



## Compton College Student Learning Outcomes Assessment Template

**How to Use this Template:** If you wish, you may fill out this template and transfer (copy & paste) the information into eLumen once it is complete. Since this is a WORD document, the fields will expand as you type.

**How to Access Past Reports and Alignment Grids:** To access your past SLO reports, Alignment Grids, and past assessment reports, go to the SLO Assessment webpage on our college website. Please note that as of September 2022, there are no historical reports in eLumen.

**How to Log into eLumen:** <https://compton.elumenapp.com> Use your Compton email and password to login, or click on the eLumen tile in your MyCompton portal. You can use eLumen to review SLO to PLO and SLO to ILO alignment or SLO data from spring 2021 to the present.

**Due Date:** Written assessment reports are due the week grades are due of a given semester, if not sooner. As a reminder, you will be drawing down and reviewing assessment data for *past terms*. That means that you will not need to wait until grades are submitted for the current semester to complete your assessment. Ideally, the department/program should be reviewing assessment data together over several weeks during a given semester.

### ASSESSMENT INFORMATION & METHOD DESCRIPTION

**Course**

**Number:**

110

**Course Name:**

Human Development

#### List all SLO Statements:

SLO #1 - 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.

SLO #2 - Students will be able to identify and analyze cognitive, psychological, social and physical factors influencing success in college and in life.

SLO #3 - Students will be able to identify factors that challenge success in college and develop a plan for resolving difficulties and overcoming obstacles.

*Note: This is a "view only" screen. Contact your facilitator if you wish to change your SLO or PLO Statements.*

**Faculty Assessment Leader:**

Jasmine Phillips

**Faculty Contributing to Assessment:**

Jasmine Phillips & Dr. Roza Ekimyan

**Identify Assessment Method:** Choose the item(s) that most closely relates to your assessment method (mark the box next to Method with an X). You will be able to explain the assessment method(s) in more detail in the following section.

<input type="checkbox"/>	Case Study	<input type="checkbox"/>	Journal/Log	<input checked="" type="checkbox"/>	Presentation/Skill Demonstration
<input type="checkbox"/>	Essay/Written Assignment	<input type="checkbox"/>	Laboratory Project/Report	<input checked="" type="checkbox"/>	Project
<input type="checkbox"/>	Exam/Test/ Quiz	<input type="checkbox"/>	Multiple Assessments	<input type="checkbox"/>	Standardized/Licensing Exam
<input type="checkbox"/>	Fieldwork Internship	<input type="checkbox"/>	Performance	<input type="checkbox"/>	Survey/Focus Group
<input type="checkbox"/>	Homework Problem	<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Term/Research Paper

**Assessment Method Description:** In a couple of sentences, describe any common assessments used by faculty, if any.

The Education Plan Assessment ensures that students are able to get a comprehensive educational plan that includes all the courses that they need to meet their educational goal at Compton College whether that be for certification, degree and/or transfer.

The Dream Board/Life Plan Oral Presentation ensures that students will be able to set up goals for their life and a plan to achieve those goals to become more successful in college and in life.

**Standard and Target for Success:** Describe the standard you will use to determine success in your assessment. For context, the default assessment tool that we use in eLumen is set at 70%. If your department determines that success should be measured differently, such as those SLOs that are connected to a licensure or certification exam, please contact your SLO Facilitator and/or SLO Coordinator to discuss census data collection in future terms. If you are using a rubric, attach the rubric. Include your target for student success for this course level assessment. This target for student success should be based on a clear standard. For example:

Based on Percentages: “It is expected that 85% of students will score 75% or above on the SLOs in this course.

Based on Rubric: “It is expected that X% of students will score 4 or above on this SLO course assessment.”

It is expected that 80% of students will score 70% or higher on each SLO assessment.

## RESULTS

**Assessment Data & Analysis Dates:** Enter the semesters that this assessment data covers. This will be different than the “Semester and Year Assessment Conducted.” For example, you might be conducting this assessment in fall 2022; however, you are analyzing data from the last three semesters (the number of semesters will vary based on course offerings). Please also indicate the number of sections included in your assessment. For example, if you are reviewing 360 students over 12 sections, please indicate that in your response (this will help inform your Program Review responses later on).

The data observed is from Spring 21, Fall 21, Spring 22 and Fall 22. The number of sections is 33 sections. The number of students assessed over this time frame is 331 students which breaks down into 213 identified females and 114 identified males. No students identified as nonbinary in this data set and 4 identified as unknown/non-respondent.

