Student Developmental Task & Lifestyle Assessment

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ACCJC CYCLE OF ASSESSMENT

- Evaluation → CHANGE → Evaluation

- ISLO 4:

Social Responsibility: Demonstrate sensitivity to and respect for others and participate actively in group decision making. Examples:

- Teamwork: Use skills needed for participation in group efforts to seek effective results.

- Respect for Diversity: Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures.

- Effective Citizenship: Demonstrate responsibility for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

ACCJC CYCLE OF ASSESSMENT

- ISLO 5

Personal Development: Demonstrate self -management, maturity, and growth through practices that promote physical, mental, and emotional well- being. Examples:

- Ethics and Values: Demonstrate an understanding of ethical issues and values required to make sound judgments and decisions.

- Aesthetic Appreciation: Create or show appreciation for artistic and individual expression.

- Self -Understanding/Development: Demonstrate increased self-awareness, self-insight, and personal

- growth. Perform learned skills competently.

Brief History

- ISLO 4 & 5 Measurement in 2013-14
- Assessment of ISLOs is Faculty owned process
- Robust dialogue took place in the Assessment Committee
  - What route: qualitative or quantitative assessment?
- Assessment Committee decided to use the Student Developmental Task and Lifestyle Assessment (SDTLA)
  - Validated and nationally used
  - Allowed us to assess two ISLOs

The SDTLA

- What is it?
  - An assessment tool (survey) designed for educational practitioners "to facilitate the development of life purpose, mature interpersonal relationships, academic autonomy, as well as the establishment of healthy lifestyles"
  - https://sdtla.appstate.edu/materials

SDTLA Components

Three tasks, one scale:

- Establishing and Clarifying Purpose Task (ISLO 5)
  - Includes educational and career goals, personal direction, and cultural participation

- Developing Autonomy Task (ISLOs 4 & 5)
  - Includes taking actions in different aspects of life without reassurance from others

- Mature Interpersonal Relationships Task (ISLO 4)
  - Includes relationships that are open and trusting, and acceptance of those with different backgrounds

- Salubrious Lifestyle Scale (ISLO 4)
  - Includes the promotion of good health and wellness practices

SDTLA Subtasks

- Establishing and Clarifying Purpose (4 subtasks)
  1. Educational Involvement: well defined educational goals and plans; actively involved in academic life
  2. Career Planning: commitment to a chosen career with specific vocational plans
  3. Planning: Personal direction and orientation in one's life
  4. Cultural Participation: wide array of cultural interests and a developed sense of aesthetic appreciation

SDTLA Subtasks

- Developing Autonomy Task (4 subtasks)
  1. Emotional Autonomy: free from the need for continuous reassurance
  2. Interdependence: fulfill citizenship responsibilities and actively involved in community improvement
  3. Academic Autonomy: deal well with ambiguity and control their behavior
  4. Instrumental Autonomy: structure and manipulate their environment to satisfy needs and meet responsibilities

SDTLA Subtasks

- Mature Interpersonal Relationships (2 subtasks)
    1. Peer Relationships: have trust, independence, frankness, and individuality
    2. Tolerance: Respect for and acceptance of those of different backgrounds

