



Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (BSS) - Human Development

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (BSS) - Human Development - ECC: HDEV 10 - Strategies for Creating Success in College and in Life - SLO #1 Active Learning & Achieving Goals - Students will utilize active learning and critical thinking to analyze personal qualities, skills and strategies necessary for success in college and demonstrate how to apply these to achieve academic goals. (Created By El Camino: Course SLOs (BSS) - Human Development)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 09/11/2014</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: The assessment tool for HDEV 10, SLO#1 is the Life Plan assignment. This assignment requires that students learn the five qualities of effective goals. Goals must be Dated, Achievable, Personal, Positive, and Specific. This strategy helps direct student attention and effort toward goal-relevant activities and thus makes it more likely that students will achieve their goals. Students utilize the DAPPS goal-setting strategy to create a Life Plan that consists of short- and long-term personal and educational goals. The Life Plan assignment is attached.</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: It is expected that 80% of students will score 75% or above on this SLO assessment. The rubric for evaluating student mastery of the goal setting strategy (DAPPS) is attached.</p> <p>Related Documents: DAPPS Grading Rubric Life Plan Assignment</p>	<p>09/08/2014 - To complete this assignment, students must use critical thinking to analyze personal qualities, determine college and life goals and apply the DAPPS criteria to write effective and achievable goals.</p> <p>Section 2470 – 86% of students earned passing scores of 75% or higher. Section 2484 – 80% of students earned passing scores of 75% or higher. Section 2494 – 86% of students earned passing scores of 75% or higher. Section 2488 – 83% of students earned passing scores of 75% or higher. Across these four sections, an average of 83.7% of students earned the target score 75% or higher.</p> <p>High achievement on this assignment indicates that students achieved course learning objectives related to personal responsibility, self-awareness, goal setting, self-management, effective decision-making and educational planning. These learning objectives are critical to student success and are key components in the HDEV 10 curriculum.</p> <p>For students to succeed in college, they must become active and responsible partners in their own education. These assessment results indicate that students have gained awareness of strategies and skills (DAPPS) that they can utilize in decision-making about their personal and educational goals. Importantly, students effectively applied the DAPPS goal-setting strategy to their short and long-term goals.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Juli Soden</p> <p>Faculty Contributing to Assessment: Kristie Daniel-DiGregorio</p> <p>Related Documents: DAPPS Grading Rubric.SLO#1.HDEV 10.pdf HDEV 10 SLO#1 Assessment Tool.Life Plan Assignment.pdf</p>	<p>09/01/2014 - When this SLO is next assessed, additional sections of HDEV 10 will be assessed in order to gain a broader look at student achievement across the department.</p> <p>Action Category: SLO/PLO Assessment Process</p>

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<p>El Camino: Course SLOs (BSS) - Human Development - ECC: HDEV 5 - Career and Life Planning - SLO #1 College and Career Planning - Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans. (Created By El Camino: Course SLOs (BSS) - Human Development)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students will take an exam on the last day of the 8-week course.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that 80% of students will score 75% or above on this SLO assessment.</p> <p>Related Documents: Career and Life Plan</p>	<p>09/08/2014 - Exam Questions: Assess Your Learning</p> <ol style="list-style-type: none"> 1. Do you know yourself (in relation to college & career planning) better now than before class? Yes No 2. Do you have an idea about a major or career that's a good fit for you? Yes No 3. Do you think what you've learned in class will help you make informed choices about college majors and careers? Yes No <p>These questions address students' awareness of</p> <ol style="list-style-type: none"> 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. <p>Question results:</p> <ol style="list-style-type: none"> 1. Yes = 24 No = 0 2. Yes = 23 No = 1 3. Yes = 24 No = 0 <p>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.)</p> <p>Strengths 23 of 24 students were able to identify 3 personal strengths. 1 student identified 2 strengths</p> <p>Weaknesses/Areas to Improve 17 of 24 students were able to identify 3 Weaknesses/Areas to Improve 7 of 24 students identified 2 Weaknesses/Areas to Improve</p> <p>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. 23 of 24 students were able to identify possible majors that would be a good fit for them.</p> <p>6. Based on what you've learned, identify 3 possible careers that fit you.</p>	<p>09/01/2014 - When this SLO is assessed again, additional sections of HDEV 5 should also be assessed in order to gain a broader look at student achievement across the department.</p> <p>Action Category: SLO/PLO Assessment Process</p>

