

# Assessment: Course Four Column

FALL 2015



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

### ECC: HDEV 10:Strategies for Creating Success in College and in Life

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #3 Overcoming Obstacles &amp; Creating Success</b> - Students will be able to identify factors that challenge success in college and develop a plan for resolving difficulties and overcoming obstacles.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015) <b>Input Date:</b> 09/11/2014</p>	<p><b>Essay/Written Assignment</b> - SLO #3 Overcoming Obstacles &amp; Creating Success: Students will be able to identify factors that challenge success in college and develop a plan for resolving difficulties and overcoming obstacles.</p> <p>The assessment tool used to measure this SLO is the Wise Choice Process Action Plan assignment. This critical thinking assignment requires that students understand and apply a six step decision-making strategy in order to make responsible choices and overcome obstacles. Students must identify a problem or obstacle, accurately define it, explore options and likely outcomes of possible choices, make an action plan to improve the situation and/or solve the problem, and assess their results.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students will score 85% or above on this SLO</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met?</b> : Standard Met</p> <p>Students completed the Wise Choice Process Action Plan assignment to assess this SLO. The purpose of the assignment is to help students see the connections between their choices and their outcomes. Many students do not understand the relationship of their choices to their success and happiness in college and in life. They make many decisions, sometimes daily, that negatively affect their lives, such as choosing the wrong class, not registering for classes on time, not doing homework, missing classes, etc. The Wise-Choice Process encourages students to think through their choices in a manner that promotes a deeper understanding of their own actions and the consequences of their choices. There are six questions a student needs to answer to effectively address a problem:</p> <ol style="list-style-type: none"><li>1. What's my present situation? (Describe the problem objectively, completely and truthfully.)</li><li>2. How would I like my situation to be? (What is your ideal future outcome? In a perfect world, where would you like to end up?)</li><li>3. What are my possible choices? (Create a list of specific choices that might create your preferred situation. Explore every possible alternative.)</li><li>4. What's the likely outcome of each possible choice? (How do you think each choice is likely to turn out? If you can't</li></ol>	<p><b>Action:</b> Incorporate a peer review of the WCP assignment to help students clarify and/or correct each step of the process before implementing the action plan. (05/13/2016) <b>Action Category:</b> Teaching Strategies <b>Follow-Up:</b> This semester, faculty incorporated a peer review step in the Wise Choice Process assignment in 4 sections of HDEV 10. 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 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. (05/18/2016)</p>

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	assessment.	<p>predict the outcome, stop and gather more information.)</p> <p>5. Which choice(s) will you commit to doing? (Pick from your list of choices in Step 4. Create an action plan.)</p> <p>6. When and how will I evaluate my plan? Assess your results.</p> <p>Four sections of HDEV 10 were assessed: 2535, 2521, 2527 and 2513. A total of 111 students completed the 10-point assignment. Of the 111 students, 90 (81%) scored between 85 and 100 on the assignment, meeting the standard set for the SLO. Another 12 students (11%) scored between 70 and 84, and 9 students (8%) scored between 60 and 69.</p> <p>The standard for the SLO was met. More importantly, the results indicate that students were successful in identifying a problem or challenge, thinking critically about the impact of this problem on their success in college, identifying possible solutions and creating a plan to solve the problem or overcome the obstacle. Ultimately, the Wise Choice Process is a powerful and effective decision-making tool for students.</p> <p>Despite the high success rate on the assignment, faculty believe that offering students opportunities to discuss their challenges/obstacles could have a positive impact on their decision-making process and the identification of possible solutions. Additionally, it could foster connections, empathy and interdependence among students. Therefore, faculty recommend implementing an opportunity for peer review as part of the assignment. This is reflected in the Action section. (12/12/2015)</p> <p><b>Faculty Assessment Leader:</b> Juli Soden  <b>Faculty Contributing to Assessment:</b> Krisitie Daniel-DiGregorio, Yun Chu</p>	

# 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)  <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.</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>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.</p> <p>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)</p> <p><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</p>