and to establish new objectives for the continued improvement of instruction and SLOs in relation to their overall professional development.

In May 2013, the College's Program Review Template was revised to better integrate SLO and PLO assessments into college planning, program review, and budget processes. These

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[53] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample4.pdf
[54] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample5.pdf
[55] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample6.pdf
[56] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample7.pdf
[57] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample8.pdf
[58] http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySelfEvaluationSample9.pdf

changes were approved by the Academic Program Review Committee and introduced in training sessions to faculty in the process of completing program reviews for 2013[59].

Programs are now required to respond to additional prompts, with guiding questions, regarding assessment:

1. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples. (*Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes.*)
2. Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement) (*Fill out the worksheet in Appendix B to help determine the level of your program on the ACCJC's SLO Rubric.*)
3. Describe how you have improved your SLO process and engaged in dialogue about assessment results. (*Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meetings, at brown-bag lunches, etc.? Is information about SLOs distributed via email, bulletin boards, or some form of update?*)

Program review recommendations relating to course and program assessment can now be articulated with greater specificity, and program planning steps involving assessment can be better integrated into area and college planning.

In spring 2013, the Office of Institutional Research and Planning initiated a process to revise the College's planning model as well as associated planning process language. Based on input from the spring 2013 Planning Summit and the work of a Planning Model Team, the revised model and language demonstrated the essential connection between outcomes assessment and the mission of the College and how assessment integrates with program review, curriculum, planning, and resource allocation. This planning model is moving through the consultation process and will be released campus-wide in October 2013[60].

Strengthening Program Learning Outcomes
The College continues to ensure that its degree program assessment of outcomes fully addresses the range of knowledge and competencies expected of students and that assessment directly results in improved student learning. PLO practices are ongoing and systematic, resulting in program improvements and enhanced learning.

In response to the Commission noting that some degree programs had only one PLO, the College took the following steps.

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[59] http://www.elcamino.edu/administration/vpaa/program_review/process-and-materials.asp
http://www.elcamino.edu/academics/slo/sloreportevidence/ProgramReviewTemplateandMaterials2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ProgramReviewTrainingandEvaluationsSpring2013.pdf
[60] http://www.elcamino.edu/academics/slo/sloreportevidence/ECCProposedNewPlanningModel2013.pdf

1. A list of existing PLO statements for each program was generated. It was determined that 37 percent of academic programs had one PLO statement, 15 percent had two PLO statements, and 48 percent had 3 or more PLO statements[61].
2. The faculty SLO Coordinators and the Associate Dean of Academic Affairs reviewed existing PLOs and determined that, in most cases, one or two PLOs were not sufficient to assess all important components of a program. A process was initiated where faculty were asked to in fall 2013 initiate a comprehensive PLO review and revision process and to increase the number of PLOs to at least three per program.
3. In order to assist faculty in improving PLO statements, a quality checklist and other materials to guide faculty through the process were developed. These materials emphasize connecting a program's mission, objectives, and program-level learning outcomes in a meaningful and assessable manner[62]. In addition, David Marshall was scheduled to speak on SLO and PLO statements and assessment at the fall 2013 Flex Day keynote address and breakout sessions[63].
4. Prior to the fall 2013 Flex Day, the College President, Vice President of Academic Affairs, Deans, Associate Deans, SLO Coordinators, and SLO Facilitators attended a two-hour SLO meeting[64]. At this meeting, the process for reviewing the number and quality of SLO and PLO statements was presented. SLO Facilitators were provided with a script to use in their presentation to faculty at their respective division meetings on Flex Day[65]. Participants were given the PLO Guide with checklist and other materials to guide them through the PLO review and revision process.
5. A training campaign entitled "Making SLO Assessment Meaningful and Manageable" was organized and two sessions on developing quality SLO/PLO statement sessions were scheduled[66].
6. Faculty took steps to ensure effective collaboration on PLO and SLO analysis and revisions. During fall 2013 Flex Day activities, Compton Educational Center faculty proposed avenues on how to work together with faculty at the El Camino College campus. Faculty from both campus locations discussed reviewed, and developed additional PLO and SLO statements[67].
7. Once faculty reviewed, revised, and/or added PLO and SLO statements, they were submitted to the division SLO Facilitator for review and approval. In cases in which the dean or facilitator disagreed with the number or rigor of the statements, the statement would then be forwarded to the Assessment of Learning Committee (ALC) for review and recommendations.

