

Assessment: Assessment Unit Four Column

FALL 2016



El Camino: PLOs (BSS) - Childhood Education

PLOs	Assessment Method Description	Results	Actions
<p>PLO #2 Designing Environments for Children - Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2011-12 (Spring 2012), 2012-13 (Fall 2012), 2013-14 (Spring 2014), 2016-17 (Fall 2016), 2018-19 (Fall 2018)</p> <p>Input Date: 11/10/2015</p> <p>Inactive Date:</p> <p>Comments:</p>	<p>Field Work/Internship - Students are observed weekly and formally evaluated by the Practicum Instructor and the Mentor Teacher at midterm and again at the end of the semester.</p> <p>Standard and Rubric: 100% of students will score a 2, 3 or 4 on the rubric 80% will score a 3 or 4 on the rubric.</p> <p>Final Eval with Rubric is attached.</p> <p>Additional Comments: GM: Is 100% too high of an expectation. JY: We don't think so. These are students who have taken between 3 and 10+ child development classes. Every student is expected to "grow" in this class. We understand that they come in with different levels of experience and expertise, but they are expected to move forward from that place. If there is no improvement or growth, the Practicum instructor will have already intervened. Thanks for your comments.</p> <p>Related Documents:</p>	<p>Semester of Current Assessment: 2012-13 (Fall 2012)</p> <p>Standard Met: Standard Not Met</p> <p>The scores from the mentor teacher and the practicum instructor were averaged for the categories relating to this PLO. 80% of students scores a 3 or 4 in the following categories:</p> <ol style="list-style-type: none"> 1. Activity plans are developmentally appropriate. 2. Activities are well-organized. 3. Activities provide choices for children. <p>Students fell below the standard in the following two categories:</p> <ol style="list-style-type: none"> 1. Activities demonstrate creativity and resourcefulness. 2. Activities encourage imagination and creativity. <p>**Although not formally on the evaluation, several mentors mentioned that student teachers were not skilled at using transitions activities effectively. The practicum instructor observed this as well. (12/12/2012)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment:</p> <p>Courses Associated with PLO Assessment: CDEV 125, 126, 169</p>	<p>Action: Develop a lecture and discussion in the practicum class on the importance of helping children develop their imaginations by presenting opportunities to participate in creative and imaginative activities. Explain the differences between creative art/art and creative movement and movement. Provide examples for each. (03/25/2013)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The lecture on creativity and imagination was refined and presented to the class. Examples of creative art v art and creative movement v movement were presented. Students were reminded to review their course portfolios prior to developing their lesson plans at their practicum sites. (09/27/2013)</p> <p>Action: Discuss the issue of creativity with Childhood</p>

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	PLO #4 - Final Ratings.docx		<p>Education faculty and discuss ways to encourage students to be more innovative and creative with their activity plans. (02/15/2013)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: ECC and Compton faculty met on flex day and discussed the issue of creativity. They plan to emphasize the need move past typical, common activities and to think more creatively when developing learning activities for children. The activity plan guidelines will be revised to elicit more creative ideas from students. (02/14/2013)</p> <p>Action: College should continue to support the Teacher Resource Room and the SuperTutor Program so that students can utilize the materials, equipment and services so they can research and develop creative and innovative activities for the children. (02/14/2013)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: CTEA funding for the SuperTutor program was awarded to the Department. (09/01/2013)</p> <p>Action: Develop a group activity on transitions. Explain transitions, provide examples, and then have students brainstorm ideas in groups. As each group reports out, create a "class list" of transitions and then email to all students.</p>