- Salubrious Lifestyle Scale: promotion of good health and wellness practices
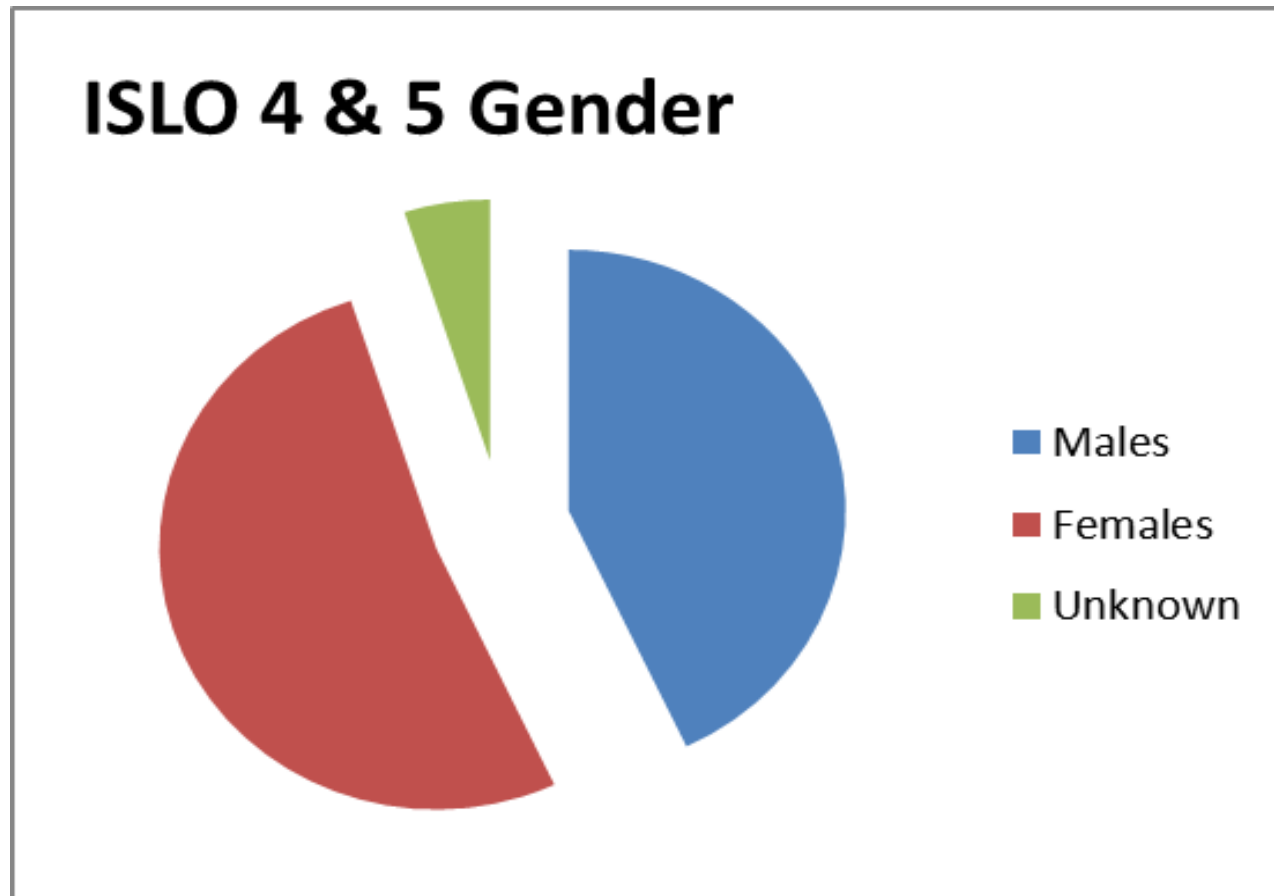
Participants

- Sample
  - Courses mapped to ISLO 4 &/or 5
  - 53 GE and CTE courses participated
    - Nursing, P.E., Personal Development, etc.
  - ~2000 students
- Paper/Pencil Administration
- Collected surveys: 1415 (70%)
- Completed surveys: 1204 (60%)

Participants' Description: Age

ISLO 4 & 5 Students by Age

- 35 - 54: 8%
- 55 and over: 1%
- 25 - 34: 13%
- under 20: 41%
- 20 - 24: 37%
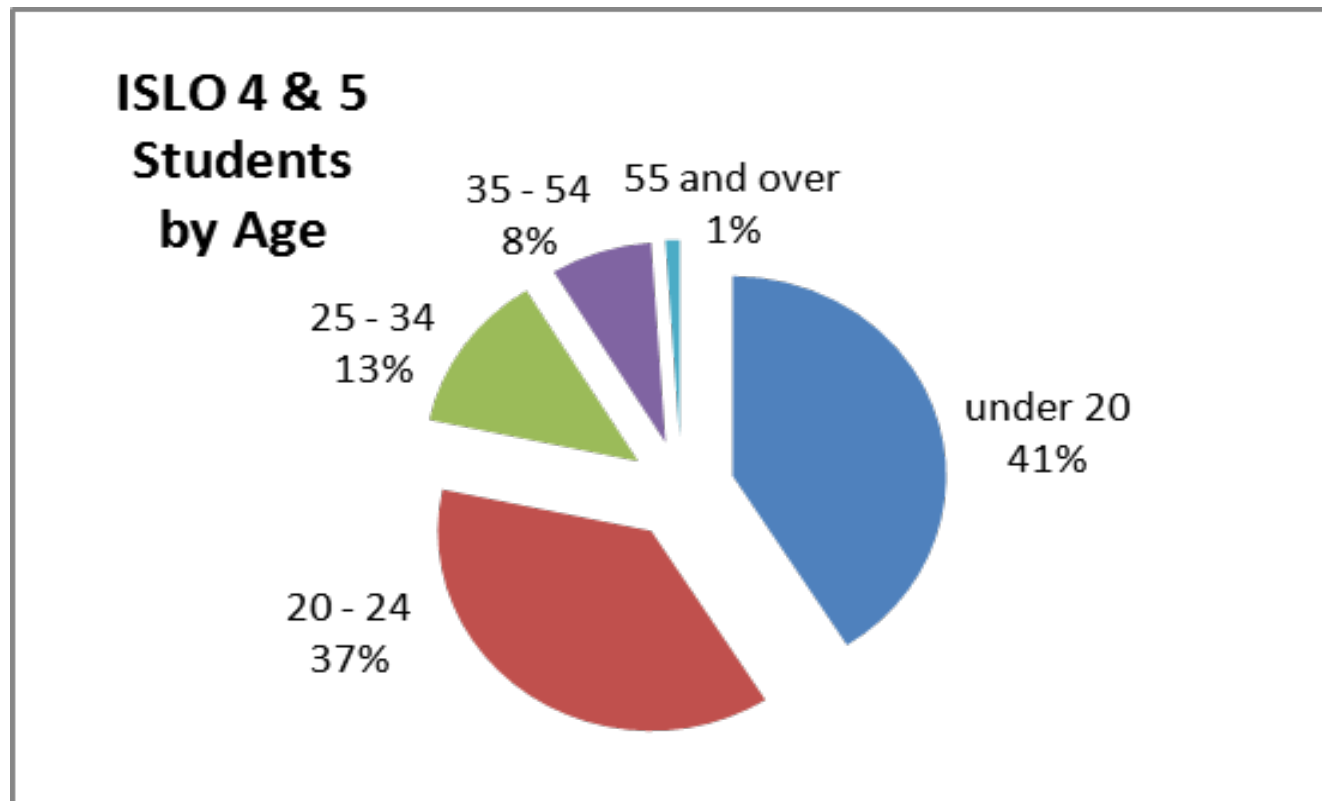
Participants' Description: Gender