[61] http://www.elcamino.edu/academics/slo/sloreportevidence/PLOsChartSpring2013.pdf
[62] http://www.elcamino.edu/academics/slo/sloreportevidence/PLOGuideFall2013.pdf
[63] http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FollowUpCampusMessage.pdf
[64] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorandDeansMeetingFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorandDeansMeetingSignInSheet8.20.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLODeansandFaciliatorMeetingComments8.20.13.pdf
[65] http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatatorPresentation.pdf
[66] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTrainingEmailToFacultyFall2013.pdf
[67] http://www.elcamino.edu/academics/slo/sloreportevidence/PLORevisionSampleFacultyEmail.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/PLORevisionSampleFacultyEmail2.pdf

As of October 7, 2013, the College had significantly increased its number of PLOs in order to effectively measure student learning in degree programs[68]. See table below. All new and revised PLO statements were input into TracDat. Programs will complete PLO analysis, revision, and discussion process in fall 2013. New assessment timelines and alignment grids will be completed in early spring 2014.

El Camino College Percentage of PLOs Per Program as of 10.7.2013	
% of Programs With One or Two PLO Statements	% of Programs With Three Or More PLOs or Approval For Fewer Than 3 PLOs
3%	97%

Examples of how faculty members have increased the number of PLOs in order to more fully assess student learning follow as illustration of this process:

- Human Development faculty examined the two PLOs and added a third PLO in order to more fully assess student competencies in relation to college and community environments[69].
  1) PLO 1 - Students will identify, integrate and apply cognitive, psychological, social and physical factors influencing success in college and in life.
  2) PLO 2 - Students will demonstrate active learning, critical thinking and personal responsibility in determining outcomes for success in college.
  3) PLO 3 (Added) - Students will develop interdependence and employ strategies for establishing effective and supportive relationships within diverse college and community environments.
- English as a Second Language (ESL) faculty examined their one PLO and, in order to ensure outcomes assessment would allow them to disaggregate data and address specific identifications of gaps, they generated three PLOs[70].
  1) PLO 1 - Upon completion of the non-credit ESL program, students will demonstrate proficiency in oral skills that are necessary for interaction in an English-speaking environment.
  2) PLO 2 - Upon completion of the non-credit ESL program, students will be able to apply listening, speaking, reading and writing skills learned in the program to improve their employability.
  3) PLO 3 - Upon completion of the non-credit ESL program, students will demonstrate reading and writing skills necessary for entry for the Credit Program.

After engaging in the PLO analysis process, faculty in several programs decided fewer than three PLOs were sufficient to measure the range of student learning in that program. For instance, History program faculty, the division SLO Facilitator, and the division dean determined that since the program focus was designed to be comprehensive, a detailed and comprehensive PLO that included several related outcomes was appropriate. As such, the History PLO is therefore assessed each year to determine if each component of the statement addresses the expected outcome.

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[68] http://www.elcamino.edu/academics/slo/sloreportevidence/PLONumbersByProgramFall2013.pdf

[69] http://www.elcamino.edu/academics/slo/sloreportevidence/PLOIncreaseExample.pdf

[70] http://www.elcamino.edu/academics/slo/sloreportevidence/PLOIncreaseExample2.pdf

Revised PLO statements will be input into TracDat and posted on College's website. Revised alignment grids will be posted on the division SLO websites. In spring 2014, faculty will revise the SLO and PLO timelines to incorporate the newly developed statements.

The following set of five PLOs for Childhood Education and the cited PLO assessment reports also illustrate how multiple PLOs were utilized to assess the range of knowledge and competencies expected of students in the college:

1. An Integrated Understanding of Children's Needs: Students integrate understanding of the needs, the characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education.
2. Designing Environments for Children: Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
3. Effective Guidance and Interaction Strategies: Students apply effective guidance and interaction strategies that support all children's social and emotional development.
4. Ethics and Professionalism: Students demonstrate and/or evaluate ethical standards and professional behaviors that deepen their understanding, knowledge of child development, and a commitment to the field of early childhood education.
5. Home, School, and Community Partnerships: Students develop strategies that promote partnerships among programs, teachers, families, and the community.

