

# Assessment: Course Four Column

Spring/Summer 2019



## El Camino: Course SLOs (BSS) - Human Development

### ECC: HDEV 105 (formerly HDEV 5):Career and Life Planning

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Aligning Personality Types and Work</b> - Students will examine individual learning styles and personality types and assess how these relate to student success in college and careers.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015), 2018-19 (Spring 2019)</p> <p><b>Input Date:</b> 09/11/2014</p>	<p><b>Essay/Written Assignment</b> - To assess SLO#2, we evaluated student learning based on multiple reflective writing assignments from 10 chapters of the course textbook. In each chapter, students completed assignments which required them to apply what they've learned in order to make wise, informed choices about potential majors and careers. In these assignments, students are guided through a reflective process that focuses on values, interests, personality, skills and learning styles. Career and education options are researched, and students are exposed to college resources and support services. Decision-making models and goal setting techniques are examined and used to develop short and long-term educational, career and life plans. At the end of the class, students submitted their portfolio of assignments. The total number of points possible for all writing assignments was 200.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Two sections of HDEV 5 were assessed. Section 2460 had 22 registered students and section 2462 had 25 registered students. Not all students in each section completed the course and turned in the culminating assignment portfolio. Some students quit attending class without dropping (or past the drop date) and did not turn in their work. In 2460, 18 students completed the assignment portfolio that was used to assess the SLO. In 2462, 17 students completed the assignment portfolio used to assess the SLO. Only students who remained active in the class and submitted the assessment portfolio were included in the analysis for the report.</p> <p>In 2460, 18 students completed the class and assignment portfolio with a class average of 183 of 200 or 91%. In 2462, 17 students completed the class and assignment portfolio with a class average of 181 of 200 or 90%. For individual student scores, see the related document.</p> <p>The SLO assessment results indicated that student learning exceeded our anticipated success target. Importantly, students gained the self-knowledge needed to discover careers and occupations that best match their unique</p>	<p><b>Action:</b> Incorporate additional instruction in goal setting strategies such as DAPPS and SMART. (12/01/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> This semester, I included more instruction on effective goal setting. 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. (05/18/2016)</p>

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	<p>Students received a combined score (e.g. 190/200). Their overall scores on the assignments were used to assess the SLO.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students will score 75% or above on this SLO assessment.</p> <p><b>Related Documents:</b>  <a href="#">SLO#2.HDEV</a>  <a href="#">5.TracDat.Report.Spring2015</a></p>	<p>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. After reviewing their portfolios, it was evident that students achieved significant growth in self-awareness as it relates to college major and career choice. An area for future improvement would be in goal setting. Overall, students were able to analyze personality traits and align them with major and career choices. However, when it came to “taking the next step” and setting goals, students did not consistently utilize proven goal setting strategies such as DAPPS and SMART. They could improve their potential for achieving their goals if they applied a strategy to ensure that goals were specific, achievable, measurable, realistic and time-bound. In the future, faculty can incorporate more lecture and practice in goal setting. This will help students set effective goals and increase the likelihood that they will achieve their college and career goals. (05/26/2015)</p> <p><b>Faculty Assessment Leader:</b> Juli Soden  <b>Faculty Contributing to Assessment:</b> Kristie Daniel-DiGregorio</p> <p><b>Related Documents:</b>  <a href="#">SLO#2.HDEV</a> <a href="#">5.TracDat.Report.Spring2015</a></p>	
	<p><b>Essay/Written Assignment -</b> To assess SLO#2, we evaluated student learning based on multiple assignments. Students completed critical thinking and career research assignments which required them to apply personality theories in order to make wise, informed choices about potential majors and careers. Through these assignments, students are guided through a reflective process that focuses on values, interests, personality traits, skills and learning styles. Career and education options are researched, and students are exposed to college</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)  <b>Standard Met?</b> : Standard Met</p> <p>Two sections of HDEV 105 were assessed. Section 2536 had 27 students and section 2540 had 18 students. Not all students in each section completed the course and turned in the culminating assignment portfolio. Some students quit attending class without dropping (or past the drop date) and did not turn in their work. In 2536, 23 students completed the assignment portfolio used to assess the SLO. In 2540, 14 students completed the assignment portfolio used to assess the SLO. Only students who remained active in the class and submitted the assessment portfolio were included in the analysis for the report.</p> <p>In 2536, 23 students completed the critical thinking</p>	<p><b>Action:</b> For goal-setting assignments, provide additional instruction in specific strategies such as DAPPS and SMART. (06/11/2019)  <b>Action Category:</b> Teaching Strategies</p>