ISLO 4 & 5 Gender

- Males
- Females
- Unknown

Male = 43%; Female = 52%; Unknown = 5%

Participants' Description: Ethnicity

ISLO 4 & 5 Students by Ethnicity

- White 13%
- Unknown 3%
- Afr Amer 15%
- Amer Ind/Other 2%
- Asian 16%
- Hispanic 51%
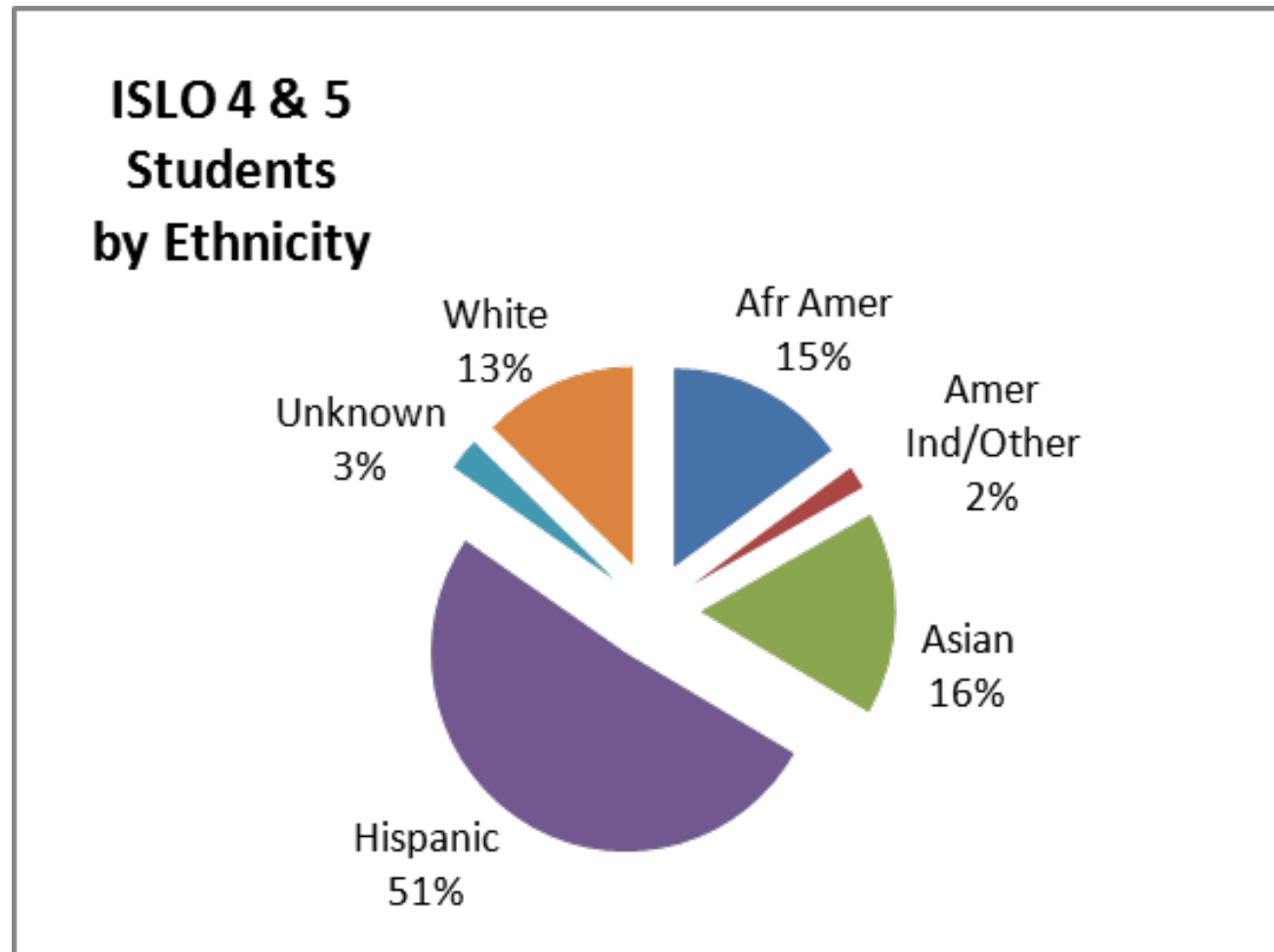
Results
Establishing and Clarifying Purpose Task