Assessment results from PLO 1, PLO 2, and PLO 3 were collected from faculty, posted in the program's PLO Center, and discussed in order to generate follow-up actions to improve student learning. PLO actions included specific changes to teaching strategies and revisions to the PLO process[71].

Assessments from PLOs provide sufficiently disaggregated results which were then used to make improvements to instruction, curriculum, and the assessment process itself. The following examples illustrate how PLO assessment results were utilized to improve student learning:

1. To help students better describe resource allocation and price determination, the Economics program established a plan to use a greater variety of teaching methods, to include more reinforcement of material during class sessions, and to provide students with more opportunities to apply economic concepts[72].
2. To improve the identification of sewing techniques, the Fashion program proposed creation of PowerPoint presentations to feature more sketches and photos for student reference and associated group work to analyze examples[73].

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[71] http://www.elcamino.edu/academics/behavioralsocial/slo_documents/Childhood%20Ed%204-year%20SLO%20cycle-2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CDEVPLO3ReportSpring2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ChildhoodDevelopmentPLOAssessments.pdf
[72] http://www.elcamino.edu/academics/slo/sloreportevidence/EconomicsPLOAssessments.pdf
[73] http://www.elcamino.edu/academics/slo/sloreportevidence/FashionPPLOAssessments.pdf

3. To assist students pass a certification test, the Auto Collision Repair/Painting program designed a method where certification-specific information would be designated as such during lessons and follow-up hands-on activities would provide reinforcement[74].
4. After meeting its target for success, the Journalism program significantly raised its target and established interventions to improve student performance in its lowest performing class[75].
5. To improve assessment reporting, the Earth Sciences program created a simplified rubric and established standard methods for instructors to administer assessments[76].
6. To respond to the needs of English as a Second Language students, the Childhood Education program analyzed how the language of assessment questions could be altered to more accurately capture ESL student performance[77].
7. To address a concern regarding students' self-awareness about achieving career goals, the Human Development program faculty approved and advanced to the division curriculum committee a proposal for a 3-unit Career Development course[78].

Academic programs also continued to integrate PLO and SLO assessment results into program review and associated planning, curricular, and budget steps. For example:

1. To better measure student mastery of biological tools and evidence gathering, the Biology and Health Science programs used assessment results in program review to recommend regular equipment updates and maintenance as well as the purchase of new microscopes. The programs purchased new microscopes[79].
2. The Life Sciences program at Compton Center used assessment results to plan additional reinforcement activities for difficult subject matter, to address the need for supplemental instruction and more lab hours, and to make equipment requests to directly support student learning[80].
3. To provide students with additional contact time with the tools of production, the Film/Video program connected its assessment findings with program review observations and made the creation of a dedicated postproduction space its top program review recommendation[81].
4. The English program at Compton Center used pass rates, completion rates, and SLO and PLO assessment results to make program review recommendations regarding implementation of new teaching strategies for thesis statements, increased offerings of writing workshops, and increased staffing of the Writing Center. Faculty shared teaching strategies, additional writing and grammar workshops were scheduled, and a Writing Center Specialist was hired[82].