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	<p>Exam/Test/Quiz - Describe the Planned Program SLO Assessment A 10-question, non-graded survey was developed based on the developmentally appropriate practices endorsed by the National Association for the Education of Young Children (NAEYC). The questions were designed to require high levels of critical thinking skills in order to determine if the concepts in child development were "developmentally appropriate", Developmentally Inappropriate. They were also given the opportunity to mark "Do Not Know." Students were given a scantron so they could record their answers.</p> <p>Standard and Rubric: It is expected that 80% of students will score 80% or above on each question.</p> <p>Additional Comments: JB: I am new at this, but just wanted to know if 80% seems a little high to start off with. Can you explain? JY: Sure. For this PLO we are assessing students who have been in the program and who have taken two or more courses with us. We did not test students in our</p>	<p>Semester of Current Assessment: 2011-12 (Spring 2012) Standard Met: Standard Not Met N= 217 students</p> <table><thead><tr><th>Question</th><th>% Correct</th></tr></thead><tbody><tr><td>1.</td><td>87%</td></tr><tr><td>2.</td><td>95%</td></tr><tr><td>3.</td><td>94%</td></tr><tr><td>4.</td><td>98%</td></tr><tr><td>5.</td><td>86%</td></tr><tr><td>6.</td><td>94%</td></tr><tr><td>7.</td><td>97%</td></tr><tr><td>8.</td><td>74%</td></tr><tr><td>9.</td><td>96%</td></tr><tr><td>10.</td><td>88%</td></tr></tbody></table> <p>We seemed to have pretty high percentages, and we do not believe our quiz was “too easy.” The lowest percentages were 74%, 86%, and 87%. Comments/Feedback regarding these three questions is listed below.</p> <p>It appears as if our correct responses are quite high, indicating that we must be covering D.A.P. in our classroom lectures, discussions, readings, and/or assignments.</p> <p>Question Number 1 (87% correct): It is our experience that when the word “not” is used in quizzes/exams, that occasionally ESL learners do not answer these questions correctly. They often come up to my teacher desk to ask me to clarify the “not” questions. Maybe we should have reworded it. Also, the question might have been interpreted as correct by some students who understood the question to mean that you do not point out children and their differences (ie: different culture) which might make them feel awkward.</p>	Question	% Correct	1.	87%	2.	95%	3.	94%	4.	98%	5.	86%	6.	94%	7.	97%	8.	74%	9.	96%	10.	88%	<p>(03/15/2012) Action Category: Teaching Strategies</p> <p>Follow-Up: The group activity was presented and transitions activities were generated, class list was developed and emailed to the students. (09/19/2013)</p> <p>Action: Ensuring the questions are clearly understood by all learners is vital. When this SLO is assessed in the future, we will have a box where students can indicate if they are an ESL student. If we track those particular answers, we might better be able to support their learning by emphasizing key terms, and making sure that tests and projects are clear for all learners. (12/02/2014)</p> <p>Action Category: SLO Assessment Process</p> <p>Action: Contact the Faculty Development Committee and recommend that they provide workshops on strategies for assisting ESL students in the classroom. (12/02/2013) Action Category: Program/College Support</p> <p>Action: Contact the Learning Resource Center to find out the types of resources available specifically to ESL students. (12/02/2013) Action Category: Program/College Support</p> <p>Action: The department will</p>
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	<p>introductory courses for this particular SLO or courses that serve as prerequisites because they do not have enough knowledge or practical application experience with the concepts. For those included in the assessment, we believe that by this point, they should have a clear understanding of these concepts as they are presented and reinforced in various courses. Thanks for your question.</p> <p>Related Documents: PLO #4 Assessment 10 Question Quiz.docx</p>	<p>Question Number 5 (86% correct): This answer might be influenced by cultural variations. Whether or not babies should be separated from each other might be determined by one's cultural background.</p> <p>Question Number 8 (74% correct) I think the word "theoretical" here might have led some students to believe that since theory is involved, that it must be a "correct" answer. It also includes a statement about meeting the "developmental milestones" which might lead a student to believe that the answer is true/correct because we address this topic in classes. It also is worded that a child should not fall behind, which students might support.</p> <p>We believed this assessment was valid in spite of some potential cultural influences for two of the questions. The high percentages of correct answers indicates that we are collectively successful teaching the subject matter regarding D. A.P. (Developmentally Appropriate Curriculum) in our classes.</p> <p>We are not sure if allowing students to choose "Don't Know" was appropriate. We did not have a way to capture the difference between those who answered incorrectly and those who listed I don't know as the answer. (10/02/2013)</p> <p>Faculty Assessment Leader: Susan Baxter Faculty Contributing to Assessment: Michelle Moen, Jennifer Montgomery, Janet Young, Paul Harley, Alec Colchico, Jocelyn Tucker Courses Associated with PLO Assessment: CDEV 108, 112, 114, 116, 118, 125, 126, 169</p>	<p>discuss the results and will integrate each of these concepts into their lectures and activities more thoroughly. (10/02/2013) Action Category: Teaching Strategies</p>
	<p>Multiple Assessments - Two assessment methods will be used. A 20-question survey and the results from the evaluations of Children's Day and Story Hour.</p> <p>Standard and Rubric: 80% of students will score 80% or above on each measure.</p>	<p>Semester of Current Assessment: 2013-14 (Spring 2014) Standard Met: Standard Not Met</p> <ol style="list-style-type: none"> 1. A total of 24 students participated in Story Hour or Children's Day the assignment was 100 points and the average was 85%. Most deductions were due to the assignment write up, not the activity. The standard of 85% was clearly met. 2. Faculty developed a 20-question survey for students. The 	<p>Action: When this PLO is assessed again, limit the respondents to students who have completed a certain amount of units (12-15-18)? This seems more fair and would give us cleaner data overall when this is assessed again. (12/11/2018)</p>

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	<p>Additional Comments:</p> <p>Related Documents:</p> <p>PLO#4 Student Survey Spring 2014.doc</p> <p>PLO #4 Childrens Day Assignmnet.docx</p>	<p>survey was administered at the end of the Spring semester. The analysis for the PLO is quite extensive and is attached. It reflects the professor's comments and discussions of the main findings that led to our action plan. N= 247 students. NOTE: Based on our last assessment, we removed the terms "not" from the survey questions as much as possible as we believed them to be confusing (especially for ESL students) and removed the option of "don't know" as an answer as we felt this did not provide us with accurate information. (09/09/2014)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Susan Baxter and Michelle Moen</p> <p>Courses Associated with PLO Assessment: CDEV 104, 108, 112, 114, 115, 117, 119, 125, 126, 131, 169</p> <p>Related Documents:</p> <p>PLO #4 SP 2014 Data Analysis.docx</p>	<p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: We determined that this was a good idea for all of PLOs assessments and add this question to our PLO assessment for this semester. (12/08/2014)</p> <hr/> <p>Action: Restore the Child Development Center as an ECC Lab School (08/01/2017)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: The need for the Child Development Lab School was presented in our Fall 2015 Program Review and is listed in our annual plan. (03/10/2016)</p> <hr/> <p>Action: Develop Department Philosophy Statements on Key Topics such as Media, School Readiness, Spanking, TV, Brain Development (08/25/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: We began working on this, but realized that it is too daunting of a task. This has been abandoned. We will rely on the Developmentally Appropriate Practices published by the National Associate for the Education of Young Children (NAEYC) for these philosophy statements. (03/10/2016)</p> <hr/> <p>Action: Integrate the terms and examples of Developmentally Appropriate Practices (DAP) and Inappropriate Practices (DIP) in classes in a more "intentional"</p>

