

Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (HSA) - Special Resource Center (SRC)

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up																																				
<p>El Camino: Course SLOs (HSA) - Special Resource Center (SRC) - ECC: EDEV 11abcd - Writing and Reading for Deaf and Hard of Hearing Students - SLO #1 WH Questions - Student will locate answers to WH-Questions (who/what, do-what, where, when, why, & how). (Created By El Camino: Course SLOs (HSA) - Special Resource Center (SRC))</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: There were two tests given. One was a pre-test and the other was a post-test. Both tests were in the multiple choice format.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Students will pass the test at least at the 70% accuracy level.</p>	<p>02/07/2014 - Two short stories were given. They were to answer WH-questions at the end of each story. The pre-test consisted 8 multiple-choice questions while the post-test consisted 10 (MC) questions.</p> <p>First test (pre-test) – 6 students present, one absent. Question # # of wrong answers in each Q</p> <table border="0"> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>3</td><td>2</td></tr> <tr><td>4</td><td>3</td></tr> <tr><td>5</td><td>1</td></tr> <tr><td>6</td><td>1</td></tr> <tr><td>7</td><td>3</td></tr> <tr><td>8</td><td>2</td></tr> </table> <p>Out of 6 students, 3 passed with 70% accuracy. For those 3 students that did not pass with 70%, it was anticipated that two would not to pass due to their minimal language skills (which falls most likely at the 1st or 2nd grade reading level) while the other student was quite a surprise because this student had excellent communication skills and he should have been able to, at least, comprehend this short reading passage. He was inquired as to why he didn't do well on the pre-test and he admitted that he really did not want to be at school but would rather be working full-time instead. The instructor encouraged him to put in a little bit more effort in the class because the possibility with this student to move on to upper English classes after completing this class was evident.</p> <p>Second test (post-test) –6 students present, the one that was absent at the first test was dropped from class. Question # # of wrong answers in each Q</p> <table border="0"> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>5</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>1</td></tr> <tr><td>5</td><td>4</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>7</td><td>3</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>9</td><td>4</td></tr> <tr><td>10</td><td>2</td></tr> </table>	1	2	2	3	3	2	4	3	5	1	6	1	7	3	8	2	1	2	2	5	3	3	4	1	5	4	6	2	7	3	8	1	9	4	10	2	<p>05/01/2014 - Looking at the results of the assessments, it has been determined that the answer choices following the reading material may not have been clear enough for this group of students. So, next time this type of assessment will occur, a different reading material and answer questions will be provided.</p> <p>Action Category: Teaching Strategies</p>
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		<p>The result is actually the same with the pre-test result (out of 6 students, 3 passed with 70% accuracy.) However, the three that passed, two of them got higher scores than the pre-test while one remained the same with the number of wrong/correct answers with both tests.</p> <p>Comparison between the two tests: The first test was relatively easier to read and easier to locate the answers from the passage. The second test was slightly longer in text and a bit more challenging to find the answers, requiring some inference thinking. However, the instructor's expectation for students passing both tests were 70% and out of the 12 students (3+3 total for both tests), only 6 (3+3 total of getting below 70%) equates to 50%. This did not meet the expectation of the teacher. This was half of the class that did not pass both tests. However, with those that did pass, it was evident that progress was made with these students by the time they took the post-test.</p> <p>Out of the 8 questions for the pre-test, it was noted that the number of wrong answer was widely dispersed and equally. So, this indicated that the students all had similar understanding of the questions. As the instructor, looking at the questions, the fourth question was probably the most difficult to answer because the question itself was not really clear and the answer choices were very vague. Out of the 10 questions for the post-test, it was noted that question #2 had the highest number of errors. The question was rather easy to answer and the answer was evident in the passage, however, it required the students to think about the order the event happened. Perhaps, the students were expected to see more of "chronological order" from beginning to the end. The passage was actually in sequential order, but not in the order of the first, second, and so on. The answer to #2 was actually in the middle of the passage where other events that had happened first was at the end of the semester. This writing style of the author probably threw the students off.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Jaymie Collette</p>	
		<p>01/28/2014 - see report</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted:</p>	<p>09/30/2014 - Looking at the results of the assessments, it has been determined that the answer choices following the reading material may not have been</p>

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		<p>2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Jaymie Collette</p>	<p>clear enough for this group of students. So, next time this type of assessment will occur, a different reading material and answer questions will be provided.</p> <p>Action Category: Teaching Strategies</p>
<p>El Camino: Course SLOs (HSA) - Special Resource Center (SRC) - ECC: EDEV 29 - Individlzd Assess of Learning - SLO #3 Campus Resources for Academic Success - Students will identify campus resources to assist with academic success. (Created By El Camino: Course SLOs (HSA) - Special Resource Center (SRC))</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2016-17 (Spring 2017)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students will present orally to the class and submit a written description of their visit to a campus resource. They will include in their report the services provided by the resource and any requirements for student use.</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: 80% of students will complete the assignment with a score of 75% or higher.</p>	<p>04/10/2014 - 88% of the students completed the assignment with a score of 75% or higher. The remaining 12% did not complete the assignment.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Kathryn Holmes</p> <p>Faculty Contributing to Assessment: Bill Hoanzl</p> <p>Reviewer's Comments: The 88% of students who completed the assignment reported that the assignment was beneficial to them academically. The presentations elicited class discussions and sharing among the students with regard to their respective interactions with various resources.</p>	<p>09/02/2014 - Based upon the interest level expressed by the students toward available campus resources, it may be beneficial to increase the assignment in future semesters to include two visits to campus resources or support programs. The experience of physically interacting with a program or resource may increase the likelihood that a student will make use of the resource in the future, thereby, supporting their academic achievement.</p> <p>Action Category: Teaching Strategies</p>
<p>El Camino: Course SLOs (HSA) - Special Resource Center (SRC) - ECC: EDEV 33AB - Specific Learning Strategies - SLO #2 Learning Styles - Students will identify their preferred learning style and study techniques which are effective for that learning style (Created By El Camino: Course SLOs (HSA) - Special Resource Center (SRC))</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students were asked to answer questions on a quiz: 1. According to the Learning Style Survey conducted in class, what is your preferred style of learning?, 2. List two study techniques that are effective for that specific learning style.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: 75% of the class will be able to answer the questions correctly.</p>	<p>04/10/2014 - 73% of the students were able to identify their preferred learning style and to correctly identify two study strategies that are effective for their style. 6% of the students identified their learning style, however, failed to identify appropriate strategies. 21% did not meet the SLO.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Kathryn Holmes</p> <p>Faculty Contributing to Assessment: Jaymie Collette</p> <p>Reviewer's Comments: The course curriculum allows for greater emphasis on this SLO the course content. No significant changes to the curriculum appear to be necessary. Rather the above mentioned adaptation of teaching method/content may</p>	<p>09/01/2014 - Incorporating the topic of using one's preferred learning style and related study strategies throughout the semester may help more students to apply this concept. This subject can be integrated into several aspects of the course.</p> <p>Action Category: Teaching Strategies</p>

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		improve student learning.	