

# Course or Program Assessment Summary [http://academic.cuesta.edu/sloa/docs/Course\\_and\\_Program\\_Assessment\\_Summary\\_F\\_2011.docx](http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Workforce Economic Dev**

Program: **Co-op Work Experience**

Date: **5 /30/14**

v. 3 2012

Courses in program, or course: **WEXP 151L & 252L** (Does not include non "Cooperative" WEXP courses or WEXP250L which is slated to be deactivated or revised)

Faculty involved with the assessment and analysis: **Amity Boada Perry, Matthew Green, Kimberley Blackie**

Course-to-program outcome mapping document\*\* is completed: **Yes**

| 1  | <p>Student Learning Outcome Statements</p> <p><b><u>X Program</u></b></p>                               | <p>At the end of the course/program, the Student should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze and identify personal/individual workplace learning opportunities and develop goals (learning objectives) to include new or expanded transferable general and/or occupational/career workplace skills, knowledge, attitudes, behaviors, and/or responsibilities.</li> <li>2. Demonstrate application and improvement of new or expanded personal/individual transferable general and/or occupational/career workplace skills, knowledge, attitudes and behaviors in the work environment.</li> <li>3. Demonstrate critical thinking, time management, communication skills, use of basic technologies, organization, accountability, and the ability to follow instructions and apply information, in ways appropriate to the course.</li> </ol>  |          |          |  |                        |   |                        |   |                        |  |                       |
|--|---|---|----------|----------|--|------------------------|---|------------------------|---|------------------------|--|-----------------------|
| 2  | <p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p> | <p><b>SLO #1: Learning Objective Training Agreement:</b> 45 point assignment: one or more written, articulated, and approved personal/individual workplace goals (learning objectives). The workplace Employer/Supervisor and the Faculty Advisor must approve these learning objectives as a requirement for further participation in the course. Faculty Advisor measured criteria and evaluation scores reviewed and tabulated after the completion of the Fall 2013 semester.</p> <p><b>Evaluation Ranking Scale:</b></p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Possible</th></tr> </thead> <tbody> <tr> <td> <b>SMART</b> objectives: Specific, Measureable, Attainable, Relevant, Timely. Each required learning objective clearly:                             <ul style="list-style-type: none"> <li>Identifies the <b>specific learning objective</b>/opportunity to be completed during normal work hours.                                     <ul style="list-style-type: none"> <li>Identifies the specific skill, knowledge, attitude or behavior that the student should be able to apply by the end of the term and in future work situations.</li> </ul> </li> <li>Includes a description of <b>how</b> the learning objective will be <b>achieved (processes, resources, tangible tools, activities, etc.)</b></li> <li>Includes a description of how the learning objective will be <b>measured</b> and <b>documented</b>.</li> <li>Includes a <b>timeframe</b> (no later than a date or timeframe prior to the Final).</li> </ul> </td><td><b>15 pts possible</b></td></tr> <tr> <td><b>Relevancy:</b> Relevant to current work/position and future goals. Each Learning Objective must be <b>transferable</b> and <b>applicable</b> to a variety of work situations (General) and/or stated career path (Occupational).</td><td><b>12 pts possible</b></td></tr> <tr> <td><b>Quality</b> of Learning Objectives in terms of challenge and meaningful learning opportunity. Each learning objective must meet at least minimum standards for earning college credit while addressing Student's existing level of understanding, skill or mastery prior to attempting the learning objective. All learning objectives must focus on <b>new</b> or <b>expanded</b> learning.</td><td><b>11 pts possible</b></td></tr> <tr> <td><b>Writing</b> mechanics and presentation: Appropriate use of vocabulary and grammar, spelling, punctuation, etc. Use complete sentences, no outline formats or bullet points. Assignment must be <b>typed</b> (including significant revisions). Handwritten plans will not be accepted. Assignment should be clean, neat and tidy.</td><td><b>7 pts possible</b></td></tr> </tbody> </table> | Criteria | Possible | <b>SMART</b> objectives: Specific, Measureable, Attainable, Relevant, Timely. Each required learning objective clearly: <ul style="list-style-type: none"> <li>Identifies the <b>specific learning objective</b>/opportunity to be completed during normal work hours.                                     <ul style="list-style-type: none"> <li>Identifies the specific skill, knowledge, attitude or behavior that the student should be able to apply by the end of the term and in future work situations.</li> </ul> </li> <li>Includes a description of <b>how</b> the learning objective will be <b>achieved (processes, resources, tangible tools, activities, etc.)</b></li> <li>Includes a description of how the learning objective will be <b>measured</b> and <b>documented</b>.</li> <li>Includes a <b>timeframe</b> (no later than a date or timeframe prior to the Final).</li> </ul> | <b>15 pts possible</b> | <b>Relevancy:</b> Relevant to current work/position and future goals. Each Learning Objective must be <b>transferable</b> and <b>applicable</b> to a variety of work situations (General) and/or stated career path (Occupational). | <b>12 pts possible</b> | <b>Quality</b> of Learning Objectives in terms of challenge and meaningful learning opportunity. Each learning objective must meet at least minimum standards for earning college credit while addressing Student's existing level of understanding, skill or mastery prior to attempting the learning objective. All learning objectives must focus on <b>new</b> or <b>expanded</b> learning. | <b>11 pts possible</b> | <b>Writing</b> mechanics and presentation: Appropriate use of vocabulary and grammar, spelling, punctuation, etc. Use complete sentences, no outline formats or bullet points. Assignment must be <b>typed</b> (including significant revisions). Handwritten plans will not be accepted. Assignment should be clean, neat and tidy. | <b>7 pts possible</b> |
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**SLO #2: Employer/Supervisor Evaluation** of Student's personal/individual workplace goals (learning objectives) using a rating scale to measure how well these goals were accomplished. Evaluation scores reviewed and tabulated after the completion of the Fall 2013 semester.

