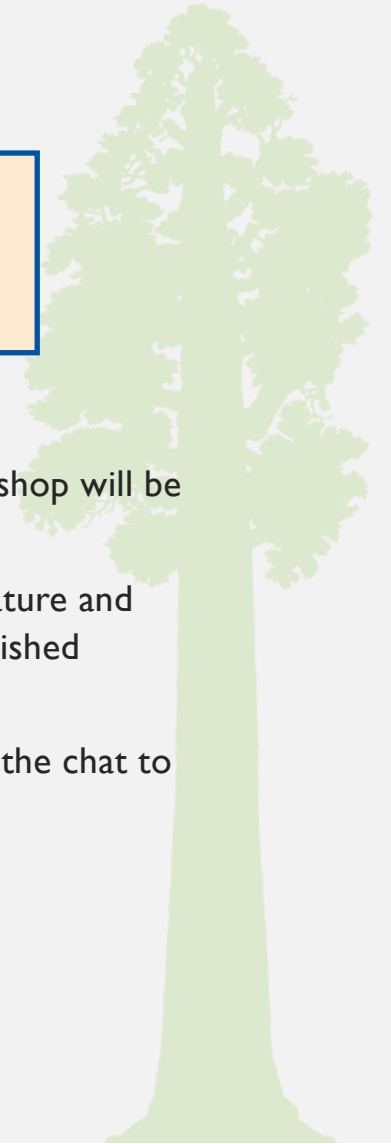


VIRTUAL WORKSHOP ETIQUETTE

Virtual Attendees:

- Sign in for flex via the shared document link in chat. This and other links during the workshop will be added to chat throughout.
- All attendees are muted at the beginning of the workshop. Please use the “raise hand” feature and unmute your mic when called on if you wish to speak, then mute again when you have finished speaking.
- You may also use chat to ask questions or add to the discussion. Presenters will monitor the chat to address questions and share comments with the group.



The background of the slide features three stylized green trees with dense foliage, positioned against a solid blue background. The trees are arranged horizontally, with one on the left, one in the center, and one on the right. A white rectangular box with an orange border is centered over the trees, containing the main title text.

TEACHING THE LIFE SKILLS ILO: REFLECTION, SELF-MANAGEMENT, AND DIVERSE PRACTICES

12 August 2021

12:00 – 1:00

LIFE SKILLS ILO

LIFE SKILLS ILO ASSESSMENT

- **COS ILO: Life/Interpersonal Skills**
"Students will take responsibility for their own well-being through effective self-management practices, as well as developing respect for diverse practices of others."
- Assessed via self-report in COS Student Support Services Survey (every 2 years)
- Participating faculty attended two workshops on the ILO, developed classroom projects, and assessed the results via rubric



ILO SURVEY RESULTS

“I interact respectfully with people whose beliefs, values, and opinions are different from my own.”

- 2017: 99% Agree
- 2019: 99% Agree
- 2021: 99% Agree

“I regularly practice good time management and study habits”

- 2017: 86% Agree
- 2019: 86% Agree
- 2021: 86% Agree



OUTCOME DIMENSIONS

Reflection

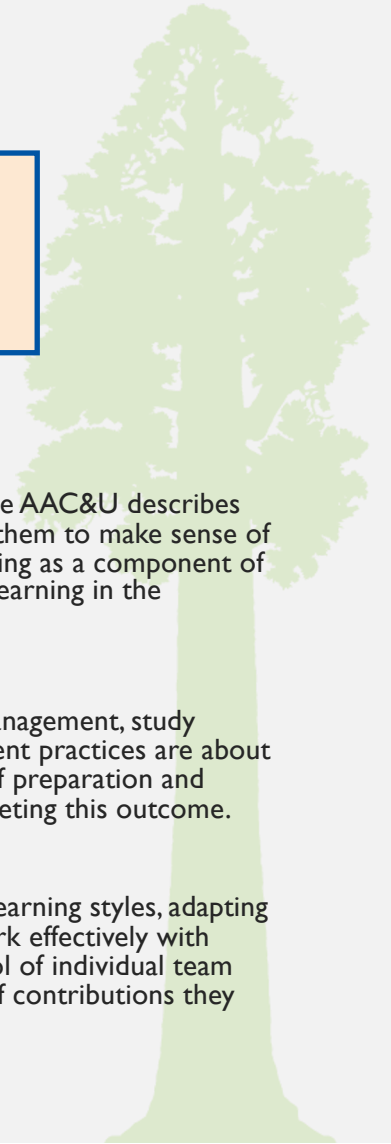
- Reflection is a key component of students' ability to "take responsibility" for and describe their own learning practices. The AAC&U describes reflection as a key component of lifelong learning; it tell what students think, feel, or perceive about their learning, allows them to make sense of their learning, and provides evidence of students' learning growth and development. When students reflect on their learning as a component of an assignment or assessment, it promotes deep learning and provides evidence for faculty of how students are managing learning in the classroom.

Self-Management

- Self-Management strategies and practices are referenced directly in the outcome and include practices related to time-management, study habits, stress management and test-taking. These practices may also include preparation for online learning. Self-management practices are about planning effectively for success; making these practices visible to students and asking them to demonstrate components of preparation and planning for assignments or assessments is one way faculty can promote success for students and provide evidence of meeting this outcome.

