

# Assessment: Course Four Column

SPRING/SUMMER 2015



## El Camino: Course SLOs (HSA) - Educational Development

### ECC: EDEV 10:English Grammar for Deaf and Hard-of-Hearing Students

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Sentence Parts</b> - Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz</b> - 14 questions on subject/predicate in fill-in-the-blank and true/false format and 18 questions on sentence types (declarative, interrogative, imperative, exclamatory) in multiple choice and fill-in-the-blank format -- totaling to 32 questions.</p> <p><b>Standard and Target for Success:</b> BASED ON PERCENTAGE: It is expected that 75% of students will score 75% or above on this SLO.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>There were only four students in the class and all showed up for this assessment. All four students scored at/or above 75% accuracy. (04/07/2015)</p> <p><b>Faculty Assessment Leader:</b> Jaymie Collette</p>	<p><b>null.courseAction:</b> No need for further action at this time. Assessment format is appropriate and fitting for this type of class. (04/07/2015)</p> <p><b>Action Category:</b> SLO/PLO Assessment Process</p>

# ECC: EDEV 121:Career Preparation

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Personal Profile</b> - Students will recognize and describe the connection between their personal profile (interests, values, skills/aptitudes, personality) and a viable career choice.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment</b> - Four-page template for students to complete, i.e., students refer to their assessment results sheets for temperament, personality, "inner heroes", work values, interests, and skill/aptitudes. They calibrate their results in terms of their best possible fit in the World of Work, as defined by Dr. John Holland's RIASEC model, i.e., the theoretical framework symbolizing Realistic, Investigative, Artistic, Social, Enterprising and Conventional fields of work. They respond to questions as to why their top two career field choices would be a good match.</p> <p><b>Standard and Target for Success:</b> 100% of the 16 enrolled students must complete this activity by filling out all written portions and sharing aloud those items required.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>Sixteen out of sixteen students were expected to turn in a completed report. Only 14 did. One student has been out on extended illness and declined the instructor's suggestion to drop the class. Another student is simply late with the assignment and knows that Th., May 14, 2015, is the absolute last day, with a penalty for late turn-in. This one student did present his oral version, just the written is late. The situation with the student who has been ill is TBD. On the whole, this statistic signifies success. The students seemed to find this activity very meaningful. They understood in a very personal way the correlation between what we called the "World of You" and the "World of Work." Since the assignment included the requirement to research practical issues such as wages, requirement for education or license, and the projected job growth or decline rate, this activity is likely to have very practical value. It also taught students pertinent job research methods which they may very well need in the future. (05/12/2015)</p> <p><b>Faculty Assessment Leader:</b> J. Land</p> <p><b>Faculty Contributing to Assessment:</b> J. Land</p>	<p><b>null.courseAction:</b> ECC needs to provide ED 121 with a classroom which provides a computer for each student to use. Students are required to research often, using US Dept of Labor, CA EDD, and other pertinent websites. (01/25/2016)</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p><b>null.courseAction:</b> ECC needs to provide ED 121 with a classroom / computer lab in which to meet. Students must research often, using Dept of Labor, EDD, and other pertinent websites. (05/12/2015)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: EDEV 29:Individualized Assessment of Learning

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #2 Disability Laws</b> - Students will identify key legislative mandates that affect students with disabilities and postsecondary education.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)  <b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment -</b>  Response to the following question as part of a final project. "Identify two main laws that address the rights of persons with disabilities in the postsecondary setting."  <b>Standard and Target for Success:</b>  80% of students will provide a complete response.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)  <b>Standard Met? :</b> Standard Met  All 13 students responded to the question satisfactorily. Full credit was given if the student identified the two main legislative mandates and provided a brief explanation of each. Partial credit was given for partially complete answers. Four students received partial credit and nine scored full credit. No one failed the response. (05/15/2015)  <b>Faculty Assessment Leader:</b> Kathryn Holmes  <b>Faculty Contributing to Assessment:</b>  Julie Land</p>	<p><b>null.courseAction:</b> I may add case vignettes to the discussion of legal mandates as related to the college experience. The purpose of this is to enhance the student's working knowledge of the laws. (05/15/2015)  <b>Action Category:</b> Teaching Strategies</p>