[74] http://www.elcamino.edu/academics/slo/sloreportevidence/AutoCollisionPLOAssessments.pdf
[75] http://www.elcamino.edu/academics/slo/sloreportevidence/JournalismPLOAssessments.pdf
[76] http://www.elcamino.edu/academics/slo/sloreportevidence/EarthSciencesPLOAssessments.pdf
[77] http://www.elcamino.edu/academics/slo/sloreportevidence/ChildhoodDevelopmentPLOAssessments.pdf
[78] http://www.elcamino.edu/academics/slo/sloreportevidence/HumanDevelopmentPLOAssessments.pdf
[79] http://www.elcamino.edu/academics/slo/sloreportevidence/BiologyPLOAssessments.pdf
http://www.elcamino.edu/administration/vpaa/program_review/Health%20Science.pdf
http://www.elcamino.edu/administration/vpaa/program_review/Biology.pdf
[80] http://www.elcamino.edu/academics/slo/sloreportevidence/CECLifeSciencePR2011-2012.pdf
[81] http://www.elcamino.edu/academics/slo/sloreportevidence/FilmVideoPLOAssessments.pdf
http://www.elcamino.edu/administration/vpaa/program_review/Film%20Video%207-2-12.pdf
[82] http://www.elcamino.edu/academics/slo/sloreportevidence/CECEnglishProgramReview2012-2013.pdf

5. The Sociology program review discusses at length the results of SLO assessments and how the department plans to make adjustments in their core introductory course (Sociology 101) and plans to develop a new SLO to assess students. This program review also stresses department plans to work with the Writing Center to assist students in improving writing skills, which the assessments indicated was an area of student deficiency[83].

6. To increase mathematical understanding among prospective elementary teachers, the Math program utilized assessment data in conjunction with program review findings to restructure the class hours for three courses so that student contact hours were increased. PLO assessment had indicated that the increased contact hours resulted in improved student ability to solve a mathematical problem, analyze the solution, and identify errors[84].

7. The Astronomy program correlated usage of a new lecture-tutorial textbook alongside active learning techniques with a 17 percent increase in assessment scores. The program found that the practice of in-class activities stimulated critical thinking and enhanced comprehension among students[85].

The College has taken clear actions to increase and strengthen its assessment of program-level outcomes in order to meet accreditation Standards. Faculty have acted to ensure the number of PLOs is appropriate to fully assessing student knowledge and competencies and that PLOs are crafted so assessment results will promote specific instructional, curricular, assessment, and other related actions to improve student learning. PLO results and analysis continue to be incorporated into College planning and assessment processes.

C. Level Of SLO Implementation

The College is moving from Proficiency level to Sustainable Continuous Quality Improvement level of SLO implementation. Vigorous, systematic planning and implementation actions will advance the College to the next level by fall 2014.

SLO assessments continue to be used systematically to improve student learning. Sustained allocation of assessment-related resources and persistent attention to developing strong action plans have resulted in higher quality assessment reports and increasingly effective follow-up activities. Updated and comprehensive information regarding assessment outcomes is readily available. Dialogue about student learning regularly occurs at all levels of the institution and is a pervasive part of planning, review, decision-making, and budgetary processes. Student learning outcomes are a significant part of program review and lead to teaching and curricular changes as well as planning and budgeting actions. The College continues to align its structures and practices in a continuous quality improvement process.

While the SLO process is firmly in place, SLO Coordinators, SLO Facilitators, and administrators continuously evaluate assessment processes and fine-tuned adjustments as

[83] http://www.elcamino.edu/administration/vpaa/program_review/Sociology%202012.pdf
[84] http://www.elcamino.edu/academics/slo/sloreportevidence/MathElementaryTeachersPLOAssessments.pdf
http://www.elcamino.edu/administration/vpaa/program_review/Math%20for%20Teachers.pdf
[85] http://www.elcamino.edu/academics/slo/sloreportevidence/AstronomyProgramReviewDraft2013.pdf

needed. The Assessment of Learning Committee will work in AY 2013-2014 to make high-quality evaluation of learning outcomes processes more systematic and widespread. Review of course, program, and institutional outcomes remains continuous, resulting in improved outcome statements, higher targets for success, more valid measurement instruments, and specific, actionable follow-up plans.

The Board of Trustees, administration, staff, and faculty have made a concerted effort to support student learning through outcomes assessment and to move to the next level of SLO implementation. Continued evaluation and refinement of student learning at the course, program, and institutional level is planned for and will continue.

