Assessment: Course Four Column

Spring/Summer 2019

El Camino: Course SLOs (HSA) - Educational Development

ECC: EDEV 10:English Grammar for Deaf and Hard-of-Hearing Students

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Sentence Parts - Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015), 2018-19 (Spring 2019) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** 14 questions on subject/predicate in fill-in-the-blank and true/false format and 18 questions on sentence types (declarative, interrogative, imperative, exclamatory) in multiple choice and fill-in-the-blank format -- totaling to 32 questions. **Standard and Target for Success:** BASED ON PERCENTAGE: It is expected that 75% of students will score 75% or above on this SLO.	**Semester and Year Assessment Conducted:** 2014-15 (Spring 2015) **Standard Met? :** Standard Met There were only four students in the class and all showed up for this assessment. All four students scored at/or above 75% accuracy. (04/07/2015) **Faculty Assessment Leader:** Jaymie Collette	**Action:** No need for further action at this time. Assessment format is appropriate and fitting for this type of class. (04/07/2015) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** This particular area of study was not conducted this term. Reason: instructor was out on medical leave for 7 weeks and the class had a substitute teacher and he did not cover this area. When the instructor returned, she only focused on a few areas of lesson, including those that are SLO objectives. (06/07/2017)
	Exam/Test/Quiz - Test consisting 15 questions of multiple choices, true/false and fill-in-the-blanks were administered to a class of 9 students. **Standard and Target for Success:** BASED ON PERCENTAGE: It is expected that 70% of students will score 70% or above on this SLO.	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Not Met 10 students took this portion of test, that included SLO objective #1, and only 4 out of 10 students successfully passed with at least 70% or higher. The other 6 did not. Assessment showed confirmation of instructor's concern throughout the entire semester that 3 out of the 6 students who did not pass does not have any English abilities in order	**Action:** Instructor may will need to spend more time on this topic, give out more exercises for this type of lesson. (05/28/2020) **Action Category:** Teaching Strategies

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		to understand the questions on the test. Those 3 students may know sight words here and there, but they do not have adequate grammar experience/understanding to be able to be tested. The other 3 students clearly did not study or prepare for the class. Often times those 3 students were absent, or chatted with other students and or were distracted during class lectures. They had the potential of passing this simple test, but they just did not come prepared. (05/13/2019) **Faculty Assessment Leader:** J.Collette	
SLO #2 Adjectives - Student will write simple sentences using description words (adjectives). **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2016-17 (Spring 2017), 2018-19 (Spring 2019) **Input Date:** 11/08/2013 **Comments::** Cancelled FA16	**Exam/Test/Quiz -** Students will take a final exam that consists 10 questions relating to adjectives. Students will have to identify which word in each of the first five sentences are adjectives and in the other five sentences, students will have to create an adjective and put it in the blank in the sentences. **Standard and Target for Success:** It is expected that 70% of the students pass the test with at least 70% accuracy.	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Not Met Only half of the class was able to correctly answer the SLO objective in their final exam. The other half did not. But, it was pretty obvious that it was not comprehension related, but lack of study and or enthusiasm for the subject. (06/07/2017) **Faculty Assessment Leader:** J.Collette	**Action:** Teacher will spend more time in teaching this subject with the students. Maybe include one-on-one instruction. (06/07/2018) **Action Category:** Teaching Strategies **Follow-Up:** I have worked on this section of objective more in class. I did not do one-on-one instruction as the previous group (2019) were pretty similar with their grammar abilities. However, this portion was not assessed in 2019. (09/05/2019)
	Exam/Test/Quiz - Ten questions were given out to students that insisted SLO #2 which were multiple choices and fill-in-the-blanks. **Standard and Target for Success:** It is expected that 70% of the students pass the test with at least 70% accuracy.	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met 10 students took this test and at least 70% of the class passed this portion of the test with at least 70% or higher. 3 students who had very minimal English abilities were even able to understand this portion of test. They had to underline the adjectives in sentences and create their own in fill-in-the-blanks. Those who did not pass this portion was a bit surprising for the teacher. Teacher suspects those students did not come prepared for the test, for they definitely had the potential, but just did not bother to study and prepare for the test. (05/03/2019) **Faculty Assessment Leader:** J.Collette	**Action:** Teacher may spend more time on this lesson. (05/28/2020) **Action Category:** Teaching Strategies

