Assessment: Course Four Column

SPRING / SUMMER 2016

El Camino: Course SLOs (HSA) - Educational Development

ECC: EDEV 121:Career Preparation

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Personal Profile - Students will recognize and describe the connection between their personal profile (interests, values, skills/aptitudes, personality) and a viable career choice. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015) **Input Date:** 11/08/2013	**Essay/Written Assignment -** 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. **Standard and Target for Success:** 100% of the 16 enrolled students must complete this activity by filling out all written portions and sharing aloud those items required.		
SLO #2 Laws - Students will identify the laws which pertain to the rights of	**Exam/Test/Quiz -** 5 out of 42 questions on the final exam will	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016)	**Action:** To add variety to the assessment format, perhaps instead

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the disabled in the workplace. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 11/08/2013	cover the topic on Laws for people with disabilities. The questions were in true/false and matching format of the test. **Standard and Target for Success:** In this class, there were 7 students, and it is expected that at least 5 out of 7 should successfully answer all five questions correctly because prior to the test, they had a homework assignment where they were to find and answer different laws for people with disabilities and they have all successfully done that.	**Standard Met? :** Standard Met Six students showed up to take the final exam. One was absent, so he was not able to take the test and be considered in the group of 5 out of 7 as a target to successfully pass the objective part of the final exam. Five out of six answered all five questions relating to Laws for people with disabilities correctly. Only one got one wrong answer, answering four out of 5 correctly. It has been determined that 5 out of 7 successfully met the SLO goal. (05/12/2016) **Faculty Assessment Leader:** Jaymie Collette	of test/exams, students will give a presentation on Laws for people with disabilities to show their knowledge and understanding of the subject matter. (05/12/2017) **Action Category:** SLO/PLO Assessment Process

SLO #3 Job Search Documents -
Students will prepare pertinent job-search documents.

Course SLO Status: Active
Course SLO Assessment Cycle: 2016-17 (Spring 2017)
Input Date: 11/08/2013

ECC: EDEV 29:Individualized Assessment of Learning

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Individual Learning Profile - Students will identify a plan for academic success based upon their individual strengths and weaknesses, and if appropriate, their use of accommodations and services provided by the SRC. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 11/08/2013	**Essay/Written Assignment -** In written format, students will compile an "Individual Learning Profile". This project will be a compilation of information they have gained about themselves as learners. The report will include the student's learning strengths and weaknesses, preferred learning style and effective strategies for their respective profile as a learner. **Standard and Target for Success:** Successful completion of this project will include the student's identification of his or her individual strengths and weaknesses as a learner, as well as his or her preference of learning style. In addition, the student will identify specific strategies that are effective for that style of learner. Target for success is 85%.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Eleven of the twelve students (92%) enrolled in the class successfully identified their individual learning profiles and identified specific techniques that will increase their learning effectiveness. (03/29/2016) **Faculty Assessment Leader:** Kathryn Holmes **Faculty Contributing to Assessment:** n/a	**Action:** To ensure that students are using the strategies that they have identified as specific to their learning style, I will introduce this concept earlier in the eight week session and incorporate the actual use of the strategies during my lectures. (03/11/2017) **Action Category:** Teaching Strategies **Follow-Up:** In the second class session, I introduced the concept of identifying specific techniques that can address individuals' specific challenges which will be discussed throughout the semester. I advised students to pay particular attention to any learning challenges that may be discovered throughout the course activities, so they will recognize which strategies will help their specific learning challenges. This will assist students in creating meaningful learning profiles at the end of the course. (09/13/2016)
SLO #2 Disability Laws - Students will identify key legislative mandates that affect students with disabilities and postsecondary education. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015) **Input Date:** 11/08/2013	**Essay/Written Assignment -** 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." **Standard and Target for Success:** 80% of students will provide a complete response.		

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SLO #3 Campus Resources for Academic Success - Students will identify campus resources to assist with academic success. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013	**Essay/Written Assignment -** 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. **Standard and Target for Success:** 80% of students will complete the assignment with a score of 75% or higher.		
	Presentation/Skill Demonstration - Students will give an oral presentation to the class, as well as submit a written summary describing the resource they chose to visit. They will provide relevant information on that campus resource's services for students. **Standard and Target for Success:** 80% of the class will successfully complete the assignment with a score of 75% or higher.		

ECC: EDEV 32:Psychology of Affective Learning

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Behavior Students - Students will describe the major strategies to increase achievement oriented behavior. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** Students were given a written exam and asked to identify the major strategies to increase achievement oriented behavior. **Standard and Target for Success:** 70% of the students answered the question successfully and received a passing grade.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met 30 students took the exam. 21 (70%) of the students answered the question successfully and received a passing grade. The students who were unsuccessful did not take accurate notes. (09/15/2016) **Faculty Assessment Leader:** Bill Hoanzl **Faculty Contributing to Assessment:** Kathryn Holmes	**Action:** The next time I teach this course I will utilize a power point presentation that will clearly identify the criteria for effective achievement-oriented behavior. (02/27/2017) **Action Category:** Teaching Strategies
SLO #2 Procrastination - Students will explain techniques for overcoming procrastination. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013	**Homework Problems -** Complete a survey to determine a rationalization or the real reason for procrastinating. Identify the three most often used reasons for procrastinating and write a strategy to overcome the reason for procrastinating. **Standard and Target for Success:** 80% of the students will complete the assignment with effectively written responses.		
SLO #3 Goals - Students will explain criteria necessary for setting realistic goals. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015) **Input Date:** 11/08/2013	**Essay/Written Assignment -** 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		

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	missing the student will write the missing factor(s) to make it a smart goal. **Standard and Target for Success:** 1. Submit the assignment the following class period 2. Students identified >5 goals that did not meet the SMART criteria 3. Students added relevant factors to make the stated goal a SMART goal.		