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			<p>manner. (12/12/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: A group activity was developed based on developmentally appropriate/inappropriate practices that instructors can utilize. Overall, instructors report that they have been more intentional in incorporating these practices into their lectures. (03/10/2016)</p> <hr/> <p>Action: Secure Funding for SuperTutors from the College (12/01/2014)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: J. Young has been attending campus-wide tutoring meetings. In addition, she has contacted Idania Reyes to see if there is funding from the Student Equity Plan funds to support the tutors. (03/10/2016)</p> <p>Follow-Up: Dr. Arce appropriated \$8,000 for the SuperTutors for the year. As much as this is appreciated, it is only about 1/4 of what is needed.</p> <p>Limited funding from the LRC has also been secured. (08/23/2014)</p> <hr/> <p>Action: Develop "Important Terms" Check List (12/01/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: This was completed by Michelle Moen in Fall 2015.</p>

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			<p>(03/10/2016)</p> <p>Follow-Up: Michelle Moen has taken the lead on this and has developed a list. The department is currently reviewing it. The list has become quite extensive, so we are "rethinking" this idea to make sure it is practical and attainable. (12/08/2014)</p> <p>Action: Meet with PACE Site Supervisor to develop a working relationships with PACE as observation and practicum site to allow students much needed practical experiences. (10/15/2014)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: The formal MOU with PACE will be approved at the March 2016 Board meeting. This is for practicum students only at this point. We will also be asking if our students will be allowed to observe at their sites. (03/10/2016)</p> <p>Follow-Up: We have met with several of the teachers at PACE and will postpone a formal meeting until January 2015 after they have settled in. (11/08/2014)</p> <p>Action: Open a pedagogically sound Child Development Lab School on campus that will allow students to gain first-hand experience observing, assessing, and interacting with children. August 1, 2015.</p>
	<p>Multiple Assessments - SLO</p> <p>assessments from 14 course that are aligned with this PLO were analyzed. A wide range of assessments including exams, projects, field work, written exams, presentations, and participation in Children's Day and</p>	<p>Semester of Current Assessment: 2016-17 (Fall 2016)</p> <p>Standard Met: Standard Not Met</p> <p>A total of 14 SLOs that are aligned with this PLO were analyzed and a percentages were calculated. The SLO for each related course was considered "met" if it was calculated at 80% or above. When averaged, four of the 14 SLOs (107, 108, 115, and 152) did not meet the minimum</p>	

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	<p>Baby Day activities were used.</p> <p>Standard and Rubric: 80% of students will score 80% or above on each SLO assessment.</p> <p>Additional Comments:</p>	<p>standard of 80% A further analysis of the SLO results and Action Items results was conducted. The percentages are listed below and a chart is attached.</p> <p>A wide range of assessments including exams, projects, field work, written exams, presentations, and participation in Children's Day and Baby Day activities were used.</p> <p>Overall, the Department is meeting the Program Learning Outcome with 10 of the SLOs actually exceeding the standard. Students are understanding and demonstrating the elements of a developmentally appropriate environment and can develop and present learning activities for students in various environments diverse children. However, we have marked this as "Not Met" because of the four SLOs that are under 80%.</p> <p>CDEV 108 had the lowest success rate at 63% with the problems related to students not applying critical thinking skills effectively. The teacher has been working diligently on this issue, faculty have been cognizant of the issue, and the department is working on this as a department.</p> <p>CDEV 106-82%, CDEV 107- 75%, CDEV 108-63%, CDEV 110-84%, CDEV 112-84%, CDEV 114-89%, CDEV 115-72%, CDEV 116-89%, CDEV 117-89%, CDEV 119-86%, CDEV 125-83%, CDEV 126-100%, CDEV 152-75%, CDEV 169-100% (02/23/2017)</p> <p>Faculty Assessment Leader: Janet Young</p> <p>Faculty Contributing to Assessment: Jennifer Montgomery, Alec Colhico, Paul Harley, Cynthia Cervantes, Janice Jefferis, Susa Baxter, Michelle Moen, Brittany Wilson, Allyson Steiner</p> <p>Courses Associated with PLO Assessment: CDEV 106, 107, 108, 110, 112, 114, 115, 116, 117, 118, 119, 125, 126, 152</p>	<p>(08/15/2020)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: CDEV 152</p> <ol style="list-style-type: none"> 1. Provide students with sample answers that demonstrate how to address all the elements of a question. 2. In small groups, have students develop the answer to a sample questions that meets the criteria. <p>(02/23/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Faculty member who conducted this assessment no longer teaches at the College. Action items are being presented to current instructor for comments. (10/15/2017)</p> <hr/> <p>Action: CDEV 115</p> <ol style="list-style-type: none"> 1. Design curriculum assignment with inclusive and anti-bias approach. Direct students to the sections in textbook and provide articles that support these concept. 2. More direct lecture on emergent and inclusive concepts with PPT, in class reflection and student question and answer time <p>(02/23/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Faculty Member has been asked for follow up feedback. (02/23/2017)</p> <hr/> <p>Action: CDEV 108</p> <ol style="list-style-type: none"> 1. Cover the important parts more