D. Conclusion

El Camino College has successfully addressed the issues noted in Recommendation 2 and in the Commission's Action Letter dated February 11, 2013. Much work has been completed to increase and strengthen SLO outcomes assessment at both the course and program level. The College mobilized to increase the number and quality of SLOs and PLOs, to refine all aspects of its assessment processes, and to increasingly incorporate assessments into program planning, review, resource allocation, and campus dialogue in order to improve student learning. The College has achieved Proficiency status on the *ACCJC Rubric for Evaluating Institutional Effectiveness: Part III: Student Learning Outcomes* and is well on the way towards achieving Sustainable Continuous Quality Improvement status by fall 2014.

Appendix

Evidence to provide support for the information in this report is provided in footnotes as well as below.

[1] http://www.elcamino.edu/administration/president/archives/2013/presnews03072013.pdf
[2] http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes2.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes5.21.2013.pdf
[3] http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes1.24.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.14.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.28.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes5.23.2013.pdf
[4] http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting5.2.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting6.6.2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeetingAugust2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting9.5.2013.pdf
[5] http://www.elcamino.edu/cmte_minutes/minutes/1124/04182013103035.pdf
http://www.elcamino.edu/cmte_minutes/minutes/1124/03142013114831.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/Div_Council_Minutes_2012-11-20.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/SLO_Mtg_Minutes_2012-9-17.pdf
http://www.elcamino.edu/academics/humanities/SLO%20March%2012%20minutes.pdf
http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/Spring%202013%20-%20B%20SS%20%20Flex%20Day%20Minutes.pdf
http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20April%204%202013.pdf
http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20December%206%202012.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingAgendaHSA3.12.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingAgendaHSA5.14.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOMeetingMaterialsMath11.8.12.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOMeetingMaterialsMath3.14.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingNotesBusiness2.6.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionMeetingNotesBusiness3.26.13.pdf
[6] http://www.elcamino.edu/academics/behavioralsocial/childhooded/Childhood%20Education%20Department%20Minutes%20-%20Spring%202013.pdf
http://www.elcamino.edu/academics/behavioralsocial/economics/Economics%20Department%20Minutes%20-%20Spring%202013%20Revised.pdf
http://www.elcamino.edu/academics/humanities/journalism/Journalism%20mtg%20minutes%20Apr%203%202013.pdf
http://www.elcamino.edu/academics/humanities/Academic%20Strategies%202-16-13.pdf
http://www.elcamino.edu/academics/humanities/FL%20Minutes%20Apr%2016%202013.pdf
http://www.elcamino.edu/academics/naturalsciences/astronomy/docs/Astronomy_Mtg_Minutes_2012-10-18.pdf
http://www.elcamino.edu/academics/naturalsciences/lifescience/docs/Life_Science_Mtg_Minutes_2013-3-19.pdf
http://www.elcamino.edu/academics/naturalsciences/earth/doc/Earth_Science_Mtg_Minutes_2012-12-4.pdf
http://www.elcamino.edu/academics/behavioralsocial/politicalsci/Political%20Science%20Department%20Minutes%20-%20Spring%202013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DepartmentMeetingAgendaKinesiology8.22.2013.pdf
[7] http://www.elcamino.edu/academics/slo/sloreportevidence/ALCMeetingMaterials9.23.2013.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/2-25-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/fall2012/9-10-12_Agenda.pdf
[8] http://www.elcamino.edu/administration/vpaa/orgchart.asp
http://www.elcamino.edu/academics/slo/sloreportevidence/JobDescriptionAssociateDeanAcademicAffairs.pdf
[9] http://www.elcamino.edu/academics/slo/contact.asp
[10] http://www.elcamino.edu/administration/board/agendas/2013/6-17-13_agenda.pdf
http://district.compton.edu/board_of_trustees/agenda-06-18-2013.pdf
[11] http://www.elcamino.edu/administration/board/agendas/2008/7-16-12_agenda.pdf

[12] http://www.elcamino.edu/administration/board/agendas/2013/4-15-13_agenda.pdf

[13] http://www.elcamino.edu/academics/slo/sloreportevidence/ACCJCRegionalWorkshopProgram.pdf

[14] http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentation.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf

[15] http://www.elcamino.edu/administration/board/agendas/2013/03-18-2013-agenda.pdf

[16] http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivision.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivisionSampleCompleted.pdf

