Assessment: Course Four Column

Spring/Summer 2018

El Camino: Course SLOs (BSS) - Human Development

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

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 College and Career Planning - Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2017-18 (Spring 2018) **Input Date:** 11/29/2013	**Exam/Test/Quiz -** Students will take an exam on the last day of the 8-week course. **Standard and Target for Success:** It is expected that 80% of students will score 75% or above on this SLO assessment. **Related Documents:** Career and Life Plan HDEV 105 SLO#1 Assessment Tool.2018.pdf	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Three survey questions were asked to assess student learning. Question 1. Do you know yourself (in relation to college & career planning) better now than before class? Yes/No Question 2. Do you have an idea about a major or career that's a good fit for you? Yes/No Question 3. Do you think what you've learned in class will help you make informed choices about college majors and careers? Yes/No. These questions addressed students' awareness of 1) personal strengths, weaknesses, aptitudes, values and interests; 2) college majors and careers that align with their personal traits; 3) their ability to utilized what they've learned to make wise choices. Question results: Question 1. Yes = 10 No = 0. Question 2. Yes = 9 No = 1. Question 3. Yes = 10 No = 0.	**Action:** Distribute the survey among more sections of the course. (09/06/2018) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** The HDEV 105 SLO assessment survey was completed by all sections in Fall 2018. (02/18/2019)

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		Additional exam questions asked student to identify individual strengths, weaknesses and college and career goals. Question 4. Identify 3 Strengths (Character traits in your dominant True Color that will help you thrive in a career that is a good fit for you). Identify 3 Weaknesses (Character traits in your lowest True Color that you may need to work on in order to be as successful as you can be in your career.) Results of the question about individual strengths: 10 of 10 students were able to identify 3 personal strengths. Results of the question about weaknesses/areas for improvement: 10 of 10 students were able to identify 3 Weaknesses/Areas to Improve. Question 5. After learning about El Camino College's programs and your future career interests, identify 3 possible majors that would be a good fit for you. Result of this question: 9 of 10 students were able to identify possible majors that would be a good fit for them. One student misunderstood the question and wrote down art classes. Question 6. Based on what you've learned, identify 3 possible careers that fit you. Results of this question: 10 of 10 students were able to identify possible majors that would be a good fit for them. Question 7. Name at least 2 resources you can use for future career research. Results of this question: 8 of 10 students were able to identify 2 resources for future career research. One student could identify only 1 resource for future career research. One student did not answer this question. A final essay question requires that students utilize critical	

Course SLOs	Assessment Method Description	Results	Actions
		thinking to analyze the True Colors model and apply what they've learned to their individual college and career plans. Question 8. Write a paragraph describing how this class and/or a personality and learning styles theoretical model (i.e., True Colors) has helped you in your college and career planning. What have you learned about yourself and/or career resources that will help you make an informed decision about potential majors and careers. 9 of 10 students answered this question. All 9 of those who responded reported that the course helped them understand themselves and to make wise choices about college majors and possible careers that would be a good fit for them. Students accurately described the True Colors model and discussed how they could apply it to college major and career choices. ANALYSIS: Students met the target success rate (80% would achieve 85% or higher on the assessment) for achieving SLO #1. Students reported an increased sense of motivation and purpose in college, because they were able to understand the steps to take towards a meaningful career in the future. They liked learning about themselves and used this new information to make wise choices about their majors in college and potential careers to research. Students stated that they have a better understanding of themselves through reflection during the class. They have gained insights into their personality types and how to succeed in college, career, and life according to their learning styles. They also understood their interests and values that are important while exploring possible careers. They learned about their strengths and weaknesses and how they apply to careers. Students demonstrated an in-depth understanding of theoretical models for career development and their application to college and careers. They were also able to	

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benefit from career research resources (onetonline.org, Career Coach, and the career center in student services).

The results shows that the class curriculum, lectures, and activities are effective in achieving student learning objectives. (09/06/2018)
Faculty Assessment Leader: Yun Chu
Faculty Contributing to Assessment: Griselda Castro

Results	Actions
Semester and Year Assessment Conducted: 2013-14 (Spring 2014) **Standard Met? :** Standard Met Three survey questions were asked to assess student learning. Question 1. Do you know yourself (in relation to college & career planning) better now than before class? Yes/No Question 2. Do you have an idea about a major or career that's a good fit for you? Yes/No Question 3. Do you think what you've learned in class will help you make informed choices about college majors and careers? Yes/No. These questions addressed students' awareness of 1) personal strengths, weaknesses, aptitudes, values and interests; 2) college majors and careers that align with their personal traits; 3) their ability to utilized what they've learned to make wise choices. Question results: Question 1. Yes = 24 No = 0. Question 2. Yes = 23 No = 1. Question 3. Yes = 24 No = 0. Additional exam questions asked student to identify individual strengths, weaknesses and college and career goals. Question 4. Identify 3 Strengths (Character traits in your	**Action:** The essay question will be modified slightly to gather more specific information about student learning related to 1) personality assessments, 2) career research tools, and 3) application of what they've learned to the college major and career decision making process. (05/15/2015) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** The HDEV 5 SLO#1 assessment essay question was revised in May, 2015. When this SLO is next assessed, we will determine if the newly revised essay prompt generates student responses that are more specific and thorough. (05/13/2015)