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			<p>thoroughly in class.</p> <p>2. Offer more critical thinking activities.</p> <p>3. Add additional assignments on Foundations (02/23/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 1. Follow-Up conducted. Pop quiz given. Performance increased. Expecting better results for next assessment.</p> <p>2. Follow up has been conducted. Instructor sought out critical thinking activities.</p> <p>3. Foundations assignment has been added.</p> <p>(02/23/2017)</p> <hr/> <p>Action: CDEV 107</p> <p>1. Spend more class time differentiating between sensory/perception skills and sensorimotor development.</p> <p>2. Conduct a class discussion using the "Baby Pod" strategy used in CDEV 103 in which students who have observed the same child meet to discuss their observations prior to writing up their reports</p> <p>3. Reinforce the concepts relating to children with special needs during the chapter review.</p> <p>(02/23/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 1. More class time differentiating between sensory/perception skills and sensorimotor development. I expect higher scores once the SLO</p>

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is reassessed.
 2. Class discussion using the “Baby Pod” strategy used in CDEV 103 were conducted. Anecdotally, reports have improved.
 3. I continue to reinforce the concepts relating to children with special needs during the chapter review.
 (02/23/2017)

Assessment: Assessment Unit Four Column

FALL 2016



El Camino: PLOs (BSS) - Human Development

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>PLO #1 Factors Influencing Success in College and Life - Students will identify, integrate and apply cognitive, psychological, social and physical factors influencing success in college and in life.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2016-17 (Fall 2016), 2018-19 (Fall 2018)</p> <p>Input Date: 07/01/2013</p> <p>Inactive Date:</p> <p>Comments:</p>	<p>Multiple Assessments - Cognitive, psychological, social and physical success factors measured in the HDEV 5, 8 and 10 SLO #1 assessments include critical thinking, self-awareness, personal responsibility, self-motivation, interdependence, lifelong learning, decision-making, goal-setting and the effective use of college and career resources. The department reviewed these results to assess PLO#1. The HDEV 5 assessment tool is a summative course exam. The HDEV 8 assessment tool is the Educational Planning assignment. The HDEV 10 assessment tool is the Life Plan assignment. HDEV 12, 20 and 115 were not offered in Spring 2014 and therefore, were not included in this PLO assessment report.</p> <p>Standard and Rubric: It is expected that 70% of students will score 75% or above on this PLO.</p> <p>Additional Comments:</p>	<p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Standard Met: Standard Met</p> <p>HDEV 5, 8 and 10 SLOs #1 addressed this program level SLO. The department reviewed these course SLO results to assess PLO#1.</p> <p>HDEV 5 SLO#1 assessment results indicated that over 95% of students reported that the course helped them understand themselves, utilize career research resources and to make wise choices about college majors and possible careers and work environments that would be a good fit for them. This increased self-awareness provides students with insights into their personality types, alignment of personality types with work environment and lifestyle preferences, competencies (areas of strengths) and gaps/areas for growth and improvement, and personal values, interests and motivators. Students demonstrated an in-depth understanding of at least one theoretical model for career development and the ability to apply it to their college and career planning processes. Also, students reported having gained knowledge of resources available to them for further career exploration.</p> <p>HDEV 8 SLO#1 assessment results indicated that 92% of students successfully completed the Educational Planning assignment. This assignment is complex and requires that students utilize resources (AA/AS requirements, assist.org, IGETC & CSU patterns, ECC Catalog, major sheets, etc.) competently, demonstrate critical thinking and self-</p>	<p>Action: When this SLO is assessed again, additional sections of HDEV 5, 8 and 10 should also be assessed in order to gain a broad look at student achievement across the department. (09/09/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

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		<p>motivation, and incorporate strategies for effective decision-making. Faculty believe the high success rates are due to three factors: curriculum, instruction and community building. The HDEV 8 curriculum includes an orientation to college customs and campus resources/support services as well as strategies for success in college. The course has a focus on active learning, student responsibility, interdependence and academic goal-setting and requires that students engage in critical thinking as they map out a path toward their educational goals.</p> <p>HDEV 10 SLO#1 assessment results indicated that across four sections, an average of 83.7% of students earned the target score 75% or higher. The assessment tool for HDEV 10 is the Life Plan assignment, which requires that students learn and apply the five qualities of effective goals. Goals must be Dated, Achievable, Personal, Positive, and Specific. This strategy helps direct attention and effort toward goal-relevant activities and thus makes it more likely that students will achieve their goals. Students utilized the DAPPS goal-setting strategy to create a Life Plan that consists of short- and long-term personal and educational goals that will lead them to their dreams for personal success and happiness in college and in life. High achievement on this assignment indicates that students achieved course learning objectives related to self-awareness, critical thinking, personal responsibility, goal setting, self-management, effective decision-making and educational planning. These learning objectives are critical to student success and are key components in the HDEV 10 curriculum. For students to succeed in college, they must become active and responsible partners in their own education. These assessment results indicate that students gained strategies and skills that they can utilize in decision-making about their personal and educational goals.</p> <p>HDEV faculty are pleased to see that in all course assessments, students achieved the learning outcomes related to PLO#1. (09/09/2014)</p>	