[17] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorDeansAuditMeetingsSpring2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditBindersVerification.pdf

[18] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

http://www.elcamino.edu/cmte_minutes/minutes/106/05142013112338.pdf

[19] http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSample-FineArtsDivision.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSampleCompleted.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAssessmentsDueFall2012.pdf

[20] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditFindingsAllDivisionsSpring2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/Audit-CoursesToReach100Percent.pdf

[21] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforECCJune2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforCECMay2013.pdf

[22] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdatebyDivisionthroughFall2014-8.20.2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforCEC9.24.2013.doc

[23] http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateSLOMessageJune2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateFall2013WelcomeMessage.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessagetoFineArtsFacultySpring2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSLOCommitteeMeetingMinutesSpring2013.pdf

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http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleDivisionMemoSpring2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleMessageFacilitatorsCoordinatorandDeans.pdf

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http://www.elcamino.edu/academics/slo/sloreportevidence/ALCSampleMinutes9.9.2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorsMeetingsSampleAgenda.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityMessageFromVPAASpring2013.pdf

[24] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorDeansAuditMeetingsSpring2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorMessageTracDatFall2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTrainingEmailToFacultyFall2013.pdf

http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorTracDatTrainingUpdateToFacilitators.pdf

[25] http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDepartmentMeetingMinutesFall2012.pdf

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http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf

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http://www.elcamino.edu/administration/board/agendas/2013/03-18-2013-agenda.pdf

http://www.elcamino.edu/administration/board/agendas/2013/09-03-13_agenda.pdf

[26] http://www.elcamino.edu/academics/academicsenate/officers.asp

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[27] http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDaySpring2013PresentationtoFaculty.pdf

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http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynoteEvaluation.pdf
[28]http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOProficiencySurveySample.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorSurveyFall2013Results.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentationEvaluation.pdf
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[29]http://www.elcamino.edu/academics/slo/sloreportevidence/TracDat-eLumenPresentationSignInSheet.pdf
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http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSelectionRequestandFeedback.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSurveyOfColleges.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/MessageRegardingSLOSoftwareFeedback.pdf
[30]http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoCollegeServiceAgreement5-7-2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoTracDatSubscriptionAgreement5-6-2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoTSOAgreement5-7-2013.pdf
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http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSampleScreenshot.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorMessageTracDatFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatQuickStartGuideDraft.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTrainingEmailToFacultyFall2013.pdf
[32] http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSampleReportForPublic2.pdf
[33] http://www.elcamino.edu/administration/staffdev/documents/2013/FlexDaySP2013.pdf
http://www.elcamino.edu/administration/staffdev/documents/2013/Fall%20Flex%20Day%202013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013KeynotePresentation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatatorPresentation.pdf
[34] http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSpring2013FlexDayMaterials.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAlignmentGridProjectSheet.pdf
http://www.elcamino.edu/academics/humanities/Flex%20Day%20Minutes%20Feb%206%202013.pdf
http://www.elcamino.edu/academics/behavioralsocial/slo_documents/SLO%20Alignment%20Grid%20Childhood%20Educ
ation-revised%2012%2011%2012.pdf
http://www.elcamino.edu/academics/humanities/slos/Journalism.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/SLOs-Earth.pdf
http://www.elcamino.edu/academics/slo/corecompassess.asp
[35] http://www.elcamino.edu/academics/slo/sloreportevidence/FaciliatorMeetingAgendaFall2013SLOActivities.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatatorPresentation.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewwithGuide-Fall 2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorEmailRegardingSLOIncrease8.20.13.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/DeanEmailSLOIncreaseFall2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseSampleEmailToFaculty.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseSampleMeetingDates.pdf
[36] http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewwithGuide-Fall 2013.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewGuideSampleEarthSciences.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewGuideSampleEnglish15B.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOStatementReviewGuideSampleFrench22.pdf
http://www.elcamino.edu/academics/slo/sloreportevidence/SLOIncreaseSampleEmailFacultyAssignments.pdf
http://www.elcamino.edu/academics/humanities/esl/ESL%20Department%20Meeting%20Minutes%20September%2010
%202013.pdf
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