# ECC: EDEV 32:Psychology of Affective Learning

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #3 Goals</b> - Students will explain criteria necessary for setting realistic goals.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment</b> - The student will apply setting SMART Goals to (15) stated goals presented in the text (page 88). Lecture and text presented the concept of setting Specific, Measurable, Achievable, Realistic, and Time-Related (SMART) The assignment presents 15 goals; educational, personal, and career. With each presented goal the student will identify if the goal meets all the criteria of being a SMART goal. If a SMART factor is missing the student will write the missing factor(s) to make it a smart goal.</p> <p><b>Standard and Target for Success:</b> 1. Submit the assignment the following class period 2. Students identified &gt;5 goals that did not meet the SMART criteria 3. Students added relevant factors to make the stated goal a SMART goal.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <ol style="list-style-type: none"> <li>1. 23 students in attendance, 21 students submitted their assignments = (991% success)</li> <li>2. 21 students met this criteria = (100%)</li> <li>3. 18 students met this criteria) = (86% success)</li> </ol> <p>Students were asked to complete an anonymous evaluation of this assignment. (21) students responded with favorable comments (100%) ranging from “a great assignment”, I can apply SMART to all my goals in the future”, “I learned a lot about what makes a goal smart” etc. (05/14/2015)</p> <p><b>Faculty Assessment Leader:</b> Bill Hoanzl</p>	<p><b>null.courseAction:</b> Given the positive responses of this assignment I will continue to present SMART goals lecture in Ed. Dev. 32 and additionally in all my classes. (09/01/2015)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: EDEV 36:Writing Skills for Students with Learning Differences

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #3 Singular and Plural</b> - Students will develop singular and plural predicates (verbs) based on the rules pertaining to each.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Homework Problems</b> - After class lecture and assignments, participatory board work, partner activities and handouts, students will attend to independent homework exercises regarding the rules and uses: singular and plural verbs</p> <p><b>Standard and Target for Success:</b> 75% of the students will achieve 85% accuracy on homework assignments</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Once the students have ample opportunity to work on these exercises in class, they are better able to work independently and with accuracy on their homework assignments. Additionally, each answer must be justified (04/27/2015)</p> <p><b>Faculty Contributing to Assessment:</b> Bonnilee Kaufman, MA, LDS-CCC</p>	<p><b>null.courseAction:</b> motivate students to complete homework assignments; purchase necessary textbooks; go to library and utilize text on reserve. Perhaps there are support programs to help with this (04/27/2015)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: EDEV 41:Assisted Computer Technology Laboratory

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #2 Screen Reading</b> - Students will demonstrate the ability to use the screen reading program Read &amp; Write Gold to review a textbook and prepare a page of study notes.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students were required to demonstrate the ability to use the read and write 11 software to scan multiple pages of a text book and listen to the information.</p> <p><b>Standard and Target for Success:</b> 100% of the students will be able to demonstrate this skill after 4 weeks of training.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Not Met</p> <p>There are 15 students in EDEV41 section 4278 in Spring 2015. Fourteen students received individual training on how to scan multiple pages of a textbook and listen using Read &amp; Write 11. Thirteen were able to demonstrate how to scan and listen to multiple pages of a textbook. One student was not able to master the skill and describe the steps. An additional student did not schedule training after multiple opportunities. The result of the assessment is as follows:</p> <p>15 students = 100%</p> <p>13 students demonstrated in ability to scan multiple pages and listen to the text = 86%</p> <p>1 student was not able to master scanning = 7%</p> <p>1 student did not participate = 7%</p> <p>the majority of the students mastered the skill efficiently. One student was not able to demonstrate the skill after training. The student needed additional practice. In addition one student did not complete training because of numerous absences. (03/30/2015)</p> <p><b>Faculty Assessment Leader:</b> Tisa Casas</p>	<p><b>null.courseAction:</b> In the future I will enlist the assistance of HTC staff to provide additional training for students with difficulties. This will allow students more opportunity for learning and mastering. (02/02/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>