ECC: EDEV 33:Specific Learning Strategies

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Academic Strategies - Students will identify strategies for academic success. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017) **Input Date:** 11/08/2013	**Presentation/Skill Demonstration -** Students will give an oral presentation describing two academic strategies discussed over the semester and describe how they will implement the strategies in their academic pursuits. **Standard and Target for Success:** 70% of the class will complete the assignment with a score of 15 or higher. Scoring rubric: 25 = 2 topics + text overview + personal application 15 = 1 topic + text overview + personal application OR 2 topics not fully explained from text or personal application 10 = too brief but attempted the presentation 0 = assignment not attempted		
SLO #2 Learning Styles - Students will identify their preferred learning style and study techniques which are effective for that learning style **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2016-17 (Fall 2016) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** 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. **Standard and Target for Success:** 75% of the class will be able to answer the questions correctly. **Exam/Test/Quiz -** On a quiz, students were asked two questions: 1) According to the learning style		

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	survey completed in class, what is your preferred learning style?, and 2) Please list two study strategies that are effective for that learning style. **Standard and Target for Success:** It is expected that 75% of the students will answer each question correctly.		
SLO #3 Memory Strategies - Students will identify mnemonic devices for improving memory of academic content. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** Students will answer questions on a quiz about the meaning of the term, mnemonic devices, and will provide examples of various types of mnemonic devices. Questions will be posed in True/False, multiple choice, and fill in the blank formats. **Standard and Target for Success:** 70%	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met The quiz included 5 questions about mnemonic devices and overall, 71% of the questions were answered correctly. the students scored higher on the questions presented in either True/False or multiple choice formats. (03/29/2016) **Faculty Assessment Leader:** Kathryn Holmes **Faculty Contributing to Assessment:** n/a	**Action:** Based on the weaker responses in the fill in the blank questions, I will incorporate more verbal discussion in the classroom review of this topic. Students appear to recognize the meaning of mnemonic devices, but have difficulty discussing the use of them. (03/29/2017) **Action Category:** Teaching Strategies **Follow-Up:** Lectures in general have included more emphasis on the application of content learned in each chapter. While teaching mnemonic devices, I have had students create mnemonic devices in small groups and identify which type of device they created. While teaching other topics, I have incorporated the concept of mnemonics as a study tool. Scores on the quiz on mnemonics improved to some degree. Scores on general non True/False questions have improved overall. (12/08/2016)

ECC: EDEV 41:Assisted Computer Technology Laboratory

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Community Resources - Students will demonstrate the use of appropriate Assistive Technology (AT) to compare and contrast community resources offering AT. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2016-17 (Spring 2017) **Input Date:** 11/08/2013	**Essay/Written Assignment -** Students will use the appropriate AT to complete an assignment that compares and contrasts local community resources offering AT. They will use the Internet to identify resources and submit a written report describing the pros and cons of each resource. **Standard and Target for Success:** BASED ON PERCENTAGE: It is expected that 85% of students will score 75% or above on this SLO.		
	Essay/Written Assignment - Students will use the appropriate AT to complete an assignment that compares and contrasts local community resources offering AT. They will use the Internet to identify resources and submit a written report describing the pros and cons of each resource. **Standard and Target for Success:** BASED ON PERCENTAGE: 85% of students will be able to use the appropriate AT in conjunction with the Internet to conduct online research and complete an assignment with a score of 75% or better. **Reviewer's Comments:** May 24, 2017: Currently, 14 students are registered in EDEV 41. They have been given several assignments which require Internet research and critical thinking during the first eight weeks of the semester. Students were given an Internet research		

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	assignment after spring break which required the ability to identify and describe AT least 3 assistive technology devices or resources that would increase their academic success. 86% (12) of students completed the assignment with outstanding results (100%). 14% (2) of students did not attempt the assignment because they did not understand how to conduct Internet research. These 2 students did not attend class regularly because of health and work. Therefore, they did not learn the skills necessary to complete the assignment successfully. Students in upcoming classes will be encouraged to drop the course if they are falling behind. The instructor will meet with students every 2-3 weeks instead of 4 times during the course to monitor student progress more closely.		
SLO #2 Screen Reading - Students will demonstrate the ability to use the screen reading program Read & Write Gold to review a textbook and prepare a page of study notes. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015) **Input Date:** 11/08/2013	**Presentation/Skill Demonstration -** 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. **Standard and Target for Success:** 100% of the students will be able to demonstrate this skill after 4 weeks of training.		
SLO #3 ECC Portal - Students will utilize the appropriate AT to logon to my ECC and navigate the portal.	**Presentation/Skill Demonstration -** Students were required to demonstrate the ability to navigate	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met	**Action:** There is a tendency for students to lose the skills if they are not practiced with some regularity.

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Course SLO Status: Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 11/08/2013	the ECC portal and complete 6 tasks independently. **Standard and Target for Success:** 100% of students will be able to demonstrate this skill independently after 8 weeks of class	12 students are currently registered in EDEV 41. Every student independently demonstrated the ability to complete the following tasks at the ECC portal: • check ECC email • browse ECC class schedule • browse ECC college catalog • check registration day and time • register for classes online • view and print personal class schedule for current semester (04/21/2016) **Faculty Assessment Leader:** Tisa Casas	Therefore, in the future students will be asked to demonstrate their ability to complete the above tasks at regular intervals during the semester. This will help to maintain their skill level. (02/20/2017) **Action Category:** Teaching Strategies **Follow-Up:** Students will be given assignments regularly (every 2 - 3 weeks) during the semester which include a component of Internet research. By practicing this skill often, they will master it. (05/30/2017)