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	<p>resources and support services. Decision-making models and goal setting techniques are examined and used to develop short and long-term educational, career and life plans. At the culmination of class, students submit a portfolio that includes personality assessments, values, interests and personality trait assignments, college major and career research assignments, and a college/career plan analyzing this information and identifying goals for the future. Students' scores on the portfolio assignments were used to assess the SLO.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students will score 75% or above on this SLO assessment.</p>	<p>assignments with a class average of 93%. They also completed the career research assignments with a class average 71%. Combined, this shows an overall 82% success rate in achieving the student learning outcomes. Specifically, in the critical thinking assignments and career research assignments, 81% of students scored higher than 75% on the assessment, indicating that the target was met.</p> <p>In 2540, 14 students completed the critical thinking assignments with a class average of 89%. They completed the career research portfolio with a class average of 85%. Overall, this shows an 87% success rate in achieving the student learning outcomes. Specifically, in the critical thinking assignments and career research assignments, 82% of students scored higher than 75% on the assessment, indicating that the target was met.</p> <p>The SLO assessment results indicated that student learning exceeded the anticipated success target. 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. After reviewing their portfolios, it was evident that students achieved significant growth in self-awareness as it relates to college major and career choice. An area for continued improvement would be in goal setting. Overall, students were able to analyze personality traits and align them with major and career choices. However, when it came to "taking the next step" and setting goals, students did not consistently utilize proven goal setting strategies such as DAPPS and SMART. They could improve their potential for achieving their goals if they applied a strategy to ensure that goals were specific, achievable, measurable, realistic and time-bound. Increasing instructional time in goal-setting was a recommendation from the 2015 SLO assessment. While a culminating assignment requiring students to apply goal-setting strategies was added to the</p>	

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portfolio, student scores indicate that students didn't achieve mastery of specific goal-setting strategies. In a class that meets only 8 times (7 when holidays occur), it's difficult to increase instructional time on topics. Although students achieved the learning outcomes, achievement on the goal setting section of the portfolio indicated that improvement is needed in this area. In the future, faculty can incorporate more lecture and practice in goal setting. This will help students set effective goals and increase the likelihood that they will achieve their college and career goals.

(06/11/2019)