ECC: EDEV 121:Career Preparation

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Laws - Students will identify the laws which pertain to the rights of the disabled in the workplace. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** 5 out of 42 questions on the final exam will cover the topic on Laws for people with disabilities. The questions were in true/false and matching format of the test. **Standard and Target for Success:** In this class, there were 7 students, and it is expected that at least 5 out of 7 should successfully answer all five questions correctly because prior to the test, they had a homework assignment where they were to find and answer different laws for people with disabilities and they have all successfully done that.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Six students showed up to take the final exam. One was absent, so he was not able to take the test and be considered in the group of 5 out of 7 as a target to successfully pass the objective part of the final exam. Five out of six answered all five questions relating to Laws for people with disabilities correctly. Only one got one wrong answer, answering four out of 5 correctly. It has been determined that 5 out of 7 successfully met the SLO goal. (05/12/2016) **Faculty Assessment Leader:** Jaymie Collette	**Action:** To add variety to the assessment format, perhaps instead of test/exams, students will give a presentation on Laws for people with disabilities to show their knowledge and understanding of the subject matter. (05/12/2017) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** This Action was suggestion by another instructor, who taught ED 121 during the Sabbatical of Prof. Land, who had already handled the assessment of SLO #2 (Laws) through a student presentation activity. In other words, this presentation activity was done in Sp 17, as it was done in Sp 15 and earlier. (09/14/2017)
	Exam/Test/Quiz - Spring 2019: Ten item, True / False test based on the laws which affect people with disabilities in the workplace. **Standard and Target for Success:** 80% of the 12 students assessed will get at least 70% of the answers correct, **Additional Information:** Students will be considering the rights of the disabled in the workplace. This includes the rights of disabled employees as well as the role / responsibilities of managers / business owners with regard to disabled employees and/or to	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met Prior to the assessment, there was a lecture with discussion on the development of labor-related laws and regulatory agencies in the United States since the year 1913. The main purpose was to illustrate the progression from random protections, if any, for the disabled to fully legislated rights. A related purpose was to demonstrate the relationship between legislation for students with disabilities in educational settings and future disabled workforce members, whether employees or employers. Discussion began with the development of the Dept. of Labor and the Dept. of Commerce followed by the inception of Workers' Compensation, the Dept. of Vocational Rehabilitation, and the Social Security Act. Next came the	**Action:** EDEV 121, which is both a lecture and lab class, continues to need a designated computer lab. With regard to the activity and assessment listed above for SLO #2, students would benefit from having a computer available to look up the laws under discussion. This action has been listed before as a designated computer lab is needed for optimal achievement of SLOs #1 and #2. (05/21/2020) **Action Category:** Program/College Support

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disabled customers.		Randolph-Sheppard Act (for the blind), the Dictionary of Occupational Titles (to standardize job descriptions), and the G. I. Bill. Following these were Brown vs. the Board of Education, the Vocational Rehabilitation Act, the Civil Rights Act, P.L. 94-142 (later IDEA), the ADA (Americans with Disabilities Act), and finally, the ADA Amendment, known as ADAAA. The ADA and its Amendments were the subject of the most in-depth part of the discussion. The development of earlier laws and agencies was covered to emphasize that the ADA had evolved over time, through increased awareness of the rights as well as of the potential of individuals with disabilities. Discussion focused on how the ADA might affect business owners as well as employees, significant in EDEV 121, because many students come into the class stating that they hope to own and operate their own business some day. The assessment consisted of ten True/False items. Students had the option of using their notes and/or of having the questions read aloud to them. These accommodations did not interfere with the purpose or validity of the assessment. The object was not only for students to identify relevant laws but to recognize their impact and applicability in designated scenarios, i.e., a combination of Bloom's "Knowledge" and "Synthesis." The target of 80% of students scoring 70% or higher was met (i.e., 83% scored 70% or higher). However, the two items missed most, #4 and #7, indicate a need for further integration of information. Specifically, #4 asked the students to recognize that Social Security provides support (funds) for the elderly, the widowed and the orphaned as well as for the disabled. This is significant because the underlying similarity herein is that of legislation to protect the most vulnerable members of society. The other item missed most was #7, pertaining to Title 3 of the ADA: accessibility of public venues, such as theaters, stores, restaurants and hotels, to the disabled. This item is important because if students hope to become managers / owners of such venues in the future, they need to be aware of the requirements they are likely to encounter, i.e., to make their venue accessible to the	