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		<p>Faculty Assessment Leader: Juli Soden Faculty Contributing to Assessment: Kristie Daniel-DiGregorio Courses Associated with PLO Assessment: HDEV 5, 8 and 10</p>	
<p>PLO #2 Determining Outcomes for Success in College - Students will demonstrate active learning, critical thinking and personal responsibility in determining outcomes for success in college.</p> <p>PLO Status: Active PLO Assessment Cycle: 2016-17 (Fall 2016), 2019-20 (Fall 2019) Input Date: 07/01/2013 Inactive Date: Comments:</p>	<p>Multiple Assessments - To assess PLO#2, we analyzed results from HDEV 5, 8 and 10 SLO#2 assessments. We also analyzed HDEV 20's SLO#1 assessment report.</p> <p>Standard and Rubric: It is expected that 80% of students will score 75% or above on this PLO.</p> <p>Additional Comments:</p>	<p>Semester of Current Assessment: 2014-15 (Spring 2015) Standard Met: Standard Met</p> <p>HDEV 5 SLO#2 assessment results indicated that 90% of students achieved the student learning objective. Importantly, students gained the self-knowledge needed to discover careers and occupations that best match their unique characteristics, interests, abilities, and preferences. They were able to utilize career planning tools to research occupations and analyze connections between what they learned about themselves and potential majors and careers.</p> <p>HDEV 8 SLO#2 assessment results indicated that 85% of students scored 75% or above on the assessment. Students completed a self-assessment of the 8 core personal qualities and skills for success in college and in life. Student scores in all 8 qualities increased from "Before" to "After," showing that students developed these qualities during the semester. The biggest increase was in "gaining self-awareness." The lowest gain was in developing emotional intelligence. Overall, the highest scoring category was "discovering self-motivation," both in the "Before" self-assessment and "After" assessments.</p> <p>HDEV 10 SLO#2 assessment results indicated that students experienced significant growth in relation to the four success principles measured. In the sample, 95% increased their scores in personal responsibility, 87% increased their scores in interdependence and 90% increased their scores in both self-motivation and self-management. Although students exceeded our success target in each category, interdependence showed the smallest improvement.</p> <p>HDEV 20 SLO#1 assessment results revealed the following: 100% of the students were able to identify from a list using</p>	<p>Action: Incorporate additional instruction in goal setting strategies such as DAPPS and SMART in HDEV 5. Add one new active learning strategy on interdependence in HDEV 10. Add additional review of emotional intelligence in HDEV 8. (05/27/2016) Action Category: Teaching Strategies</p> <p>Follow-Up: In Spring 2016, faculty incorporated more instruction on effective goal setting in HDEV 5. Students were required to utilize either the DAPPS or SMART goal setting criteria as they set 3 short-term and 3 long-term goals. Utilizing DAPPS and SMART proved to be useful in helping students set college and career goals that they are likely to achieve.</p> <p>In HDEV 10, faculty incorporated a peer review step in the Wise Choice Process assignment to increase opportunities for active learning in interdependence. This was effective in giving students the opportunity to work with others to identify possible solutions to challenges they were facing in college. Students shared</p>

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		<p>ASSIST.org which courses were CSU transferable. Over 94% of students were able to identify UC transferable course using ASSIST.org. Only 50% of the students were able to identify EL Camino College course equivalency when they used ASSIST.org. The other 50% of the students did not research and print three articulation agreements and therefore did not complete the entire assignment which resulted in only half of the class identifying the correct course equivalencies for El Camino College. (05/26/2015)</p> <p>Faculty Assessment Leader: Juli Soden</p> <p>Faculty Contributing to Assessment: Kristie Daniel-DiGregorio, Yun Chu</p> <p>Courses Associated with PLO Assessment:</p>	<p>ideas and recommendations to help each other. Overall, the peer review component added an additional layer of practice in active listening, team building and interdependence to the assignment.</p> <p>Faculty did not incorporate additional instruction in emotional intelligence in HDEV 8. It was determined that there's just not enough time to incorporate more study of emotional intelligence in this 8-week course. Instead, faculty recommended that students take HDEV 10 for further study and growth in emotional intelligence. (05/18/2016)</p>

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El Camino: PLOs (BSS) - Philosophy