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		dominant True Color that will help you thrive in a career that is a good fit for you). Identify 3 Weaknesses (Character traits in your lowest True Color that you may need to work on in order to be as successful as you can be in your career.) Results of the question about individual strengths: 23 of 24 students were able to identify 3 personal strengths and 1 student identified only 2 individual strengths. Results of the question about weaknesses/areas for improvement: 17 of 24 students were able to identify 3 Weaknesses/Areas to Improve and 7 of 24 students identified were able to identity 2 Weaknesses/Areas to Improve. Question 5. After learning about El Camino College's programs and your future career interests, identify 3 possible majors that would be a good fit for you. Result of this question: 23 of 24 students were able to identify possible majors that would be a good fit for them. Question 6. Based on what you've learned, identify 3 possible careers that fit you. Results of this question: 23 of 24 students were able to identify possible majors that would be a good fit for them. Question 7. Name at least 2 resources you can use for future career research. Results of this question: 21 of 24 students were able to identify 2 resources for future career research and 2 students could identify only 1 resource for future career research. One student did not answer this question. A final essay question requires that students utilize critical thinking to analyze the True Colors model and apply what they've learned to their individual college and career plans. Question 8. Write a paragraph describing how this class and/or a personality and learning styles theoretical model (i.e. True Colors) has helped you in your college and career	

planning. What have you learned about yourself and/or career resources that will help you make an informed decision about potential majors and careers.

23 of 24 students answered this question. All 23 of those who responded reported that the course helped them understand themselves and to make wise choices about college majors and possible careers that would be a good fit for them. Students accurately described the True Colors model and discussed how they could apply it to college major and career choices.

Analysis of Results
Students exceeded the target success rate (80% would achieve 85% or higher on the assessment) for achieving this SLO. Overall, students reported an increased sense of self-motivation and purpose in college because they were able to visualize a path toward a meaningful career. They enjoyed learning about themselves and were able to utilize what they learned to make wise choices about college majors and possible careers.

Students reported that they understand themselves better as a result of taking the course. This self-awareness is more than just understanding strengths, skills and interests. It provides students with insights into: 1) their personality types, 2) alignment of personality types with work environment and lifestyle preferences, 3) competencies (areas of strengths) and gaps/areas for growth and improvement; and 4) 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. Specifically, students indicated having learned about the ECC Career Center and web resources such as O'Net and Eureka.

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		These results indicate that the course curriculum, materials and instructional strategies are highly effective in facilitating student achievement of learning objectives. (09/08/2014) **Faculty Assessment Leader:** Juli Soden **Faculty Contributing to Assessment:** Kristie Daniel-DiGregorio **Related Documents:** HDEV 5 SLO#1.Assessment Tool.Exam.pdf	

ECC: HDEV 115:Career Development Across the Lifespan

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Career Research & Planning - Students will apply active learning to research and evaluate educational and career options and develop a comprehensive career plan that incorporates consideration of life stages. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Spring 2018) **Input Date:** 09/11/2014	**Project -** The assessment tool for HDEV 115, SLO#1 is the Comprehensive Career Plan assignment. Students are asked to go to www.onetonline.org to find a career that interests them. This assignment requires students to consider every aspect of a career path before embarking on it. For example, students are asked to research what level of education and training is required for a position. They also have to identify the tasks, skills, and abilities often utilized in that position. In addition, students are asked to make several "lifestyle" considerations associated with the career. For example, home life (do you plan to have a family?), freedom (how important is work autonomy to you?), etc. "Lifestyle" considerations are a big part of career satisfaction that is often neglected when researching a career. These considerations involve the life stages as the students plan a career path. **Standard and Target for Success:** It is expected that 80% of students will score 75% or above on this SLO assessment.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met 84% of students earned a passing grade of 75% or higher on this assignment. 4 sections of HDev 115 were assessed. Sections 2592, 2594, 2596, 2598. High achievement on this assignment indicates that students achieved course learning objectives related to career paths over the lifespan. These learning objectives are critical to career development and satisfaction and are key components in the HDev 115 curriculum. (09/06/2018) **Faculty Assessment Leader:** Yun Chu **Faculty Contributing to Assessment:** Juli Soden and Kristie Daniel-DiGregorio	**Action:** The assignment will be administered earlier in the semester in the next assessment cycle. (09/06/2018) **Action Category:** Teaching Strategies **Follow-Up:** The assignment will be administered earlier in the semester in the next assessment cycle. (09/06/2020)
		Semester and Year Assessment Conducted: 2014-15 (Fall 2014) **Standard Met? :** Standard Met Section 2503 – 82% of students earned passing scores of 75% or higher. High achievement on this assignment indicates that students achieved course learning objectives related to career paths over the life span. These learning objectives are critical to career development and satisfaction, and are key components in the HDEV 115 curriculum. (01/15/2015) **Faculty Assessment Leader:** Y. Chu **Faculty Contributing to Assessment:** J. Soden & K. Daniel-DiGregorio **Related Documents:** SLO Assessment Results	**Action:** 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. (01/31/2019) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** 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)