**% of Success for this SLO:** 82

**Faculty Assessment Leader:** Juli Soden

**Faculty Contributing to Assessment:** Yun Chu, Kristie Daniel-DiGregorio

# ECC: HDEV 115:Career Development Across the Lifespan

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Critical Thinking &amp; Career Planning</b> - Students will exhibit critical thinking by articulating their interests, personality, skills and/or work values and integrating these with education planning and career decision-making for success in diverse work environments.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015), 2018-19 (Spring 2019)  <b>Input Date:</b> 09/11/2014</p>	<p><b>Essay/Written Assignment -</b>  Students were asked to compile the results from all the career resources and collaborative learning assignments we completed during Chapters 1-5 in the textbook. These included personality assessments that were completed in the textbook written assignments (Holland Code), collaborative learning assignments (True Colors/Inner Heroes), and online assessments (e.g., Gardner's Multiple Intelligences). Written assignments on values, interests, and skills that we have completed in class were also included in the assignment. One item in the written assignment asked students what they have learned from completing their own Ed Plan career resources in addition to going to a counselor. Finally, students were asked to go onto the Career Coach website to write down career(s) that most closely involve their personality, values, interests, and skills.  <b>Standard and Target for Success:</b> It is expected that 80% of students will score 75% or above on this SLO assessment.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)  <b>Standard Met?</b> : Standard Met  Sections 2547 &amp; 2549: 83.33% of students earned passing scores of 75% or higher.</p> <p>High achievement on this written assignment indicates that students achieved course learning objectives related to matching their qualities to a career. These learning objectives are critical to career development and satisfaction, and are key components in the HDEV 115 curriculum.  Some students had trouble finding all their assessment scores for personality tests, values, etc. from earlier in the semester. Most students remarked how helpful it was to complete the Ed Plan career resources as they gained a "big picture" view of the courses they need to complete at ECC in order to either graduate with an Associate's degree and/or transfer to a 4-year institution. In addition, some answers for question 6 (What major/career are you interested now?) reflected a better understanding of the match between their qualities and major/career choices.  (12/12/2015)  <b>Faculty Assessment Leader:</b> Y. Chu  <b>Faculty Contributing to Assessment:</b> J. Soden and K. Daniel-DiGregorio</p>	<p><b>Action:</b> When this SLO is assessed next, additional sections of HDEV 115 will be assessed in order to gain a broader look at student achievement across the department. (01/20/2019)  <b>Action Category:</b> Teaching Strategies  <b>Follow-Up:</b> Dr. Chu is currently the only professor teaching HDEV 115. In the next reporting cycle, she will assess all sections offered that semester. (03/22/2017)</p>
	<p><b>Project -</b>  Students will exhibit critical thinking by articulating their interests, personality, skills and/or work values and integrating these with education planning and career decision-making for success in diverse work</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)  <b>Standard Met?</b> : Standard Met  To complete this written assignment, students must use critical thinking to analyze their results in personality, values, interests, and skills assessments to research career(s) on the Career Coach website that match their</p>	<p><b>Action:</b> A personality and career plan review assignment will help students summarize key findings from their work in the class. (06/11/2019)  <b>Action Category:</b> Teaching Strategies</p>

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	<p>environments.</p> <p>The assessment tool for HDEV 115, SLO#2 is the Critical Thinking and Career Planning written assignment. Students were asked to compile the results from all the career resources and collaborative learning assignments we completed during the semester. These included personality assessments (True Colors/Inner Heroes and MBTI), written assignments on values, interests, and skills that we completed in class. One item in the written assignment asked students what they have learned from completing their own Ed Plan career resources in addition to going to a counselor. Finally, students were asked to go onto the Career Coach website to write down career(s) that most closely involve their personality, values, interests, and skills. They were also asked to reflect on their informational interview assignment and career research website assignment.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students will score 75% or above on this SLO assessment.</p> <p><b>Additional Information:</b> To complete this written assignment, students must use critical thinking to analyze their results in personality, values, interests, and skills assessments to research career(s) on the Career Coach website that match their qualities.</p>	<p>Sections 2596, 4154, and 4155: 80% of students earned passing scores of 75% or higher.</p> <p>High achievement on this written assignment indicates that students achieved course learning objectives related to matching their qualities to a career. These learning objectives are critical to career development and satisfaction, and are key components in the HDEV 115 curriculum.</p> <p>Many students remarked how helpful it was to interview an established professional in their career of interest. It made the career “real” to hear it from a person who had already been working on it for years. The career research website assignment helped students dig deeper into what the requirements are for each career they were considering. Some answers for question 6 (What major/career are you interested now?) reflected a better understanding of the match between their qualities and major/career choices. (06/11/2019)</p> <p><b>% of Success for this SLO:</b> 80</p> <p><b>Faculty Assessment Leader:</b> Y. Chu</p> <p><b>Faculty Contributing to Assessment:</b> J. Soden, K. Daniel-DiGregorio</p>	

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