PLOs	Assessment Method Description	Results	Actions
<p>PLO #2 Epistemological Theories - Students who have completed the Philosophy program will be able to identify, explain, and evaluate the major epistemological theories, and be able to describe and assess how those theories impact the areas of science, ethics and metaphysics.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 10/04/2013</p> <p>Inactive Date:</p> <p>Comments:</p>	<p>Exam/Test/Quiz - 5 Questions will be given on the first day of class to several sections, and those 5 questions will appear on an actual exam later in the course.</p> <p>Standard and Rubric: On the test, 65% of the students should correctly answer each of the questions, and when all 5 questions are considered together they should have answered correctly at a 70% rate.</p> <p>Additional Comments:</p> <p>Related Documents:</p> <p>SLO PLO Intro DATA CHART Fall 2016.docx</p> <p>SLO Philosophy PLO Questions Epistemology Sept 2016.docx</p>	<p>Semester of Current Assessment: 2016-17 (Fall 2016)</p> <p>Standard Met: Standard Not Met</p> <p>The following questions were given to the students on the first day of class to 4 separate sections of Philosophy 101 (Introduction to Philosophy). The questions were given to 3 sections taught by Professor Randy Firestone, including one honor's program section, one Tuesday/Thursday class, and one Friday class. One of Professor Felipe Leon's sections were also given the same following questions:</p> <p>Philosophy PLO #2 Questions</p> <p>1) We did an exercise in class where we were to state how certain we were of the existence of certain things, such as a flower, a black hole, God, souls, or that slavery or abortion are either moral or immoral. What major area of philosophy were we exploring, and what was the purpose of this exercise?</p> <p>A. Epistemology, and the exercise indicates how difficult it is to achieve certainty in either metaphysics or ethics.</p> <p>B. Epistemology, and the exercise indicates that it is easier to achieve certainty in ethics than in physics, which deals with things that cannot be seen, such as black holes and subatomic particles.</p> <p>C. Metaphysics, and the exercise indicates that it is easier to achieve certainty in metaphysics than it is in ethics.</p> <p>D. Ethics, and the exercise indicates how difficult moral issues are compared to metaphysical issues.</p> <p>2) What do rationalist theories of knowledge generally</p>	<p>Action: Additional emphasis will be placed on the idea of empiricism. Further, the fifth question will be rewritten so that the answer is not so obvious and the concept of moral relativism is properly tested. (12/29/2017)</p> <p>Action Category: Teaching Strategies</p>

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		<p>claim?</p> <p>A. There are no innate ideas.</p> <p>B. The mind is a blank slate waiting to be impressed with sensations.</p> <p>C. All knowledge is specific knowledge.</p> <p>D. Some knowledge has its source in reason and is independent of experience.</p> <p>3) What does empiricism hold?</p> <p>A. Knowledge is a priori.</p> <p>B. Innate ideas exist.</p> <p>C. We need experience through our senses before we have any knowledge.</p> <p>D. Reason is the primary source of knowledge.</p> <p>4) What is the problem of induction, as set forth by Hume?</p> <p>A. People make many mistakes when they try to figure out the solutions to problems, and they induce the wrong conclusions based on inadequate evidence.</p> <p>B. Although scientists can accurately predict the future, most people do not apply the scientific method to their lives and therefore make mistakes regarding their futures.</p> <p>C. Why should we go on living since our lives are pointless and have no meaning because there is neither a God nor an afterlife?</p> <p>D. What justifies our belief that what is true of observed cases will also be true of unobserved cases?</p> <p>5) Cultural or moral relativism is the position that _____.</p> <p>A) Everything is relative.</p> <p>B) It is permissible and moral to favor one's relatives.</p> <p>C) American morality is relatively better than the morality of primitive peoples.</p> <p>D) There are no absolute or universal rights and wrongs in morality. At most, what is morally right is relative to or determined by each culture.</p> <p>In a related document, a chart has been prepared which compiles all of the data, and should be consulted. My</p>	

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analysis of the data is as follows:

For the 5 questions taken as a whole students provided correct answers on the first day of class at a 52% rate. This rate is somewhat misleading because question 5 on moral relativism was correctly answered by 80% of the students. In looking at the question, I can see there is a problem in that questions uses the words "cultural" and "moral" and the correct answer also lists these two words, which I think tipped the students off to the correct answer. This question needs to be rewritten so that it properly tests the concept.

Overall, the honors class met the standard of answering each question at over a 65% rate, answering the questions correctly at 84%, 72%, 78%, 84%, and 88%. It should be noted that the majority of that class were not honors transfer students. Only 12 of the 32 students were in the honors program. Overall, 81% of the 5 questions were answered correctly on the test, far exceeding the target rate of 70%.

The Friday class also did quite well. That class easily exceeded the 65% goal for 4 of the 5 questions, and was only 1% short on questions 3 dealing with empiricism. Moreover, that class answered all 5 questions correctly at a 78% rate, far exceeding the 70% target.

The Tuesday-Thursday class which was taught immediately before the Honor's class and covered the exact same material did not fare so well. They met the target rate on only the 4th and 5th questions, having answered questions 1, 2, and 3 correctly at the rates of 62%, 64%, and 45%. On Questions 1 and 2 they just missed the target, but on question 3 they had a substantial miss--with only 45% of the students answering this question correctly instead of the target of 65%. Furthermore, overall, the Tuesday-Thursday class answered the questions correctly at a 66% rate, which likewise fell short of the 70% goal.