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		<p>23 of 24 students were able to identify possible majors that would be a good fit for them.</p> <p>7. Name at least 2 resources you can use for future career research. 21 of 24 students named 2 resources for future career research. 2 of 24 named 1 resource for future career research 1 student was not able to identify any career research resources.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • their personality types; • alignment of personality types with work environment and lifestyle preferences; • competencies (areas of strengths) and gaps/areas for growth and improvement; and • personal values, interests and motivators. <p>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</p>	

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		<p>indicated having learned about the ECC Career Center and web resources such as O'Net and Eureka.</p> <p>These results indicate that the course curriculum, materials and instructional strategies are highly effective in facilitating student achievement of learning objectives.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Juli Soden</p> <p>Faculty Contributing to Assessment: Kristie Daniel-DiGregorio</p> <p>Related Documents: HDEV 5 SLO#1.Assessment Tool.Exam.pdf </p>	
<p>El Camino: Course SLOs (BSS) - Human Development - ECC: HDEV 8 - Orientation to College and Educational Planning - SLO #1 Educational Planning - Students will identify and apply resources, tools and procedures to create educational goals and an educational plan. (Created By El Camino: Course SLOs (BSS) - Human Development)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015)</p> <p>Input Date: 09/11/2014</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students will complete an Educational Planning project.</p> <p>Once students decide on an educational goal, they must research and identify the appropriate academic requirements to achieve that goal and create an enrollment plan for future semesters. The Ed Plan assignment requires that students to utilize resources for the educational planning process (AA/AS requirements, major sheets, assist.org, IGETC & CSU patterns, etc.) to map a semester-by-semester path to achieving their educational goals.</p> <p>Students create a plan that includes an individualized list of required prerequisite, major, general education, and elective courses for specific educational goals, such as a Certificate, Associates Degree, and/or for transferring to a 4-year college or university.</p> <p>The assignment is weighted so that successfully completing it is required to pass the class.</p> <p>Assessment Method: Project</p> <p>Standard and Target for Success: It is expected that 80% of students will score 75% or above on this SLO assessment.</p> <p>Related Documents: Ed Plan Project Instructions </p>	<p>09/08/2014 - Successful completion of the Ed Plan assignment is required to pass HDEV 8. Of 196 students who completed the course (239 total enrollment, 42 Ws and 1 Incomplete), grades were distributed as follows: A - 107 B - 40 C - 33 D - 4 F - 12 This indicates that 92% (180 of 196) of students successfully completed the assignment and passed HDEV 8.</p> <p>The Ed Plan assignment is complex and requires that students utilize resources competently, demonstrate critical thinking and self-motivation, and incorporate strategies for effective decision-making. Faculty believe the high success rates are due to three factors: curriculum, instruction and community building. The HDEV 8 curriculum includes an orientation to college customs and campus resources/support services as well as strategies for success in college. Faculty teach the course with a focus on critical thinking, active learning, interdependence, student responsibility and academic goal-setting.</p> <p>Of the 9 sections of the course, 7 sections served dedicated populations (EOPS, SRC and Leuzinger High School). Dedicated sections typically build community among students. Also, focused counseling and support services designed to help retain students are offered to</p>	<p>09/01/2014 - Continue using the Ed Plan assignment as an assessment tool in future assessments. Compare general population success rates to dedicated section success rates on the Educational Planning project/SLO assessment.</p> <p>Action Category: SLO/PLO Assessment Process</p>

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		<p>students in the specific populations served in these sections of HDEV 8. Faculty believe these connections and supports, in addition to HDEV 8 curriculum and instruction, contribute to the high success rates for HDEV 8.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Juli Soden</p> <p>Faculty Contributing to Assessment: Kristie Daniel-DiGregoria, Anna Brochet, Nancilyn Burruss, Geralin Clark, Hatien Nguyen, Dexter Vaughn</p> <p>Related Documents: Ed Plan Instructions.2014.HDEV 8.pdf</p>	