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		disabled based on disability-related laws. On the whole, students seemed to engage readily in the discussion and assessment; several mentioned that they hadn't been aware of the laws or their impact and that they now realized how significant these could be in their lives, whether as employees, employers, or business owners. (05/21/2019) **% of Success for this SLO:** 83 **Faculty Assessment Leader:** Julie Land **Faculty Contributing to Assessment:** Demond Littles	

ECC: EDEV 29:Individualized Assessment of Learning

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Individual Learning Profile - Students will identify a plan for academic success based upon their individual strengths and weaknesses, and if appropriate, their use of accommodations and services provided by the SRC. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 11/08/2013	**Essay/Written Assignment -** In written format, students will compile an "Individual Learning Profile". This project will be a compilation of information they have gained about themselves as learners. The report will include the student's learning strengths and weaknesses, preferred learning style and effective strategies for their respective profile as a learner. **Standard and Target for Success:** Successful completion of this project will include the student's identification of his or her individual strengths and weaknesses as a learner, as well as his or her preference of learning style. In addition, the student will identify specific strategies that are effective for that style of learner. Target for success is 85%.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Eleven of the twelve students (92%) enrolled in the class successfully identified their individual learning profiles and identified specific techniques that will increase their learning effectiveness. (03/29/2016) **Faculty Assessment Leader:** Kathryn Holmes **Faculty Contributing to Assessment:** n/a	**Action:** To ensure that students are using the strategies that they have identified as specific to their learning style, I will introduce this concept earlier in the eight week session and incorporate the actual use of the strategies during my lectures. (03/11/2017) **Action Category:** Teaching Strategies **Follow-Up:** In the second class session, I introduced the concept of identifying specific techniques that can address individuals' specific challenges which will be discussed throughout the semester. I advised students to pay particular attention to any learning challenges that may be discovered throughout the course activities, so they will recognize which strategies will help their specific learning challenges. This will assist students in creating meaningful learning profiles at the end of the course. (09/13/2016)
	Essay/Written Assignment - Spr' 19: Essay/Written Assignment, Students were required to complete a written questionnaire called "Putting It All Together," to chronicle and synthesize their "journey" in EDEV 29 and their plan "going forward." This project is designed to improve executive process, i.e., the student's ability to "connect the dots"	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Not Met Spring 2019 Ten of the 12 students seemed to understand the need to correlate the questions in "Putting It All Together" with preceding, related assignments from the past seven weeks; they were able to work independently to complete the project/ assessment successfully. Two, although conscientious students with a positive work ethic, needed	**Action:** As of Fall 2019: For each assignment during the first seven weeks, a notation will be added in bold on top of the page, to the following effect: "This assignment relates to question _____ on final project, 'Putting It All Together.'" Such a notation may make the one-to-

Course SLOs	Assessment Method Description	Results	Actions

between their self-assessment responses on earlier homework assignments and their coalescence of an individual learning profile and plan. The project targets increased self-awareness as well as increased awareness of the rich array of support services and resources available at ECC, whether offered by the SRC and/or by the campus as a whole. Ideally, students should be able to function independently as they correlate the questions in "Putting it All Together" with the related assignments from the past seven weeks of the eight-week term, i.e., in order to inform their responses as well as their decisions.

Standard and Target for Success:
The two sections totaled 14 students; 12 actually completed the project /assessment. Expected was that 12 out of 12 (100%) would be able to complete the assessment independently, given that all 12 had completed 100% of their assignments thus far, over the past seven weeks.