My analysis is as follows: Two of the three sections performed well on the actual tests--with most students learning the major epistemological concepts. The third section did not perform well. In fact, as a whole this was an exceedingly weak class who performed poorly on all 3 tests, and had a poor success rate of passing the course. I think

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>they were somewhat of an outlier. However, it is still the case that more emphasis needs to be placed on the concept of empiricism since two of the sections understood this term at only a 45% and 64% rate, respectively.</p> <p>On a more positive note, question #3 dealing with Hume's famous problem of induction was answered correctly on the first day at only a 33% rate, but on the actual test was answered correctly at a 75% rate between the three sections. This is a rather difficult concept, so I was very happy with this student learning outcome.</p> <p>(12/21/2016)</p> <p>Faculty Assessment Leader: Professor Randall Firestone Faculty Contributing to Assessment: Professor Felipe Leon Courses Associated with PLO Assessment: Philosophy 101 (Introduction to Philosophy)</p>	

Assessment: Assessment Unit Four Column

FALL 2016



El Camino: PLOs (BSS) - Psychology

PLOs	Assessment Method Description	Results	Actions
<p>PLO #1 Logic of the Scientific Method - Students will be able to identify elements of the scientific method and critique their application to the explanation, prediction, and control of mental processes and behavior. PLO Status: Active PLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 02/10/2014</p>	<p>Multiple Assessments - These details were collected from Spring 2014 -- 2015 Psychology Department SLOs: Course, Semester, Submission Date, SLO (1, 2, 3, all, or N/A), Assessment, Standard, Target, Results, Target Achieved (yes/no), Document Related (yes/no), Action, Due Date, Follow Up, Leader, & Contributor(s). Standard and Rubric: At a minimum: Each Department SLO Target is each achieved by 67% of Combined Course Sections; Combined Targets (across SLOs, Courses, & Sections) are achieved by 2/3 (67%) of Course Sections; 100% of Department Courses complete SLO Assessments. Related Documents: PsychPLOS15_Table1.xlsx</p>	<p>Semester of Current Assessment: 2016-17 (Fall 2016) Standard Met: Standard Met Table 2 shows that 100% of UC transfers and 92% of CSU transfers reported at least a B average. (04/21/2017) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Richard Mascolo, Ph.D. Courses Associated with PLO Assessment: Psychology 9B</p> <hr/> <p>Semester of Current Assessment: 2014-15 (Spring 2015) Standard Met: Standard Not Met Table 2 shows that 63% of Course Sections achieved the Target for SLO#1, falling just short of the 67% Target. Table 4 is a proposed schedule of Targets that reflect the number of Course Sections included in an SLO Assessment. Table 5 shows the overall Target if the proposed schedule (Table 4) were applied to Spring 2015 Oncampus Sections (the average of 63% is close to the 67% currently proposed). (08/13/2015) Faculty Assessment Leader: Mascolo Faculty Contributing to Assessment: Abdelhamid, Braun, Buggs, Farias, Galbavy, Galvan, Heaton, Himself, Mascolo, Montes, Nguyen, Simon, Wynne Courses Associated with PLO Assessment: Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16 Related Documents: PsychPLOS15_Table 2_on.docx</p> <hr/> <p>Semester of Current Assessment: 2014-15 (Spring 2015)</p>	<p>Action: A fourth set of data will be collected by adding the Spring 2016 Psychology 9B students to the sample (04/21/2017) Action Category: SLO/PLO Assessment Process Follow-Up: Student emails are being entered into the database. (04/21/2017)</p> <hr/> <p>Action: Department will evaluate the Standards and Targets of this PLO Assessment and consider changes. (12/01/2015) Action Category: SLO/PLO Assessment Process</p>

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Standard Met: Standard Not Met Table 3 shows that 64% of Course Section SLOs achieved their Targets, falling just short of the 67% Target. (08/13/2015)</p> <p>Faculty Assessment Leader: Mascolo Faculty Contributing to Assessment: Abdelhamid, Braun, Buggs, Farias, Galbavy, Galvan, Heaton, Himself, Mascolo, Montes, Nguyen, Simon, Wynne Courses Associated with PLO Assessment: Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16 Related Documents: PsychPLOS15_Table 2_on.docx</p>	<p>Action: Department will evaluate the Standards and Targets of this PLO Assessment and consider changes. (12/01/2015) Action Category: SLO/PLO Assessment Process</p>
		<p>Semester of Current Assessment: 2014-15 (Spring 2015) Standard Met: Standard Not Met Table 3 shows that 82% of Spring 15 Course SLOs included documents related to their assessments, falling short of the 100% Target. Table 6 shows that 2 Courses have not yet been completed for Spring 2015. (08/13/2015) Faculty Assessment Leader: Mascolo Faculty Contributing to Assessment: Abdelhamid, Braun, Buggs, Farias, Galbavy, Galvan, Heaton, Himself, Mascolo, Montes, Nguyen, Simon, Wynne Courses Associated with PLO Assessment: Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16 Related Documents: PsychPLOS15_Table 2_on.docx</p>	<p>Action: Department faculty will determine their needs of the SLO Facilitator Position and consider a new/additional appointment. (12/01/2015) Action Category: Program/College Support</p>
	<p>Survey/Focus Group - The Assessment for Psychology 9B was radically changed; instead of culling data from Final Exams, data were solicited from 9B students over the past 3 years who had transferred to 4-year Institutions (see Table 1). Standard and Rubric: Standard and Rubric: A minimum 80% of students will report at least a B average at their 4-year Institution.</p>		
PLO #2 Fundamental Principles - Students will be able to differentiate	Multiple Assessments - These details were collected from Spring	Semester of Current Assessment: 2014-15 (Spring 2015) Standard Met: Standard Not Met	Action: Department will evaluate the Standards and Targets of this