**Evaluation Ranking Scale:**

|              |   |  |
|--------------|---|--|
| <b>63-70</b> | <b>(A) Excellent/Excelled</b>                         | Far exceeds expected/average progress or accomplishment  |
| <b>56-62</b> | <b>(B) Good</b>                                       | Better than expected/average progress or accomplishment  |
| <b>49-55</b> | <b>(C) Average/Satisfactory</b>                       | Has shown satisfactory progress/accomplishment   |
| <b>42-48</b> | <b>(D) Limited</b>                                    | Some progress made, needs <i>significant</i> improvement   |
| <b>0-41</b>  | <b>(F) Unsatisfactory/Unacceptable</b>                | Failed to make any significant or reasonable progress  |
| <b>n/a</b>   | Not able to complete: do NOT include in average score | Workplace issues did not allow for completion, no fault of the student. Please describe the situation in section 2 on the second page. |

**SLO #3: Core Competencies:** Coordinator and Faculty Advisor evaluation of the student's degree of achievement of demonstrated critical thinking, time management, communication skills, use of basic technologies, organization, accountability, and the ability to follow instructions and apply information, in ways appropriate to the course and work. Criteria measured and evaluation scores reviewed and tabulated after the completion of the Fall 2013 semester.

**Evaluation Ranking Scale:**

| <b>Criteria</b>  | <b>Coordinator</b>       | <b>Faculty Advisor</b> |
|--|--------------------------|------------------------|
| <b>Communication &amp; Time Management</b> <ul style="list-style-type: none"> <li>Responsive/timely communication with Coordinator/Advisor – usually within three days</li> <li>Schedule &amp; attend orientation and meetings with Coordinator/Faculty Advisor in a timely manner: initial meeting w/Coordinator, Job Site Visit, Progress Check, Final, etc. Be on time.</li> <li>Complete required hours for units</li> <li>Turn in required assignments/forms on time</li> <li>Notify Advisor/Coordinator of job or learning objective changes promptly</li> </ul>                   | <b>7 pts possible</b>    | <b>9 pts possible</b>  |
| <b>Professional Behavior and Personal Responsibility</b> <ul style="list-style-type: none"> <li>Open to feedback and coaching</li> <li>Cooperative, receptive, respectful, appropriately assertive and persistent</li> <li>Take responsibility for actions or inactions</li> <li>Be properly <u>prepared</u>, organized and participate appropriately during the course and at the workplace</li> <li>Take initiative to help yourself first, then ask for assistance if needed, as needed</li> </ul>  | <b>8 points possible</b> | <b>10 pts possible</b> |
| <b>Technology and Workplace Competence</b> <ul style="list-style-type: none"> <li>Use of Internet, email and phone: <ul style="list-style-type: none"> <li>Check and use Cuesta email regularly. (Check even if you forwarded to personal account)</li> <li>Set up and use voicemail (if available)</li> <li><b>Type</b> assignments and forms. Use business professional writing, proper grammar, punctuation, etc. for all written communications (including email – text messages are exempt)</li> </ul> </li> <li>All work submitted should be neat and in good condition</li> </ul> | <b>5 pts possible</b>    | <b>6 pts possible</b>  |