Table 1. *Means and Standard Deviations for Establishing and Clarifying Purpose Task by Gender and Class Status*

Class	Male		Female	
	Mean	SD	Mean	SD
First Year	2.69	.647	2.81	.634
Second Year	2.67	.623	2.99	.667
More than 2 yrs.	3.28	.770	3.40	.564

Females scored higher than males on this task. This indicates females tend to have more defined educational and career goals, are more goal oriented and participate more in cultural events than males. The longer students attend college, the higher the score.

Results
Developing Autonomy Task

Table 2. Means and Standard Deviations for Developing Autonomy Task by Gender and Class Status

Class	Male		Female	
	Mean	SD	Mean	SD
First Year	3.19	.467	3.25	.472
Second Year	3.10	.488	3.34	.507
More than 2 yrs.	3.36	.516	3.52	.403

Female students scored higher than males on the Developing Autonomy task. A higher score on this task indicates that students are academically self-assured, are actively involved in their communities, perform academically at levels that are consistent with their abilities, are resourceful and are self-sufficient individuals.

Results
Mature Interpersonal Relationships Task

Table 3. Means and Standard Deviations for Mature Interpersonal Relationships Task by Gender and Class Status

Class	Male		Female	
	Mean	SD	Mean	SD
First Year	3.66	.476	3.74	.471
Second Year	3.48	.516	3.73	.493
More than 2 yrs.	3.88	.425	3.93	.390

Female students scored higher than males. Higher scores on this task indicate that students have established honest and open relationships with peers and have respect and acceptance for others

Results
Salubrious Scale

Table 4. Means and Standard Deviations for Salubrious Scale by Gender and Class Status

Class	Male		Female	
	Mean	SD	Mean	SD
First Year	3.27	.591	3.30	.547
Second Year	3.29	.602	3.43	.556
More than 2 yrs.	3.29	.516	3.34	.403

Results show that there is very little difference on this scale between male and female students' scores, with females scoring only slightly higher. There is also very little difference regarding class status.

Subtasks Results

- In general, female students scored higher than male students

- The more years in college, the higher the scores for all students

- Nursing (CTE) students tended to have the highest scores in all subtasks

- Interdependence subtask: only slightly higher for students attending for more than 2-years of college

What do we do with the results?

- Provided baseline data for future

- Data provided a benchmark for the implementation of the "Harbor Advantage" and other Student Success Initiatives (e.g., Establishing and Clarifying Purpose Task)

  CTE courses scored higher: is it career commitment?

- Further explore subtasks with interesting results

  - Interdependence subtask

  - Mature interpersonal relationships

- ISLO data available:

  - Data integration into program review

  - Data integration into SSI efforts

  - Avoid the "working in silos" effect

EVALUATION → CHANGE → EVALUATION

Additional outcomes:

- ISLO 4 & 5 were combined (re-written) to be ISLO 4
    - SLO Committee approved
    - Academic Senate approved
    - College Planning Committee approved

QA

- What questions do you have?

- How can we help you?