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>and compare fundamental principles of psychology. PLO Status: Active PLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 02/10/2014</p>	<p>2014 -- 2015 Psychology Department SLOs: Course, Semester, Submission Date, SLO (1, 2, 3, all, or N/A), Assessment, Standard, Target, Results, Target Achieved (yes/no), Document Related (yes/no), Action, Due Date, Follow Up, Leader, & Contributor(s). Standard and Rubric: At a minimum: Each Department SLO Target is each achieved by 67% of Combined Course Sections; Combined Targets (across SLOs, Courses, & Sections) are achieved by 2/3 (67%) of Course Sections; 100% of Department Courses complete SLO Assessments. Related Documents: PsychPLOS15_Table1.xlsx Survey/Focus Group - The Assessment for Psychology 9B was radically changed; instead of culling data from Final Exams, data were solicited from 9B students over the past 3 years who had transferred to 4-year Institutions (see Table 1). Standard and Rubric: A minimum 80% of students will report at least a B average at their 4-year Institution. Related Documents: PsychDeptPLOs_9BSurveyandResultsSp16.docx</p>	<p>Table 2 shows that 48% of Course Sections achieved the Target for SLO#1, falling far short of the 67% Target. (08/13/2015) Faculty Assessment Leader: Mascolo Faculty Contributing to Assessment: Abdelhamid, Braun, Buggs, Farias, Galbavy, Galvan, Heaton, Himself, Mascolo, Montes, Nguyen, Simon, Wynne Courses Associated with PLO Assessment: Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16 Related Documents: PsychPLOS15_Table 2_on.docx Semester of Current Assessment: 2016-17 (Fall 2016) Standard Met: Standard Met Table 2 shows that 100% of UC transfers and 92% of CSU transfers reported at least a B average. (09/16/2016) Faculty Assessment Leader: Richard Mascolo, Ph.D. Courses Associated with PLO Assessment: All Related Documents: PsychDeptPLOs_9BSurveyandResultsSp16.docx</p>	<p>PLO Assessment and consider changes. (12/01/2015) Action Category: SLO/PLO Assessment Process Action: This Assessment is a major departure from previous ones; it has the potential to address the most basic question of an SLO -- how do our students fare after they transfer? Nonetheless, many improvements must be made; first and foremost are these: response rate (likely bias) and vague questions (especially regarding the 3 specific SLOs).. The Action Plan is therefore focused on addressing these limitations (12/16/2016) Action Category: SLO/PLO Assessment Process Follow-Up: A new class of Psych 9B students (Sp 2016) will be added to the sample (04/21/2017)</p>

PLO #3 Everyday Application -

Multiple Assessments - These

Semester of Current Assessment: 2014-15 (Spring 2015)

Action: Department will evaluate

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 02/10/2014</p>	<p>details were collected from Spring 2014 -- 2015 Psychology Department SLOs: Course, Semester, Submission Date, SLO (1, 2, 3, all, or N/A), Assessment, Standard, Target, Results, Target Achieved (yes/no), Document Related (yes/no), Action, Due Date, Follow Up, Leader, & Contributor(s).</p> <p>Standard and Rubric: At a minimum: Each Department SLO Target is each achieved by 67% of Combined Course Sections; Combined Targets (across SLOs, Courses, & Sections) are achieved by 2/3 (67%) of Course Sections; 100% of Department Courses complete SLO Assessments.</p> <p>Related Documents: PsychPLOS15_Table1.xlsx</p> <p>Survey/Focus Group - The Assessment for Psychology 9B was radically changed; instead of culling data from Final Exams, data were solicited from 9B students over the past 3 years who had transferred to 4-year Institutions (see Table 1).</p> <p>Standard and Rubric: A minimum 80% of students will report at least a B average at their 4-year Institution.</p> <p>Related Documents: PsychDeptPLOs_9BSurveyandResultsSp16.docx</p>	<p>Standard Met: Standard Met</p> <p>Table 2 shows that 68% of Course Sections achieved the Target for SLO#3, exceeding the 67% Target. (08/13/2015)</p> <p>Faculty Assessment Leader: Mascolo</p> <p>Faculty Contributing to Assessment: Abdelhamid, Braun, Buggs, Farias, Galbavy, Galvan, Heaton, Himself, Mascolo, Montes, Nguyen, Simon, Wynne</p> <p>Courses Associated with PLO Assessment: Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16</p> <p>Related Documents: PsychPLOS15_Table 2_on.docx</p> <p>Semester of Current Assessment: 2016-17 (Fall 2016)</p> <p>Standard Met: Standard Met</p> <p>Table 2 shows that 100% of UC transfers and 92% of CSU transfers reported at least a B average. (12/16/2016)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Courses Associated with PLO Assessment: All</p> <p>Related Documents: PsychDeptPLOs_9BSurveyandResultsSp16.docx</p>	<p>the Standards and Targets of this PLO Assessment and consider changes. (12/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: f/u (12/16/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: This Assessment is a major departure from previous ones; it has the potential to address the most basic question of an SLO -- how do our students fare after they transfer? Nonetheless, many improvements must be made; first and foremost are these: response rate (likely bias) and vague questions (especially regarding the 3 specific SLOs).. The Action Plan is therefore focused on addressing these limitations (12/16/2016)</p>