|   |   |  |
|---|---|--|
| 3 | Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | <b>SLO 1, 2 &amp; 3:</b> One hundred and one (101) students from WEXP 151L & 252L, Fall 2013. Sixty eight (67%) of these students were on the final grade roster and are considered to have completed the course.  |
| 4 | Assessment Results Summary (summarize Data)   | <p><b>SLO 1:</b> Of the 68 students who completed the course, 100% of students <u>produced</u> satisfactory Learning Objectives (required to continue participation in the course). The average score was 42 of 45 points possible.</p> <p><b>SLO 2:</b> Over 94% of the students in the assessment sample made satisfactory or better progress and/or accomplishment of their personal/individual work-place learning objectives. Four students did not complete the final assignments, nor turn in the required Employer Evaluation. Failure to submit a Time Sheet, Employer Evaluation and/or Reflection Essay results in a failing grade for the course.</p> <p><b>SLO 3:</b> Over 94% of the students in the assessment sample made satisfactory or better progress and/or accomplishment of their core competencies. Four students earned a score of zero. The average score for the students who earned a satisfactory grade is 40 of 45 points possible.</p>  |
| 5 | Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans                 | <p><b>SLO 1:</b> While all students achieved a satisfactory rating, review of many of the actual learning objectives showed a wide variance of quality, writing and completeness.</p> <p><b>SLO 2 Procedure:</b> Effective assessment tool though manual process is cumbersome. In addition, written comments by the employer/supervisor suggest their participation in the course leads to additional benefits beyond the improvement Students workplace skills, knowledge, attitudes and behaviors.</p> <p><b>SLO 3</b> Core competency scores are weighted differently between the Coordinator and Faculty Advisor based on each role in the evaluation process. We will continue to analyze results as this is a newly developed SLO.</p>  |
|   | Recommended Changes & Plans for Implementation of Improvements  | <p>Implementation of the following planned for Fall 2014.</p> <ul style="list-style-type: none"> <li><b>SLO 1:</b> To facilitate a higher quality of student produced workplace goals/Learning Objectives (LOs), improved communication at the orientation, provide more examples of quality LOs, and discussion with faculty regarding the related SLOs need to be implemented. Orientation session will become more of a workshop environment to guide students in the completion and importance of LOs.</li> <li><b>SLO 2:</b> Provide more examples of workplace goals/learning objectives to assist students and their supervisors with the development of the students' individual/personal goals- this should allow for a more clearly defined, achievable and <u>measurable</u> plan of action and should help the evaluation process provide more meaningful feedback for the student.</li> <li><b>SLO 2:</b> Simplify the Evaluation form - consider creating a bubble form that could be read and tabulated electronically.</li> <li><b>SLO 1, 2, &amp; 3:</b> Continue to simplify and consolidate form information while meeting state requirements. Coordinator will eliminate Form #1 as information is repeated on Form #3.</li> </ul> |
| 7 | Description or evidence of dialog among course or program-level faculty about assessment plan and results       | In the process of completing these assessments and summary, the Program Coordinator has shared SLOs, SLOAs, and data, as well as solicited feedback on SLOs, SOLAs and other program/course components, process and results with several of the Faculty Advisor's and the Department Manager.  |

\*\*Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>