Diverse Practices

- "Developing respect for diverse practices of others," in the context of this outcome, refers to collaboration, diversity of learning styles, adapting learning practices and culturally responsive design. Students who meet this outcome should demonstrate an ability to work effectively with others and respect their needs. In promoting and evaluating "teamwork," AAC&U focuses on "behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)"



ILO WORKSHOPS

- Three faculty members participated in two ILO workshops in Spring 2021.
- Faculty discussed ILO, created related course assignments, developed an assignment rubric, and scored selected random samples of student work based on the rubric.
- Each of the three samples reviewed were found to meet the outcome; students scored consistently highest on the reflection dimension.

Criteria	Exceeds	Meets	Does Not Meet	N/A
Reflection				
Students' work reflects openly and honestly on progress, including ability to make mistakes				
Students' work demonstrates growth and/or evolution in learning practices				
Students' work demonstrates consistent effort				
Self-Management				
Student uses a diverse set of self-management strategies including but not limited to time-management, study habits, stress management, and test taking				
Student demonstrates ability to plan effectively for learning and collaboration				
Diverse Practices				
Student is able to effectively collaborate with others to achieve learning goals				
Student is able to adapt learning practices and styles to diverse needs of others				

SAMPLE PROJECT

Post-Exam Reflection Activities

Post-Exam Reflection Activity

This activity has been designed to give you a chance to reflect on your performance on the most recent exam and on the effectiveness of your preparation activities for the exam. Please answer the questions honestly, as both you and I will find this to be valuable. Your responses are being collected to improve my teaching and your learning in the courses, and therefore you will be graded on completeness and honesty, not on whether or not your answers make you look good. There is a lot to be gained by both of us if you take this activity seriously.

Reflection on Exam

1	After studying for this exam, what percentage did you expect to earn (out of 100%)?	
2	After taking the exam, what percentage did you think you had earned (out of 100%)?	
3	How many points did you receive?	
4	How satisfied were you with the your score on the exam?	
5	very satisfied satisfied unsatisfied very unsatisfied	
6	When did you start studying for the exam?	
7	Approximately how many hours did you spend studying for the exam?	
8	Did you study enough?	
9	Could you have studied "smarter"?	
10	Did you bring everything you needed with you to the exam?	

Which concepts and topics were you the most/least confident answering?

Reflection on Exam

1	After studying for this exam, what percentage did you expect to earn (out of 100%)?	About an 90%
2	After taking the exam, what percentage did you think you had earned (out of 100%)?	Around an 80%
3	How many points did you receive?	94/100 or 94%
4	How satisfied were you with the your score on the exam?	Very Satisfied
5	very satisfied satisfied unsatisfied very unsatisfied	
6	When did you start studying for the exam?	I try to start studying the Monday before the exam.

How realistic was your study schedule? Were you able to complete tasks in the time you allocated?

What kind of support did you receive from family, friends, tutors, counselors, teachers, or other students?

What have you learned about yourself as a student from this experience?

Which kind of study activities and habits will you need to change? Why?

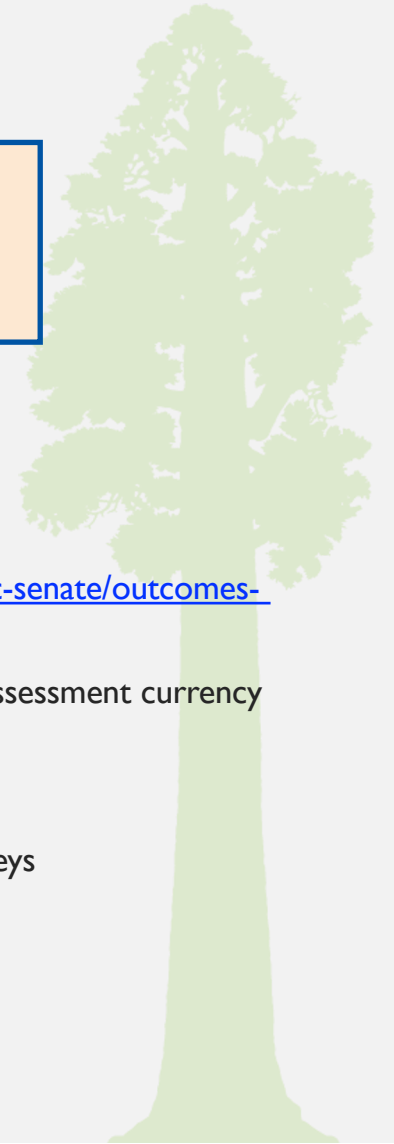
I need to start studying earlier in the day to avoid being up too late at night. I usually a night owl but I've noticed that studying later in the day makes me less productive and more likely to stay up way too late. I also need to make sure I have everything before I start studying. There will be times where I'll think "Oh, I won't need this right now but in a bit" but I'll do this several times which is really just me procrastinating. Lastly, I need to stop watching tv shows/movies when I'm studying. If they get interesting or I don't want to solve a problem, I'll start watching the show instead.

RESOURCES

<https://drive.google.com/drive/folders/IwggszjLumD6buzaQmYzZwMcK03fy4zL-?usp=sharing>

O&A RESOURCES

- COS Outcome Assessment Website: <https://www.cos.edu/en-us/academics/outcomes-assessment>
 - This site contains assessment results, reports, and various resources
- Outcomes Assessment Committee: <https://www.cos.edu/en-us/administration/governance/academic-senate/outcomes-assessment-committee>
 - The site contains minutes and materials from committee meetings, including regularly updated assessment currency reports
- COS Giant Dashboards: <https://www.cos.edu/en-us/administration/research/dashboards>
 - Research Office produced dashboards, including results from the Student Support Services Surveys



QUESTIONS? CONTACT ME!

Dr. Sarah E. Harris

Curriculum & Outcomes Assessment Coordinator

Sequoia 6

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