Additional Information: There are no right or wrong answers to the questions. Students are being asked to write what's true for them, individually, such as their top two preferred learning styles, their three highest areas of "multiple intelligence," etc. They are also being asked to create a viable plan, as in taking fewer units or combining their courses in an optimal way,

considerable scaffolding or "hand-holding" in terms of understanding that the questions posed in "Putting It All Together" directly corresponded to their earlier assignments. Both students had difficulty in grasping the overall concept of the relationship and in recognizing how each individual question in "Putting It All Together" was an opportunity to synthesize what they had learned from an earlier assignment over the past seven weeks. With instructor assistance and due diligence, both students were able to complete the project / assessment. Admittedly, both had documentation in file reflecting language processing deficits. However, as the Action Plan will show, a slight "visual edit," which will be added to future assignments, may make the process of correlation a little easier for students to understand. This planned "scaffold" is an example of "universal design."

 (08/23/2019)
% of Success for this SLO: 83
Faculty Assessment Leader: Julie Land

one correlation clearer and thus more accessible, allowing more students to experience greater independence and the feelings of success and pride.

 (08/23/2019)
Action Category: Teaching Strategies

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	based on their strengths and weaknesses, using campus resources in a strategic way, etc. Note: in the spirit of "celebrating our shared Journey," students are asked to make a brief oral presentation based on "Putting It All Together." They are not required to reveal any sensitive or confidential information to their classmates, rather, what they have found most valuable in EDEV 29 to empower themselves to achieve their educational goals.		

ECC: EDEV 41:Assisted Computer Technology Laboratory

Course SLOs	Assessment Method Description	Results	Actions
SLO #3 ECC Portal - Students will utilize the appropriate AT to logon to my ECC and navigate the portal. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 11/08/2013	**Presentation/Skill Demonstration -** Students were required to demonstrate the ability to navigate the ECC portal and complete 6 tasks independently. **Standard and Target for Success:** 100% of students will be able to demonstrate this skill independently after 8 weeks of class	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met 8 out of 8 (100%) of the students can utilize the ECC portal and login to complete assignments as measured by login data and completion of computer basics assignment. 4 students have limited mobility (limited gross or fine motor skills, limited use of their hands). For those 4 students, they were able to verbalize and direct their in-class aide (ICA) on how to log in to their MyECC account. They were given several assignments which require Internet research and computer literacy skills during the semester. Students were given a Virtual Field trip assignment that requires the use of Internet research. Additionally, the students have received a presentation from the AT specialist outline specific tools (Read & Write, Microsoft 365, Audio Note Taker) to improve their academic performance. Assignment Link https://www.360cities.net/ List the 25 cities you selected. Why? What kinds of virtual field trips are available online? What trips can I explore during a virtual field trip? What Assistive Technology (AT) did I use during the virtual field trips? (06/04/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Tiffanie Lau **Faculty Contributing to Assessment:** Jerell Hill	**Action:** Instruction will continue to be taught as they have been while giving students multiple opportunities throughout the semester to demonstrate their ability to navigate the MyECC portal. For those students who require an ICA, the instructor could also include teaching the use of alternate input devices (voice commands, alternate mouse, alternate keyboards) that is appropriate for them according to their disability, so students could independently navigate the portal without the assistance of their ICA. (06/04/2019) **Action Category:** Teaching Strategies **Follow-Up:** Students will be given assignments regularly (every 2 - 3 weeks) during the semester which include a component of Internet research. By practicing this skill often, they will master it. Students will also be introduced to various alternate input devices so students can navigate the MyECC Portal independently without the assistance of an ICA. (06/07/2021)
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met	**Action:** There is a tendency for students to lose the skills if they are not practiced with some

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		12 students are currently registered in EDEV 41. Every student independently demonstrated the ability to complete the following tasks at the ECC portal: • check ECC email • browse ECC class schedule • browse ECC college catalog • check registration day and time • register for classes online • view and print personal class schedule for current semester (04/21/2016) **Faculty Assessment Leader:** Tisa Casas	regularity. Therefore, in the future students will be asked to demonstrate their ability to complete the above tasks at regular intervals during the semester. This will help to maintain their skill level. (02/20/2017) **Action Category:** Teaching Strategies **Follow-Up:** Students will be given assignments regularly (every 2 - 3 weeks) during the semester which include a component of Internet research. By practicing this skill often, they will master it. (05/30/2017)