**Assessment Data & Analysis:** Use the area below to discuss the results of your assessment. Answer the following questions:

1. Summarize patterns observed in the data holistically.
2. Summarize patterns observed in the disaggregated data by section: a) mode of instruction, b) race/ethnicity, and c) gender
3. What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities.
4. What were the most important or unexpected findings from the data?
5. Are there any gaps in assessment data that should be addressed immediately when collecting assessment data in future terms?

The overall data set shows that most students are successful taking HDEV classes except students under 18 years of age.

The overall SLO#1 data set for gender shows females have higher rates of success at 84.19% compared to males at 79.17%. The unknown/non-respondent students scored 66.67%. SLO#2 data shows that 76.49% of females were successful while only 70.92% of males were successful at meeting SLO2. The unknown/non-respondent students scored 83.33%. SLO#3 data shows that 87.35% of females were successful while only 81.56% of males were successful at meeting SLO2. The unknown/non-respondent students scored 66.67%. Thus, clearly the female population consistently is more successful than the male population.

The overall data set for ethnicity shows most demographics are passing or are almost passing the threshold of success for the SLOs. SLO#1 data shows that those who identified as Asian, Black or African American, Hispanic/Latinx, two or more races and white successfully passed the SLO. Those who identified as unknown/non-response scored 78.57%. SLO#2 data shows that those who identified as Asian, two or more races or unknown/non-response passed the threshold of success. Those who identified as Black or African American scored 72.97%, Hispanic/Latinx scored 74.52%, and White scored 50%. SLO#3 data shows that all ethnicities met the threshold for success. Therefore, a focus could be made to assess how more students could be more successful passing SLO#2.

The overall data set for age group consistently shows that students who are under 18 are struggling the most with completing SLOs at 66.67% for SLO#1, 60.29% for SLO#2 and 71.01% for SLO#3. For SLO#1, all other age groups passed the SLO. For SLO#2, ages 18-19 scored 72.84%, ages 20-24 scored 79.35%, ages 25-29 scored 75.61%, ages 35-39 scored 75%, ages 40-49 scored 73.33% while 30-34 scored 86.96% and 50+ scored 100%. For SLO#3, ages besides 18 and under passed the SLO. Therefore, a focus should be made to determine what could be done to address the student population aged 18 and under in the HDEV 110 classes.

**Semester and Year Assessment Conducted:** Enter the semester and year the assessment was conducted. This may be different than the “Date Assessment Data & Analysis Entered” (See note above).

The data observed is from Spring 21, Fall 21, Spring 22 and Fall 22.

**Standard Met?** Was the target you set in the “Standard and Target for Success” section met? (Mark the box with an X.)

Standard Met       Standard Not Met

**Note:** If the target was not met, consider re-assessing this SLO sooner than indicated on the timeline. If the target has been met consistently, consider revising your SLO or developing a new SLO statement. If you plan to assess this SLO or PLO earlier than indicated on your timeline, enter it as an “Action Item” and provide the date you plan to re-assess this SLO.

**Any Other Supporting Documents (Optional):** *Include any related documents that you feel inform your assessment process or narratives.*

## **ACTION PLAN**

**Describe Actions Needed to Improve Student Learning:** *Address as many categories as needed. When planning for the future and selecting potential actions, consider developing a timeline to implement these action plan(s) so that you have this to keep your department on track. This action plan should lay the foundation for your budgetary requests in both your annual plans and Program Review, your next course assessment in four years, and can be used to complete a few of the assessment narrative sections in your Program Review.*

**Teaching Strategies:** *Needed changes to teaching strategies to improve student learning.*

**Curriculum Changes:** *Needed curricular changes (pre-requisites, major topics, objectives, etc.).*

**Program/College:** *Anything the Program or College should do to support any of these changes.*

**SLO Assessment Process:** *Needed changes to the SLO statement or assessment process based on results.*

<b>Action</b> (One action plan per row.) Enter only those actions for which you wish to develop a plan.	<b>Action Due Date</b>	<b>Action Category</b> <i>Teaching Strategies Curriculum Changes Program/College Support SLO Assessment Process</i>
Rewrite SLOs	June 2023	Curriculum changes
Update COR with updated SLO	June 2023	Curriculum changes
Address program decisions that encourage early college students to take HDEV 110. Consider for this population that they should take a 1 unit HDEV In the summer or winter given their age and cognitive developmental stage.	June 2023	Program/College
Promote college bound students who are mentally and developmentally ready for HDEV to enroll in HDEV 110 courses.	June 2023	Program/College